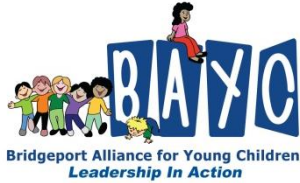


2010 Measures of Success





In September, 2009, the Bridgeport Alliance for Young children (BAYC) released the *UPDATE to Bridgeport's Blueprint for Young Children*. The *UPDATE* is a roadmap to address the challenges facing our young children and their families. It is a roadmap to the community we want: a place where **all children, birth to age 8, will be safe, healthy, and ready to fulfill their potential**.

Implementation of the *UPDATE* will ultimately strengthen existing child and family systems, create new supports where they are needed, coordinate our work across Bridgeport for greater impact, and sustain measurable progress over the long term.

This report is a first look at five of the headline indicators in the *UPDATE* and sets a baseline for continued tracking of the

- % of cases of abuse & neglect
- % of children enrolled in HUSKY who receive their well-child visit
- % of Kindergarteners scoring Level 3 in all Domains on the Fall Inventory
- % of Kindergarten students above standard on the January Developmental Reading Assessment
- % of 3rd grade students at or above proficiency on the CMTs in reading and math.

Tracking the trends of each indicator is how we will measure success.

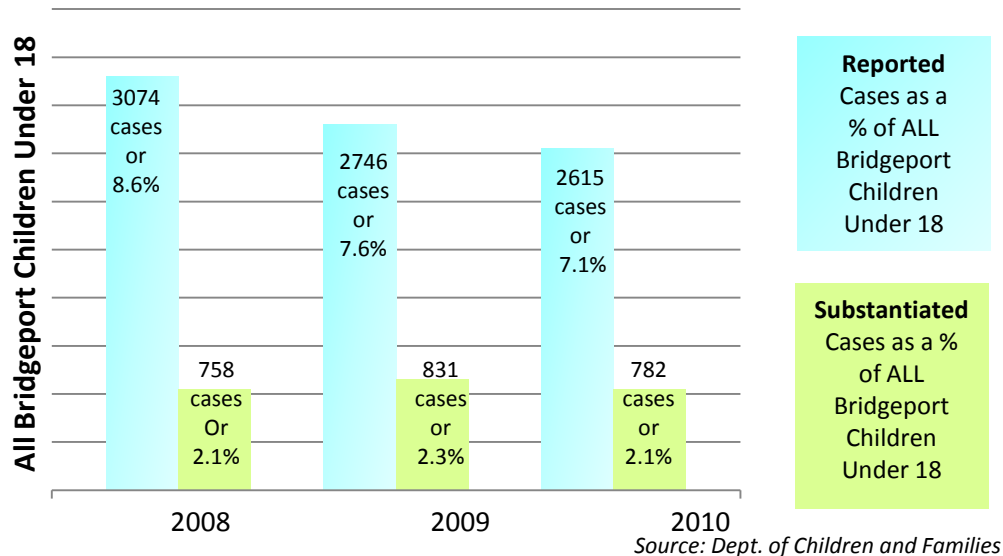




Families Empowering Families Indicator:

We will measure success by tracking the percent of substantiated cases of abuse or neglect

% of Reported Cases of Abuse & Neglect as Compared to % of Substantiated Cases



Reported
Cases as a
% of ALL
Bridgeport
Children
Under 18

Substantiated
Cases as a %
of ALL
Bridgeport
Children
Under 18

Child abuse is linked to poverty, low parenting and coping skills, substance abuse, maternal depression, and domestic violence, all of which increase the risk of abuse and neglect. In 2010, child neglect makes up 62% of substantiated cases. Neglect is defined as failure to provide shelter, food, clothing, education, supervision, medical care, and other needed support for the physical, emotional, cognitive, and social development of the child. The chart demonstrates a slight reduction in both reported and substantiated cases in 2010. The Case Practice Model being piloted in Bridgeport is expected to have a positive impact in the areas of neglect and abuse.

Positive parenting skills, therapeutic intervention for those parents with depression, and community support are important preventive measures that can help parents and children. Family support programs emphasize family strengths; encourage positive parent-child relationships, link parents and children to community supports, and prepare parents for the stress and responsibility of parenting.¹

¹Three on a Seesaw; Balancing Early Care and Education, Families, and the Economy, CAHS

Some of the programs and supports available to parents in Bridgeport include:

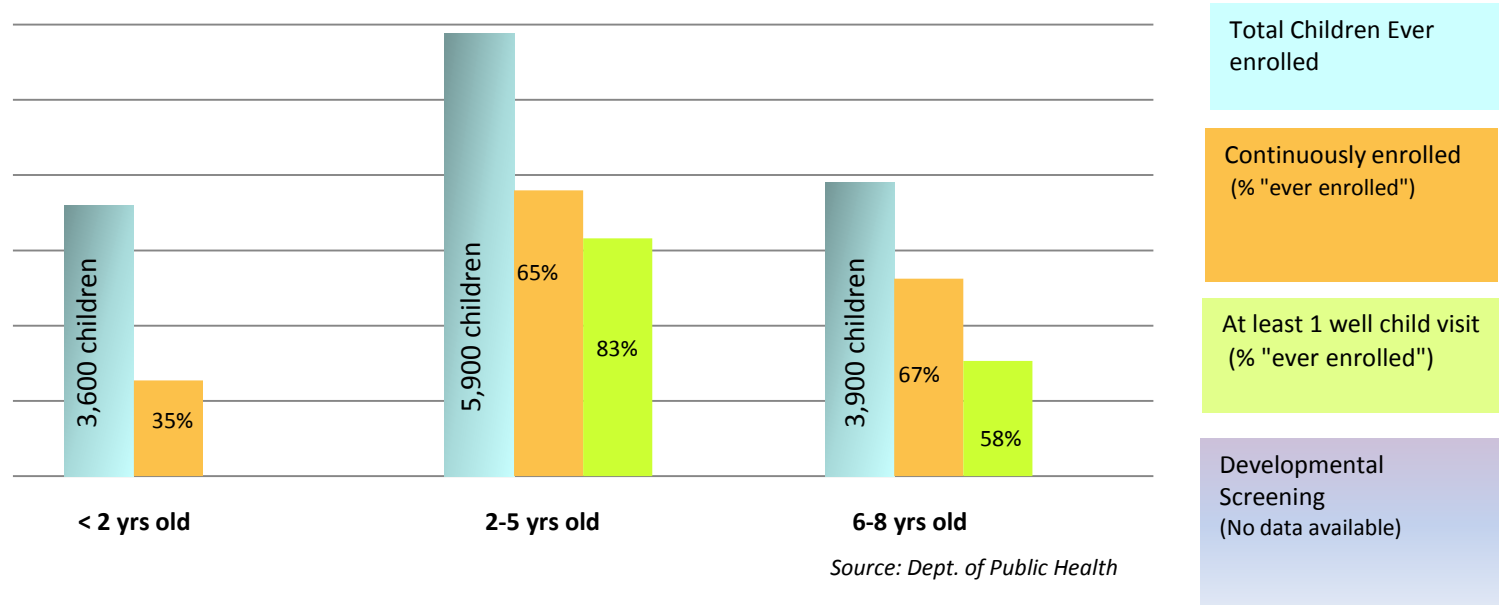
- Child FIRST, a model home-based intervention embedded in an early childhood system of care, targets the highest risk young children and families in greater Bridgeport.
- *Community Messengers*, grassroots communication program that provides information about no-cost /low-cost opportunities for parents
- School Readiness and Head Start provide early care and education for close to 2,500 children and Care4Kids subsidy program
- Earned Income Tax Credit (EITC), recognized as the most effective national anti-poverty initiative, is utilized by 26.5% of Bridgeport families
- Supplementary Nutrition Assistance Program (SNAP), Free or reduced-price meals in Bridgeport public schools are available for all children
- Parent leadership Training Program (PLTI) and its partner Child Leadership Training Institute



Health and Development Indicator:

We will measure success by tracking the % of children 0-8 enrolled in HUSKY who receive their well-child visits and developmental screenings

2007 HUSKY Enrollment, Well-child Visits, and Developmental Screenings



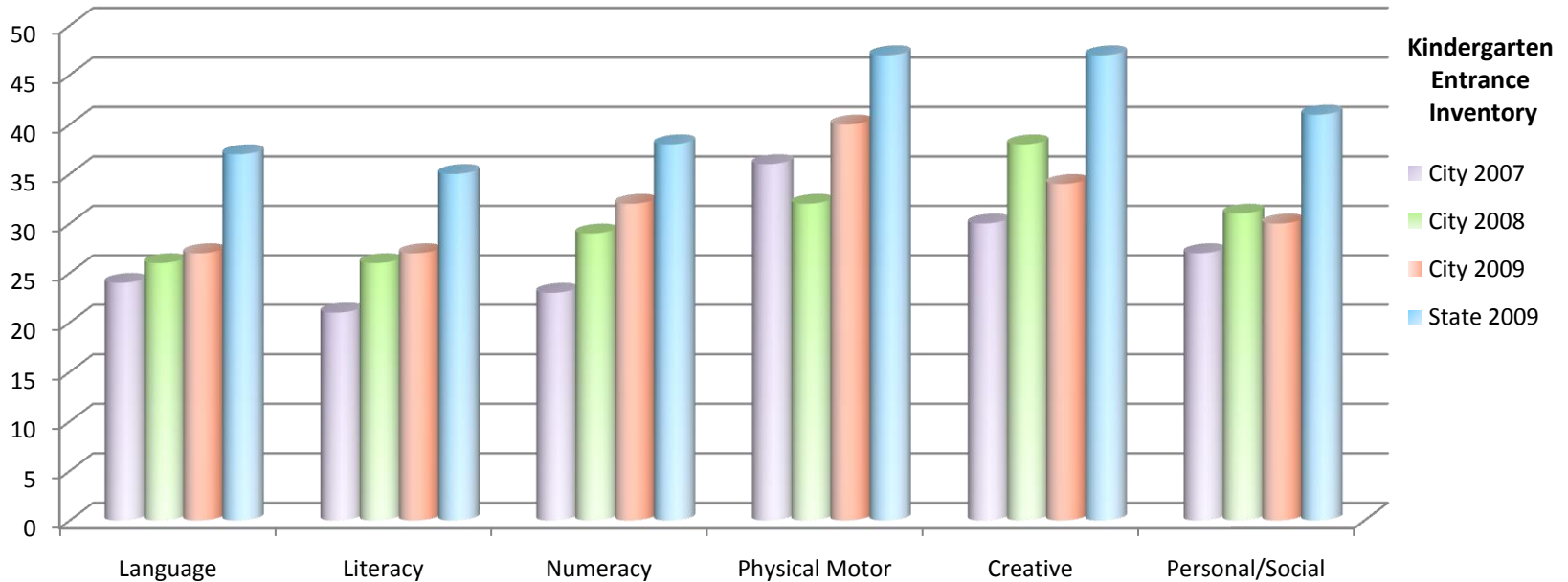
The HUSKY Enrollment, Well Child Visits, and Developmental Screenings shows enrollment levels for Bridgeport. Reported are the numbers by age group who were ever enrolled and who were continuously enrolled. Also listed are the number of those continuously enrolled who had at least one well child visit by age. The data from this chart will be used as the base line for 2009 and 2010 data as it becomes available.

*There are virtually no developmental screenings recorded because there were no incentives for doctors to code the screenings in 2007. We have no way of knowing how many kids were actually screened as part of HUSKY well child visits.



Early Care and Education Indicator:

We will measure success by tracking the percent of Kindergarteners scoring Level 3 in all Domains on the Fall Inventory.



Source: Dept. of Education

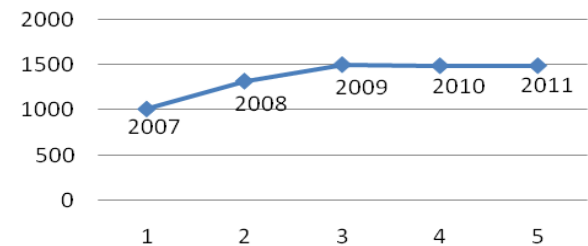
Kindergarten Entrance Inventory

The Fall Kindergarten Entrance Inventory is administered annually each fall to provide a statewide snapshot of the skills all kindergarten students demonstrate, based on teachers' observations, at the beginning of the kindergarten year. These skills and behaviors are defined by specific indicators in six domains; namely, Language skills, Literacy skills, Numeracy skills, Physical/Motor skills, Creative/Aesthetic skills and Personal/Social skills. 53% of the students with the lowest ratings live in Priority districts compared to 26% who live in districts that do not receive any funding, a difference of 27 percentage points. These data show that an achievement gap exists between children living in school districts with the lowest socio-economic status and their wealthier peers at kindergarten entry. ¹

The chart above is based upon *Level 3 scores*. Generally, students at this level consistently demonstrate the skills for that domain and require minimal additional instructional support. Note that Bridgeport students, while significantly behind the state average, are better prepared in the domains for Language, Literacy, Numeracy and Physical/Motor. Creative and Personal/Social domains need attention.

¹ Discovery 2010

Children Enrolled in School Readiness



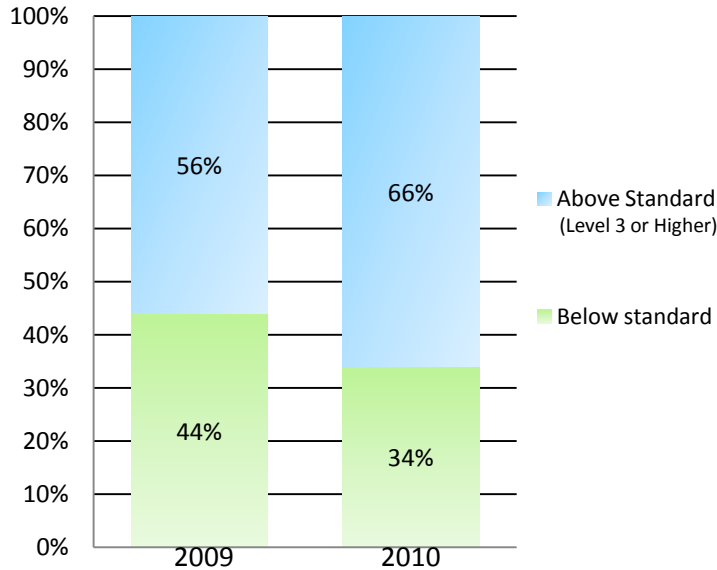
The expansion of the number of children in a School Readiness pre-Kindergarten program increased from 1011 to 1500 children or 48% between 2007 and 2009.



Early Care and Education Indicator:

We will measure success by tracking the percent of Kindergarten students above standard on the January Developmental Reading Assessment

Kindergarten Developmental Reading Assessments



Source: Bridgeport Public Schools

A developmental reading assessment is used to measure students' skills in each of the five components of reading: vocabulary, phonemic awareness, phonics, fluency and comprehension. It is given several times throughout the school year and helps teachers drive instruction toward specific needs of their students. The data and information gathered enable the teacher to:

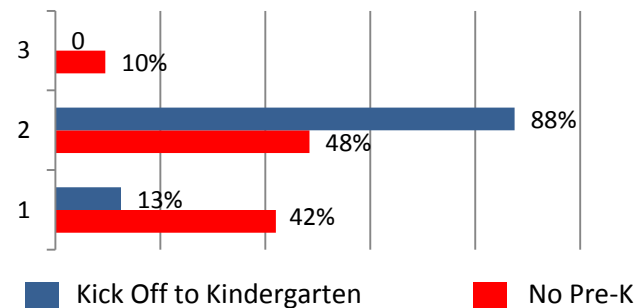
- Diagnose students' instructional needs and plan for intervention as needed.
- Determine the level at which the student is able to read independently.
- Group students effectively to provide appropriate reading instruction and opportunities to practice reading skills and strategies.
- Document changes over time in reading performance by monitoring students' ability to use a variety of skills and strategies.
- Identify students who may be working below proficiency and need further assessments.
- Inform parents and other educators of students' current reading performance and achievement.

The chart to the right shows that 88% of the 2009 Kick Off to Kindergarten students scored above standard on the January DRA as compared to 48% of children with no pre-Kindergarten experience. Note: 50% of the KOK children improved 2 steps from some comprehension to very good comprehension when they were retested in May.

The DRAs are scored as follows:

- | | |
|--------------------------|-----------------------------|
| 1 = Little comprehension | 3 = Adequate comprehension |
| 2 = Some comprehension | 4 = Very Good comprehension |

Kick Off to Kindergarten Student DRA Scores as Compared to Students with NO Pre-K experience

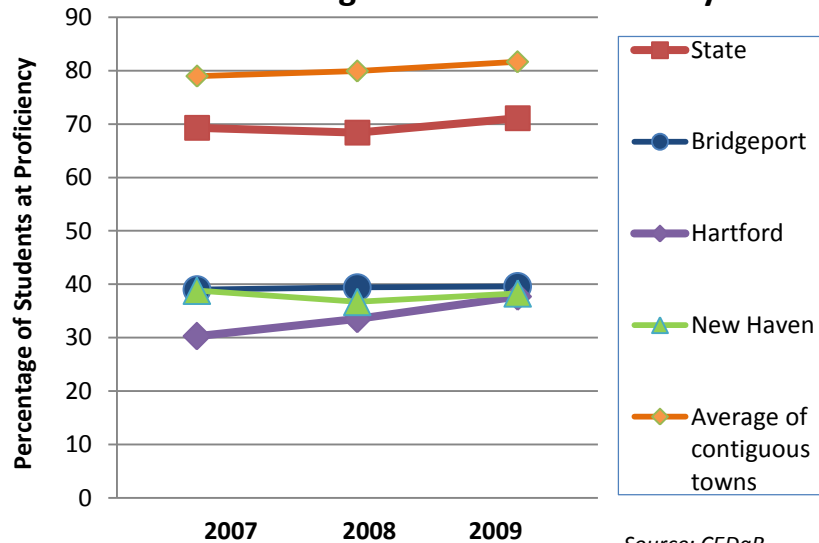




Early Care and Education Indicator:

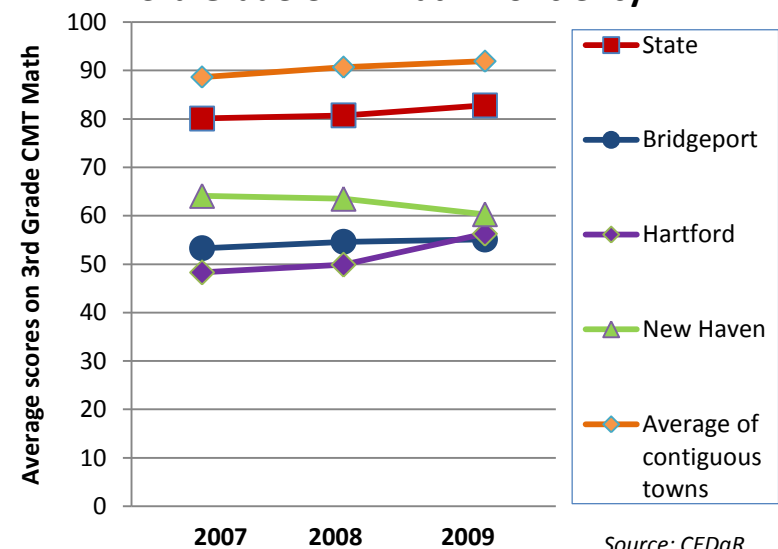
We will measure success by tracking the percent of 3rd Grade students at or above proficiency on the Connecticut Mastery Tests. The charts below track Reading and Math over a three year period.

CMT Reading - 3rd Grade Proficiency



Source: CEDaR

3rd Grade CMT Math Proficiency



Source: CEDaR

While there is no passing score on the Connecticut Mastery Test (CMT), standards have been set at all six grade levels. These standards are challenging, yet reasonable, expectations for students. The charts above show the average scores over a 3 year period for Bridgeport, Hartford and New Haven, 3 cities in DRGI¹. Note that Bridgeport has remained fairly level while Hartford has made gains each year. The average of Stratford, Fairfield and Trumbull, all contiguous with Bridgeport, has been included to illustrate how test scores of our low-income students are significantly lower than non-low-income students.

Ethnic diversity is strongly present in Bridgeport, where more than 70 languages are spoken in the public schools. Almost 40% of the city's population speaks a language other than English at home. Of the 17,926 "Linguistically Isolated" households in Eastern Fairfield County, 84.8% are in Bridgeport. Likewise, 88% of African Americans and 87% of Hispanics in Eastern Fairfield County live in Bridgeport. 76% of Bi-racial and "other" ethnic groups live in Bridgeport. As a result the Bridgeport Board of Education has a greater burden than other Eastern Fairfield County school districts, which have small numbers of children coming from non-English speaking families.

¹School districts are grouped into DRGs based on the characteristics of their students' families. Districts in a DRG have similar median family incomes, percentages of families below the poverty level, percentages of single-parent families, percentages of families with a non-English home language, percentages of parents with a bachelor's degree, and percentages of families in white collar or managerial occupations. The number of students enrolled in the district is also considered. DRGs are not used for reporting indicators of student performance.



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