

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



Tolland School District

Dr. Walter Willett, Superintendent • 860-870-6850 • <http://www.tolland.k12.ct.us>

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 6 |
| Enrollment | 2,392 |
| Per Pupil Expenditures ¹ | \$15,696 |
| Total Expenditures ¹ | \$40,057,146 |

¹Expenditure data reflect the 2017-18 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

| | District | | State |
|---|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 1,135 | 47.4 | 48.4 |
| Male | 1,257 | 52.6 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 81 | 3.4 | 5.2 |
| Black or African American | 60 | 2.5 | 12.8 |
| Hispanic or Latino of any race | 97 | 4.1 | 25.8 |
| Native Hawaiian or Other Pacific Islander | * | * | 0.1 |
| Two or More Races | 24 | 1.0 | 3.6 |
| White | 2,123 | 88.8 | 52.4 |
| English Learners | 15 | 0.6 | 7.6 |
| Eligible for Free or Reduced-Price Meals | 311 | 13.0 | 42.1 |
| Students with Disabilities ³ | 322 | 13.5 | 15.4 |

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ⁴ | | Suspension/Expulsion ⁵ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 50 | 4.4 | 24 | 2.1 |
| Male | 47 | 3.8 | 72 | 5.6 |
| Black or African American | * | * | * | * |
| Hispanic or Latino of any race | 6 | 6.1 | 7 | 6.9 |
| White | 81 | 3.9 | 80 | 3.7 |
| English Learners | * | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 36 | 11.7 | 32 | 8.8 |
| Students with Disabilities | 28 | 9.1 | 23 | 6.4 |
| District | 97 | 4.1 | 96 | 3.9 |
| State | | 10.4 | | 6.7 |

Number of students in 2017-18 qualified as truant under state statute: 184

Number of school-based arrests: 17

⁴A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 153.8 |
| Paraprofessional Instructional Assistants | 26.9 |
| Special Education | |
| Teachers and Instructors | 27.7 |
| Paraprofessional Instructional Assistants | 79.6 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 7.0 |
| School Level | 8.0 |
| Library/Media | |
| Specialists (Certified) | 4.0 |
| Support Staff | 1.0 |
| Instructional Specialists Who Support Teachers | 5.0 |
| Counselors, Social Workers and School Psychologists | 12.0 |
| School Nurses | 7.7 |
| Other Staff Providing Non-Instructional Services/Support | 119.8 |

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.

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 | 1.1 |
| Black or African American | 3 | 1.4 | 3.8 |
| Hispanic or Latino of any race | 5 | 2.3 | 3.8 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 1 | 0.5 | 0.1 |
| White | 209 | 95.4 | 90.5 |

Classroom Teacher Attendance: 2017-18

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 9.5 | 10.0 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | * | * | * | * |
| Hispanic or Latino of any race | 6 | * | * | * |
| White | 118 | 62.8 | 178 | 89.0 |
| English Learners | 0 | * | * | * |
| Eligible for Free or Reduced-Price Meals | 15 | 65.2 | 12 | * |
| Students with Disabilities | 9 | * | 24 | 88.9 |
| District | 128 | 62.4 | 190 | 89.2 |
| State | | 74.5 | | 85.2 |

²College-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 Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 33 | 57.9 |
| Emotional Disturbance | * | * |
| Intellectual Disability | * | * |
| Learning Disability | 82 | 67.8 |
| Other Health Impairment | 50 | 76.9 |
| Other Disabilities | 7 | 28.0 |
| Speech/Language Impairment | 9 | * |
| District | 185 | 60.7 |
| State | | 67.6 |

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|------------|-------------|-------------|
| | Count | Rate (%) | Rate (%) |
| Autism | 57 | 2.4 | 1.9 |
| Emotional Disturbance | 12 | 0.5 | 1.1 |
| Intellectual Disability | 11 | 0.5 | 0.5 |
| Learning Disability | 121 | 5.0 | 5.5 |
| Other Health Impairment | 65 | 2.7 | 3.2 |
| Other Disabilities | 29 | 1.2 | 1.1 |
| Speech/Language Impairment | 16 | 0.7 | 1.8 |
| All Disabilities | 311 | 12.9 | 15.0 |

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 17 | 5.5 | 8.2 |
| Private Schools or Other Settings | 16 | 5.1 | 5.0 |

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

| | Total (\$) | Per Pupil | |
|--|---------------------|-----------------|-----------------|
| | | District (\$) | State (\$) |
| Instruction | \$26,068,391 | \$10,215 | \$10,545 |
| Support services - students | \$1,779,021 | \$728 | \$1,373 |
| Support services - instruction | \$1,234,073 | \$505 | \$644 |
| Support services - general administration | \$545,683 | \$223 | \$462 |
| Support services - school based administration | \$1,990,610 | \$815 | \$1,007 |
| Central and other support services | \$1,321,826 | \$541 | \$671 |
| Operation and maintenance of plant | \$4,412,028 | \$1,806 | \$1,629 |
| Student transportation services | \$2,574,298 | \$1,010 | \$1,231 |
| Food services | . | . | \$13 |
| Enterprise operations | \$131,216 | \$54 | \$157 |
| Minor school construction | . | . | \$65 |
| Total | \$40,057,146 | \$15,696 | \$17,153 |

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

| | District | | State |
|--|--------------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries | \$2,733,284 | 28.3 | 29.7 |
| Instructional Aide Salaries | . | . | 9.6 |
| Other Salaries | \$2,017,554 | 20.9 | 10.4 |
| Employee Benefits | \$1,476,925 | 15.3 | 13.0 |
| Purchased Services Other Than Transportation | \$488,917 | 5.1 | 5.5 |
| Special Education Tuition | \$1,973,124 | 20.4 | 22.6 |
| Supplies | \$59,386 | 0.6 | 0.6 |
| Property Services | . | . | 0.4 |
| Purchased Services For Transportation | \$887,032 | 9.2 | 8.0 |
| Equipment | \$13,449 | 0.1 | 0.2 |
| All Other Expenditures | \$700 | 0.0 | 0.1 |
| Total | \$9,650,371 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 24.1 | 24.4 |

Expenditures by Revenue Source:⁴

| 2017-18 | |
|-----------------|--|
| | Percent of Total (%) Excluding School Construction |
| Local | 72.6 |
| State | 26.0 |
| Federal | 1.3 |
| Tuition & Other | 0.1 |

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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 | 44 | 76.4 | 43 | 77.2 | 13 | * |
| Black or African American | 33 | 68.7 | 33 | 65.7 | 14 | * |
| Hispanic or Latino of any race | 53 | 64.4 | 53 | 62.1 | 19 | * |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * | * |
| Two or More Races | 12 | * | 12 | * | * | * |
| White | 1,074 | 72.2 | 1,070 | 70.1 | 471 | 73.0 |
| English Learners | 24 | 69.1 | 24 | 70.3 | * | * |
| Non-English Learners | 1,195 | 72.0 | 1,190 | 69.8 | * | * |
| Eligible for Free or Reduced-Price Meals | 160 | 65.1 | 159 | 61.5 | 61 | 64.4 |
| Not Eligible for Free or Reduced-Price Meals | 1,059 | 73.0 | 1,055 | 71.1 | 463 | 73.4 |
| Students with Disabilities | 168 | 51.9 | 167 | 46.9 | 56 | 53.1 |
| Students without Disabilities | 1,051 | 75.1 | 1,047 | 73.5 | 468 | 74.7 |
| High Needs | 302 | 60.0 | 300 | 56.4 | 105 | 59.8 |
| Non-High Needs | 917 | 75.9 | 914 | 74.3 | 419 | 75.5 |
| District | 1,219 | 71.9 | 1,214 | 69.8 | 524 | 72.4 |

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

| | NAEP 2019 | | NAEP 2013 | |
|-----------------|-----------|---------|-----------|---------|
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| READING | | | | |
| Connecticut | 40 | 41 | 50 | |
| National Public | 34 | 32 | 36 | |
| MATH | | | | |
| Connecticut | 45 | 39 | 32 | |
| National Public | 40 | 33 | 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | HS | Count | Rate (%) |
| Sit & Reach | 64.7 | 75.4 | 66.8 | 86.1 | 752 | 73.5 |
| Curl Up | 96.7 | 93.3 | 95.2 | 88.1 | 752 | 93.2 |
| Push Up | 38.6 | 73.2 | 81.8 | 69.8 | 752 | 66.0 |
| Mile Run/PACER | 71.2 | 79.3 | 73.8 | 60.4 | 752 | 70.9 |
| All Tests - District | 23.9 | 48.0 | 48.7 | 46.5 | 752 | 41.9 |
| All Tests - State | 56.1 | 53.5 | 50.9 | 51.4 | | 52.9 |

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

| | 2017-18 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | * | * |
| Hispanic or Latino of any race | * | * |
| English Learners | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 22 | 95.5 |
| Students with Disabilities | 25 | 64.0 |
| District | 221 | 94.1 |
| State | | 88.3 |

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

| | Participation ⁴ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 96.1 | 142 | 68.6 |
| Male | 97.6 | 141 | 66.8 |
| Black or African American | * | * | * |
| Hispanic or Latino of any race | * | 6 | * |
| White | 96.6 | 268 | 69.1 |
| English Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 97.3 | 17 | 45.9 |
| Students with Disabilities | 69.8 | 7 | 16.3 |
| District | 96.9 | 283 | 67.7 |
| State | 95.9 | | 42.6 |

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

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 percentage.

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 2018 | Class of 2017 |
|--|-----------------------|--------------------------|
| | Entrance ⁵ | Persistence ⁶ |
| | Rate (%) | Rate (%) |
| Female | 83.9 | 94.3 |
| Male | 83.3 | 94.4 |
| Black or African American | * | * |
| Hispanic or Latino of any race | * | * |
| White | 83.1 | 94.0 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 84.0 | * |
| Students with Disabilities | * | * |
| District | 83.7 | 94.4 |
| State | 71.0 | 87.8 |

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 | 71.9 | 75 | 48.0 | 50 | 95.9 | 67.7 |
| | High Needs Students | 60.0 | 75 | 40.0 | 50 | 80.0 | 58.1 |
| Math Performance Index | All Students | 69.8 | 75 | 46.6 | 50 | 93.1 | 63.1 |
| | High Needs Students | 56.4 | 75 | 37.6 | 50 | 75.2 | 52.7 |
| Science Performance Index | All Students | 72.4 | 75 | 48.2 | 50 | 96.5 | 63.8 |
| | High Needs Students | 59.8 | 75 | 39.9 | 50 | 79.8 | 54.2 |
| ELA Academic Growth | All Students | 53.5% | 100% | 53.5 | 100 | 53.5 | 59.9% |
| | High Needs Students | 47.4% | 100% | 47.4 | 100 | 47.4 | 55.1% |
| Math Academic Growth | All Students | 67.1% | 100% | 67.1 | 100 | 67.1 | 62.5% |
| | High Needs Students | 55.2% | 100% | 55.2 | 100 | 55.2 | 55.2% |
| Progress Toward English Proficiency | Literacy | . | 100% | . | . | . | 60.0% |
| | Oral | . | 100% | . | . | . | 52.1% |
| Chronic Absenteeism | All Students | 4.1% | <=5% | 50.0 | 50 | 100.0 | 10.4% |
| | High Needs Students | 9.6% | <=5% | 40.8 | 50 | 81.6 | 16.1% |
| Preparation for CCR | % Taking Courses | 76.1% | 75% | 50.0 | 50 | 100.0 | 80.0% |
| | % Passing Exams | 67.7% | 75% | 45.1 | 50 | 90.3 | 42.6% |
| On-track to High School Graduation | | 99.2% | 94% | 50.0 | 50 | 100.0 | 88.0% |
| 4-year Graduation All Students (2018 Cohort) | | 94.1% | 94% | 100.0 | 100 | 100.0 | 88.3% |
| 6-year Graduation - High Needs Students (2016 Cohort) | | 88.2% | 94% | 93.9 | 100 | 93.9 | 83.3% |
| Postsecondary Entrance (Class of 2018) | | 83.7% | 75% | 100.0 | 100 | 100.0 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 94.1% 41.9% | 75% | 27.9 | 50 | 55.9 | 96.4% 52.9% |
| Arts Access | | 46.6% | 60% | 38.8 | 50 | 77.6 | 51.9% |
| Accountability Index | | | | 1080.0 | 1350 | 80.0 | |

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

| 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 | 60.0 | 15.0 | 15.4 | |
| Math Performance Index Gap | 74.3 | 56.4 | 17.9 | 17.6 | |
| Science Performance Index Gap | 75.0 | 59.8 | 15.2 | 16.1 | |
| Graduation Rate Gap | 94.0% | 88.2% | 5.8% | 11.1% | 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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

| Subject/Student Group | | Participation Rate (%) ³ |
|-----------------------|---------------------|-------------------------------------|
| ELA | All Students | 95.2 |
| | High Needs Students | 94.1 |
| Math | All Students | 94.8 |
| | High Needs Students | 93.5 |
| Science | All Students | 91.1 |
| | High Needs Students | 90.2 |

³Minimum participation standard is 95%.

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

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: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

Birch Grove Primary School (BGP) staff engaged in PD for mastery learning. Data teams establish goals that focus on literacy and numeracy instruction across grade levels. The Student Assistance Team (SAT) works closely with staff to identify and support with targeted interventions to increase reading and math achievement. BGP's special education and reading intervention teams received coaching on Structured Literacy from Literacy How. BGP faculty were trained by the Science Supervisor on implementing NGSS aligned Units. Teachers teach Culturally Responsive Lessons with multicultural literature embedded. PBIS programs maintain a positive environment. In addition to volunteering, parents participate in surveys and are active members on the school safety team and Tools for Schools Team. Parenting classes are offered by the school's Family Resource Center (FRC). Tolland Intermediate School (TIS) staff implemented mastery learning supported by PD. TIS SAT model provided staff with a forum to review concerns with a team of administrators and intervention staff. SAT meetings developed targeted interventions. Tier III reading and math intervention programs provide small group targeted assistance. For Math and reading intervention, SE teachers, reading, and math specialists provide targeted instruction. School-wide Rules: Have respect, Act responsibly, We Are A Community and Keep Yourself Safe, are themes in TIS. The social-emotional learning curriculum included 20 teacher taught lessons. The Second Step Program was implemented school-wide this year. Tolland Middle uses a team model. Teachers engage in PD to support mastery learning. Parents and guardians (P&G) connect to staff by phone, email or in-person meetings. Teams meet to discuss student progress, and P&G conference about their student. PBIS programs, partnerships with social services, community workshops, teaming, SOAR reports, and everyday practices establish a positive environment. P&G sign up for daily updates of academic progress and attendance. Quarterly SOAR Behavioral Reports keep parents informed of student progress on school core values of Safety, Ownership, Active Learning and Respect. Technological resources foster ongoing communication. TMS offers monthly Breakfast and Dinner with the Principal programs for community members. Parental and student input are utilized in teacher hiring. The Intervention team of administrators, teachers, counselors, and the psychologist meet weekly to discuss strategies and student needs. The special education and reading staff use the SPIRE reading program to support students.

Tolland High focuses on literacy, problem-solving, critical thinking, and school climate. PD aligns with district goals and mastery learning. A survey is given to gather student, parent, and faculty input on issues related to school climate. Parent-teacher conferences are held twice a year. The Parent Advisory Council solicits input and discusses a variety of issues (e.g. grade weighting, teen drug and alcohol use, safety concerns, and programming for assemblies). Curriculum promotes student-teacher relationships and a sense of belonging in the THS community. A Peer Mentoring program supports 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 train staff on Culturally Responsive Education (CRE), and has both district and building CRE committees meeting on a regular basis to discuss policies, procedures, and practices relative to culturally responsive education. In addition, they plan activities and assemblies for students that strengthen each school community and school culture. The district also seeks to provide equity through Mastery Learning practices. The district participates in the Open Choice program.

Schools engage programs and collaborative activities with community organizations. Positive Behavioral Intervention and Support programs and an Advisory program include incentives and activities 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 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 TPS programming for ELA, Social Studies, and other classes. A Skills for Adolescents class for all 8th graders focuses on anti-bullying, racism, bias, and media awareness.

Social Justice and Gender Equality themes are used in educational programs. The TPS has a thriving Gay-Straight Alliance and Kindness Campaign. Curricula on Japanese-American history, Russian Culture, Art Link, and African-American authors and Native American experiences are part of the school system offerings. The course Native American Studies emphasizes the experience of the original inhabitants of North America and the diversity of tribes. Activities include speakers, field trips to museums, sweat lodges, and native reservations. Fine Arts covers marginalized and multicultural art and musical expression. Concerts occur on Africa, Mexico, South America, and Spain, including a Brazilian Drumming group, African dance, and a Chinese music assembly. Multi-cultural themed books are used for in classrooms. In addition, women in STEAM and Math and Stat Awareness theme weeks were executed.

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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 and receive allocations and reductions of resources based on enrollment and program considerations. Schools adhere to 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 resources in accordance with 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.