

District Profile and Performance Report for School Year 2016-17

Tolland School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	157.5
Paraprofessional Instructional Assistants	17.9
Special Education	
Teachers and Instructors	25.3
Paraprofessional Instructional Assistants	76.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	8.8
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	7.3
Other Staff Providing Non-Instructional Services/Support	119.5

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.0
Black or African American	2	0.9	3.6
Hispanic or Latino	4	1.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	212	96.8	91.4

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	113	57.4	155	77.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	8	34.8	13	43.3
District	121	57.3	168	78.5
State		63.6		77.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	29	54.7
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	98	81.0
Other Health Impairment	52	82.5
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	202	68.5
State		68.2

⁴Ages 6-21

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	55	77.2	54	76.0	21	65.6
Black or African American	22	69.5	22	67.5	8	*
Hispanic or Latino	44	69.9	44	66.8	22	59.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	1208	74.0	1208	70.1	542	65.2
English Learners	16	*	16	*	*	*
Non-English Learners	1322	74.0	1321	70.2	593	64.8
Eligible for Free or Reduced-Price Meals	85	64.4	85	60.9	31	56.8
Not Eligible for Free or Reduced-Price Meals	1253	74.6	1252	70.8	567	65.2
Students with Disabilities	162	52.4	162	47.8	63	49.9
Students without Disabilities	1176	76.9	1175	73.3	535	66.5
High Needs	240	57.8	240	54.1	89	52.6
Non-High Needs	1098	77.5	1097	73.7	509	66.9
District	1338	73.9	1337	70.2	598	64.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
MATH				
Connecticut	41%	36%	32%	
National Public	39%	32%	25%	

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	71.3	82.4	72.7	81.4	743	76.9
Curl Up	97.7	96.5	93.2	95.4	743	95.6
Push Up	32.2	88.8	84.9	75.8	743	71.1
Mile Run/PACER	64.9	87.1	72.2	73.7	743	74.3
All Tests - District	18.4	70.0	55.1	56.2	743	50.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	35	85.7
Students with Disabilities	22	59.1
District	217	94.5
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.2	152	69.7
Male	96.1	139	67.1
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	96.5	269	67.9
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	9	*
Students with Disabilities	77.4	*	*
District	96.7	291	68.5
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	81.9	93.1
Male	80.4	97.8
Black or African American	*	*
Hispanic or Latino	*	*
White	82.0	95.7
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	63.6	90.0
Students with Disabilities	*	*
District	81.2	95.5
State	72.0	88.5

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate	
ELA Performance Index	All Students	73.9	75	49.3	50	98.6	67.1
	High Needs Students	57.8	75	38.5	50	77.0	55.9
Math Performance Index	All Students	70.2	75	46.8	50	93.6	62.2
	High Needs Students	54.1	75	36.1	50	72.2	50.5
Science Performance	All Students	64.8	75	43.2	50	86.3	55.3
	High Needs Students	52.6	75	35.1	50	70.2	45.2
ELA Academic Growth	All Students	53.9%	100%	53.9	100	53.9	55.4%
	High Needs Students	46.2%	100%	46.2	100	46.2	49.8%
Math Academic Growth	All Students	59.9%	100%	59.9	100	59.9	61.7%
	High Needs Students	48.9%	100%	48.9	100	48.9	53.7%
Chronic Absenteeism	All Students	5.1%	<=5%	49.8	50	99.6	9.9%
	High Needs Students	10.4%	<=5%	39.2	50	78.4	15.8%
Preparation for CCR	% Taking Courses	68.0%	75%	45.3	50	90.7	70.7%
	% Passing Exams	68.5%	75%	45.6	50	91.3	43.5%
On-track to High School Graduation	96.1%	94%	50.0	50	100.0	87.8%	
4-year Graduation All Students (2016 Cohort)	94.5%	94%	100.0	100	100.0	87.4%	
6-year Graduation - High Needs Students (2014)	91.9%	94%	97.8	100	97.8	82.0%	
Postsecondary Entrance (Class of 2016)	81.2%	75%	100.0	100	100.0	72.0%	
Physical Fitness (estimated part rate) and (fitness)	94.1% 50.2%	75%	33.5	50	66.9	92.0% 51.6%	
Arts Access	52.2%	60%	43.5	50	86.9	50.5%	
Accountability Index			1062.5	1350	78.7		

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	57.8	17.2	16.7	
Math Performance Index Gap	73.7	54.1	19.6	18.7	
Science Performance Index Gap	66.9	52.6	14.2	16.6	
Graduation Rate Gap	94.0%	91.9%	2.1%	12.0%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	99.1
	High Needs Students	98.4
Math	All Students	99.1
	High Needs Students	98.4
Science	All Students	98.5
	High Needs Students	94.8

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 53.3

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Birch Grove uses PLC Teams and data to improve student performance. The PLC teams established goals in literacy and numeracy. Staff continued to develop Writers Workshop, and identify assessments, cut-points, progress monitoring data, universal screens and interventions. Early intervention teams identify students in need. BG special education faculty ensures student needs are met while building independence. Teachers engaged in math PD opportunities and continued to support our Math InFocus program. Birch Grove engaged in PD to initiate Foundations reading program Kindergarten through grade 2. PBIS programs maintain a positive environment in the building. In addition to volunteering, parents participate yearly in a survey and are active members on the school safety team and Tools For Schools Team. A Parenting class is offered by the school, through the FRC. Tolland Intermediate is in the 6th year of the implementation of a co-teaching model. The team teaching approach enables two educators to adapt instruction to the needs of a diverse classroom. Our Tier III reading and math intervention programs provide small group targeted intensive assistance. During math and reading intervention, special education teachers, reading, and math specialists provide targeted instruction to students. Our school-wide Hawk Rules: Have respect, Act responsibly, We Are A Community and Keep Yourself Safe, guide everything we do at Tolland Intermediate School. Each school year begins with every T.I.S. student being taken through a series lessons highlighting our school with lessons reviewed throughout the year. Tolland Middle uses a team model with personalized attention to students. Parents have easy access to their child's team via phone, email or in-person meetings. Teams meet on alternate days to discuss student progress, and parents frequently take advantage of the meeting to conference about their student. PBIS programs, partnerships with social services, community workshops, teaming, SOAR reports, and everyday practices establish a positive environment. Software allows parents to sign up for daily updates of academic progress and attendance. Quarterly SOAR Behavioral Reports keep parents informed on where their children are relative to the school's Core Values of Safety, Ownership, Active Learning and Respect. Technological resources (i.e. Google Apps) foster ongoing communication about individual students. TMS offers Breakfast and Dinner with the Principal programs for community members to come up with solutions for problems. Parental and student input are utilized in teacher hiring.

Tolland High focuses on literacy, school climate, and increasing technology. PLC teams develop goals and strategies aligned to 21st century learning. An end-of-year survey is given to gather student, parent, and faculty input on issues related to school climate. Our Parent Advisory Council solicits input on issues such as course leveling, grade weighting, teen drug and alcohol use, and safety concerns. An advisory curriculum promotes meaningful student-teacher relationships and a sense of belonging in the Tolland High School community. A newly established Peer Mentoring program was established to support incoming freshmen. The Student Intervention Team of administrators, counselors, and the psychologist meets on a weekly basis to discuss intervention strategies.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The TPS participate in the Open Choice program enrolling students in Kindergarten. The district has also started a training program on Culturally Responsive Education. This effort includes training members of the Culture and Climate Committee through five separate sessions, training sessions for each of the school's staff, and training sessions for administration. The district seeks to provide equity through Mastery Learning practices.

All schools engage in a variety of community programs throughout the year, including collaborative activities with community organizations. Positive Behavioral Intervention and Support programs, as well as an Advisory program, include incentives and activities for students to reinforce core values, personal responsibility, and culturally responsive behaviors. The PBIS program includes lessons that cover topics such as social media, the problem of mass incarceration, and exposure to organizations like the Equal Justice Initiative. Advisory, Student Council, and service group programs in the school and community promote social responsibility (e.g. programs to promote awareness of homeless populations, poverty, and how to help). In addition, topics of responsible behavior and social justice are included in our programming for ELA, Social Studies, and other classes.

Social Justice and Gender Equality are themes around which our educational programs are formed. The TPS continue to have a thriving Gay-Straight Alliance that promotes respect in our schools. Curriculum on Japanese-American history, Russian Culture, Art Link, and African-American authors and Native American experiences are part of the school system's offerings. A course in Native American Studies is offered at Tolland High School. The curriculum emphasizes the experience of the original inhabitants of North America and the diversity which existed among tribes. In addition to bringing in speakers from different native tribal nations, student activities include field trips to museums, sweat lodges, and native reservations. Fine Arts instruction has focused on minority and multicultural art and musical expression. Concerts include pieces from Africa, Mexico, South America, and Spain. Visitors include a Brazilian Drumming group, African dance, and Freedom Train assembly.

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Equitable Allocation of Resources among District Schools

Schools are organized into cost-centers with Principals taking the role of “cost-center” managers. Schools receive allocations and reductions of resources based on enrollment and program considerations. Recently, the entire school system underwent an energy review, and all schools adhere to the same set of energy standards. These energy standards and systems have provided additional opportunities for equity in policy and distribution of monetary and energy resources. Three schools in the district have three grades (K-2, 3-5, 6-8) with the high school housing four grades. The high school receives additional resources due to its larger school population and physical plant needs, but each school receives allocations commensurate with enrollment and the needs of the physical plant.

Custodial and maintenance resources are matched to the enrollment and physical plant needs of each school. The district will continuously review these resource allocations to provide the most equitable distribution of human resources.