Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

**CSDE**
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

## Bridgeport School District

Ms. Frances Rabinowitz, Superintendent • 203-275-1037 • http://www.bridgeportedu.com/

### District Information

| | |
|---|---|
| Grade Range | PK-12 |
| Number of Schools/Programs | 40 |
| Enrollment | 21,222 |
| Per Pupil Expenditures[1] | $14,296 |
| Total Expenditures[1] | $310,690,561 |

[1]*Expenditure data reflect the 2015-16 year.*
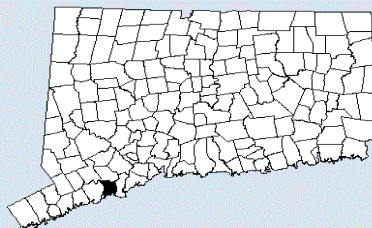
### Community Information

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

### Related Reports/Publications

[CT Reports (CMT/CAPT)](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School (Class of 2017)](#)
*(2017® The College Board)*

### Contents

### Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

# Students

## October 1, 2016 Enrollment

| | District | | State |
|---|---|---|---|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 10,082 | 47.5 | 48.4 |
| Male | 11,140 | 52.5 | 51.6 |
| American Indian or Alaska Native | 137 | 0.6 | 0.3 |
| Asian | 557 | 2.6 | 5.1 |
| Black or African American | 7,347 | 34.6 | 12.9 |
| Hispanic or Latino | 9,996 | 47.1 | 24.0 |
| Pacific Islander | 27 | 0.1 | 0.1 |
| Two or More Races | 144 | 0.7 | 2.9 |
| White | 3,014 | 14.2 | 54.8 |
| English Learners | 3,120 | 14.7 | 6.8 |
| Eligible for Free or Reduced-Price Meals | 10,855 | 51.1 | 35.9 |
| Students with Disabilities[1] | 3,434 | 16.2 | 14.3 |

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

## Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism[2] | | Suspension/ Expulsion[3] | |
|---|---|---|---|---|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 1,709 | 17.7 | 1,109 | 10.9 |
| Male | 2,007 | 18.9 | 2,075 | 18.3 |
| Black or African American | 1,270 | 17.6 | 1,565 | 20.5 |
| Hispanic or Latino | 1,987 | 20.3 | 1,332 | 12.8 |
| White | 372 | 15.3 | 238 | 9.0 |
| English Learners | 554 | 16.4 | 291 | 8.5 |
| Eligible for Free or Reduced-Price Meals | 3,714 | 18.3 | 3,107 | 14.5 |
| Students with Disabilities | 940 | 27.1 | 757 | 19.3 |
| District | 3,716 | 18.3 | 3,184 | 14.8 |
| State | | 9.9 | | 6.7 |

**Number of students in 2015-16 qualified as truant under state statute: 4,544**

**Number of school-based arrests: 27**

[2]A student is chronically absent if he/she misses 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

## Educators

### Full-Time Equivalent (FTE)[1] Staff

| | FTE |
|---|---|
| **General Education** | |
| Teachers and Instructors | 1,210.7 |
| Paraprofessional Instructional Assistants | 58.0 |
| **Special Education** | |
| Teachers and Instructors | 214.0 |
| Paraprofessional Instructional Assistants | 269.0 |
| **Administrators, Coordinators and Department Chairs** | |
| District Central Office | 21.0 |
| School Level | 75.0 |
| **Library/Media** | |
| Specialists (Certified) | 18.0 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 64.2 |
| Counselors, Social Workers and School Psychologists | 112.1 |
| School Nurses | 40.5 |
| Other Staff Providing Non-Instructional Services/Support | 903.4 |

[1]In 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 | 8 | 0.5 | 0.1 |
| Asian | 32 | 1.9 | 1.0 |
| Black or African American | 212 | 12.3 | 3.6 |
| Hispanic or Latino | 189 | 11.0 | 3.6 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 1,277 | 74.3 | 91.4 |

### Classroom Teacher Attendance: 2015-16

| | District | State |
|---|---|---|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 14.8 | 9.6 |

## Instruction and Resources

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

| | 11th | | 12th | |
|---|---|---|---|---|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 194 | 40.2 | 264 | 52.0 |
| Hispanic or Latino | 188 | 37.2 | 278 | 59.8 |
| White | 99 | 55.9 | 123 | 65.4 |
| English Learners | 36 | 19.6 | 62 | 48.4 |
| Eligible for Free or Reduced-Price Meals | 514 | 41.8 | 690 | 57.6 |
| Students with Disabilities | 70 | 33.2 | 107 | 48.0 |
| District | 514 | 41.8 | 690 | 57.6 |
| State | | 63.6 | | 77.5 |

[3]College-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 Peers[4]

| | Count | Rate (%) |
|---|---|---|
| Autism | 70 | 22.9 |
| Emotional Disturbance | 70 | 26.5 |
| Intellectual Disability | 23 | 12.4 |
| Learning Disability | 893 | 61.0 |
| Other Health Impairment | 350 | 53.9 |
| Other Disabilities | 51 | 30.9 |
| Speech/Language Impairment | 208 | 67.5 |
| District | 1,665 | 49.8 |
| State | | 68.2 |

[4]Ages 6-21

## Students with Disabilities by Primary Disability[1]

| | District | | State |
| --- | --- | --- | --- |
| | Count | Rate (%) | Rate (%) |
| Autism | 308 | 1.3 | 1.7 |
| Emotional Disturbance | 265 | 1.2 | 1.0 |
| Intellectual Disability | 186 | 0.8 | 0.5 |
| Learning Disability | 1,470 | 6.4 | 4.9 |
| Other Health Impairment | 652 | 2.8 | 2.9 |
| Other Disabilities | 397 | 1.7 | 1.1 |
| Speech/Language Impairment | 315 | 1.4 | 1.8 |
| All Disabilities | 3,593 | 15.7 | 13.9 |

[1]Grades K-12

## Overall Expenditures:[3] 2015-16

| | | Per Pupil | |
| --- | --- | --- | --- |
| | Total ($) | District ($) | State ($) |
| Instructional Staff and Services | 164,583,819 | 7,831 | 9,663 |
| Instructional Supplies and Equipment | 6,848,188 | 326 | 321 |
| Improvement of Instruction and Educational Media Services | 6,576,558 | 313 | 578 |
| Student Support Services | 21,103,609 | 1,004 | 1,103 |
| Administration and Support Services | 38,205,247 | 1,818 | 1,861 |
| Plant Operation and Maintenance | 27,396,611 | 1,304 | 1,637 |
| Transportation | 20,851,468 | 976 | 877 |
| Costs of Students Tuitioned Out | 24,226,319 | N/A | N/A |
| Other | 898,742 | 43 | 201 |
| Total | 310,690,561 | 14,296 | 16,236 |
| **Additional Expenditures** | | | |
| Land, Buildings, and Debt Service | 117,973,950 | 5,614 | 1,749 |

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

## Special Education Expenditures: 2015-16

| | District | | State |
| --- | --- | --- | --- |
| | Total ($) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 23,406,981 | 29.1 | 34.6 |
| Noncertified Personnel | 11,655,512 | 14.5 | 14.6 |
| Purchased Services | 2,454,448 | 3.0 | 5.8 |
| Tuition to Other Schools | 22,615,270 | 28.1 | 21.8 |
| Special Ed. Transportation | 10,692,741 | 13.3 | 8.5 |
| Other Expenditures | 9,716,857 | 12.1 | 14.7 |
| Total Expenditures | 80,541,809 | 100.0 | 100.0 |

## Expenditures by Revenue Source:[4] 2015-16

| | Percent of Total (%) | |
| --- | --- | --- |
| | Including School Construction | Excluding School Construction |
| Local | 25.9 | 22.4 |
| State | 67.6 | 68.7 |
| Federal | 5.5 | 7.5 |
| Tuition & Other | 1.0 | 1.4 |

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

## 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 | 51 | 53.9 | 51 | 46.8 | 15 | * |
| Asian | 286 | 62.4 | 285 | 59.1 | 114 | 50.7 |
| Black or African American | 3475 | 50.3 | 3470 | 42.5 | 1495 | 38.1 |
| Hispanic or Latino | 4991 | 50.3 | 4977 | 44.0 | 2038 | 39.4 |
| Native Hawaiian or Other Pacific Islander | 12 | * | 12 | * | * | * |
| Two or More Races | 55 | 55.5 | 56 | 49.7 | 16 | * |
| White | 1213 | 57.2 | 1212 | 51.2 | 545 | 45.8 |
| English Learners | 2134 | 45.2 | 2130 | 41.0 | 850 | 34.5 |
| Non-English Learners | 7949 | 53.2 | 7933 | 45.8 | 3378 | 41.5 |
| Eligible for Free or Reduced-Price Meals | 5545 | 48.4 | 5530 | 41.2 | 2308 | 37.4 |
| Not Eligible for Free or Reduced-Price Meals | 4538 | 55.3 | 4533 | 49.3 | 1920 | 43.3 |
| Students with Disabilities | 1649 | 36.9 | 1638 | 30.5 | 711 | 30.8 |
| Students without Disabilities | 8434 | 54.4 | 8425 | 47.6 | 3517 | 42.0 |
| High Needs | 6993 | 47.5 | 6975 | 41.1 | 2893 | 36.7 |
| Non-High Needs | 3090 | 60.6 | 3088 | 53.4 | 1335 | 47.3 |
| District | 10083 | 51.5 | 10063 | 44.8 | 4228 | 40.1 |

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

|  | NAEP 2015 | | NAEP 2013 |
|---|---|---|---|
| **READING** | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 43% | 43% | 50% |
| National Public | 35% | 33% | 36% |
| **MATH** | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 41% | 36% | 32% |
| National Public | 39% | 32% | 25% |

[1]NAEP 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 Standard[2]

|  | Percent of Students by Grade[3] (%) | | | | All Tested Grades | |
|---|---|---|---|---|---|---|
|  | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | 76.4 | 73.6 | 78.8 | 87.0 | 6,047 | 79.1 |
| Curl Up | 87.5 | 90.0 | 88.0 | 80.0 | 6,047 | 86.2 |
| Push Up | 65.7 | 66.9 | 66.3 | 72.9 | 6,047 | 68.0 |
| Mile Run/PACER | 71.2 | 71.2 | 63.9 | 48.1 | 6,047 | 63.5 |
| All Tests - District | 46.9 | 47.7 | 47.0 | 42.1 | 6,047 | 45.8 |
| All Tests - State | 52.8 | 51.4 | 51.4 | 50.6 |  | 51.6 |

[2]The 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.

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

## Cohort Graduation: Four-Year[1]

| | 2015-16 | |
| --- | --- | --- |
| | Cohort Count[2] | Rate (%) |
| Black or African American | 552 | 69.4 |
| Hispanic or Latino | 613 | 60.0 |
| English Learners | 223 | 61.0 |
| Eligible for Free or Reduced-Price Meals | * | * |
| Students with Disabilities | 248 | 46.0 |
| District | 1,387 | 66.5 |
| State | | 87.4 |

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

[2]Cohort 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 Exam[5]

| | Participation[6] | Meeting Benchmark | |
| --- | --- | --- | --- |
| | Rate (%) | Count | Rate (%) |
| Female | 95.4 | 179 | 15.1 |
| Male | 95.4 | 236 | 19.0 |
| Black or African American | 94.8 | 93 | 9.4 |
| Hispanic or Latino | 95.9 | 165 | 17.0 |
| White | 95.6 | 124 | 34.0 |
| English Learners | 95.5 | 46 | 14.7 |
| Eligible for Free or Reduced-Price Meals | 95.4 | 415 | 17.1 |
| Students with Disabilities | 82.3 | * | * |
| District | 95.4 | 415 | 17.1 |
| State | 96.1 | | 43.5 |

[3]College 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

[4]Participation 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 | 63.8 | 78.3 |
| Male | 54.4 | 70.3 |
| Black or African American | 63.5 | 73.6 |
| Hispanic or Latino | 53.9 | 76.2 |
| White | 59.7 | 68.6 |
| English Learners | 49.3 | 68.6 |
| Eligible for Free or Reduced-Price Meals | 59.5 | 74.9 |
| Students with Disabilities | 40.0 | 59.0 |
| District | 59.3 | 74.9 |
| State | 72.0 | 88.5 |

[5]College 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.

[6]College 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

## 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 | 51.5 | 75 | 34.3 | 50 | 68.7 | 67.1 |
| | High Needs Students | 47.5 | 75 | 31.7 | 50 | 63.4 | 55.9 |
| Math Performance Index | All Students | 44.8 | 75 | 29.9 | 50 | 59.8 | 62.2 |
| | High Needs Students | 41.1 | 75 | 27.4 | 50 | 54.7 | 50.5 |
| Science Performance | All Students | 40.1 | 75 | 26.7 | 50 | 53.5 | 55.3 |
| | High Needs Students | 36.7 | 75 | 24.5 | 50 | 49.0 | 45.2 |
| ELA Academic Growth | All Students | 48.8% | 100% | 48.8 | 100 | 48.8 | 55.4% |
| | High Needs Students | 47.1% | 100% | 47.1 | 100 | 47.1 | 49.8% |
| Math Academic Growth | All Students | 55.8% | 100% | 55.8 | 100 | 55.8 | 61.7% |
| | High Needs Students | 53.3% | 100% | 53.3 | 100 | 53.3 | 53.7% |
| Chronic Absenteeism | All Students | 18.3% | <=5% | 23.3 | 50 | 46.6 | 9.9% |
| | High Needs Students | 18.3% | <=5% | 23.3 | 50 | 46.6 | 15.8% |
| Preparation for CCR | % Taking Courses | 49.6% | 75% | 33.1 | 50 | 66.1 | 70.7% |
| | % Passing Exams | 17.1% | 75% | 11.4 | 50 | 22.8 | 43.5% |
| On-track to High School Graduation | | 76.6% | 94% | 40.7 | 50 | 81.5 | 87.8% |
| 4-year Graduation All Students (2016 Cohort) | | 66.5% | 94% | 70.7 | 100 | 70.7 | 87.4% |
| 6-year Graduation - High Needs Students (2014 | | 76.6% | 94% | 81.5 | 100 | 81.5 | 82.0% |
| Postsecondary Entrance (Class of 2016) | | 59.3% | 75% | 79.1 | 100 | 79.1 | 72.0% |
| Physical Fitness (estimated part rate) and (fitness | | 98.8% | 45.8% | 75% | 30.6 | 50 | 61.1 | 92.0% | 51.6% |
| Arts Access | | 33.4% | 60% | 27.8 | 50 | 55.7 | 50.5% |
| **Accountability Index** | | | | **801.1** | **1350** | **59.3** | |

| 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 | 60.6 | 47.5 | 13.0 | 16.7 | |
| Math Performance Index Gap | 53.4 | 41.1 | 12.3 | 18.7 | |
| Science Performance Index Gap | 47.3 | 36.7 | 10.6 | 16.6 | |
| Graduation Rate Gap | . | 76.6% | . | 12.0% | N |

[1]If 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.

[2]If 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 | 98.3 |
| | High Needs Students | 98.1 |
| Math | All Students | 98.1 |
| | High Needs Students | 97.9 |
| Science | All Students | 98.0 |
| | High Needs Students | 97.4 |

[3]Minimum 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: 43.6     State: 50.2**

**Supporting Resources**

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

## Narratives

### School District Improvement Plans and Parental Outreach Activities

A Bridgeport Public Schools District Improvement Plan was developed with input from a cross section of stakeholders. The plan supports and provides the next steps for the following Theories of Action: cultivating a learning community, implementing rigorous curriculum, systemizing protocols for intervention and enrichment, building strong partnerships with stakeholders and providing academic excellence and emotional intelligence though a supportive Board of education.

Through the development and implementation of a Special Education Procedures Manual, this created an effective and efficient district-wide and school based implementation of the procedures. Staff assigned to the Office of Specialized Instruction have integrated the school level implementation, with fidelity, of this manual, into their strategies of support to schools. This includes executed and planned professional development opportunities for school based staff and providers of support and related services, continued support to school leaders through district level participation in all phase of the IEP process and IEP documentation review embedded in the protocol utilized during the Superintendent's School visits. An audit of IEPs to be conducted at all schools by a team composed of members of the Special Education Data Team that includes the Superintendent, Assistant Superintendents, Principals and Central Office Staff.

The reduction of truancy and chronic absenteeism continues to be a priority for the district. Multiple approaches have been implemented to monitor student attendance, identify possible causes, and provide supports to students and families. These approaches include: school-based attendance teams, district-wide and school-based data monitoring, coordination of community resources, and collaboration with families.

In collaboration with the staff and community partners, parent leaders developed an Action Plan that is aligned with the School Improvement Plan (SIP) with every effort made to assist the parents with the necessary tools to help their children become academically successful. Robust communication between the schools and the homes, assisting parents with skills to set home conditions for learning, aid in helping the schools to understand the needs of our families. Including families in decision making, collaborating with the community, nurturing volunteers and providing welcoming environments throughout the district are key to more fully engaging parents, building and sustaining positive and trusting relationships.

The English learner population has been steadily increasing since 2015, as such, the district offers a variety of comprehensive language services for English Learners that include Transitional Bilingual Education, English as a Second, Native Language Tutoring Support, and Language Transition Support Services. Additionally, the district provides strategic professional development for administrators, general educators, support staff, specialized staff, etc. to assist with teaching and learning as well as enhance the district's capacity to provide effective, research-based instructional practices for English Learners. The district promotes continual English Learner parental, family and community participation to inform and increase the school to home partnership.

### Efforts to Reduce Racial, Ethnic and Economic Isolation

Bridgeport Public Schools continues to recruit students to our inter-district magnet schools through multimedia strategies and a robust lottery system. The inter-district magnet schools are thematically designed and aimed at the interest and career path identified by our students. Additionally school based recruitment for the high school lottery is scheduled by school counselors and informational material sent home to parents. The lottery application process is available on the BPS website. The second annual High School Choice Night was held in the spring for the families of students in grades six and seven to provide information on high school options in the district.

The Bridgeport Public Schools Talent Management Office has as its core mission the recruitment of diverse highly effective teachers. Our strategy is based upon a process that centers upon student teachers, interns, and teacher recruitment. There is a concentrated initiative including HBCU's and other Colleges/Universities with broader diversity and urban focus in their Schools of Education. The district has engaged in many collaborative partnerships with local and state universities as well as a partnership with Today's Students, Tomorrow's Teachers. Additionally, an integrated and robust New Teacher Orientation Program was designed to positively impact teacher retention.

.In continuation of the district's commitment of technology to the goal of empowering education through a shared collaborative technology driven environment, the overall district services endured a major physical infrastructure upgrade for all wired and wireless network systems. These upgrades include the addition of power backup for critical infrastructure and life safety. This new foundation is being used to migrate learning and collaborative services in a holistic migration of learning platform assets, student digital portfolio storage, e-mail and much more into a comprehensive Microsoft Office 365 deployment strategy. All students at all grade levels of the district are receiving full digital cloud services, including full copies of Microsoft Office, in combination with our PowerSchool (SIS) to create a complete digital learning and interactive environment.

## Equitable Allocation of Resources among District Schools

The BPS is committed to the equitable distribution of fiscal resources across all schools. Since 2012-13, a School-based Budgeting Model, grounded in accountability and empowerment at the school level, has been in effect. The Allocation Model, posted to the web, has two (2) parts: (1) a position allocation, comprised of equitable, uniform staffing formulas, built on student registers and student needs; and (2) a discretionary operating allocation (per capita), designed to enable schools to purchase basic supplies and services and through effective fiscal management, derive discretionary resources. Schools utilize on-line systems to process budget transfers and orders.

In March/April the CFO conducts allocation webinars with principals, in order to apply the Allocation Model; and review the school organization and staffing process, in preparation for the new school year. The conferences are attended by the District Support Team (Finance, HR, SPED, Bilingual, Early Childhood, Student Services). During the webinar, school-specific needs are discussed, and verified data taken into account in applying the allocation formulas, within the context of the equitable model.