

2019-20 BSD Equity and Inclusion Data Report

Executive Summary

Burlington School District's (BSD) **Equity and Inclusion Data Report** is the annual report that measures equitable outcomes for students. The report analyzes data on student academic achievement, discipline, and participation in order to identify and eliminate disparities in these areas, and to show whether, and to what extent, there are different student outcomes collaborated with race/ethnicity, household income, language background, ability, or gender.

Though BSD has been producing this report since 2013, many of the historical disparities in achievement, discipline, and participation have not changed much and the data continues to show that there are not equitable outcomes for all students in our schools. This is really a **Disparities Report**, with the purpose of indicating where we must do better as a school community in educating and supporting all our students.

In August 2020, BSD developed six strategic goals around equity, engagement, and deep learning; this report is organized around those. Throughout the report are equity stories from students and staff asked to name inequities and speak from personal experience. Moving forward, we want to ensure the data in this report is used to focus on eliminating disparities in all areas; this report concludes with reflections and recommendations for improvement.

Executive Summary of Progress toward Strategic Goals

Goal 1: *Our schools are restorative and equitable communities.*

BSD staff reported an increased use of Restorative Practices in schools which shows that we are meeting that goal. While overall suspension rates have declined considerably due to COVID-19 and the impacts of school closures, rates of suspensions have increased for students who qualify for Free and Reduced Lunch (FRL) so there is still work to be done to reduce these disparities.

Goal 2: *Students are at grade level in reading and math by the end of third grade.*

It is important that by the end of grade three students can read and do math at grade level. We are not meeting this goal. In 2019-20, only 43% of third-grade students who qualify for FRL were proficient in reading, compared to 78% of third-grade students who did not qualify for FRL. By mid-year of 2020-21, this disparity has increased, potentially highlighting the impact of disruptions to in-person learning on our students. In math, 49% of students qualifying for FRL were at or near proficiency in 2020-21, compared to 78% of students who did not qualify for FRL.

Goal 3: *Students are at grade level in math by the end of 8th grade.*

It is important that students are at grade level in math before they move on to the high school so they are well prepared. It is our goal to increase the percentage of eighth graders proficient in math who qualify for FRL. We are not meeting this goal. In 2020-21, only 39% of EMS and 40% HMS eighth grade students who HMS who qualified for FRL were near, at, or above proficient in math.

Goal 4: *Students graduate from high school having successfully completed Algebra II.*

Completion of Algebra II demonstrates a high level of math understanding, a level that is historically a prerequisite for college. It is our goal that the percentage of students who complete Algebra II will increase. We are meeting this goal, but inequities in access need to be addressed. 40% of graduating seniors qualify for FRL, but only 24% of students who qualify for FRL completed Algebra II.

Goal 5: *AP, Honors, and dual enrollment completion and successes reflect the demographics of the high school.*

We are not meeting this goal. While students of color make up 41% of the student population at our high school, they represent only 20% of students in AP classes. More than half of AP classes have fewer than 12 students and fewer than three students of color. Honors classes look similar with students of color making up only 19% of students.

Goal 6: *Faculty and staff are a mirror of our student population.*

Teachers are the key staff members responsible for ensuring students learn and grow. It is our goal that the faculty and staff reflect the racial/ethnic diversity of the student body. We are not meeting this goal. As of 2020, only about 6% of staff identify as Black, Indigenous, or people of color.