

**Burlington School District
Equity and Inclusion Report Card 2014**

(Assessment School Year: 2012 – 2013)

Table of Contents	i & ii
Preface	iii
Forward	iv
<p>Jeanne Collins Burlington School District Superintendent 2005-2014</p>	
Equity & Inclusion Report Advisory Committee Report Analysis & Production Team	v
Executive Summary	vi
I. Introduction	1
A. Methodology	
B. Indicators	
II. Evaluation of Outcomes on Indicators	4
A. Gender Outcomes	
B. Family Income Outcomes	
C. Race/Ethnicity Outcomes	
D. Language Background Outcomes	
E. Ability Outcomes	
F. Comparison of Gaps and Ratios Across Groups 2012-13	
G. Conclusion for 2012-13	
III. Trends: Comparison of Gaps from 2011-12 to 2012-13	24
IV. District Resources	28
A. Staff Recruitment, Hiring/Retention	
B. Staff Training	
V. Recommendations	30
Appendix	34
Tables	
Table 1. Indicators of Academic Achievement and Definitions	
Table 2. Indicators of Climate and Inclusion and Definitions	
Table 3. Indicators of District Resources to Promote Equity and Inclusion and Definitions	
Table 4. Academic and Climate/Inclusion Outcomes, 2012-13	
Table 5. Academic and Inclusion Gaps for All Groups, 2012-13	
Table 6. Trends in Achievement Gaps from 2011-12 to 2012-13	

Table 7. Racial/Ethnic Composition of District Workforce by Job Category 2012-13
Table. 8 Cultural Competency Training for Teachers and Central Office 2012-13
Table A.1. Demographic and Academic/Inclusion Data 2012-13
Table A.2. Demographic and Academic/ Inclusion Data 2011-12
Table A.3. Faculty, Staff, and Administrators Demographic Raw Numbers
Table A.4. Definitions of Terms

Figures

Figure 1. Gender Gaps in Outcomes
Figure 2. Gaps by Family Income: FRL and Non-FRL Outcomes
Figure 3. White-Black Gaps
Figure 4. White-Asian Gaps
Figure 5. White-Hispanic Gaps
Figure 6. White-Multi Ethnic Gaps
Figure 7. Gaps by Language Background: Non-LEPs and LEPs
Figure 8. Gaps by Ability: IEP and non-IEP Students
Figure 9. Percentage Point Gaps in Reading NECAP Scores
Figure 10. Percentage Point Gaps in Math NECAP Scores
Figure 11. Percentage Point Gaps in Algebra 2 Enrollment
Figure 12. Percentage Point Gaps in Algebra 2 Grades
Figure 13. Percentage Point Gaps in Honors Enrollment
Figure 14. Percentage Point Gaps in Advanced Placement (AP) Enrollment
Figure 15. Percentage Point Gaps in Attendance Rates of 95% or Better
Figure 16. Percentage Point Gaps in In-School Suspension Rates
Figure 17. Percentage Point Gaps in Out-of-School Suspension Rates
Figure 18. Percentage Point Gaps in 4-Year Cohort Dropout Rates
Figure A.1. Trends in Gaps: NECAP Reading Proficiency 2011-12
Figure A.2. Trends in Gaps: NECAP Math Proficiency 2011-12
Figure A.3. Trends in Gaps: Algebra 2 Enrollment 2011-12
Figure A.4. Trends in Gaps: Algebra 2 Grades 2011-12
Figure A.5. Trends in Gaps: Honors Enrollment 2011-12
Figure A.6. Trends in Gaps: AP Enrollment 2011-12
Figure A.7. Trends in Gaps: Attendance 2011-12
Figure A.8. Trends in Gaps: In-School Suspension 2011-12
Figure A.9. Trends in Gaps: Dropout Rates 2011-12

Additional information and data available online in Supplemental Report

PREFACE

In 2011, in response to the Burlington School District Task Force on Diversity's report, the district developed a strategic plan for diversity, equity, and inclusion whose purpose is Diversity, Equity and Inclusion, which states that the purpose of the plan is:

To develop ongoing strategic plan and action steps to "understand and eliminate race/ethnicity, class, disability, sex/gender, sexual orientation and/or language background as predictors of academic success, discipline, and co-curricular participation by assessing academic achievement, climate and inclusion, and district resources."

Burlington School District Strategic Plan for Diversity, Equity and Inclusion, Fall 2011

The School Board subsequently adopted the following mission statement:

"In the Burlington School District in the next five years we seek to significantly reduce race/ethnicity, class, ability, sex/gender, and sexual orientation as predictors of academic performance, discipline, and co-curricular participation."

This Equity Report Card is in response to the establishment of this goal, the School Board directed the Administration to collect, analyze and share data, in the form of an Equity and Inclusion Report Card, as the primary tool to measure achievement of this goal. The Board also supports the creation of an advisory council to provide recommendations to the Administration regarding the Equity and Inclusion Report Card.

FOREWARD

We are pleased to release this second annual Equity Inclusion Report for the Burlington School District.

We are not pleased based on results- in fact, these results continue to highlight similar equity issues that were highlighted last year, as we have only just begun our focused approach to improve equity in opportunities for our students.

However, we are pleased as we have embarked on a path, a promise to make our data transparent and to then work with the community to review the data, set goals, and report on our progress.

This second report took longer than we would like to pull together. It still is not 100% the way it should be. But we need to celebrate that despite obstacles and challenges, this second report is an observable action step on shining a light on institutional practices of racism and inequities for our students. We can do better and we will. This report highlights where our needs are and let's us set goals. By doing the report annually, we can track our progress on these goals and develop a solid data base from which to work.

Burlington Schools is committed to creating equitable and rich learning opportunities for all of our students. We have a diverse student body, encompassing diversity in race, ethnicity, socio economic status, languages, cultures, sexual orientation. We benefit from this diversity every day and our students will be well prepared to enter a global society for having been in our community. It is up to us, the teachers, administrators, staff and parents to ensure we are providing opportunities for all students to succeed and grow.

Thank you for taking this journey to equity with us. As I leave the District, I leave with great hope that this work will continue, that the conversations on race and equity at the school level become part of our everyday world, that the data is used on a regular basis to look at our practices and change our way of business. I hope that you, the reader, helps to hold us accountable for this work. We can be different; we can make a difference for our students and through them, our future.

With high hopes and deep commitment,

Jeanné Collins
Superintendent
2005-2014

EQUITY & INCLUSION REPORT ADVISORY COMMITTEE

The Equity Inclusion Report Advisory Committee includes teachers, district administrators, staff, as well as community members whose work is on educational inclusion. Thank you to:

Da Verne Bell (Chair), Director of Diversity Education and Engagement
Liz Curry, School Commissioner
Jay Diaz, Vermont Legal Aid
Ali Dieng, Family Outreach Coordinator
Shawna Shapiro, Community Member
Rebecca Haslam, Teacher/ School District Social Studies Coach
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EXECUTIVE SUMMARY

Academic Achievement

The Achievement gap between student groups continues to be a concern. Performance on the NECAP (Vermont Agency of Education) reading and math test scores show large differences based on language (ELL), socio-economic status, and race. There is also a concern about equal participation in classes, which shows up most clearly in our most rigorous courses at the high school, which include our Honors and AP courses. These gaps show how a student's association with a certain demographic group remains a predictor of their academic achievement.

Students who are not eligible for Free or Reduced Lunch (Non FRL) continue to be successful with regards to achievement levels such as NECAP tests, and specific course enrollment like Algebra 2 (college gateway course), Honors, and AP courses. However, there are several demographic groups that continue to show low test scores and low rates of enrollment in courses. These groups include low-income (FRL) students, black students, and students who are receiving English Language Learner Services of Special Education Services.

Climate and Inclusion

The data shows that there are similar disparities between students in our measured climate and inclusion outcomes related to socio-economic status (FRL), race, and students receiving Special Education Services. The difference in both in and out-of-school suspension rates is of concern as this effects a students in class instructional time, which inherently leads to a drop in overall academic achievement. The effect of suspension on instructional time may be creating a compound effect on most of the Equity and Inclusion Report achievement gap indicators we've looked at. Attendance data also shows gaps between groups with the exception of students receiving English Language Learner Services (ELL's), who have the highest attendance rate of all demographic groups.

Overall, the data shows that achievement and inclusion gap results are highest for Non-White students and students who are eligible to receive Free or Reduced Lunch. This data is not a surprise, as the last Equity Inclusion Report showed similar outcomes in the data. Because of these numbers, the district will continue to implement new ways and strategies to close these gaps between students so that the district can be closer to reaching its diversity, equity, and inclusion goals that we have put forth in *Our Gift Our Future: A Strategic Plan for Excellence and Equity in the Burlington School District*.

Burlington School District Equity and Inclusion Report Card 2014

I. Introduction

This is the second annual Equity and Inclusion Data Report Card (EIRC).¹ As the Burlington School District moves forward in efforts to close the achievement gap and to ensure that every student is provided equitable academic instruction, services and opportunities, the process and growth of equity and inclusion will be one of continual insight, change, growth and improvement.

A. Methodology

The purpose of the Equity and Inclusion Report is to assess the extent of *achievement gaps*, through the comparison of outcomes in three domains for 2012-13:

- academic achievement,
- inclusion and climate,
- district resources to support equity and inclusion.

The first two domains—academic achievement and climate and inclusion—are evaluated based on student outcomes. In the future, climate survey data will be added to this report. (Climate surveys were not conducted last year. This year, a survey was piloted, with the final version of the climate survey to be administered in January 2015 to parents, teachers, and students in grades 6-12). Climate surveys had not been done in 2012-13). The third domain—district resources to promote equity and inclusion—assesses:

- Progress in recruitment, hiring and retention a diverse workforce,
- Professional development training of staff in cultural awareness, responsiveness, and competency.

The goal advanced by the Board is for gaps between defined groups to be narrowed and eventually eliminated over time. As a result, our focus is on comparing outcomes between groups to assess the extent of the differences. This approach allows the community to understand the extent of progress made towards equity and inclusion goals and it offers a means to prioritize district efforts at closing gaps.

Closing the achievement gap has one primary purpose and that *equity*, which translates to the success of all children in our schools. We must eliminate the differences in academic achievement, access to services and equal opportunity that are related to race, ethnicity, class, language, sex and economic status, in order to achieve the goals of public education.

¹ The inaugural report (April 2013, an assessment of 2012-2013) provided a first year baseline overview of the issues of academic achievement, climate and inclusion and district resources.

B. Indicators

1. Comparison Groups

Data on academic achievement and climate and inclusion are compared across five key groups for which gaps have tended to be highest not only in BSD, but in the US more generally.

- *Gender:* We compare outcomes for females and males
- *Family Income/Socio-economic status:* We compare outcomes for students eligible for free and reduced lunch (FRL) compared to non-FRL students.
- *Race/ethnicity:* We compare outcomes for five racial/ethnic groups –White, Black, Asian, Hispanic, and Multi-ethnic.
- *Language background:* Data are analyzed for groups—students with Limited English Proficiency (LEP) and non-LEP students.
- *Ability:* We compare students on an Individualized Education Plan (IEP) to non-IEP students.

2. Indicators of academic achievement

There are six indicators of academic achievement. These are shown in Table 1 below.

Table 1. Indicators of Academic Achievement and Definitions

Indicator	Definition
NECAP Reading	Percentage that scored proficient or very proficient on the New England Common Assessment Program (NECAP) reading tests.
NECAP Math	The percentage achieving academic proficiency or better on NECAP math scores
Algebra 2	The percentage of high school students who enrolled in Algebra 2 in 2012-13
Algebra 2 grades	The percentage of high school students enrolled in Algebra 2 who receive grades of A or B
Honors	The percentage of high school students enrolled in at least one Honors course in 2012-13
AP	The percentage of high school students enrolled in at least one Advanced Placement (AP) course in that year

3. Indicators of inclusion and climate

There are four indicators of inclusion and climate, shown in Table 2.

Table 2. Indicators of Climate and Inclusion and Definitions

Indicator	Definition
Attendance	The percentage of students with 95% attendance rates or better in a given year;
In-School Suspensions	The percentage of students receiving one or more in-school suspensions;
Out-of-school Suspensions	The percentage of students receiving one or more out-of-school suspensions
Drop Out Rate ²	The four-year cohort dropout rate, defined as the percentage of a incoming 9 th grade class that has dropped out of high school by 12 th grade.

Of the climate indicators, the attendance and suspension data are district-wide, while the cohort drop out rate is calculated relative to the size of the incoming 9th grade class in 2009.

4. Indicators of District resources to promote equity and inclusion

Table 3. Indicators of District Resources to Promote Equity and Inclusion

Indicator	Definition
Racial Diversity of District Staff	The racial/ethnic composition of District workforce by job category
Professional Development in Cultural Competency	The number and percentage of teachers receiving cultural competency training in school year 2012-13.

The report is laid out in the following way. Section II of this report discusses and analyzes data on academic achievement and inclusion and climate. Section III compares outcomes to 2011-12 data in the first Equity Report Card. Section IV assesses district resources to support equity and inclusion. Section V summarizes and offers recommendations for future Equity Report Cards and District efforts on equity and inclusion.

² The remainder of students—those who have not dropped out—include two groups, those who graduated in four years or those who are still enrolled.

II. Evaluation of Academic and Climate/Inclusion Outcomes

Table 4 summarizes data for all indicators for all groups. (Table A.1. in the appendix provides the raw data on which the data in Table 4 are calculated). We measure the difference in outcomes between the groups in two ways:

- the percentage point gap between categories within a group (for race/ethnicity, we compare each non-White group to the White group), and
- the ratio of outcomes of each category within a group (e.g., males relative to females).

In the case of gaps, a smaller gap indicates greater equality between the two groups (or in the case of race/ethnicity, between Whites and other racial/ethnic groups).

With regard to the ratio, the goal is for the district to achieve a ratio of one. This would indicate equality between the groups. A ratio of less than one is an indicator of an achievement/inclusion gap.

Table 4. Academic and Climate/Inclusion Outcomes, 2012-13

Category	Group	Academic						Climate/Inclusion			
		NECAP Reading	NECAP Math	Algebra 2	Algebra Grades	Honors	AP	Attendance	In-School Suspension	Out-of-School Suspension	Dropout Rate
Gender	Female	36%	29%	19%	60%	44%	14%	70%	4%	3%	9%
	Male	30%	28%	16%	60%	37%	11%	70%	7%	6%	15%
Family income	Non-FRL	45%	41%	24%	69%	62%	20%	74%	2%	2%	2%
	FRL	22%	17%	11%	38%	16%	4%	66%	9%	8%	18%
Race/ethnicity	White	38%	34%	19%	63%	49%	16%	66%	5%	4%	13%
	Black	20%	12%	15%	52%	16%	1%	79%	8%	10%	14%
	Asian	20%	21%	16%	67%	26%	7%	80%	5%	2%	9%
	Hispanic	35%	31%	20%	40%	40%	12%	74%	2%	4%	0%
	Multi-ethnic	32%	29%	19%	25%	38%	5%	67%	6%	6%	14%
ELL	Non-LEP	38%	33%	20%	59%	46%	14%	67%	6%	5%	12%
	LEP	8%	8%	7%	73%	4%	0%	85%	6%	5%	8%
Ability	Non-IEP	36%	32%	20%	60%	45%	14%	71%	5%	4%	9%
	IEP	9%	9%	2%	50%	3%	0%	61%	8%	10%	26%

A. Gender, Academic Achievement, and Inclusion

To understand any achievement gaps by gender, we compare outcomes of female and male students. The district's goal is to eliminate any and all gaps between these two groups.

1. Academic Achievement

- The data in Table 4 indicate a slightly larger percentage of females (36%) than males (30%) scored proficient or very proficient on reading NECAP tests. The gender gap was narrower in math NECAPs, with 59% of females found to be proficient or very proficient compared to 57% of males.
- With regard to Algebra 2, a college gateway course, 19% of female high school students were enrolled in Algebra 2 in 2012-13, compared to 16% of males.
- Of those enrolled in Algebra 2, however, the data indicate gender equality in the percentage of Algebra 2 students receiving A or B grades, at 60% for both females and males.
- Among female students in high school, 44% were enrolled in an Honors class, compared to 37% percent of males.
- The data in Table 4 shows that 14% of females in high school enrolled in at least one AP course in 2012-13 compared to 11% of males.

Overall, there are several academic gaps between females and males, but as we shall see, these are relatively small gaps compared to other groups we consider in this report.

2. Climate and Inclusion

Attendance rates are indicative both of attachment to school and of stressors that limit school attendance.

- Gender does not appear to be a factor in predicting attendance rates of 95% or more. As the data in Table 4 show, the percentage of students with a 95% or better attendance rate for 2012-13 was 70% for both females and males.

School discipline is another important indicator of climate and inclusion. We calculate both in- and out-of-school suspensions, measured as the total number of each type of suspension as a % of the number of students in each group.³

- The data shows that district-wide, 4% of female students received an in-school suspension in 2012-13, a rate that is almost half the male rate of 7%.
- The gender difference in the incidence of out-of-school suspensions was slightly higher with females suspended at a rate of 3% compared to 6% for male students.

³ Students may have received more than one suspension and the data we present do not capture this.

3. Gender Gaps in Student Academic Achievement and Inclusion

Table 5 provides data on the percentage point gap in outcomes, for all indicators using the data in Table 4.

Table 5. Academic and Inclusion Gaps for All Groups, 2012-13

Comparison Groups	NECAP Reading	NECAP Math	Algebra 2	Algebra Grades	Honors	AP	Attendance	In-School Suspension	Out-of-School Suspension	Dropout Rate
Female-male	12%	2%	3%	0%	7%	3%	0%	2%	2%	6%
Non-FRL - FRL	42%	45%	13%	32%	46%	17%	8%	8%	6%	16%
White - Black	36%	45%	3%	11%	32%	15%	-13%	3%	6%	1%
White - Asian	30%	26%	2%	-4%	23%	9%	-14%	0%	-2%	-4%
White - Hispanic	11%	9%	-1%	23%	9%	4%	-8%	-3%	0%	-13%
White - Multi-ethnic	7%	6%	0%	38%	11%	11%	-1%	1%	2%	1%
Non-LEP - LEP	55%	48%	12%	-13%	42%	14%	-18%	0%	1%	-4%
Non-IEP - IEP	54%	44%	18%	10%	42%	14%	9%	2%	6%	17%

In the case of gender, this is measured simply as the female rate minus the male rate.

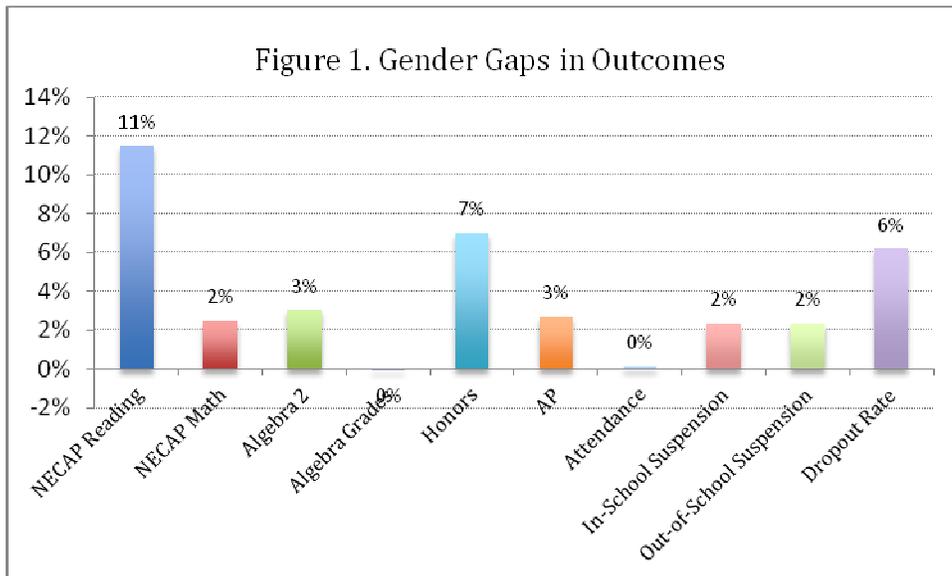
- As the data shows, there is 12-percentage point difference in reading proficiency between females and males in NECAPs and a 2-percentage point difference in NECAP math proficiency.
- The gap in Algebra 2 enrollment between female and male students is 3 percentage points.
- The data indicates no difference, however, in the percentage of female and male students receiving a grade of A or B.
- There are, however, gender gaps in enrollments in Honors and AP courses. There is a 7-percentage point gap between male and female high school students enrolled in Honors courses in 2012-13, and a 3-percentage point gap in AP enrollments in that year. While 44% of female high school student enrolled in at least one Honors course in 2012-13, 37% of males were enrolled in these courses.

4. Climate/Inclusion Gender Gaps

- In the area of inclusion/climate, the data shows that there was no difference in female and male students who had 95% or better attendance.

- There was a 3-percentage point gap between males and females for both for in- and out-of-school suspensions.
- The data does indicate males are substantially more likely to drop out than female students, with a gap of 6 percentage points between female and male dropout rates.

Figure 1 summarizes gaps between females and males for all outcomes. Gaps shown there are calculated female outcomes *minus* male outcomes for all academic indicators and attendance rates. For suspensions and dropout rates, however, we calculate gaps as male outcomes *minus* female outcomes. The most straightforward way to interpret this graph is to note that values greater than 0 indicate disadvantage of males relative to females and any values less than 0 indicate better outcomes for males than females. The most notable gaps, indicating male disadvantage are in NECAP readings scores, Honors enrollments, and dropout rates. Gaps in Algebra 2 grades and attendance are insignificant.



Note: Gaps in academic outcomes and attendance are calculated as female outcomes *minus* male outcomes. For suspensions and dropout rates, the gaps are calculated as male outcomes *minus* female outcomes.

B. Family Income, Academic Achievement, and Inclusion

In order to understand achievement gaps by family income (or socioeconomic status), we compare outcomes of students defined as recipients of Free and Reduced Lunch (FRL) and those not eligible for free and reduced lunch (non-FRL). The district’s goal is to eliminate gaps between these two groups.

1. Academic Achievement

- The data in Table 4 indicate a wide gap in performance on NECAPs in reading with 88% of non-FRL students testing as proficient compared to 46% of FRL students. In NECAP math tests, 80% of non-FRL students tested proficient in 2012-13 compared to 33% of FRL students.
- Among high school students, 24% of non-FRL students were enrolled in Algebra 2 in 2012-13, (which is a gateway college preparatory course). In contrast, only 11% of FRL students were enrolled in Algebra 2 in the same year.
- Among those enrolled in Algebra 2, there was also a significant gap in grades between the two groups, with 17% of non-FRL students receiving grades of A or B, compared to 4% of FRL students.
- Wide gaps also exist in enrollment in Honors courses at the high school. Among non-FRL students, 62% were enrolled in Honors classes in 2012-13, compared to 16% of FRL students. The gap was not as wide for AP classes: 20% of non-FRL students were enrolled in AP courses compared to 4% FRL students in that same year.

2. Climate and Inclusion

- The percentage of non-FRL students with 95% or better attendance rates in 2012-13 was 74%, compared to 66% for FRL students (Table 4).
- The data in Table 1 indicates that FRL students were significantly more likely to receive in-school suspensions, 9% compared to 2% of non-FRL students. The incidence of receiving out-of-school suspensions was also higher for FRL students, at 8% compared to 2% for non-FRL students.
- Finally, the four-year cohort dropout rate for non-FRL students was 2% in 2012-13, compared to 18% for FRL students.

3. Family Income Gaps in Academic and Inclusion Student Outcomes

Table 5 provides data on the percentage point gap in outcomes, for all indicators using the data in Table 4. In the case of FRLs and non-FRLs, this is measured simply as the female rate minus the male rate.

- As the data show, there is 42-percentage point difference in reading proficiency in NECAPs and a 47-percentage point difference in NECAP math proficiency.
- The gap in Algebra 2 enrollment is 13 percentage points. In terms of Algebra 2 grades, there was a 32-percentage point gap between non-FRL students receiving A or B grades compared to FRL students.
- The gaps in Honors course enrollments are similar to those in NECAP scores, at 46-percentage points. AP gaps are smaller at 17 percentage points. That said, the likelihood a

non-FRL student would be enrolled in an AP course is more than 5 times greater than an FRL student (and four times more likely to be enrolled in an Honors course).

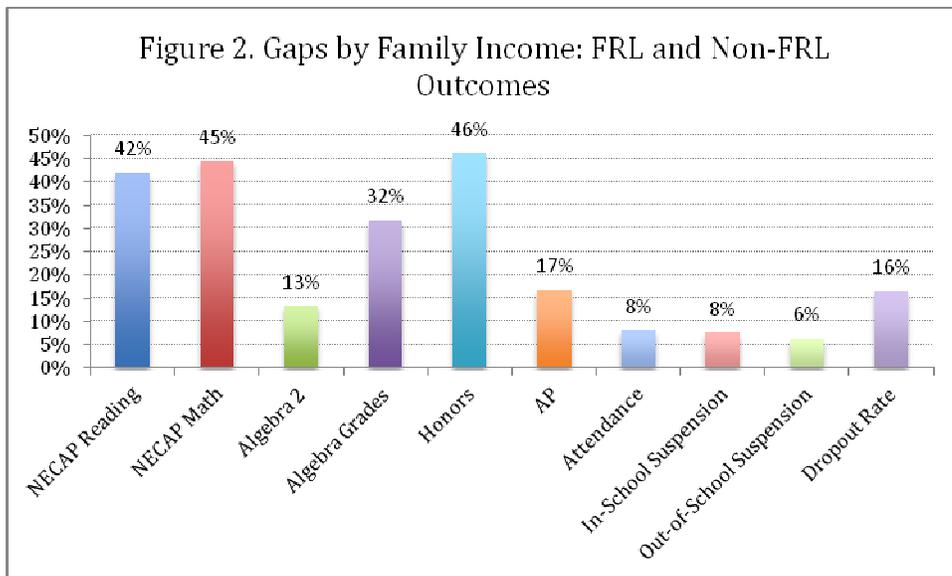
- The gap in the share of students in each group having 95% attendance rates or better is 8 percentage points. Put differently, non-FRL students were roughly 20% more likely to have high attendance rates.

4. Discipline and In/Out of School Suspensions and Drop Out Rates

- The difference in outcomes of discipline is stark. The gap is 8 percentage points between non-FRLs and FRLs for in-school suspensions, and 6 percentage points for out of school suspensions.
- Alternatively, FRL students were 5 times more likely receive in-school suspensions than non-FRL students. The gap in out-of-school suspensions is of a similar magnitude.
- Finally, there is a stark difference in dropout rates. The gap is 16 percentage points, with the incoming 9th grade class of FRL students dropping out at a rate that is 9 times greater than of non-FRL students.

Figure 2 summarizes gaps between FRL and non-FRL students. Gaps are calculated as non-FRL outcomes minus FRL outcomes for all academic indicators and attendance rates. For suspensions and dropout rates, we calculate gaps as FRL outcomes minus non-FRL outcomes. The most straightforward way to interpret this graph is to note that values greater than 0 indicate disadvantage of FRLs relative to non-FRLs and any values less than 0 indicate better outcomes for FRLs than non-FRLs.

The data indicates significant disparities between non-FRLs and non-FRLs in all categories, though by far the largest gaps are in NECAP scores, Algebra 2 grades, and Honors enrollment.



C. Race/Ethnicity, Academic Achievement, and Inclusion

In order to understand achievement gaps by language background, we compare outcomes of White students relative to all other racial/ethnic groups: Black, Asian, Hispanic, and Multi-ethnic. The district's goal is to eliminate gaps between all racial/ethnic groups. Data on the racial/ethnic demographics of the district are provided in Table A.1 in the appendix.

Proportionately, the share of each racial/ethnic group as a share of the total school population is as follows⁴:

- White – 67.7%
- Black – 14.3%
- Asian – 9.7%
- Hispanic – 3.6%
- Multi-ethnic – 4.7%.

For the purpose of transparency and total inclusion this report has included information that includes the raw numbers, regardless of how small. It is important that in our efforts we are totally inclusive of all of the diverse cultures, languages and ethnicities.

1. Academic Achievement

- The data indicates that the percentage of White, Hispanic, and Multi-ethnic students testing as proficient or very proficient on reading NECAPs was 38%, 35%, and 32%, respectively. This is compared to 20% for both Black and Asian students.
- In comparison, the percentage of White, Hispanic, and Multi-ethnic students testing as proficient or very proficient in math NECAPs was 34%, 31%, and 29%, respectively. Among Asian students, that percentage was 21% and for Black students, 12%.
- Among high school students enrolled in Algebra 2, racial/ethnic differences were smaller: 20% of Hispanic students, 19% of White and Multi-ethnic students, 16% of Asians, and 15% of Blacks were enrolled in Algebra 2 in 2012-13.
- In terms of Algebra 2 grades, roughly 2/3 of Asian and White students received an A or B, followed by 52% of Black students, 40% of Hispanics, and 25% of Multi-ethnics.
- Approximately half of White students were enrolled in at least one Honors course in 2012-13, followed by 40% of Hispanics, 38% of Multi-ethnics, 26% of Asians, and 16% of Black students.
- A much smaller percentage of all racial/ethnic groups were enrolled in AP courses: 16% of Whites, 12% of Hispanics, 7% of Asians, 5% of Multi-ethnics, and 1% of Blacks.

⁴ Some students did not identify a race/ethnicity and therefore their data are not included here.

2. Climate and Inclusion

- Attendance rates of 95% or more were highest for Asian students at 80%, followed by Black students at 79%, Hispanics at 74%, 67% for Multi-ethnics, and the lowest attendance rates were among White students with 66% having a high attendance rate.
- Suspension data show that Hispanic students had the lowest in-school suspension rate in 2012-13 of 2%. Whites and Asians were suspended at the higher rate of 5%, Multi-ethnics at 6% and Black students at the rate of 8%. In regards to out-of-school suspensions, the Asian rate was lowest at 2%, followed by 4% for Whites and Hispanics, 6% for Multi-ethnics. The Black student out-of-school suspension rate was highest of all groups, at 10%.
- The four-year cohort dropout rate gap was lowest for Hispanics (0%), followed by 9% for Asians, 13% for Whites, and 14% for Blacks and Multi-ethnics.

3. Gaps in Academic and Inclusion Outcomes

Table 5 provides data on the percentage point gap in outcomes for each indicator. In the case of race/ethnicity, we compare outcomes of Whites to all other ethnic groups. Thus, gaps are measured as White minus Black outcomes, White minus Asian outcomes, and so forth.

Academic gaps

- The data shows, there is 36-percentage point difference in reading proficiency in NECAPs between Whites and Blacks, followed by 30 percentage points between Whites and Asians. The gaps between the remaining ethnic groups are smaller, at 17 percentage points between Whites and Hispanics, and 7 percentage points between Whites and Multi-ethnics.
- Math NECAP gaps are widest for Whites and Blacks, at 45 percentage points (White students were roughly twice as likely to score proficient or very proficient as Black students). The gap was 26 percentage points for Whites and Asian students, and 9 percentage points for Hispanics relative to Whites, and 6 percentage points.
- Gaps in Algebra 2 enrollment are relatively modest. Hispanics were enrolled in Algebra 2 at a higher rate than Whites, for a gap of 1 percentage point. There was no gap in enrollments between Whites and Multi-ethnics. The gap between Whites and Blacks was 3 percentage points, and was 2 percentage points between whites and Asians.
- In terms of grades, the percentage of Asian students receiving an A or B was 4 percentage points higher than Whites. On the other hand, the percentage of White students receiving an A or B was 11 percentage points higher than Blacks. The largest gaps were between Whites and Hispanics (23 percentage points) and Whites and Multi-ethnics (38 percentage points).

- Thus, although Whites, Hispanics, and Multi-ethnic student were enrolled in Algebra 2 at similar rates, the performance of the last two groups in terms of grades was significantly below that of White students.

Climate and Inclusion Gaps

- A higher percentage of Asians, Blacks, Hispanics, and Multi-ethnics than Whites had rates that were 95% or above. The gaps, respectively, were 14 percentage points, 13 for Blacks, 8 for Hispanics, and 1 percentage point for Multi-ethnics.
- Gaps in in-school suspension rates are low, and this is because, overall, the suspension rate of students is low. Because of that, the size of gaps in suspensions cannot readily be compared to those of other indicators. That said, the in-school suspension rate gap is widest between White and Black students (3 percentage points) with Black students more than 5 times more likely to receive this kind of suspension.
- In the reverse direction, there is a 3-percentage point gap between Hispanic and White students, with White students 2.5 times more likely to be suspended in school.
- There is a 1-percentage point gap between Whites and Multi-ethnics, with the latter group roughly 13% more likely to receive an in-school suspension.
- There is no gap between Whites and Asians in this type of suspension rate.
- The out-of-school suspension rate gaps are wider. Between White and Black students, the gap is 6 percentage points (Blacks again are 5 times more likely to be suspended than White students).
- The gap between Whites and Multi-ethnics is 2 percentage points (Multi-ethnic students are more likely to receive out of school suspensions).
- There is no gap between Whites and Hispanics, and the gap between Asians and Whites is 2 percentage points, with Asians less likely to be suspended than White students.
- The widest gap for drop out rates is between Hispanics and Whites (with Whites more likely to drop out by 13 percentage points). Asians are less likely to drop out than Whites as well, with a 4-percentage point gap. And the Blacks and Multiethnic dropout rates exceeds the White rate by 1 percentage point.

We also note that in 2011-2012, according to the Office of Civil Rights (OCR) data submitted by Burlington School District (BSD), 57 students were referred to law enforcement or subject to school related arrest. Of those, 36 (63%) were white, and 21 (37%) were black. While we do not have these data for 2012-13, future Equity Report Cards will report data on police referrals on an annual basis. The definitions used by the OCR for these data are:

- ***Referral to law enforcement:*** An action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation,

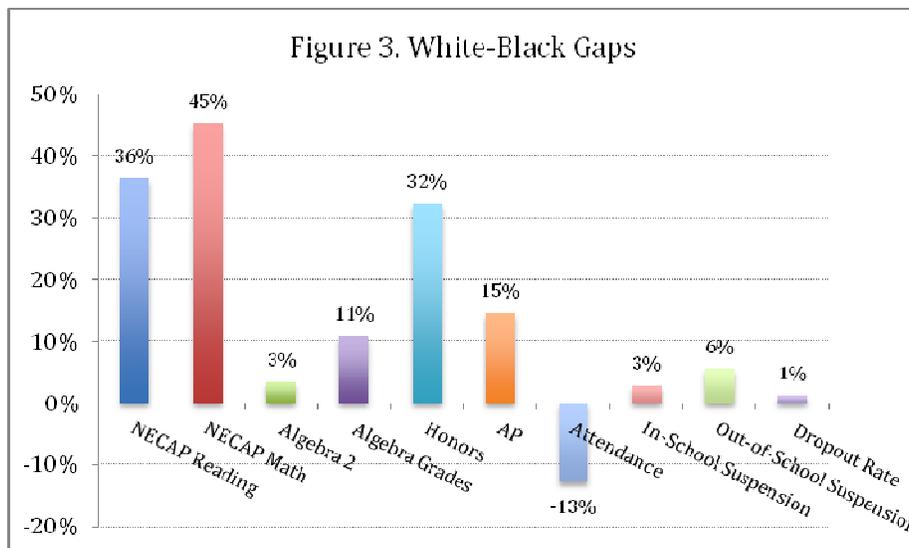
regardless of whether official action is taken.

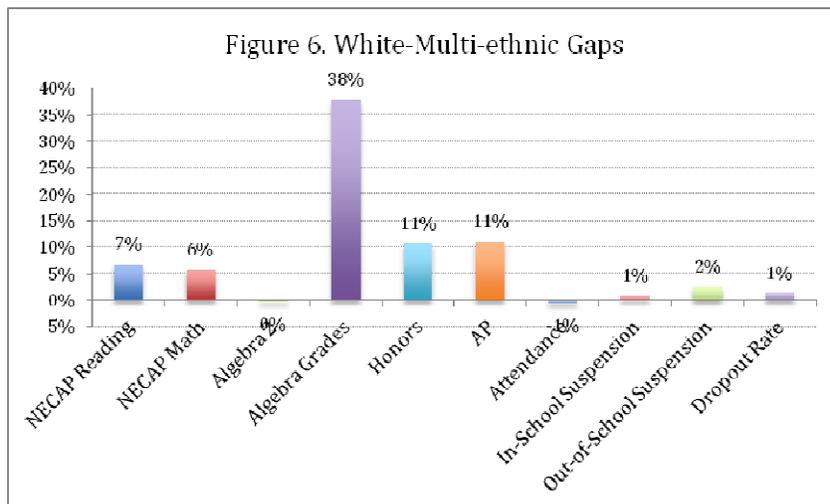
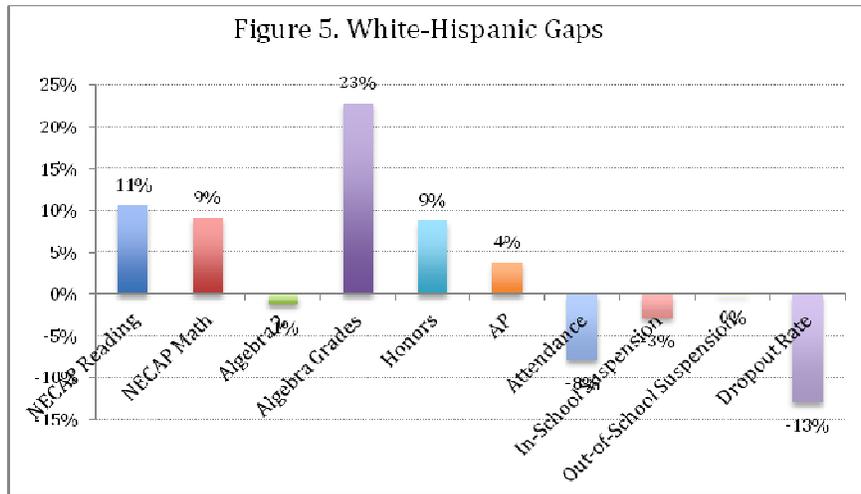
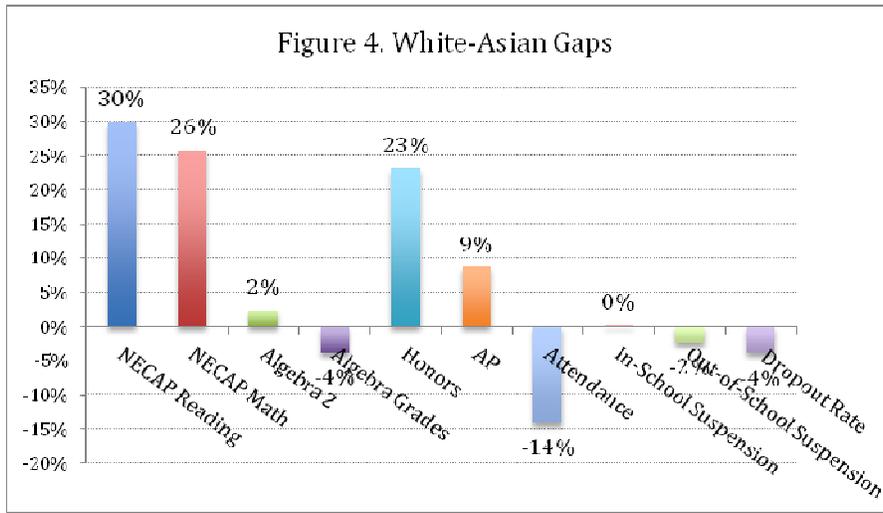
- **School-related arrest:** An arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.

Figure 3 summarizes gaps between Whites and all other ethnic groups. Gaps shown there are calculated as White outcomes minus the outcomes of each remaining ethnic group for all academic indicators and attendance rates. For suspensions and dropout rates, we calculate gaps as all other ethnic group outcomes minus the White outcome. The most straightforward way to interpret this graph is to note that values greater than 0 indicate disadvantage of non-White students relative to White student and any values less than 0 indicate better outcomes for non-White students relative to White students.

NECAPs, Honors and AP comparisons

- The data indicates significant disparities between Whites compared to Blacks and Asians in NECAPs, Honors, and AP course participation.
- While the Black-White gap in suspensions is numerically lower, this obscures the significantly higher probability that Blacks will be suspended than White students. Specifically, Blacks are more than 5 times likely to be suspended than White students. For Hispanics and Multi-ethnics, the percentage point gaps relative to White students are in Algebra 2 grades. Hispanics perform better on average than Whites in a number of areas – attendance, dropout rates, Algebra 2 enrollments, and suspension rates.





D. Gaps by Language Background

There are over fifty languages other than English that are spoken in Burlington School District. The mission of the BSD English Language Learner (ELL) program is to provide instruction to ensure that ELLs gain the linguistic, social, and academic skills they need as members of the Burlington school community.

The BSD ELL program has three main goals⁵:

- **70% of ELL students make at least 0.5 English language proficiency level gain annually.** The gain is measured using the composite score of the state English language proficiency assessment.
- **70% of ELL students exit the ELL program within 7 years.** Students exit when they are reclassified as fluent English proficient after attaining at least 5.0 composite score and 4.0 in reading and writing on ACCESS test.
- **Former ELLs achieve at grade level at the same rate as their non-ELL peers 2 years after exit from ELL programming.** Achievement at grade level is based on students' scores on the state content assessments in English language arts (reading and writing) and math two years after reclassification as fluent English proficient.

With this context, in order to understand achievement gaps by language background, we compare outcomes of students who are English language learners and are deemed Limited English Proficient students (LEP), and students who are non-LEP students. Included in the non-LEP student category are the students who were once LEP students who have tested out and are now considered Fluent English Proficient – Monitored (FEPM). The district's goal is to eliminate gaps between LEP and non-LEP students.

1. Academic Achievement

- The data in Table 4 indicate there is a wide gap in performance on NECAPs in reading. While 76% of non-LEP students tested as proficient or very proficient in reading, only 20% of LEP students performed similarly.
- The gap in NECAP math scores is also large, with 66% of non-LEP students testing proficient or better in 2012-13, compared to 17% of LEP students.
- Among high school students, 20% of non-LEP students were enrolled in Algebra 2 in 2012-13. In comparison, only 7% of LEP students were enrolled in Algebra 2 that year.

⁵ *BSD ELL Program Report 2012-13*, submitted by Linda Walsleben, ELL Director, March 31, 2014.

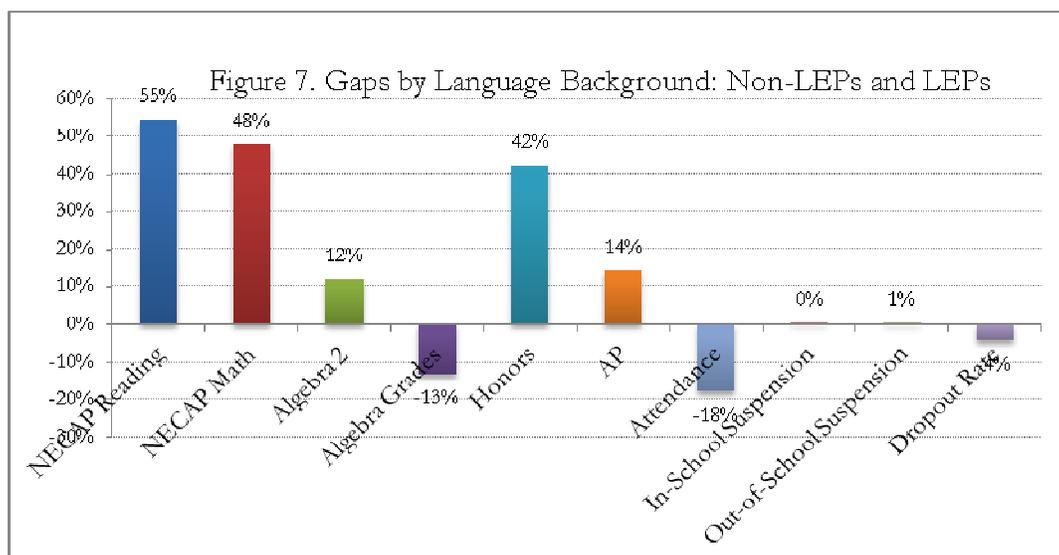
- In terms of Algebra 2 grades, 59% of non-LEP students received an A or B in Algebra 2. The percentage of LEP students receiving either an A or B in Algebra 2 was higher, at 73%.
- Among non-LEP students in high school, 46% were enrolled in Honors classes in 2012-13, compared to just 4% of LEP students. The gap was wider for AP classes: 14% of non-LEP high school students were enrolled in AP classes compared to 0% of LEP students.

2. Climate and Inclusion

- The percentage of non-LEP students with 95% or better attendance rate for 2012-13 was 67%, compared to 85% of LEP students. For this indicator, LEP student outcomes appear better than that of non-LEP students.
- The data shows identical outcomes in both in- and out-of-school suspensions of 6% and 5%, respectively for non-LEP and LEP students.
- The four-year cohort dropout rate gap was wide for non-LEP and LEP students, with non-LEP students having a higher dropout rate of 12%, compared to 8% for LEP students.

3. Gaps in Academic and Climate/Inclusion Outcomes

Figure 7 (and Table 5) provides data on gaps in outcomes. As for other groups, gaps are calculated by subtracting LEP academic outcomes from non-LEP academic outcomes as well as attendance rates. For suspensions and dropout rates, we calculate gaps as LEP outcomes minus non-LEP outcomes. The most straightforward way to interpret this graph is to note that values greater than 0 indicate disadvantage of LEPs relative to non-LEPs, and any values less than 0 indicate better outcomes for LEPs than non-LEPs.



The data show that the widest gaps are in NECAP scores, followed by enrollment in Honors classes. LEP students obtained better outcomes than non-LEP students in Algebra 2 grades and attendance. Moreover, LEP students had lower dropout rates in 2012-13 than non-LEP students.

E. Gaps by Ability/Disability

In order to understand achievement gaps by ability/disability, we compare outcomes of students who are defined as students on an Individualized Education Plan (IEP) and those who are not on IEP plans. The district's goal is to eliminate gaps between these two groups.

1. Academic Achievement

- The data in Table 4 indicate a gap in performance on NECAPs in reading between IEP students and non-IEP students, with 74% of non-IEP students proficient in NECAP reading compared to only 20% of IEP students.
- In NECAP math tests, 63% of non-IEP students were proficient, while 19% of IEP students tested similarly.
- Among high school students, 20% of non-IEP students were enrolled in Algebra 2 in 2012-13. In comparison, only 2% of IEP students were enrolled in Algebra 2.
- The gap between Algebra 2 grades was smaller. While 60% of non-IEP students received an A or B in Algebra 2, 50% of IEP students performed similarly.
- Approximately 45% of non-IEP students were enrolled in an Honors course in 2012-13, compared to only 3% of IEP students. When considering AP courses, 14% of non-IEP students were enrolled in such courses, compared to 0% of IEP students in 2012-13.

2. Climate and Inclusion

- The percentage of non-IEP students with 95% or better attendance rates in 2012-13 was 71%, compared to 61% for IEP students.
- IEP students were suspended at a higher rate in 2012-13. Among non-IEP students, 5% received an in-school suspension compared to 8% of IEP students. The incidence of receiving out-of-school suspensions for non-IEP students was at 4%, while 10% of IEP students received an out-of-school suspension in the same year.
- A significant gap in dropout rates occurred in 2012-23. The four-year cohort dropout rate for non-IEP students was at 9% while for IEP students, it was 26%.

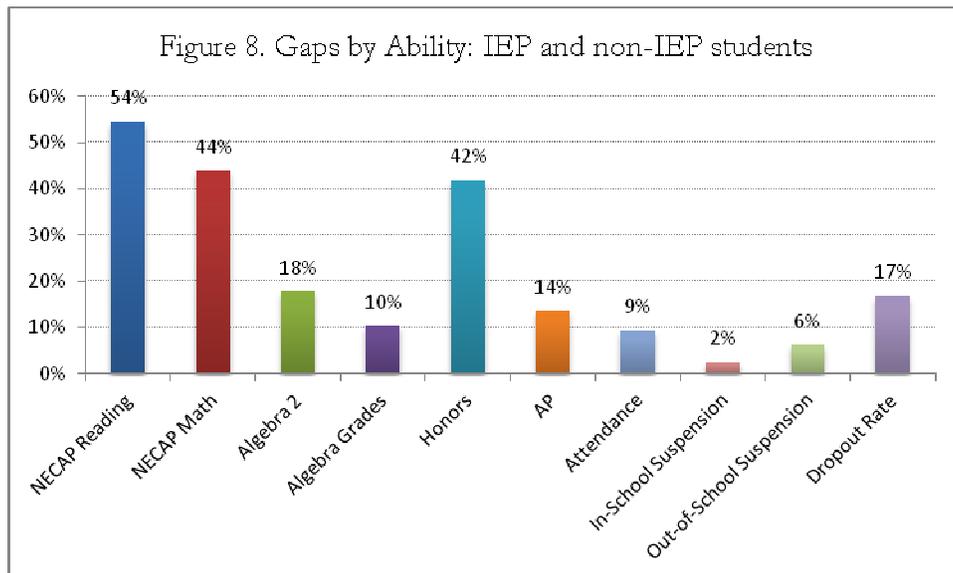
3. Gaps in Academic and Climate/Inclusion Outcomes

Academic Gaps

- The data in Table 5 and in Figure 8 show that there was a 54-percentage point gap between non-IEP and IEP students in NECAP reading proficiency in 2012-13. The percentage point gap was slightly lower in NECAP math proficiency at 44 percentage points.
- Among high school students, there was an 18-percentage point gap in non-IEP and IEP students who were enrolled in Algebra 2. Further, non-IEP students were ahead of IEP students in receiving A or B grades in Algebra 2 by 10 percentage points.
- Table 4 shows that among high school students, there was a 42-percentage point gap in non-IEP and IEP students who were enrolled in an Honors course, and a 14 percentage point gap in non-IEP and IEP students enrolled in at AP course.

Climate and Inclusion

- There was a 9-percentage point difference in non-IEP students and IEP students who had 95% or better attendance rates for 2012-13.
- There was a 2-percentage point gap in-school suspensions, with students on IEPs suspended at the higher rate. Note that IEP students are more likely to receive out-of-school suspensions, yielding a 6-percentage point gap in this kind of suspension rate.
- A 17-percentage point gap between non-IEP and IEP students in four-year cohort dropout rates was found.



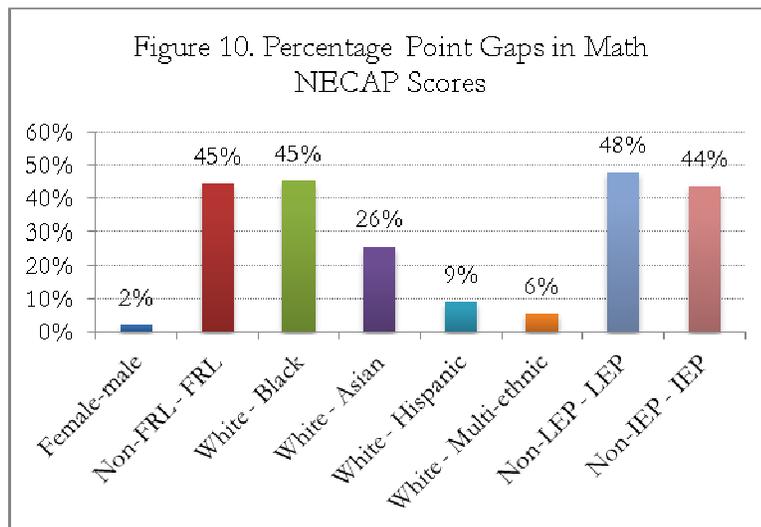
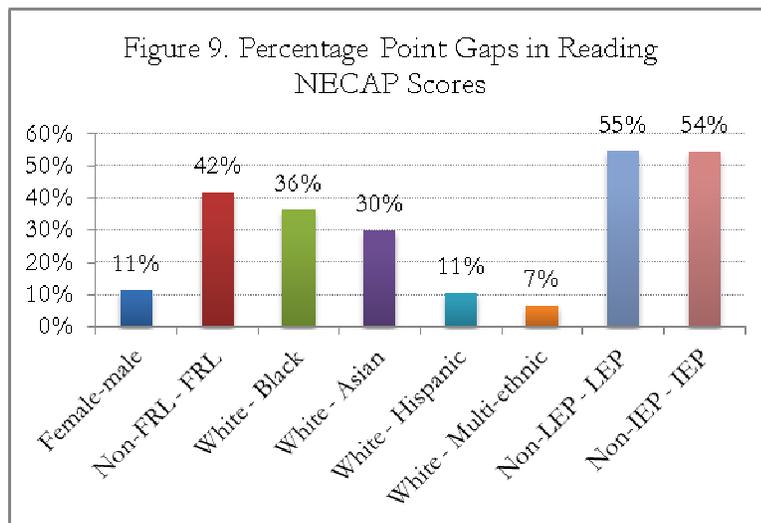
F. A Comparison of Gaps and Ratios Across Groups in 2012-13

We compare differences across our five demographic groups as a way to identify where gaps are largest.

This helps to prioritize demographic groups that require the greatest attention and resources.

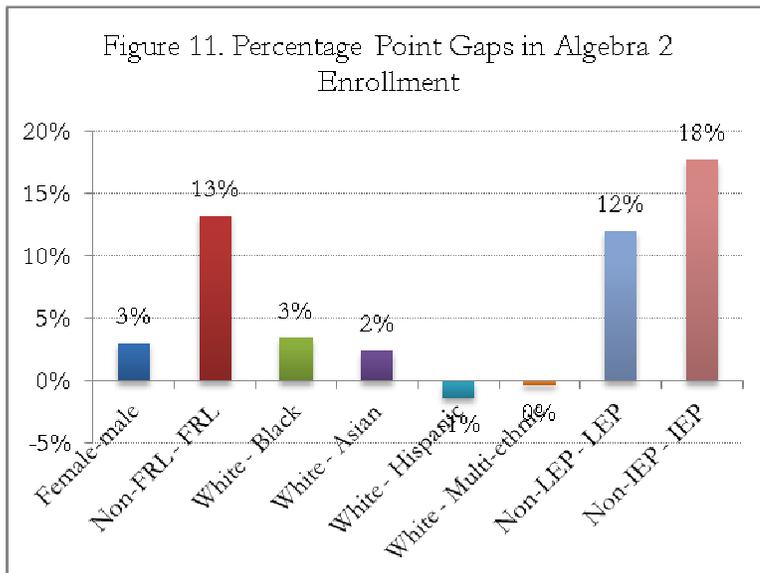
The data used in the following graphs are from Table 4. A visual representation of the data is helpful in focusing in on which groups exhibit the greatest disparity in outcomes. Figures 9 and 10 show gaps in NECAP reading and math scores, measured at the gap in the percent of each group scoring proficient or very proficient.

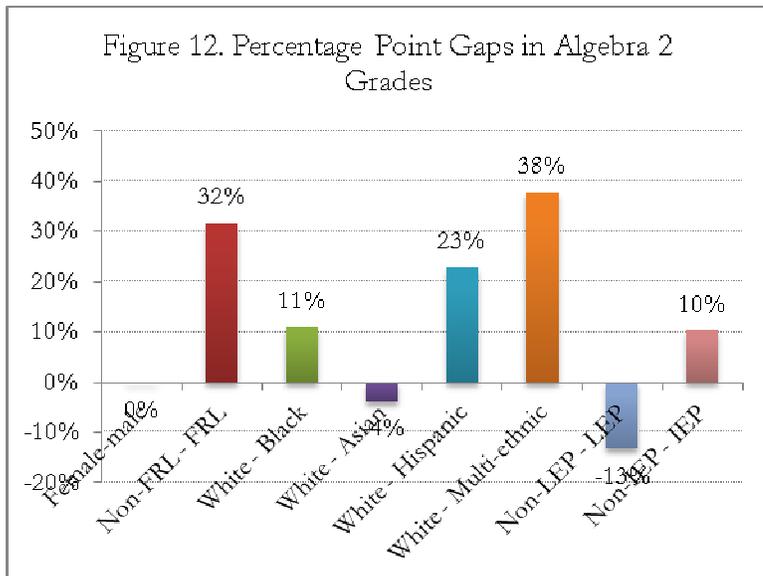
- As can be observed, the greatest gaps are by language background and ability, followed by family income and then White-Black gaps.



Figures 11 and 12 reflect gaps in Algebra 2 enrollment and grades.

- Gaps are widest in enrollments by ability and language background.
- Free and reduced lunch (FRL) students also have some wide gaps relative to students from higher income households in Algebra 2 enrollments and grades.
- Comparing ethnic groups, it is notable that although enrollment gaps are modest for Hispanics and Multi-ethnics, grade gaps are much wider. That is, Hispanics and Multi-ethnics students, once enrolled in Algebra 2 are much less likely than White students to receive a grade of A or B. The gap is smaller between Black and White students, but notable.





Figures 13 and 14 compare enrollment gaps in Honors and AP courses.

- The gaps are wide for most groups, though most accentuated by family income, language background, and ability. Ethnic group gaps (Whites compared to the remaining racial/ethnic groups) are also substantial, particularly the White-Black and White-Asian gaps. A similar pattern holds in AP courses. Though the percentage point gaps are smaller than for Honors, this is an artifact of the overall lower percentage of all students enrolled in AP courses, compared to Honors courses.
- Considering these enrollment data in AP courses as probabilities, White students are more than 10 times as likely to be enrolled in AP courses as Black students, more than three times as likely as Multi-ethnic students, and twice as likely as Asian students. Furthermore, no IEP or LEP students are enrolled in AP courses.

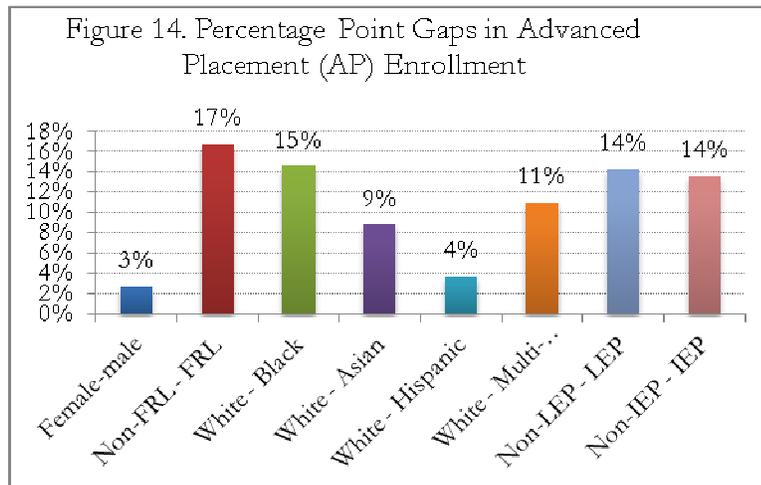
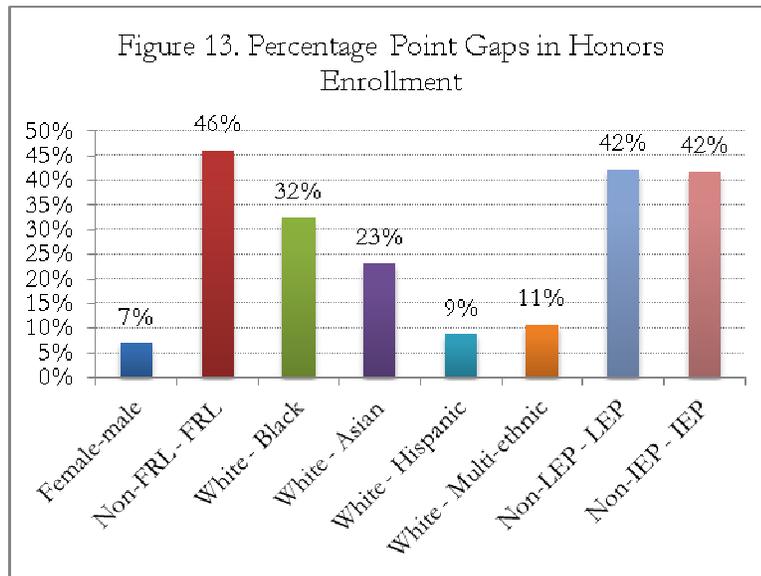
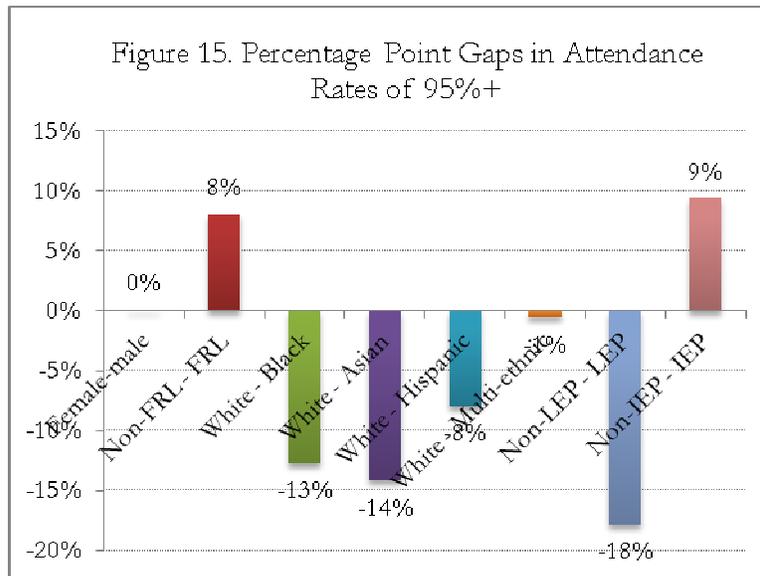


Figure 14 shows gaps in attendance rates.

- Gaps by family income and ability are notable, with students from higher income families and not on LEPs having higher attendance rates.
- However, all non-white ethnic groups have higher attendance rates than White students, and those whose language background is other than English also have higher attendance rates than those proficient in English.



In Figures 16 and 17 provide comparisons of gaps in in- and out-of-school suspensions.

- We observe that the widest gap in suspensions, both in- and out-of-school, are by family income, with FRL students being suspended at much higher rates.
- Gaps are also wide by ability, with students on IEPs suspended at higher rates.
- Some ethnic groups are suspended at lower rates than Whites (Hispanics, and Asians in the case of out-of-school suspensions). Blacks are suspended at higher rates than Whites, both in and out of school.
- Because the average rates of suspension are low overall, gaps obscure the large difference in probability of a member of a group being suspended. FRL students are suspended at 5 times the rate as students from higher income families and Black students are suspended at rates one and a half to two and a half greater than White students. Similar probabilities hold for students on IEPs, compared to non-IEP students.

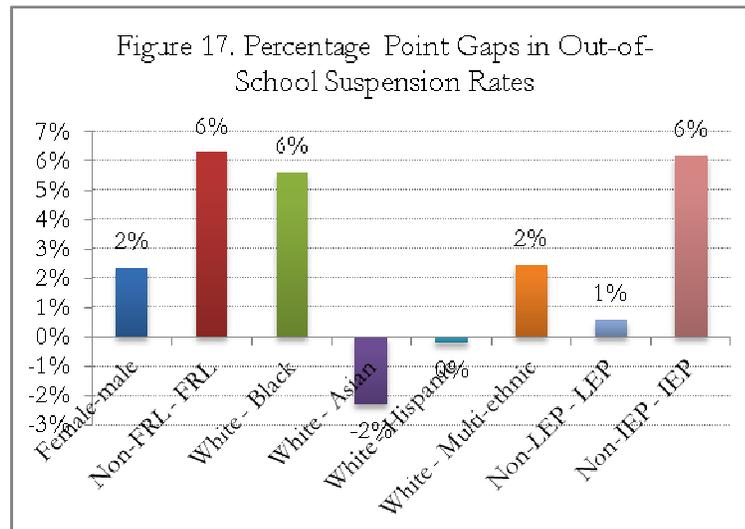
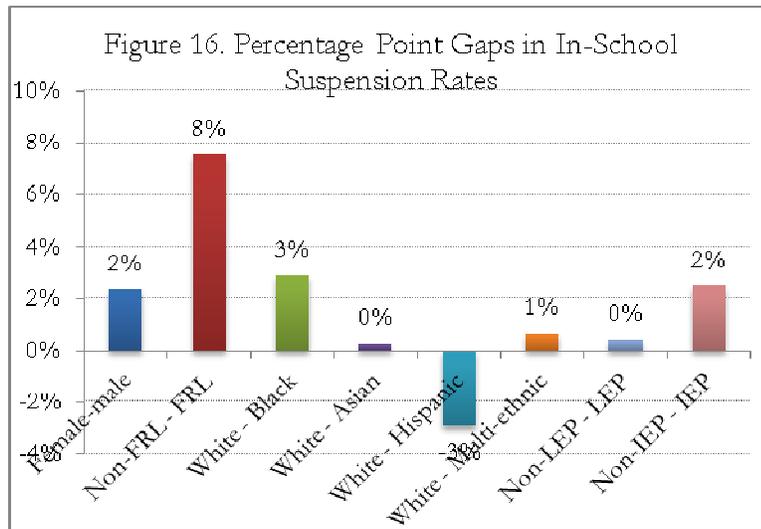
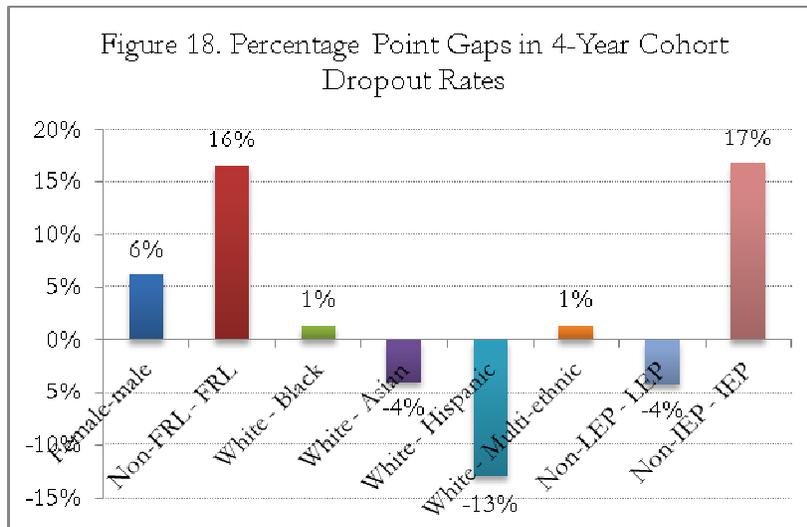


Figure 18 compares gaps in four-year cohort dropout rates.

- The widest gaps are by ability and family income.
- There are very limited racial/ethnic differences, with the exception of Hispanics whose dropout rate is substantially lower than the White rate.
- The gender gap of 6-percentage points is also noteworthy.



G. Conclusions for 2012-13 Data

Perhaps most noteworthy about these data is that the Burlington School District has some distance to go in eliminating disparities by family income, race/ethnicity, language background and ability – and to a lesser extent, by gender. That said, the areas where gaps exist differ according to each indicator and by group. There is no single group that performs worse relative others in all indicators.

The data do not tell us why gaps exist and do not provide information on how to close gaps. They merely indicate where greater focus and effort is needed. In that sense, such data are a beginning point for discussion on how to close gaps in academics and inclusion.

III. A Comparison of Gaps From 2011-12 to 2012-13

The main purpose of this report is to provide data in order to evaluate trends over time. The first Equity Report Card was published in 2011-12. In this section we compare trends in gaps between groups from 2011-12 to 2012-13, shown in Table 6.⁶

A. Gender Group Trends

Looking closely at Table 6, we can see that trends from 2011-12 to 2013 are extremely varied based on respective indicators.

- In terms of NECAP reading scores, the gap has diminished by 1 percentage point. In other words, in 2011-12, there was a 12-percentage point gap between female-male students who were found to be proficient in NECAP reading, falling to an 11-percentage point gap in 2012-13. In NECAP math scores, there was no change in the gender gap.

⁶ The data for 2011-12 is in Table A.2. in the Appendix.

Table 6. Trends in Achievement Gaps from 2011-12 to 2013

Comparison Groups	NECAP Reading	NECAP Math	Algebra 2	Algebra Grades	Honors	AP	Attendance	In-School Suspension	Out-of-School Suspension	Dropout Rate
Female-male	-1%	0%	-4%	-8%	0%	0%	4%	-1%	-1%	4%
Non-FRL - FRL	1%	2%	3%	21%	-2%	-4%	0%	1%	-2%	12%
White - Black	-5%	-3%	-10%	0%	-8%	0%	34%	-2%	1%	-2%
White - Asian	4%	5%	-6%	35%	0%	-1%	0%	3%	4%	8%
White - Hispanic	1%	0%	0%	19%	2%	-5%	0%	3%	2%	23%
White - Multi-ethnic	-9%	-7%	-4%	20%	-6%	1%	4%	-3%	2%	-9%
Non-LEP - LEP	-5%	-4%	-2%	-24%	-5%	-1%	35%	-2%	3%	5%
Non-IEP - IEP	-5%	-7%	-3%	-3%	0%	-3%	-7%	-5%	-5%	15%

Note: Gaps are measured in the same way as in Table 5. For all academic outcomes and attendance, we measure gaps as females minus males, non-FRL minus FRL, etc. The order is reversed for suspensions and dropout rates.

- Algebra 2 enrollment gaps between female and male students fell 4 percentage points over this period.
- The gap in percentage of females and males receiving an A or B in Algebra 2 fell 8 percentage points.
- The attendance rate gap rose 4 percentage points over this time period.
- The percentage point gap in in-school suspension rates in 2011-12 to 2012-13 between genders declined by 1 percentage point. This was found to be true for out-of-school suspensions as well.
- Lastly, there was a 4-percentage point gap increase in 4-year cohort drop out rates between 2011-12 and 2012-13.

B. Non-FRL-FRL Comparison Group

Between 2011-12 and 2012-13, we note the following trends in gaps between FRL and non-FRL students:

- The gap in NECAP reading proficiency rates increased by one percentage point over this time period. The gap in NECAP math scores increased by 2 percentage points.
- The gap in Algebra 2 enrollment widened by 3 percentage points.
- The gap in the percentage of students receiving an A or B in Algebra 2 increased by 21 percentage points.

- The gap in Honors enrollments fell 2 percentage points and in AP enrollments, fell 4 points.
- There was no change in gaps in the attendance rates category.
- The gap in in-school suspension rates rose 1-percentage point but fell by 2 percentage points for out-of-school suspension rates.
- Finally, the four-year cohort dropout rate percentage point gap rose a substantial 12 points, between non-FRL and FRL students from the year 2011-12 to 2012-13.

C. Race and Ethnicity Comparison Group

1. White-Black

- The gap in NECAP reading and math proficiency rates fell 5 and 3 percentage points, respectively.
- The gap in Algebra 2 enrollment rates fell 10 percentage points and there was no change in the gap in grades.
- The Honors gap fell 8 percentage points and there was no change in the AP course enrollment gap.
- There was a large increase of 34 percentage points in the attendance rate gap between white and black students from 2011-12 to 2012-13.
- The gap in in-school suspension rates fell 2 points between white and black students while the out-of-school suspension rate gap rose by 1 percentage point.
- Lastly, the drop out rate narrowed by 2 percentage points.

2. White-Asian

- The gap in NECAP reading and math proficiency rates rose 4 and 5 percentage points, respectively.
- The gap in Algebra 2 enrollments fell 6 percentage points but the grade gap rose by 35 percentage points.
- There was no change in the Honors enrollment gap, but the AP enrollment gap decreased by 1 point.
- There was an increase in gaps for both in- and out-of-school suspensions of 3 and 4 percentage points, respectively.

- Lastly, the gap in drop out rates rose 8 percentage points between white and Asian students from 2011-12 to 2012-13.

4. White-Hispanic Comparison Group

- The gap in NECAP reading proficiency rates increased 1 percentage points and there was no change in the NECAP math proficiency gap.
- There was also no change in Algebra 2 enrollments, but the gap in grades rose by 19 percentage points.
- The gap in Honors enrollment widened by 2 points, while the AP course enrollment gap fell by 5 percentage points.
- There was an increase in gaps for both in- and out-of-school suspensions of 3 and 2 percentage points, respectively.
- Lastly, there was a 23-percentage point gap increase in four-year cohort dropout rates between white and Hispanic students from 2011-12 to 2012-13.

5. White-Multi-Ethnic Comparison Group

- The gap in NECAP reading and math proficiency rates decreased 9 and 7 points, respectively.
- The Algebra 2 enrollment gap fell 4 percentage points but the grade gap rose 20 percentage points.
- The Honors enrollment gap fell 6 percentage points but the AP enrollment gap widened by 1 percentage point.
- The attendance rate gap widened by 4 percentage points.
- The in-school suspension rate gap fell 3 percentage points but the out-of-school suspension rate rose by 2 points.
- Lastly, the drop out rate gap fell 9 percentage points between white and multi-ethnic students from 2011-12 to 2012-13.

D. Non-LEP-LEP Comparison Group

- The gap in NECAP reading and math scores fell 5 and 4 points, respectively, from 2011-12 to 2012-13.
- The Algebra 2 enrollment gap fell by 2 percentage points, and the grade gap declined a noteworthy 24 percentage points.

- The Honors enrollment gap fell 5 points and the AP enrollment gap fell by 1 percentage point.
- The attendance rate gap between non-LEP and LEP students rose 35 percentage points.
- The in-school suspension rate gap fell 2 percentage points but the out-of-school suspension rate gap rose by 3 percentage points.
- Finally, the drop out rate gap rose by 5 percentage points.

E. Non-IEP-IEP Comparison Group

- The NECAP reading gap fell 5 points, and the NECAP math gap fell 7 points.
- The Algebra 2 enrollment and grade gap fell 3 percentage points.
- There was no change in the Honors enrollment gap, but the AP enrollment gap fell 3 points.
- The attendance rate gap fell 7 percentage points.
- The in- and out-of-school suspension rate gaps both fell 5 percentage points, respectively.
- Lastly, the drop out rate increased by 15 percentage between non-IEP and IEP students from 2011-12 to 2012-13.

While the data in Table 6 are informative, it is often easier to perceive trends visually. We therefore provide trends in gaps for each of our indicators in Figures A.1. through A.21. in the Appendix.

IV. District Resources

The goals of equity and inclusion require the commitment of resources, both to increase the diversity of the workforce and to train teachers, staff, and administrators in cultural competency, as well as hiring practices to promote diverse hiring. In particular, the District has committed the following goals:

- Progress in recruitment, hiring and retention a diverse workforce;
- Professional development training of all staff in cultural awareness, cultural responsiveness and to continue to build and enhance cultural competency, and
- The provision of equitable distribution of services and opportunities for all students.

In this section, we summarize our outcomes in both areas.

A. Racial Diversity of District Staff

The Burlington School District had 1128 staff for the 2012-13 school year, of whom 428 are on teacher contracts.

Table 7 shows the racial/ethnic composition of the workforce (Raw data are provided in Table A.3). The job categories in this year’s report differ somewhat from the 2011-12 Report Card. However, the teacher category is the same, making it possible to evaluate changes. In 211-12, 95.6% of all teachers were white and that percentage has risen to 97% in 2012-13. Though not a statistically significant change, it does indicate that no progress has been made in teacher diversification over this time period.

Table 7. Racial/Ethnic Composition of District Workforce by Job Category, 2012-13

	American Indian and Alaskan native	Black	Asian	Hispanic	Multi-ethnic	White	Total
Teachers	0%	1%	1%	0%	0%	97%	100%
Central Office administrators	0%	15%	0%	0%	0%	85%	100%
Building Administrators	0%	13%	0%	3%	0%	84%	100%
Other professional staff/liaisons	0%	45%	45%	0%	0%	9%	100%
All other staff	1%	4%	5%	1%	0%	91%	100%
Para educators	0%	2%	3%	1%	2%	92%	100%

B. Workforce Training

Training is a key component of achieving equity and inclusion goals. In this section, we provide data on the number of cultural competency trainings done in 2012-13. These are only one type of training. In addition, the District conducts recruitment/hiring trainings, with more information provided in the Supplemental Report.

Cultural Competency Staff Training

Approximately 200 staff, including Board members, administrators, teachers, and staff, have completed cultural competency training developed by the Washington Consulting Group, entitled *Building Equitable Schools: Critical Cultural Competencies for Leaders*. The key objectives of the training are to:

- Deepen the level of authentic dialogue about the dynamics of race, racism and, other intersecting identities in the District;
- Consider key elements for creating a safe environment for students, staff, teachers, and administrators to engage about issues of race, racism, and other intersecting identities;
- Explore ways to continue to develop more inclusive and welcoming schools that support the academic, emotional, and social development of all students.

As the data in Table 8 show, in 2012-13, 30% of all teachers participated in cultural competency training (at Central Office, we measure this as a percentage of all staff). The highest training rates were at Central Office, On Top School, Flynn Elementary, and Horizon School. The lowest training rate was at Burlington High School, followed by the middle schools.

Table 8. Cultural Competency Training for Teachers and Central Office, 2012-13

School/Entity	Number Trained in 2012-13	Total Number of Teachers	Percentage Trained
Burlington High School	17	100	17%
Burlington Technical Center	5	17	29%
Champlain Elementary	10	33	30%
Edmunds Elementary School	9	35	26%
Edmunds Middle School	10	47	21%
Flynn Elementary	16	35	46%
Horizon School	2	5	40%
Hunt Middle School	10	45	22%
Integrated Arts Academy	11	31	35%
On Top School	4	8	50%
Sustainability Academy	10	26	38%
C. P. Smith Elementary	10	27	37%
Central Office	22	40	55%
Total	136	449	30%

Note: The total for Central Office is for the number of staff at all levels.

V. Recommendations

The Diversity and Equity Office, in consultation with the Equity Report Card Committee, recommends the following, in response to this year's report card.

- The Equity and Inclusion Advisory Committee should be a year-round entity, meeting on a quarterly basis to review data throughout the year.
- Future report cards should include Positive Behavior and Intervention System (PBIS) data. (See the Supplemental Report for a description of the PBIS Program). This will help the district to assess types of behavior issues and discipline and consistency in discipline.
- In addition, future reports should include the following data:
 - The percentage of students taking SATs and ACT tests.
 - Student arrest and police referral data.
 - Planning room referrals.
 - Data on guidance counselor and teacher referrals/recommendations for Honors and AP course enrollment to ensure equity that students of all backgrounds are referred or recommended.
 - Post-secondary tracking (to include military enlistment) following the fall after completion of high school.
- Create a new discipline data category that checks for disproportional patterns for type of incident based on gender, family income, race/ethnicity, ELL, and ability status.
- Expand analysis of data to include family and community involvement and use of external resources, such as:
 - After School Program: Burlington Kids/Expanded Learning Data
 - Create parent programs to help parents understand the school system, understand the achievement gap, develop parenting skills, and provide students assistance at home.
- Increased efforts to recruit and retain of diverse district personnel, particularly at the teacher level.
- Increase professional development focused on culturally proficiency and other ongoing professional development that ensures that teachers are current and effective.
- Develop Institute on Cultural Competency
- Provide intensive courses and workshops for teachers. These might include summer and weekend institutes, as well as a cohort program. Teachers could possibly work with one of the local colleges or university for credit.
- On-going development of Culturally Inclusive Curriculum for all grade levels

- Teacher and Leader Quality to be assessed by performance evaluations and reviews on cultural competency. Cultural Competency must be major component in expected knowledge base.
- Include student voice and input on student diversity, equity, inclusion, leadership, ownership, and motivation. This is especially important, given student protests at Burlington High School in 2012.
- Develop and implement student Leadership/Service programs. *Peace Jam International* is highly recommended.
- Include in the Equity and Inclusion Report Card annotated comments (qualitative) from secondary students on experiences regarding diversity, equity, and inclusion regarding curriculum, AP/Honors classes, services, assistance, opportunities, and guidance counseling.
- Future reports should include data from climate surveys.
- On-going development of culturally inclusive curriculum for all grade levels.

APPENDIX

Table A.1. Demographic and Academic/Inclusion Data, School Year (SY) 2012-13

Category	Group	Demographics					Academic						Climate/Inclusion			
		Total population	High school population	9th grade (2009 cohort)	Number Taking Reading NECAP	Number Taking the Math NECAP	NECAP Reading	NECAP Math	Algebra 2	Algebra Grades	Honors	AP	Attendance	In-School Suspension	Out-of-School Suspension	Dropout Rate
Gender	Female	1759	556	143	867	873	638	518	108	65	245	76	1226	77	61	13
	Male	1874	537	131	918	937	570	533	88	53	199	59	1304	126	109	20
Family income	Non-FRL	1812	579	115	927	926	814	739	140	97	361	117	1335	33	28	2
	FRL	1813	513	159	858	884	394	312	56	21	83	18	1189	170	142	29
Race/ethnicity	White	2452	748	200	1217	1220	929	827	140	88	365	118	1621	127	98	26
	Black	520	164	35	266	267	106	60	25	13	27	2	410	42	50	5
	Asian	350	129	22	151	172	70	72	21	14	33	9	281	19	6	2
	Hispanic	131	25	8	70	70	46	41	5	2	10	3	97	3	5	0
	Multi-ethnic	171	21	7	79	79	55	49	4	1	8	1	114	10	11	1
ELL	Non-LEP	3092	946	235	1563	1563	1164	1010	185	110	438	135	2071	171	142	28
	LEP	540	147	39	222	247	44	41	11	8	6	0	458	32	28	3
Ability	Non-IEP	3209	988	235	1580	1606	1168	1012	194	117	441	135	2270	170	127	21
	IEP	424	105	39	205	204	40	39	2	1	3	0	260	33	43	10

Note: The data in this table are the raw numbers on which the data in Tables 4 and 5 are calculated.

Table A.2. Demographic and Academic/Inclusion Data, School Year (SY) 2011-12

Category	Group	Demographics					Academic						Climate/Inclusion			
		Total population	High school population	9th grade cohort in 2008	Number Taking Reading NECAP (3-8, 11)	Number Taking the Math NECAP (3-8, 11)	NECAP Reading	NECAP Math	Algebra 2	Algebra Grades	Honors	AP	Attendance	In-School Suspension	Out-of-School Suspension	Dropout Rate
Gender	Female	49%	50%	48%	76%	58%	76%	58%	24%	65%	43%	15%	67%	4%	3%	8%
	Male	51%	50%	52%	64%	55%	64%	55%	17%	57%	36%	13%	70%	8%	7%	10%
Family income	Non-FRL	51%	47%	42%	50%	36%	91%	78%	26%	18%	65%	25%	74%	3%	1%	1%
	FRL	49%	53%	58%	91%	78%	50%	36%	15%	7%	17%	4%	66%	9%	10%	5%
Race/ethnicity	White	71%	73%	70%	79%	66%	79%	66%	23%	18%	50%	18%	65%	6%	5%	10%
	Black	13%	13%	9%	37%	17%	37%	17%	10%	7%	10%	4%	86%	10%	9%	7%
	Asian	9%	11%	15%	52%	44%	52%	44%	15%	57%	27%	8%	79%	3%	3%	7%
	Hispanic	3%	2%	1%	69%	56%	69%	56%	24%	14%	43%	10%	73%	6%	3%	0%
	Multi-ethnic	4%	1%	5%	63%	53%	63%	53%	19%	0%	33%	8%	69%	2%	6%	0%
ELL	Non-LEP	86%	89%	86%	64%	55%	78%	64%	22%	14%	47%	17%	67%	6%	5%	1%
	LEP	14%	11%	14%	76%	58%	18%	12%	8%	4%	0%	1%	84%	9%	8%	2%
Ability	Non-IEP	10%	9%	90%	76%	58%	78%	63%	23%	14%	46%	16%	71%	5%	4%	1%
	IEP	90%	91%	10%	64%	55%	19%	12%	2%	1%	4%	0%	55%	13%	16%	2%

Table A.3. Faculty, Staff, and Administrators Demographic Raw Numbers

	American Indian and Alaskan native	Black	Asian	Hispanic	Multi-ethnic	White	Total
Teachers	0	6	4	1.5	1	401	413.5
Central Office administrators	0	2	0	0	0	11	13
Building Administrators	0	2	0	0.5	0	13	15.5
Other professional staff/liasons	0	5	5	0	0	1	11
All other staff	1	8	9	1		178	196
Para educators	0	4	8	3	4	231	250
Total							899

Table A.4. Definitions of terms and acronyms

Indicator	Definition
NECAP Reading	Percentage that scored proficient or very proficient on the New England Common Assessment Program (NECAP) reading tests.
NECAP Math	The percentage achieving academic proficiency or better on NECAP math scores
Algebra 2	The percentage of high school students who enrolled in Algebra 2 in 2012-13
Algebra 2 grades	The percentage of high school students enrolled in Algebra 2 who receive grades of A or B
Honors	The percentage of high school students enrolled in at least one Honors course in 2012-13
AP	The percentage of high school students enrolled in at least one Advanced Placement (AP) course in that year
Attendance	The percentage of students with 95% attendance rates or better in a given year;
In-School Suspensions	The percentage of students receiving one or more in-school suspensions;
Out-of-school Suspensions	The percentage of students receiving one or more out-of-school suspensions
Drop Out Rate ⁷	The four-year cohort dropout rate, defined as the percentage of an incoming 9 th grade class that has dropped out of high school by 12 th grade.

⁷ The remainder of students—those who have not dropped out—include two groups, those who graduated in four years or those who are still enrolled.

Indicator	Definition
Racial Diversity of District Staff	The racial/ethnic composition of District workforce by job category
Professional Development in Cultural Competency	The number and percentage of teachers receiving cultural competency training in school year 2012-13.

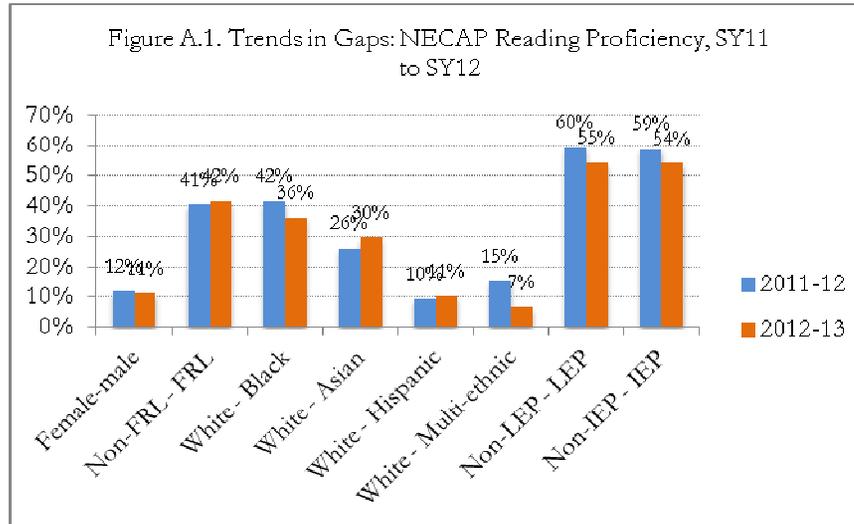


Figure A.2. Trends in Gaps: Math Proficiency, SY11 to SY12

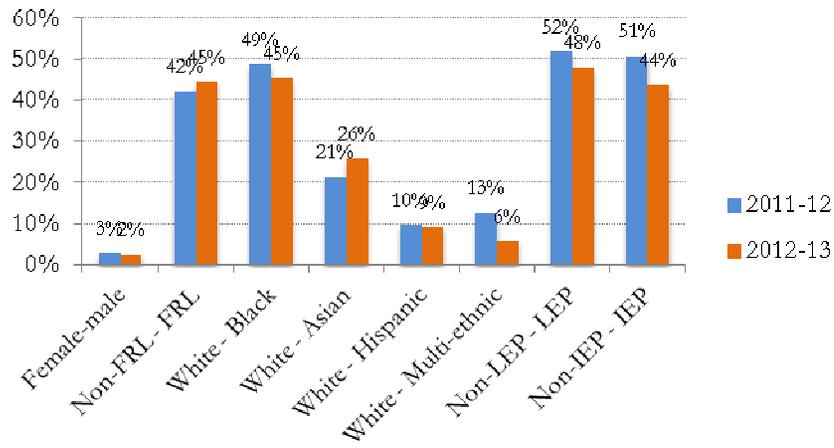


Figure A.3 Trends in Gaps: Algebra 2 Enrollment, SY11 to SY12

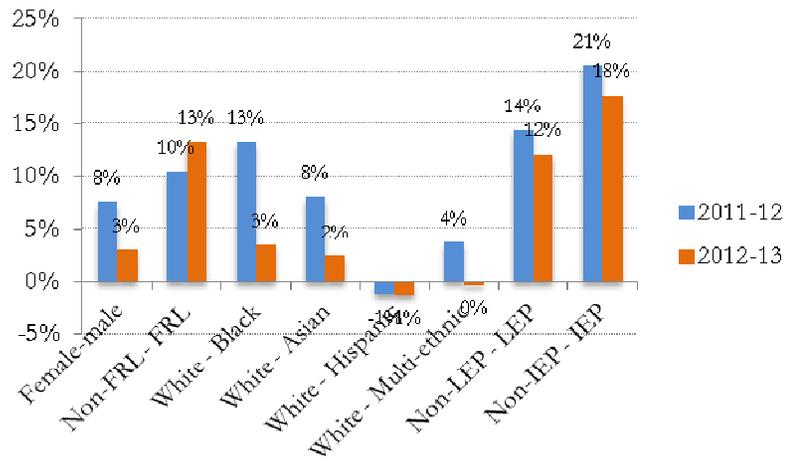


Figure A.4. Trends in Gaps: Algebra 2 Grades, SY11 to SY12

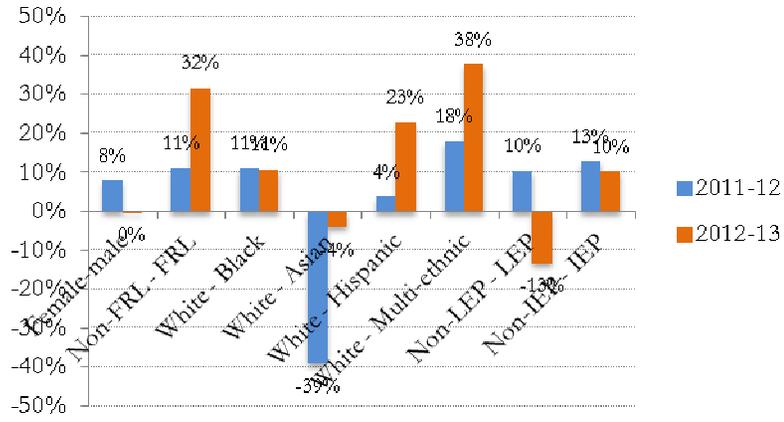
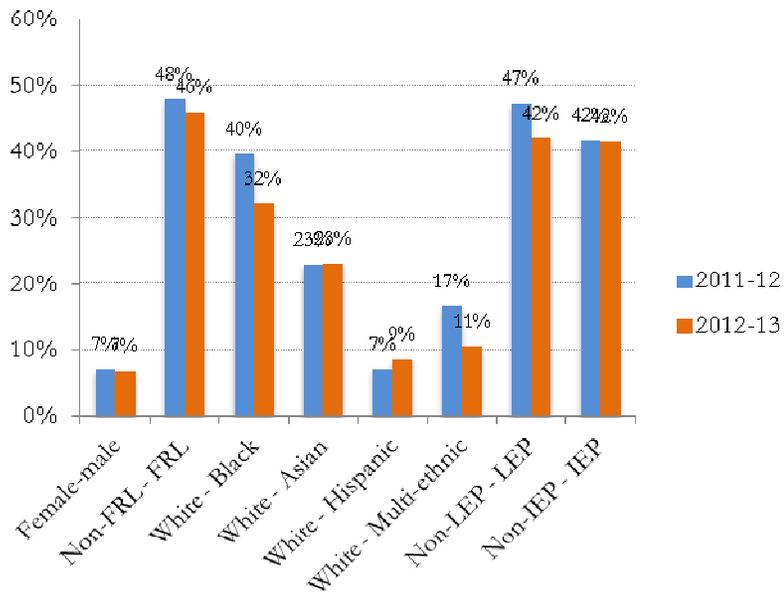


Figure A.5. Trends in Gaps: Honors Enrollment, SY11 to SY12



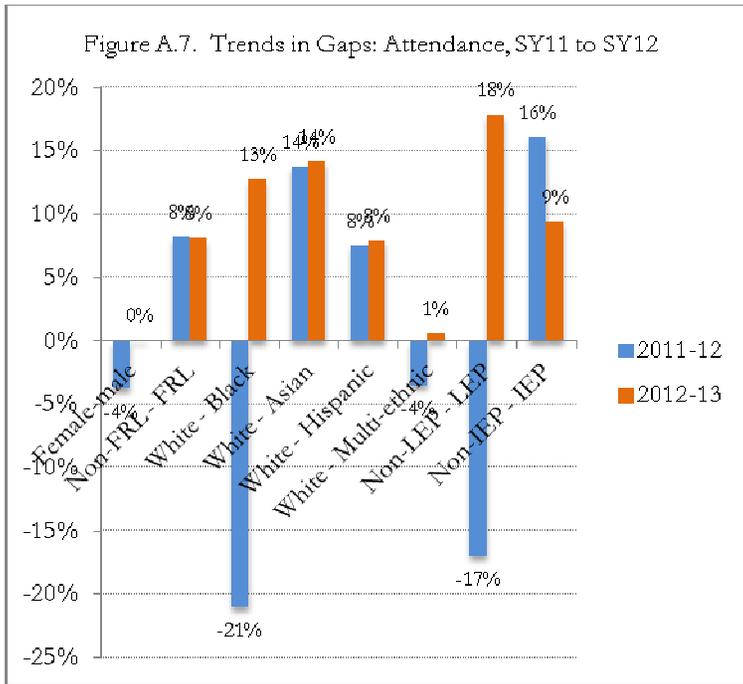
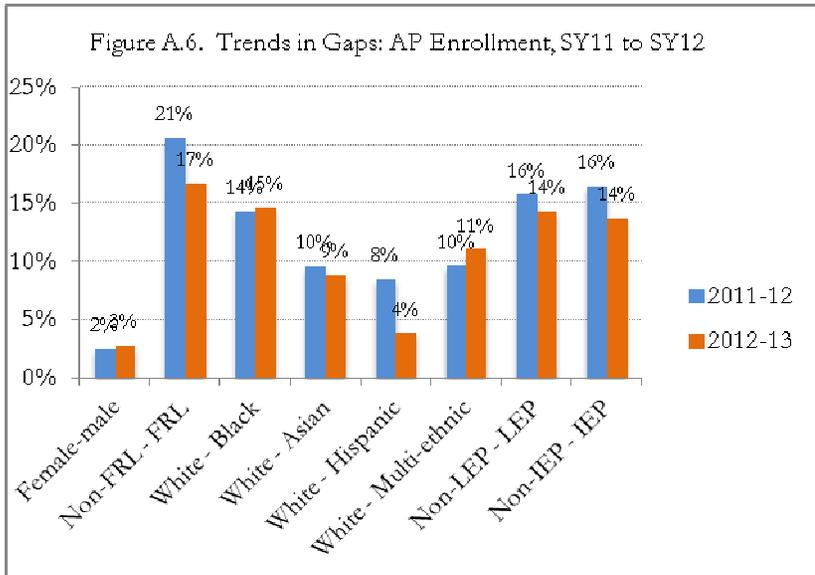


Figure A.8. Trends in Gaps: In-School Suspensions, SY11 to SY12

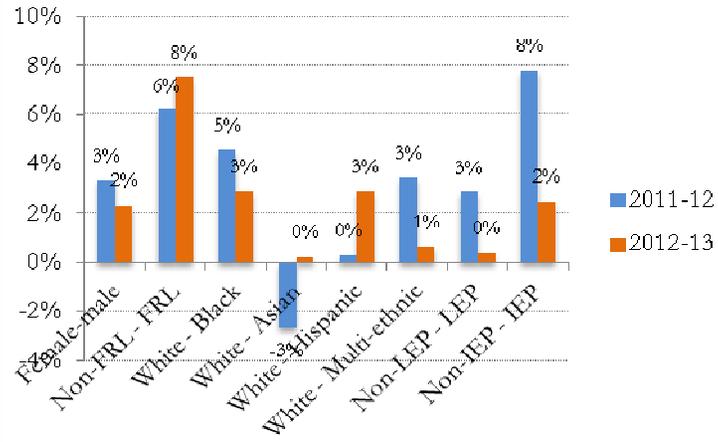


Figure A.9. Trends in Gaps: Dropout Rates, SY11 to SY12

