



**Burlington School District
Monitoring Report
Policy Title: 1.1 Reducing Disparities**

This is the annual report on compliance with the School Board's Ends policy 1.1 Reducing Disparities for the 2018-2019 School Year. I certify that the information contained in this report is true and validated by Stephanie Phillips, Executive Director of Curriculum.

Yaw Obeng, Superintendent

5/14/19

Policy Statement:

Reducing Disparities. The difference in academic achievement between the highest achieving and lowest-achieving student groups will decrease.

Status:	In progress
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Interpretation: The Superintendent will ensure that the "gap" in academic achievement between the highest-achieving and lowest-achieving student groups will decrease through a variety of evidenced-based educational initiatives and strategies. This is herein referred to as the "achievement gap." The achievement gap requires a high level of staff knowledge and proficiency related to helping students in historically underperforming groups.

Definition:

A working definition of **achievement gap** in the United States refers to the observed, persistent disparity in measures of educational performance among subgroups of U.S. students, especially groups **defined** by socioeconomic status (SES), race/ethnicity, and gender. Essentially, income, race, and other demographic factors currently **predict** achievement.

Indicating Metrics:

The following metrics and data sources will be utilized to track the decrease.

- State Annual Assessments in Math, Literacy and Science
- Vermont AOE Annual Snapshot (date TBD)
- District Equity Report Card
- District behavior/suspension reports
- District-wide Climate Survey
- AOE Integrative Field Review (every 3 years conducting by the AOE, coming Summer, 2019)

Evidence: If Burlington is to become a leader in equitable education, our approach must be intentional, strategic, and systematic. Therefore it is imperative that we utilize evidence-based decision-making practices as we move forward.

Work of the District to support the Achievement Gap Plan:

[Monitoring 1.1 - Set Foundation](#)

[Graduation PLP Report](#)

[Graduation Requirements](#)

[Calendar Notes Presentation \(PD\)](#)

[Strategic Plan](#)

[Year in Review \(2018\)](#)

[Professional Learning Framework](#)

[Principal & Coach New Learning](#)

[Board Presentation - Instructional Coaching](#)

[Curriculum Committee OG/JP](#)

[2017-2018 Equity Report](#)

[Equity and Inclusion Summary Report \(Fall 2018\)](#)

[District Inservice RP-Tier 1 Strategies](#)

[District Inservice Offerings \(March 2019\)](#)

[Professional Development Plan](#)

[Alice Worth - January 2018-Ongoing](#)

[Coach/Intervention Specialist Data](#) (quarterly meetings)

[District Climate Survey Data](#) (2018)

[BSD Data Systems](#) (April 2019 Report to Board)

[Sample Proficiency Based BHS Report Card \(Spring 2019\)](#)

[2019-2020 Professional Learning Plan](#)

Data Wall School Samples:

[SA](#)

[Champlain](#)

Analysis of Current Data

The data in our District show that a significantly lower percentage of students who qualify for Free and Reduced Lunch and students of color perform at or above proficiency than do white or higher income students. The data also show that students of color, especially males, receive discipline referrals and suspensions at a rate disproportionate to their representation in the student body. While the disparities still exist, the number of suspensions are down accounting for less student time out of the classroom.



Actions to remedy: The following initiatives and strategies will be implemented to decrease the achievement gap and reported on an annual basis.

- **Systems Leadership as the Driver of Change**
 - Achievement Gap Strategic Planning Team (Administrators and Teachers)
 - Research and Data Team (District and school administrators and teachers)
 - Restorative Practices Collaborative (Administrators and Teachers)
 - Achievement Gap and Data Systems Positions (Data Leadership)
 - Leading for Instructional Improvement (Principals, Directors and Instructional Coaches)

- **Professional Capacity: Ensuring high quality instruction everyday for every student**
 - Embedded instructional coaches
 - Year-long new teacher professional development plan

- **Student centered learning environment**
 - A rigorous, standards aligned curriculum aligned to VTEQS and Common Core
 - Personalized Learning Plans and Proficiencies
 - Student Centered Learning Environments

- **Climate & Culture**
 - Safe and supportive schools
 - Trauma Informed School Training
 - PBIS & Restorative Practices

- **Parents/Community**
 - Strategies to engage families and community members