

District Profile and Performance Report for School Year 2016-17

Manchester School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	479.3
Paraprofessional Instructional Assistants	60.3
Special Education	
Teachers and Instructors	84.0
Paraprofessional Instructional Assistants	103.4
Administrators, Coordinators and Department Chairs	
District Central Office	15.5
School Level	36.8
Library/Media	
Specialists (Certified)	15.0
Support Staff	9.0
Instructional Specialists Who Support Teachers	49.0
Counselors, Social Workers and School Psychologists	53.7
School Nurses	19.8
Other Staff Providing Non-Instructional Services/Support	368.1

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	4	0.5	0.1
Asian	3	0.4	1.0
Black or African American	34	4.6	3.6
Hispanic or Latino	29	3.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	672	90.6	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	9.9	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	64	82.1	86	89.6
Hispanic or Latino	75	85.2	94	89.5
White	153	91.1	164	94.8
English Learners	13	65.0	14	*
Eligible for Free or Reduced-Price Meals	145	83.3	170	88.1
Students with Disabilities	26	56.5	73	83.0
District	336	88.2	392	92.2
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	57	49.6
Emotional Disturbance	25	42.4
Intellectual Disability	8	27.6
Learning Disability	251	88.7
Other Health Impairment	132	69.5
Other Disabilities	12	17.6
Speech/Language Impairment	120	85.7
District	605	68.4
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	6	*	6	*	*	*
Asian	222	64.1	222	63.3	87	52.1
Black or African American	648	51.0	646	46.4	274	40.9
Hispanic or Latino	809	52.6	800	48.6	345	43.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	116	60.2	114	55.5	67	54.2
White	1117	64.1	1111	61.1	472	54.0
English Learners	296	50.2	294	48.9	105	38.8
Non-English Learners	2623	58.7	2606	55.0	1144	48.8
Eligible for Free or Reduced-Price Meals	1565	52.3	1549	48.6	628	42.5
Not Eligible for Free or Reduced-Price Meals	1354	64.4	1351	60.9	621	53.6
Students with Disabilities	390	37.5	387	32.8	167	32.1
Students without Disabilities	2529	61.0	2513	57.7	1082	50.4
High Needs	1748	51.6	1732	47.9	700	41.9
Non-High Needs	1171	67.3	1168	63.8	549	55.8
District	2919	57.9	2900	54.3	1249	48.0

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	83.9	88.0	79.7	84.5	1,451	83.8
Curl Up	74.9	87.3	82.7	88.4	1,451	82.2
Push Up	61.8	63.0	72.6	74.3	1,451	67.3
Mile Run/PACER	69.8	84.7	71.8	57.7	1,451	71.1
All Tests - District	39.8	50.3	46.9	43.3	1,451	44.5
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.

District Profile and Performance Report for School Year 2016-17

Manchester School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	85	75.3
Hispanic or Latino	121	82.6
English Learners	27	70.4
Eligible for Free or Reduced-Price Meals	266	77.1
Students with Disabilities	65	55.4
District	407	83.0
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	97.1	109	26.7
Male	92.2	77	19.4
Black or African American	92.5	16	9.2
Hispanic or Latino	94.3	20	10.4
White	95.6	120	35.2
English Learners	76.9	0	0.0
Eligible for Free or Reduced-Price Meals	95.6	42	11.4
Students with Disabilities	73.1	*	*
District	94.7	186	23.1
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	66.1	84.2
Male	55.4	78.4
Black or African American	56.9	74.0
Hispanic or Latino	45.6	63.6
White	69.7	88.2
English Learners	47.6	*
Eligible for Free or Reduced-Price Meals	51.2	72.9
Students with Disabilities	26.1	60.9
District	60.9	81.9
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

District Profile and Performance Report for School Year 2016-17

Manchester School District

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	57.9	75	38.6	50	77.2	67.1
	High Needs Students	51.6	75	34.4	50	68.8	55.9
Math Performance Index	All Students	54.3	75	36.2	50	72.4	62.2
	High Needs Students	47.9	75	32.0	50	63.9	50.5
Science Performance	All Students	48.0	75	32.0	50	64.0	55.3
	High Needs Students	41.9	75	27.9	50	55.8	45.2
ELA Academic Growth	All Students	45.6%	100%	45.6	100	45.6	55.4%
	High Needs Students	43.0%	100%	43.0	100	43.0	49.8%
Math Academic Growth	All Students	52.0%	100%	52.0	100	52.0	61.7%
	High Needs Students	49.9%	100%	49.9	100	49.9	53.7%
Chronic Absenteeism	All Students	16.9%	<=5%	26.2	50	52.4	9.9%
	High Needs Students	21.8%	<=5%	16.4	50	32.8	15.8%
Preparation for CCR	% Taking Courses	90.3%	75%	50.0	50	100.0	70.7%
	% Passing Exams	23.1%	75%	15.4	50	30.8	43.5%
On-track to High School Graduation	78.8%	94%	41.9	50	83.9	87.8%	
4-year Graduation All Students (2016 Cohort)	83.0%	94%	88.3	100	88.3	87.4%	
6-year Graduation - High Needs Students (2014)	80.7%	94%	85.8	100	85.8	82.0%	
Postsecondary Entrance (Class of 2016)	60.9%	75%	81.2	100	81.2	72.0%	
Physical Fitness (estimated part rate) and (fitness)	78.7% 44.5%	75%	14.8	50	29.7	92.0% 51.6%	
Arts Access	44.1%	60%	36.7	50	73.4	50.5%	
Accountability Index			848.4	1350	62.8		

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?					N
ELA Performance Index Gap	67.3	51.6	15.7	16.7	
Math Performance Index Gap	63.8	47.9	15.9	18.7	
Science Performance Index Gap	55.8	41.9	13.9	16.6	
Graduation Rate Gap	94.0%	80.7%	13.3%	12.0%	Y

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	97.0
	High Needs Students	96.4
Math	All Students	96.3
	High Needs Students	95.5
Science	All Students	96.6
	High Needs Students	95.3

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: 41.4 State: 50.2

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Manchester School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The work to improve student performance in a consistent and systematic fashion continued during 2016-17. The District Improvement Plan (DIP), created and monitored by our District Improvement Team (DIT) continues to drive this work in the areas of systems, talent, academics, and culture and climate. During 2016-17, the DIT continued to meet monthly and by the end of the year had narrowed the key strategies and revised fidelity indicators and indicators of adult progress for each of the strategies.

In academics, the district continues its focus on delivering rigorous, engaging instruction with fidelity through the workshop model K-8. We are also committed to enhancing opportunities for personalized learning for all students PreK-12. Teams of teachers, with the support of instructional coaches and administrators, meet regularly to discuss research-based instructional strategies to strengthen instruction PreK-12. This work includes intentional efforts to strengthen programming for students with disabilities.

.In the area of culture and climate, the district is focused on actively engaging families as partners in their children's education. Family Resource Center Coordinators lead our work to connect with parents and families. They provide opportunities and skill development for students and families, support the development of trust between and collaboration among all stakeholders, and seek to capitalize on the strengths and assets of families and community members to support school success. Professional learning around strengthening connections with families was provided for all staff. Parent leadership training was also provided for parents and families through the Parents Seeking Educational Excellence and PEP programs. School Governance Councils (SGC) are in place in some schools and Family Advisory Groups were developed in our other schools. Multiple Literacy and Numeracy events, as well as, Academic Parent conferences were integrated at the elementary level to support parents as partners in strengthening students skills in reading and math. A Kindergarten home visit program was successfully piloted and is scheduled to be expanded to all elementary schools.

The district is also focused on implementing a comprehensive social-emotional learning curriculum in grades K-5. The curriculum is in place to build student skills in the areas of self-awareness, self-management, social awareness, and responsible decision making. We are also in the initial phases of implementing restorative practices in order to strengthen classroom and school communities, and respond to challenging behavior.

In the area of systems, the district continues to focus on the implementation of professional learning communities (PLCs) as well as targeting professional development opportunities and resources. The district has developed Professional Learning standards to guide the work of the PLCs.

.In the area of talent, leadership development opportunities continued to be provided for all building and central office administrators. This included the use of the Work Place Inventory (WPI), an innovative and flexible assessment based around sixteen key work-related personality traits, supported by individual and small group professional learning experiences for all administrators.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The District Improvement Team described above is representative of the diverse population of the Manchester Public Schools and includes representation from every school and grade level. Improvement within the system continues to require a targeted investment aligned to the district's most pressing needs. The district and each of its schools focus on the implementation of best practices to increase effectiveness and efficiency resulting in higher student success rates. These practices are outlined in the School Improvement Plans.

.The persistent achievement gap across the district indicates the need to expand both new and existing interventions to support struggling students and provide more rigorous standards for all students. We continue to focus on increasing collaboration between community agencies and schools to meet the social, emotional, and mental health needs of students and families.

A work group of 30 administrators attended 12 workshops on equity and culturally responsive leadership. These sessions were supported by external partners familiar with the Manchester's history and best practices in racial equity. This work will be expanded to the school level next year.

.In the area of recruitment we continued to strategically recruit candidates that are representative of the student demographic of Manchester Public Schools and have cultivated strong university partnerships for student teaching, internships, and research grants.

.In our English Learner (EL) programs we worked to strengthen the programming provided for our English learners and focused on meeting the needs of individual students through thoughtful and intentional planning of interventions. Collaborative efforts have been made between our Coordinator of English Learner Programs and our Equity Coordinator to provide professional development to all staff, which will result in creating culturally responsive classrooms and providing support for all students. Students from elementary schools and Bennet Academy continue to participate in Discovery Camp each year.

.The Manchester Board of Education remains committed to helping our district and community address racial, ethnic and economic isolation as evidenced by the district vision and Board priorities.

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Manchester School District

Equitable Allocation of Resources among District Schools

The Manchester Board of Education remains committed to ensuring that all schools are adequately funded to support success for all students. This goal is achieved by providing each school an allocation from the budget for instructional materials based on an equitable per pupil allotment. During the budget development process every school submits a budget requesting materials and staffing for educational improvement. Central office staff reviews requests to ensure the distribution of resources in an equitable fashion. Grant funds are secured to provide additional funding to improve student achievement. Parameters established by equity and specific to class size, free and reduced lunch statistics, and staffing are taken into consideration to disperse funds equitably to ensure structures necessary for providing quality programming for all students.

Outside consultants continue to conduct evaluations in the areas of attendance, summer learning programs, instructional coaching, and family partnership efforts. These audits are intended to ensure effective communication, collaboration, consistency, efficiency and allocation of resources within and across the district.