

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



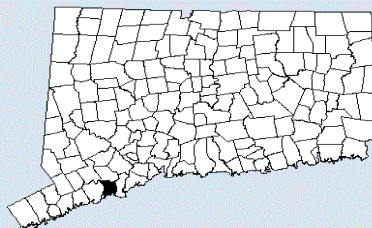
Bridgeport School District

Mr. Michael Testani, Superintendent – Acting • 203-275-1037 • <http://www.bridgeportedu.com/>

District Information

Grade Range	PK-12
Number of Schools/Programs	39
Enrollment	20,311
Per Pupil Expenditures ¹	\$14,419
Total Expenditures ¹	\$310,017,374

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	9,689	47.7	48.4
Male	10,622	52.3	51.6
American Indian or Alaska Native	144	0.7	0.3
Asian	483	2.4	5.2
Black or African American	6,555	32.3	12.7
Hispanic or Latino of any race	10,436	51.4	26.9
Native Hawaiian or Other Pacific Islander	35	0.2	0.1
Two or More Races	221	1.1	3.8
White	2,437	12.0	51.1
English Learners	4,121	20.3	8.3
Eligible for Free or Reduced-Price Meals	14,530	71.5	43.3
Students with Disabilities ³	3,797	18.7	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	1,819	19.5	739	7.3
Male	2,009	19.9	1,265	11.3
Black or African American	1,280	20.3	930	13.5
Hispanic or Latino of any race	2,062	20.7	882	8.0
White	379	16.5	151	6.0
English Learners	735	17.3	211	4.7
Eligible for Free or Reduced-Price Meals	3,161	22.2	1,620	10.4
Students with Disabilities	999	27.4	542	12.8
District	3,828	19.7	2,004	9.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 9,892

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	1,149.2
Paraprofessional Instructional Assistants	54.0
Special Education	
Teachers and Instructors	221.0
Paraprofessional Instructional Assistants	241.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	74.0
Library/Media	
Specialists (Certified)	16.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	30.5
Counselors, Social Workers and School Psychologists	101.8
School Nurses	39.6
Other Staff Providing Non-Instructional Services/Support	879.1

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	8	0.5	0.1
Asian	36	2.2	1.2
Black or African American	194	12.1	4.0
Hispanic or Latino of any race	181	11.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	1,188	73.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.0	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	162	41.1	285	60.0
Hispanic or Latino of any race	218	42.2	346	63.6
White	74	56.5	99	67.3
English Learners	52	28.6	93	50.8
Eligible for Free or Reduced-Price Meals	316	44.4	487	61.0
Students with Disabilities	86	43.0	167	63.7
District	483	44.3	772	63.0
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	75	21.4
Emotional Disturbance	95	33.7
Intellectual Disability	29	14.6
Learning Disability	1,245	67.7
Other Health Impairment	434	55.1
Other Disabilities	33	21.7
Speech/Language Impairment	182	72.2
District	2,093	54.2
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	371	1.6	2.0
Emotional Disturbance	283	1.2	1.1
Intellectual Disability	200	0.9	0.5
Learning Disability	1,840	8.0	5.7
Other Health Impairment	791	3.5	3.3
Other Disabilities	359	1.6	1.1
Speech/Language Impairment	260	1.1	1.8
All Disabilities	4,104	17.9	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	629	15.3	8.2
Private Schools or Other Settings	152	3.7	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	\$193,257,538	\$8,989	\$10,923
Support services - students	\$19,084,710	\$919	\$1,277
Support services - instruction	\$6,122,048	\$295	\$682
Support services - general administration	\$1,652,549	\$80	\$467
Support services - school based administration	\$18,313,125	\$882	\$1,021
Central and other support services	\$16,009,182	\$771	\$679
Operation and maintenance of plant	\$31,852,089	\$1,534	\$1,718
Student transportation services	\$22,551,458	\$1,807	\$1,288
Food services	.	.	\$12
Enterprise operations	\$900,174	\$43	\$163
Minor school construction	\$274,503	\$13	\$59
Total	\$310,017,374	\$14,419	\$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	\$22,990,183	25.4	28.5
Instructional Aide Salaries	\$10,383,943	11.5	10.1
Other Salaries	\$3,024,125	3.3	11.1
Employee Benefits	\$9,933,098	11.0	13.0
Purchased Services Other Than Transportation	\$3,630,286	4.0	5.7
Special Education Tuition	\$27,511,530	30.4	22.5
Supplies	\$80,261	0.1	0.6
Property Services	\$128,408	0.1	0.3
Purchased Services For Transportation	\$12,792,948	14.1	8.0
Equipment	\$5,064	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$90,479,846	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.2	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	20.5
State	71.2
Federal	7.2
Tuition & Other	1.2

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	586	76.8
Hispanic or Latino of any race	636	74.1
English Learners	232	66.8
Eligible for Free or Reduced-Price Meals	1,404	76.0
Students with Disabilities	265	59.6
District	1,457	76.0
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: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	61.7	84.9
Male	49.8	79.9
Black or African American	54.9	82.0
Hispanic or Latino of any race	53.2	78.0
White	59.2	91.5
English Learners	37.7	80.7
Eligible for Free or Reduced-Price Meals	56.8	*
Students with Disabilities	28.5	72.4
District	55.6	82.7
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	55.9%	100%	60.4%
	Oral	52.1%	100%	57.6%
Chronic Absenteeism	All Students	19.7%	<=5%	12.2%
	High Needs Students	21.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	54.2%	75%	80.4%
On-track to High School Graduation		76.3%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		76.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		79.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		55.6%	75%	71.5%
Arts Access		39.0%	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	.	79.0%	.	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

The current District Strategic Plan supports/provides the goals/objectives for the implementation of Foundational Pillars, Student Achievement, Curriculum/Instruction, Family/Community Engagement, Recruitment/Retention. The Plan's implementation is in its final year, and the development of a new plan presently underway.

The Office of Specialized Instruction, helmed by an Executive Director, provides specially designed instruction and related services. Student specially designed instruction is determined by their individualized educational plan (IEP) and is based on a personalized evaluation of the students' disability and needs. The district's Planning and Placement Team (PPT) and the student's IEP determine related services to support the educational program. Additional associated services such as Psychological, Speech and Language, Occupational Therapy, Physical Therapy, Health, Social Work, Hearing Impaired, Autism Consultation, Behavioral Consultation, Assistive Technology Consultation, Vocational/Transition and/or Transportation may be delivered in the general education classroom or the related services room.

Bridgeport Public Schools (BPS) is committed to reducing chronic absenteeism across all schools throughout the district. The district is committed to improving data collection systems and procedures to closely monitor student engagement and attendance during the academic school year. It remains focused on Tier 2 intervention strategies developed by the District Attendance Team. It is working to continuously involve all stakeholders, improve student engagement, and create regular attendance habits that ensure that students benefit from all learning opportunities. BPS is committed to providing support to students, families, and schools to ensure that all students have a healthy educational environment where students feel accepted, welcome, and safe at school. These supports include school-based attendance intervention, district-wide data progress monitoring, social-emotional learning, and restorative practice programs. BPS is also committed to building and maintaining relationships with all our community partners in this work.

The Plan continues its focus on professional development programs designed for all school staff levels, specific to implementing the District's Policy-Procedures Manual. There is a commitment to continue these efforts, with an aggressive approach to resource management/enhance practices; however, decreasing availability of fiscal resources represents a significant barrier to addressing the delivery of services to students identified under IDEA.

The Bridgeport Public School's English learner population has been steadily increasing since 2015. The district offers various comprehensive language services for English learners, including Transitional Bilingual Education, English as a Second, Native Language Support, Language Transition Support Services, and Tutoring Support. The English Learner programs help English Learners attain English proficiency and develop high-quality education in an actively engaging environment so that all students thrive as bilingual, bi-literate, and bi-cultural productive 21st century citizens.

Efforts to Reduce Racial, Ethnic and Economic Isolation

BPS continues to recruit students to our inter-district magnet schools through multimedia strategies. The thematically designed Interdistrict magnet schools are targeted to engage the interest(s) and career path(s) pre-identified by students and families. The lottery application process is available via the BPS website. Our continued efforts to reduce racial, ethnic/economic isolation are further enhanced by grant-funded opportunities utilized at the middle school level, which provide additional resources for culturally applicable student engagement. Our goal is to stimulate early interest in STEAM fields. The district has sustained a summer and year-long program to introduce students to the language of coding, engineering, and the arts. In an area woefully underrepresented by minorities, this represents an opportunity to teach transferable skills of college/career preparedness. Our strategy is based upon a process that centers upon student teachers, interns, teacher recruitment. The district's commitment to this process has lent itself to reflection & collectively engaging in foundational work to create the culture/climate that will enhance our ability to retain our diverse talent. BPS is committed to and has continued its cultural competency programming. In addition to the training, the district continues its year-long training in social-emotional learning for students, teachers, administrators, and families. We have continued the New Teacher Orientation Program, and utilizing data from the previous year's session, this aided us in acquiring information to continue to impact teacher retention positively.

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Equitable Allocation of Resources among District Schools

Bridgeport Public Schools is committed to the equitable distribution of fiscal resources across all schools. A School-based Budgeting Model, grounded in accountability and empowerment at the school level, is 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 online systems in the areas of procurement and payroll. 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. During the online seminar, school-specific needs are discussed, and verified data are considered in applying the allocation formulas within the equitable model context.