

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

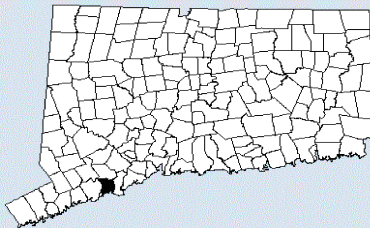


Achievement First Bridgeport Academy District

203-333-9128 • <https://www.achievementfirst.org/schools/connecticut/>

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | K-12 |
| Number of Schools/Programs | 1 |
| Enrollment | 1,110 |
| Per Pupil Expenditures ¹ | \$12,249 |
| Total Expenditures ¹ | \$13,387,835 |

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|---|-------|-------------------------------------|----------------------------------|
| Female | 586 | 52.8 | 48.4 |
| Male | 524 | 47.2 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 6 | 0.5 | 5.2 |
| Black or African American | 596 | 53.7 | 12.7 |
| Hispanic or Latino of any race | 487 | 43.9 | 26.9 |
| Native Hawaiian or Other Pacific Islander | * | * | 0.1 |
| Two or More Races | * | * | 3.8 |
| White | 13 | 1.2 | 51.1 |
| English Learners | 148 | 13.3 | 8.3 |
| Eligible for Free or Reduced-Price Meals | 788 | 71.0 | 43.3 |
| Students with Disabilities ³ | 112 | 10.1 | 16.0 |

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ⁴ | | Suspension/Expulsion ⁵ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 40 | 7.0 | 43 | 7.3 |
| Male | 39 | 7.6 | 57 | 10.8 |
| Black or African American | 43 | 7.4 | 61 | 10.2 |
| Hispanic or Latino of any race | * | * | * | * |
| White | 0 | * | * | * |
| English Learners | 8 | 5.5 | 8 | 5.4 |
| Eligible for Free or Reduced-Price Meals | 66 | 8.5 | 81 | 10.1 |
| Students with Disabilities | 9 | 8.4 | 20 | 17.4 |
| District | 79 | 7.3 | 100 | 9.0 |
| State | | 12.2 | | 4.9 |

Number of students in 2018-19 qualified as truant under state statute: 85

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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 | 58.1 |
| Paraprofessional Instructional Assistants | 11.0 |
| Special Education | |
| Teachers and Instructors | 7.0 |
| Paraprofessional Instructional Assistants | 0.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 0.0 |
| School Level | 9.1 |
| Library/Media | |
| Specialists (Certified) | 0.0 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 3.0 |
| Counselors, Social Workers and School Psychologists | 2.0 |
| School Nurses | 2.0 |
| Other Staff Providing Non-Instructional Services/Support | 23.0 |

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

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|---|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0 | 0.0 | 0.1 |
| Asian | 0 | 0.0 | 1.2 |
| Black or African American | 33 | 40.7 | 4.0 |
| Hispanic or Latino of any race | 13 | 16.1 | 4.1 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 32 | 39.5 | 90.4 |

Classroom Teacher Attendance: 2018-19

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 5.2 | 10.4 |

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 | 36 | 97.3 | 21 | 100.0 |
| Hispanic or Latino of any race | 17 | * | 19 | * |
| White | * | * | * | * |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 32 | 97.0 | 20 | 100.0 |
| Students with Disabilities | 6 | * | 6 | * |
| District | 55 | 98.2 | 43 | 100.0 |
| State | | 75.8 | | 84.8 |

² 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 Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | N/A | N/A |
| Emotional Disturbance | N/A | N/A |
| Intellectual Disability | N/A | N/A |
| Learning Disability | N/A | N/A |
| Other Health Impairment | N/A | N/A |
| Other Disabilities | N/A | N/A |
| Speech/Language Impairment | N/A | N/A |
| District | N/A | N/A |
| State | | 67.8 |

³ This 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 | N/A | N/A | 2.0 |
| Emotional Disturbance | N/A | N/A | 1.1 |
| Intellectual Disability | N/A | N/A | 0.5 |
| Learning Disability | N/A | N/A | 5.7 |
| Other Health Impairment | N/A | N/A | 3.3 |
| Other Disabilities | N/A | N/A | 1.1 |
| Speech/Language Impairment | N/A | N/A | 1.8 |
| All Disabilities | N/A | N/A | 15.6 |

¹ This 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 | N/A | N/A | 8.2 |
| Private Schools or Other Settings | N/A | N/A | 5.0 |

² This 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 Expenditures³: 2018-19

| | Total (\$) | Per Pupil | |
|--|--------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instruction | \$7,814,629 | \$7,150 | \$10,923 |
| Support services - students | \$1,245,016 | \$1,139 | \$1,277 |
| Support services - instruction | \$500,385 | \$458 | \$682 |
| Support services - general administration | . | . | \$467 |
| Support services - school based administration | \$1,657,042 | \$1,516 | \$1,021 |
| Central and other support services | \$1,293,430 | \$1,183 | \$679 |
| Operation and maintenance of plant | \$662,267 | \$606 | \$1,718 |
| Student transportation services | \$215,066 | \$3,117 | \$1,288 |
| Food services | . | . | \$12 |
| Enterprise operations | . | . | \$163 |
| Minor school construction | . | . | \$59 |
| Total | \$13,387,835 | \$12,249 | \$17,629 |

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

Special Education Expenditures: 2018-19

| | District | | State |
|--|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries | \$308,924 | 66.4 | 28.5 |
| Instructional Aide Salaries | . | . | 10.1 |
| Other Salaries | . | . | 11.1 |
| Employee Benefits | \$57,581 | 12.4 | 13.0 |
| Purchased Services Other Than Transportation | \$88,271 | 19.0 | 5.7 |
| Special Education Tuition | . | . | 22.5 |
| Supplies | \$4,242 | 0.9 | 0.6 |
| Property Services | . | . | 0.3 |
| Purchased Services For Transportation | . | . | 8.0 |
| Equipment | \$5,224 | 1.1 | 0.2 |
| All Other Expenditures | \$708 | 0.2 | 0.1 |
| Total | \$464,951 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 3.5 | 24.6 |

Expenditures by Revenue Source⁴: 2018-19

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 2.6 |
| State | 92.0 |
| Federal | 4.2 |
| Tuition & Other | 1.3 |

⁴ Revenue 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

| | NAEP 2019 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| READING | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 40 | 41 | 50 |
| National Public | 34 | 32 | 36 |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 45 | 39 | 32 |
| National Public | 40 | 33 | 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

| | 2018-19 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 22 | * |
| Hispanic or Latino of any race | 24 | 87.5 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 47 | 87.2 |
| Students with Disabilities | 7 | * |
| District | 47 | 87.2 |
| State | | 88.5 |

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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

| | Class of 2019 | Class of 2018 |
|--|-----------------------|--------------------------|
| | Entrance ³ | Persistence ⁴ |
| | Rate (%) | Rate (%) |
| Female | 96.2 | * |
| Male | 76.2 | * |
| Black or African American | * | * |
| Hispanic or Latino of any race | 87.5 | * |
| White | N/A | N/A |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 87.2 | 68.0 |
| Students with Disabilities | * | * |
| District | 87.2 | 68.0 |
| State | 71.5 | 87.5 |

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

| Indicator | | Index/Rate | Target | State Average Index/Rate |
|---|---------------------|------------|--------|--------------------------|
| Progress Toward English Proficiency | Literacy | 59.5% | 100% | 60.4% |
| | Oral | 54.5% | 100% | 57.6% |
| Chronic Absenteeism | All Students | 7.3% | <=5% | 12.2% |
| | High Needs Students | 8.1% | <=5% | 18.0% |
| Preparation for CCR | % Taking Courses | 99.0% | 75% | 80.4% |
| On-track to High School Graduation | | 97.7% | 94% | 88.4% |
| 4-year Graduation All Students (2019 Cohort) | | 87.2% | 94% | 88.5% |
| 6-year Graduation - High Needs Students (2017 Cohort) | | 100.0% | 94% | 84.5% |
| Postsecondary Entrance (Class of 2019) | | 87.2% | 75% | 71.5% |
| Arts Access | | 32.2% | 60% | 51.8% |

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 |
|---------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Graduation Rate Gap | . | 100.0% | . | 10.9% | 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.

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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Bridgeport Academy is a member of the Achievement First network of schools, and as such benefits from the latest available research, training, and support in providing differentiated instruction to students with special needs or requiring additional support. Team Special Services works closely with our schools' special services leaders to design programming and interventions to meet the needs of the current school population. A foundation of that support is a "special services playbook", a manual that serves as a resource to school leaders, special services leaders, and teachers in identifying and addressing needs of all students. Bridgeport Academy is building an inclusive environment to ensure all our scholars can achieve academically and behaviorally at high levels. Co-teaching is one vehicle for reaching inclusiveness. Additionally, co-teaching allows teachers to collect more data, provide more feedback, and offer more targeted support to lead students to the same rigorous academic and behavioral outcomes.

Maintaining high daily attendance rates and low chronic absenteeism rates are high priorities at Bridgeport Academy. This work has intensified and become even more critical during the Covid Pandemic, ensuring student safety and maintaining engagement. School staff reaches out to parents and guardians to determine the reason for a student's absence. During remote learning, our schools have additional attendance and wellness checks during each period of the day. Each classroom in the schools displays their daily attendance percentage and provides incentives and recognition for highest attendance.

Families receive frequent communication from teachers and school staff to engage in learning activities. Report card nights continue to be well attended despite their virtual nature, and many parents are involved the planning and leadership of these events through parent leadership councils. Teachers are highly accessible to families, with their cell phone numbers being available to parents to reach them after school hours. Community outreach and student recruitment is led by a dedicated Community Outreach Associate who coordinates efforts and explores partnerships with the community our school serves.

Additional information is available in our annual charter report and most recent charter renewal application filed with the Connecticut Department of Education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The mission of Bridgeport Academy is to deliver on the promise of equal educational opportunity for all of Bridgeport's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Bridgeport Academy schools provide all of our scholars with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.

We believe it is the fulfillment of this mission and the reduction of the achievement gaps based on race and economic status that will reduce the isolation for our scholars. In a recent update of the organization's core values, "Lead for Racial Equity" rose to the surface as value everyone in our schools should espouse.

We aim to have our schools reflect the demographic composition of the neighborhoods we serve, and prepare our scholars to achieve academic success, college acceptance, and college graduation at the same rates as their more affluent peers.

The current demographic composition of our school community is 98% African American or Hispanic and 68% of our scholars are eligible for free or reduced price lunch. Academic performance on the 2017-18 SBAC (last available) exceeds or compares favorably with our host district of Bridgeport with 58% proficiency in ELA and 54% proficiency in Math in grades 3-8. On the 2018-19 SAT, our 11th grade scholars were 56% proficient in ELA and 29% proficient in Math.

Preparation for the college experience begins in the 9th grade with the Foundations of Leadership course. This four-year program is designed to help scholars learn how to navigate the more complex high school and post-secondary school world, with an emphasis on overcoming obstacles through effort. Each year culminates in scholars completing high stakes applications which prepare them for the college application process. High school scholars apply to and attend a variety of summer programs to prepare them for the college experience and the diverse populations they will encounter when they move onto college campuses around the nation.

Additional information is available in our annual charter report and most recent charter renewal application filed with the Connecticut Dep

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Equitable Allocation of Resources among District Schools

The Bridgeport Academy district is comprised of 3 individual school campuses. Each school has a Director of Operations (DSO) that is responsible for non-instructional activities within the school including budgeting and resource acquisition. DSOs from each campus across the Achievement First network meet regularly in a DSO Cohort to norm around processes, procedures, and activities within their schools.

The Bridgeport Academy Board of Directors reviews and approves the annual budget, as well as the financial reports at each of their meetings. These include school level detail with key comparable metrics. Financial reporting is centralized, allowing Achievement First's Chief Financial Officer to ensure resources are allocated similarly throughout the network to schools at the same grade levels.

Bridgeport Academy is a data-driven organization, not only in our financial reporting, but in academic, behavior, as well as parent, student, and staff satisfaction. These data are reviewed regularly to identify outliers and equalize resources and results, ensuring equity in the way we serve our scholars and community.