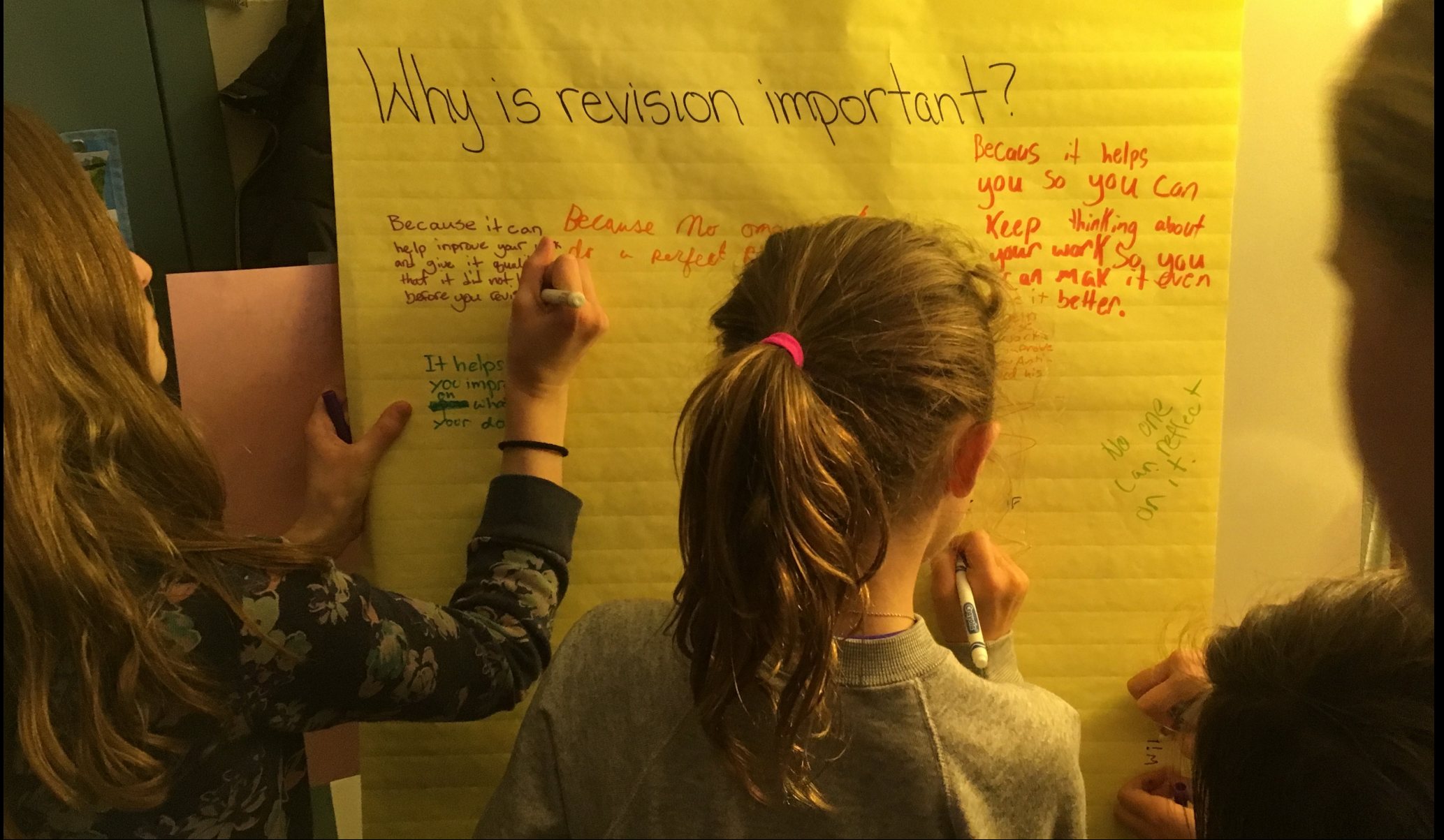


GOALS



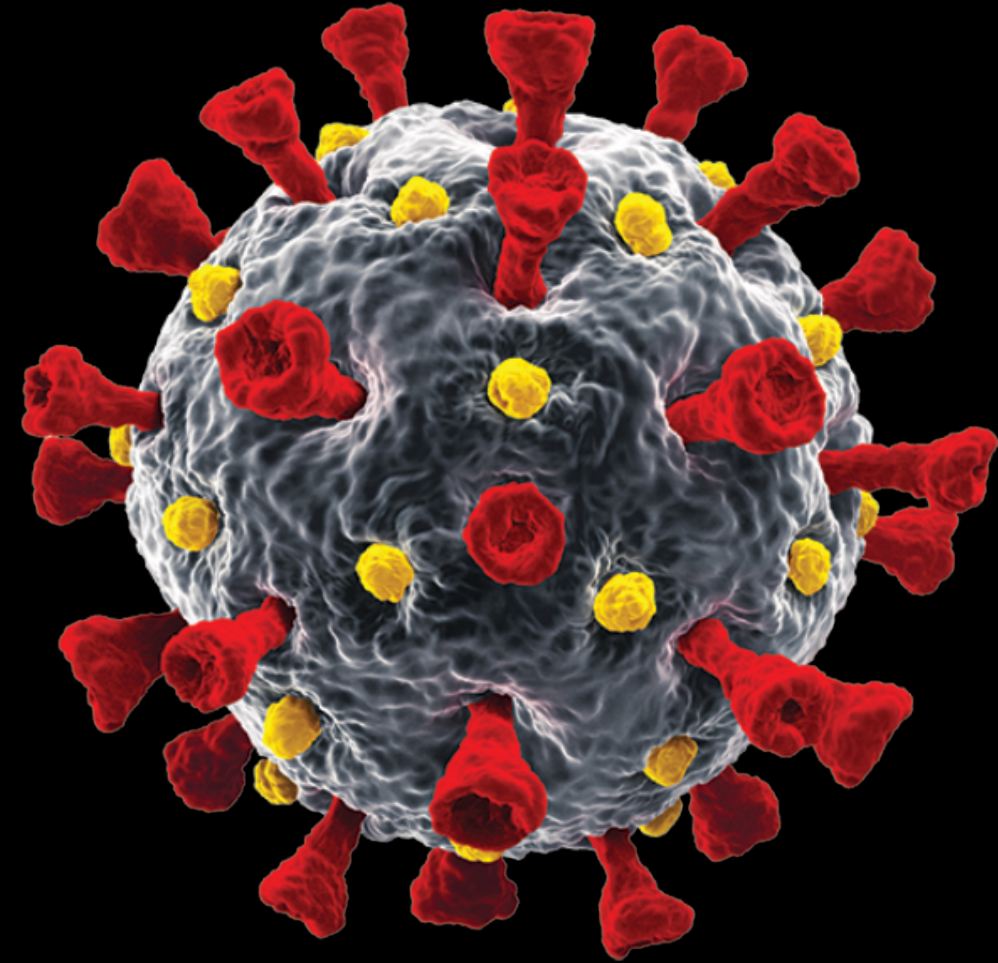
BURLINGTON
SCHOOL DISTRICT

20-21 SY REPORT

A note about this data

Last year was different than any other due to Covid and issues with the BHS building. Some students were attending school in person two days per week, others were conducting 100% learning from home. There were Covid cases occurring, students and teachers in quarantine, and more. School worked differently in many ways.

We are still looking at our data.
The data is still important. It is also
important to keep the context in
mind.

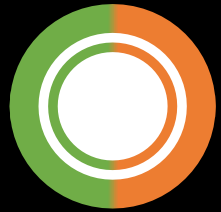




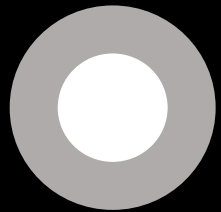
ON TRACK



OFF TRACK



MIXED RESULTS



UNDETERMINED

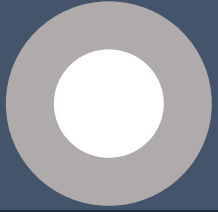
Goals are assigned a status based on the way the goal is measured. It doesn't mean a school or the district is good or bad, it just means this is how we are doing on a particular goal.



GOAL 1: Our schools are restorative and equitable communities.



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



GOAL 3: Students are at grade level in math by the end of eighth grade.



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



GOAL 5: AP, Honors, and Dual Enrollment completion reflects the demographics of the high school.

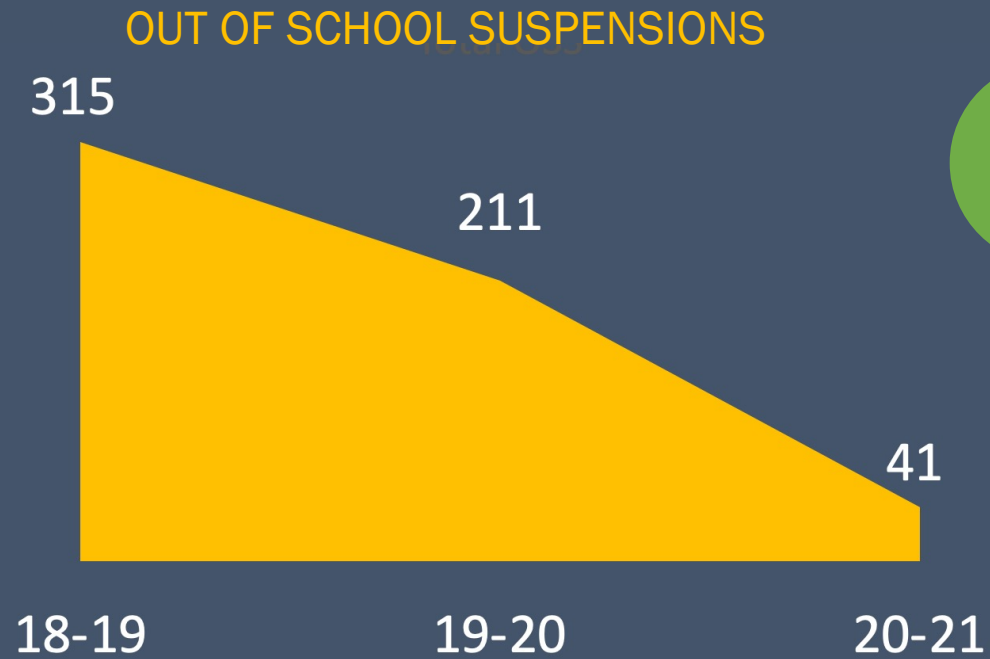


GOAL 6: Faculty and staff are a mirror of our student population. They are highly skilled and set high expectations for all students.

GOAL 1

Our schools are restorative and equitable communities.

- A. Schools suspend African American students, students with disabilities, and students who qualify for Free & Reduced Lunch (FRL) less frequently.
- B. Staff report increased use of restorative practices.

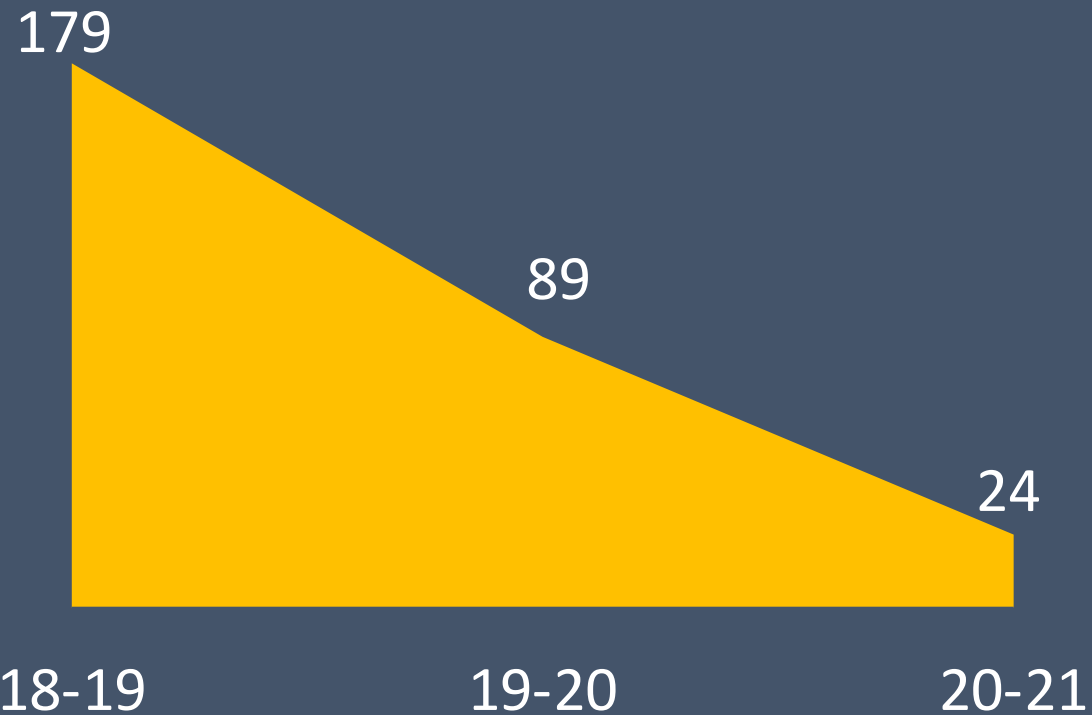


The total number of suspensions has decreased in the past 3 years. Covid has impacted this trend.

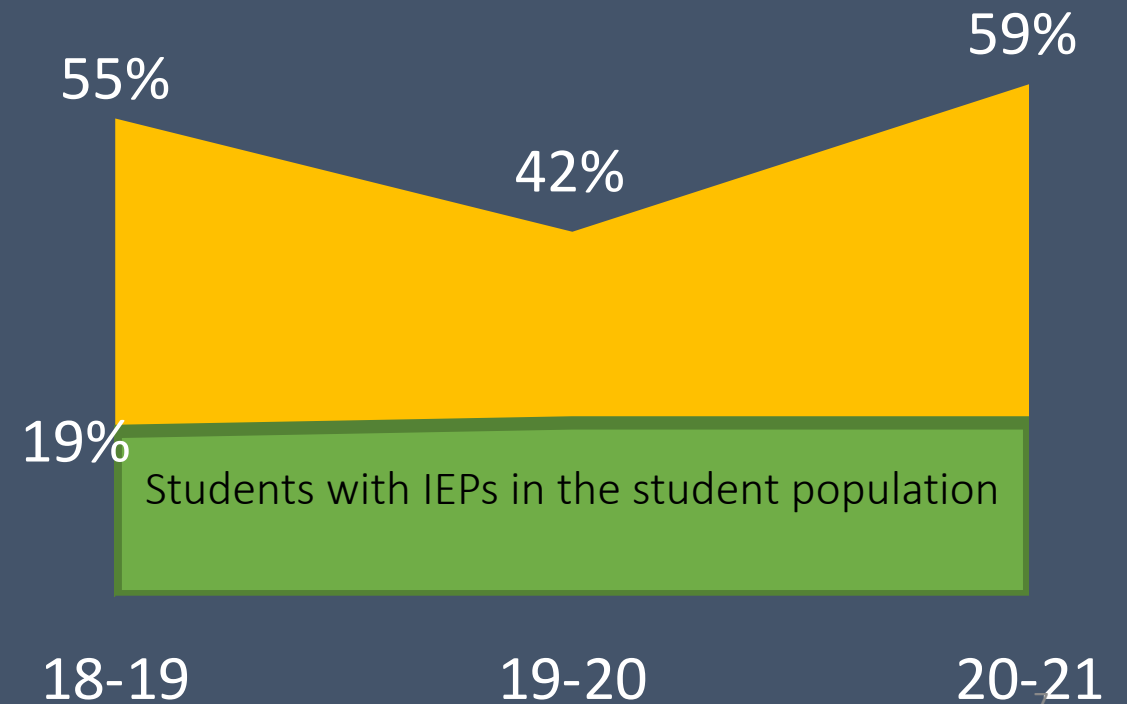
We continue to look at disparities in suspensions of certain subgroups.



Number of out of school suspensions of students with IEPs has decreased.

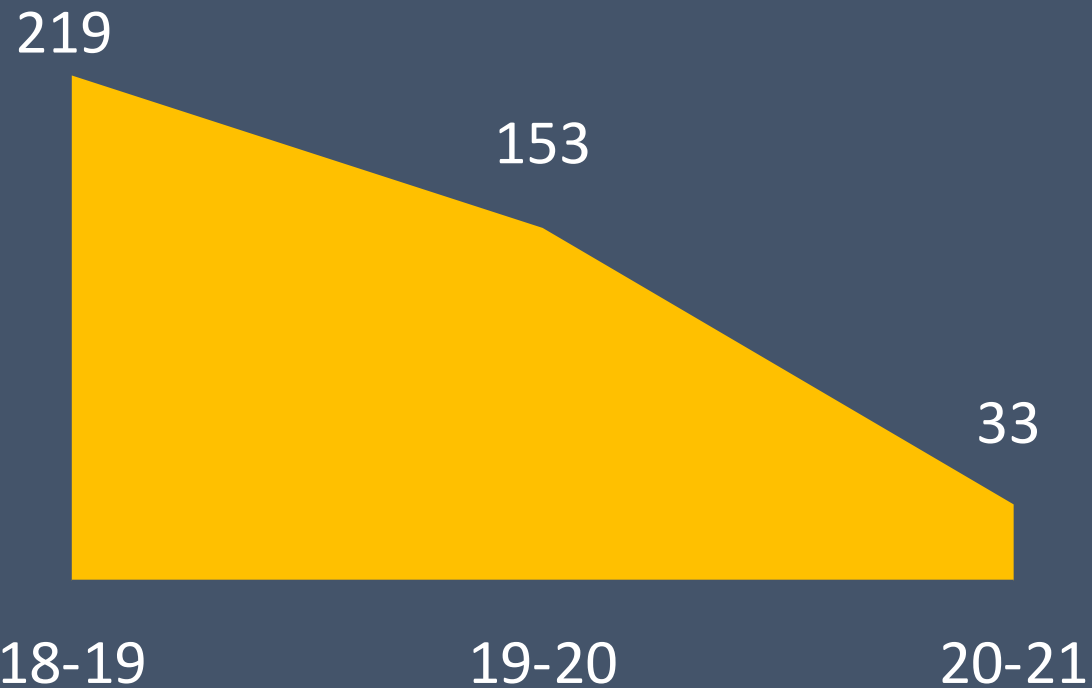


Students with IEPs still make up a disproportionately high percentage of suspensions.

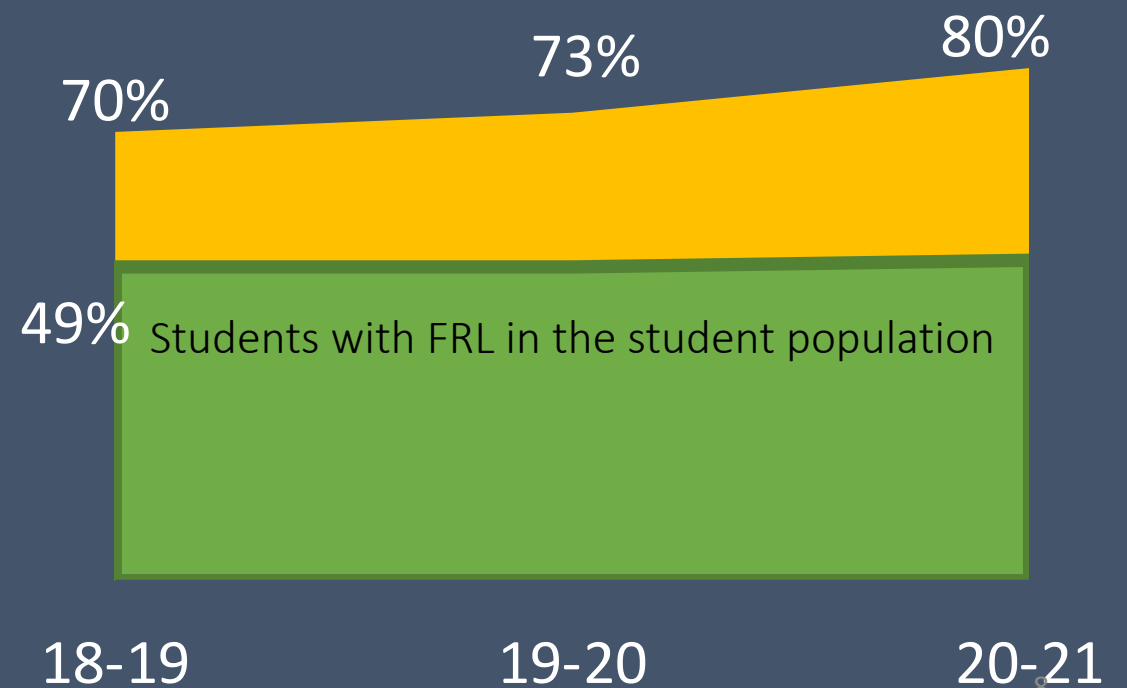




Number of out of school suspensions of students who qualify for Free & Reduced Lunch has decreased.

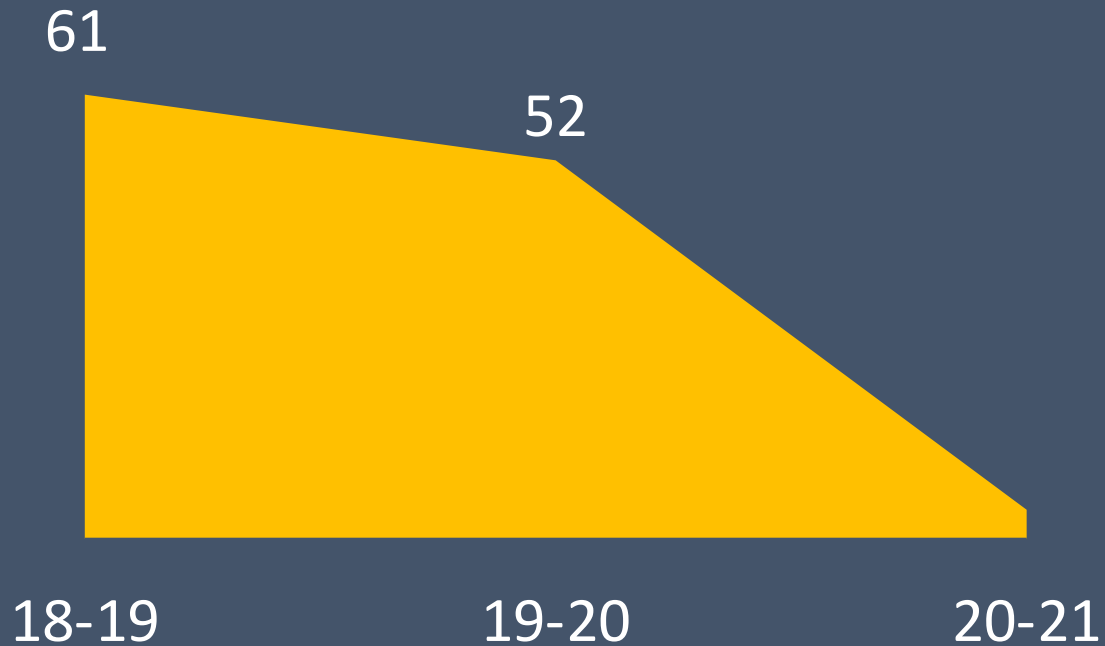


Students who qualify for Free & Reduced Lunch still make up a disproportionately high percentage of suspensions.

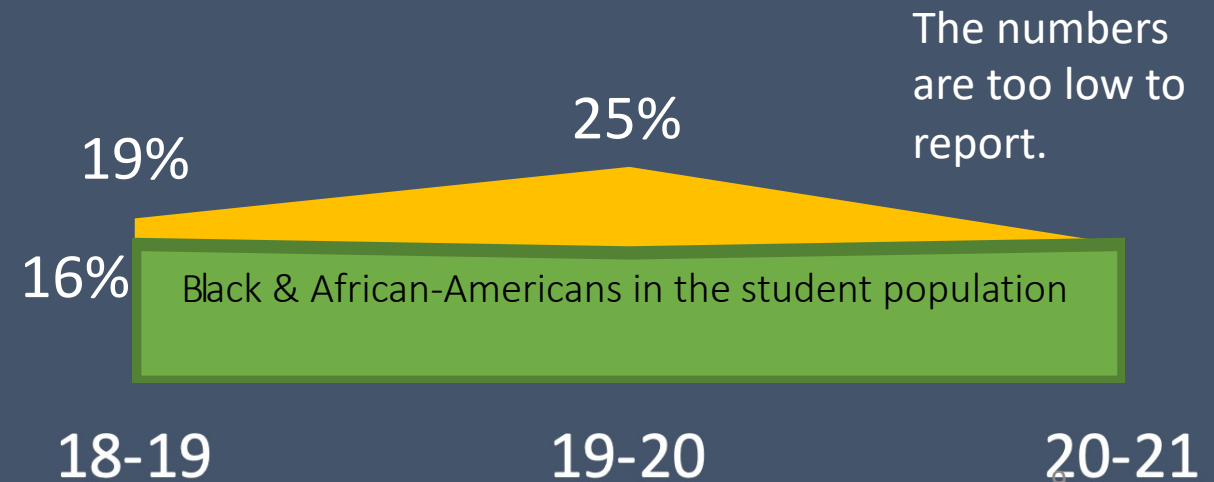




Number of out of school suspensions of students who identify as Black or African-American has decreased.



Students who identify as Black or African-American were not suspended disproportionately in 20-21.



B. Staff report increased use of restorative practices.

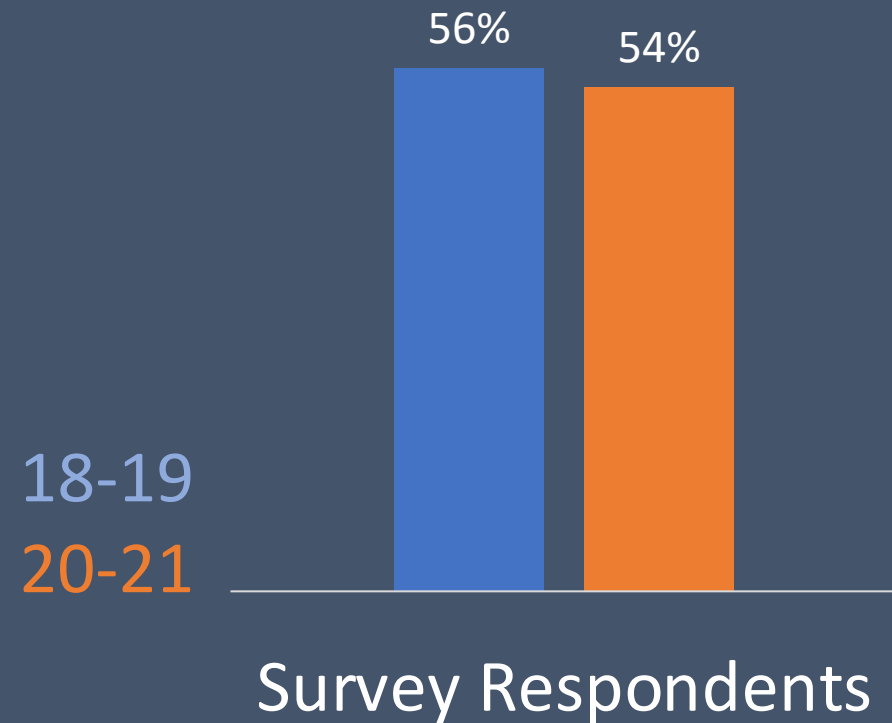
Restorative practices (RP) is a proven strategy to improve school climate and reduce punitive measures like suspensions.

Staff have been surveyed for 3 years about their use of restorative practices with students.
Response rate varied by site.

Across the district, the percent of survey respondents who use RP regularly decreased slightly.

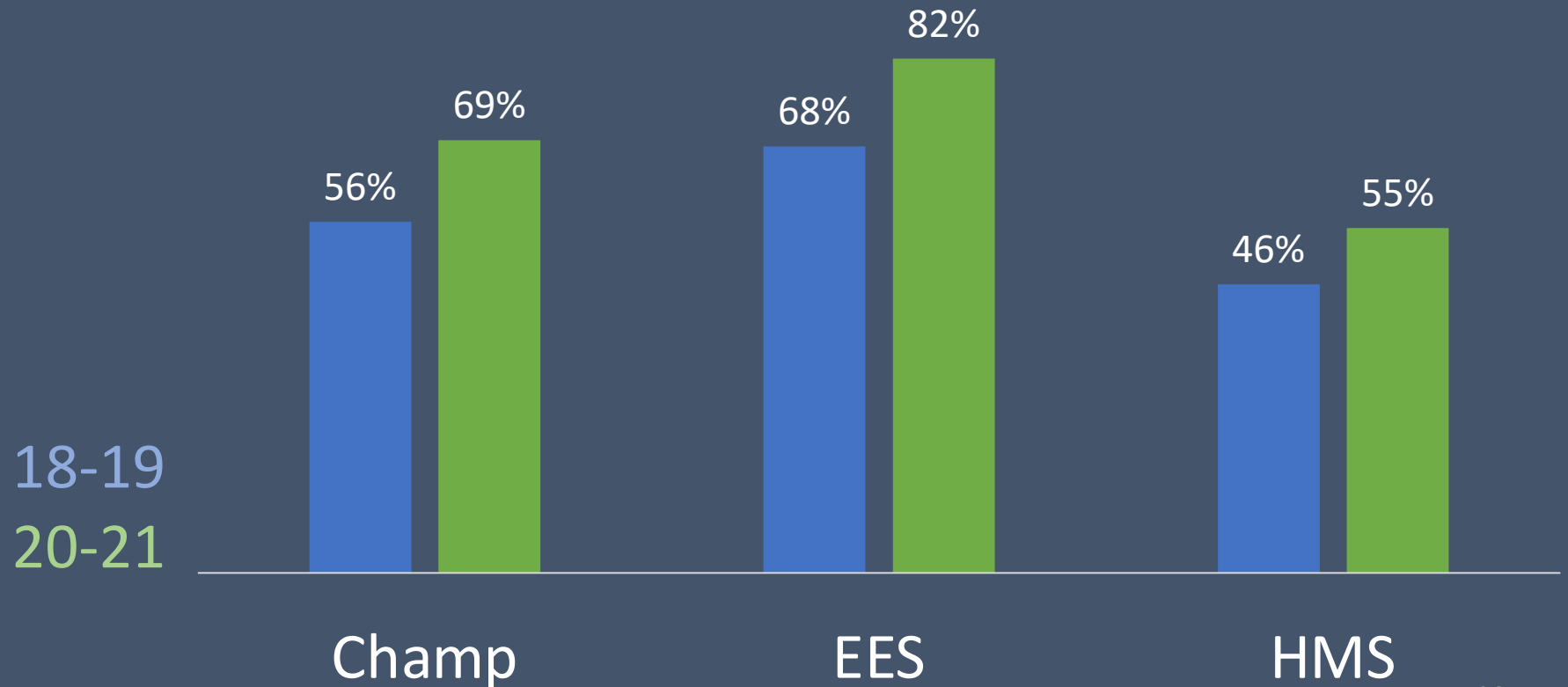


In a typical month of school, did you facilitate at least one Tier One community-building circle?

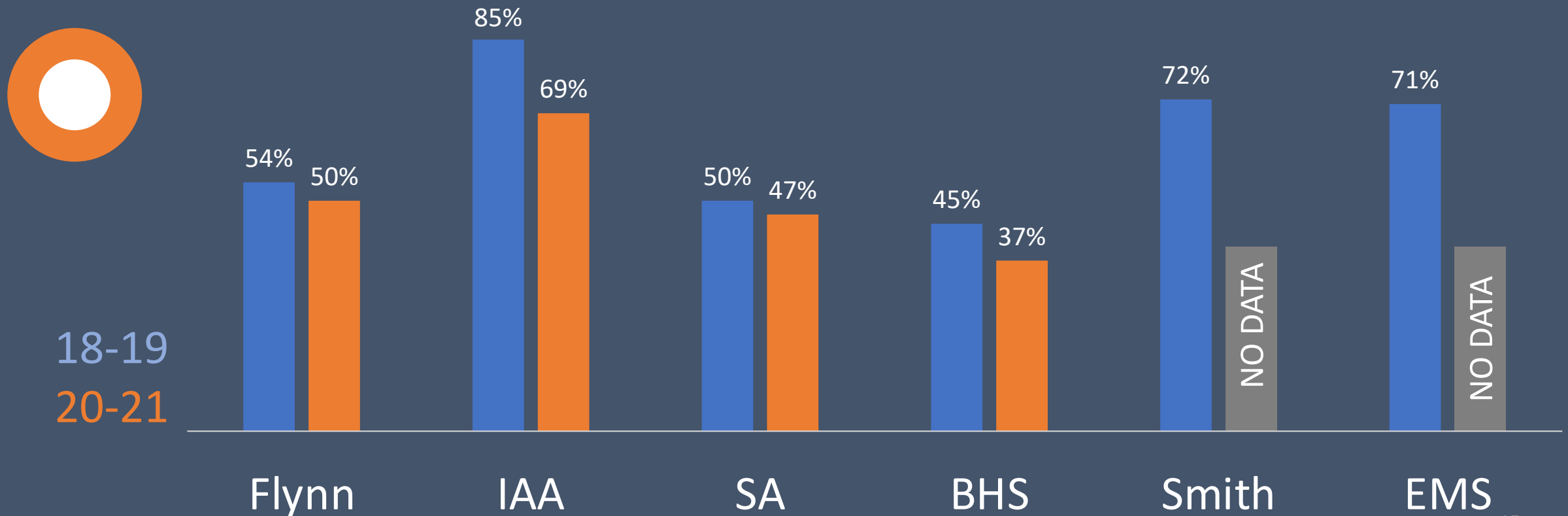


Champlain Elementary	Champ
Edmunds Elementary	EES
Flynn Elementary	Flynn
Integrated Arts Academy	IAA
Sustainability Academy	SA
Smith Elementary	Smith
Edmunds Middle	EMS
Hunt Middle	HMS
Burlington High School	BHS

At some schools the percentage of survey respondents who said they used RP regularly increased since 18-19.



At other schools the percentage of survey respondents who said they used RP regularly decreased since 18-19.



GOAL 2

Students are at grade level in reading and math by the end of third grade.

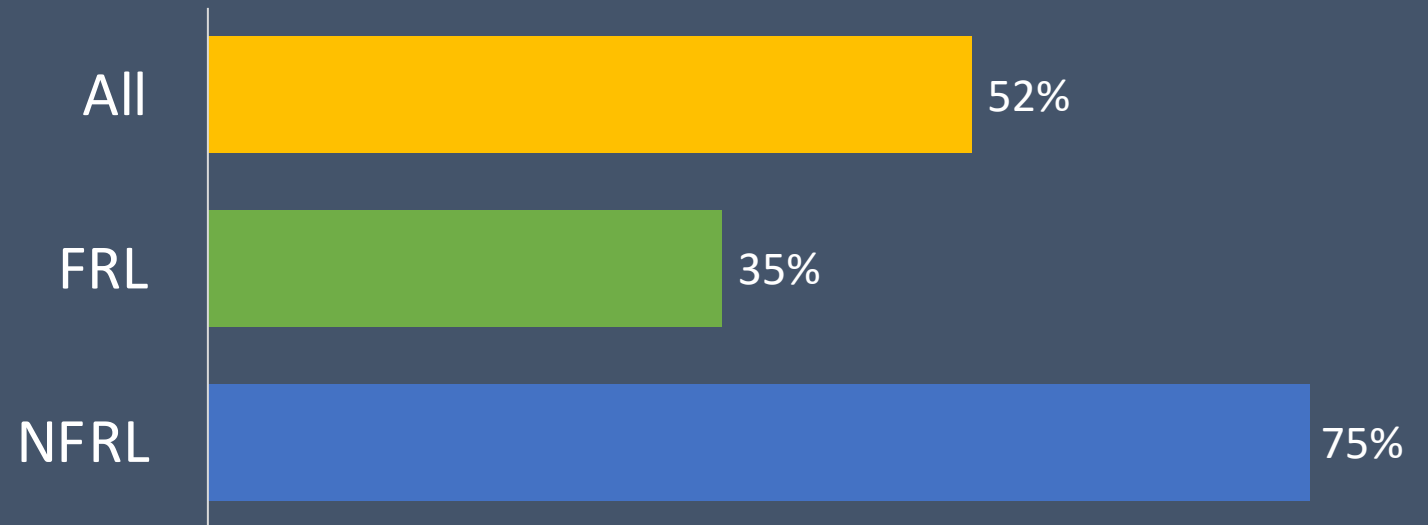
Percent proficient increases for students who qualify for Free & Reduced Lunch (FRL).

Elementary students' reading and math skills are assessed 3 times per year using local progress monitoring assessments. The assessment tools used have been updated in the past few years.

While we do not compare results from different assessments, we continue to see a disparity in students from different income cohorts regardless of the assessment.

Percent proficient increases for students who qualify for Free & Reduced Lunch (FRL).

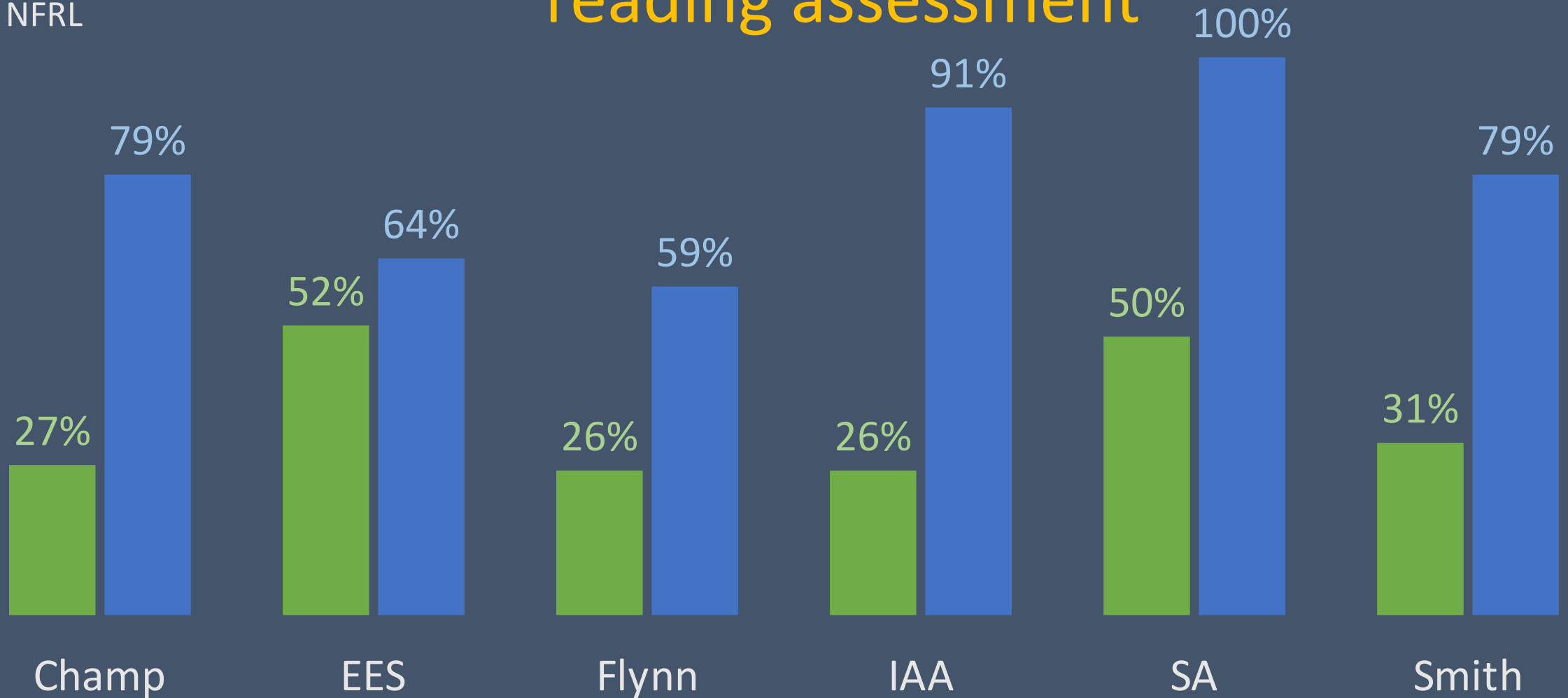
Students on or above grade level according to the Literably reading assessment



Math proficiency is not reported here because the only data source for K-5 we have available at this time is our own local assessment. We do not want to make a statement about overall math proficiency at K-5 based on this limited assessment.

Students on or above grade level in Literably reading assessment

■ FRL
■ NFRL



GOAL 3

Students are at grade level in math by the end of eighth grade.

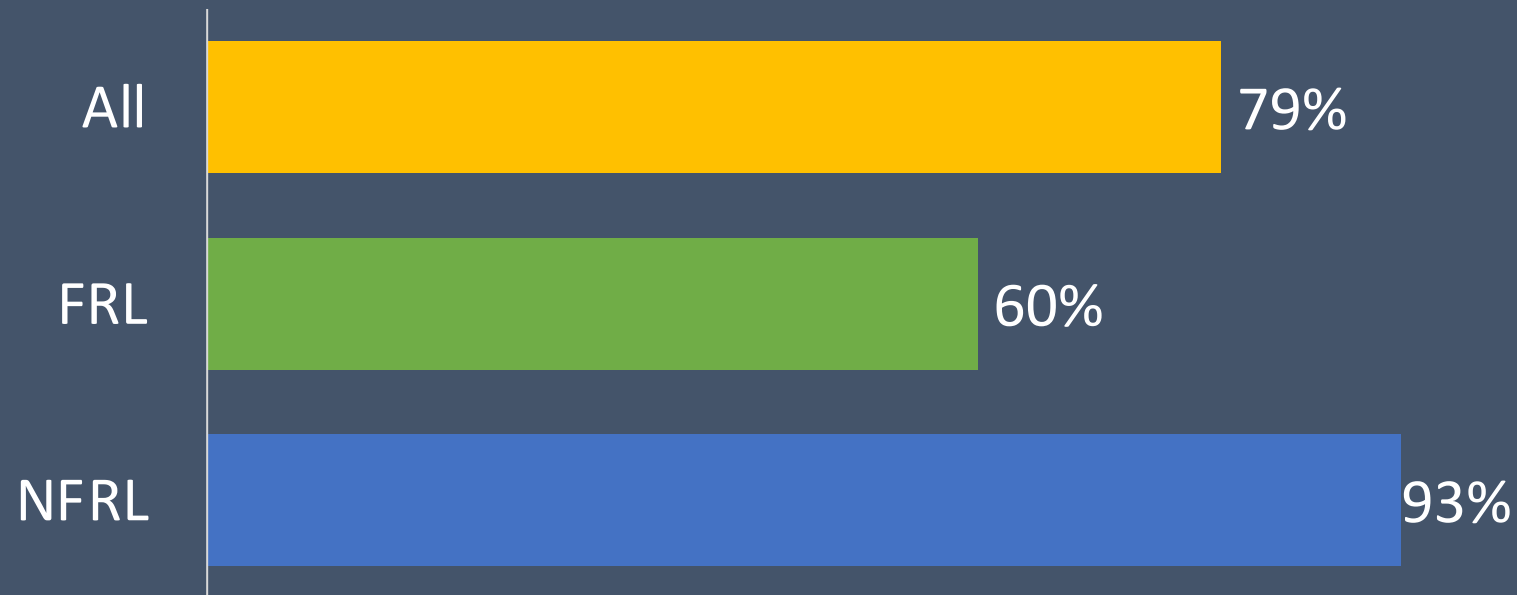
Percent proficient increases for students who qualify for Free & Reduced Lunch (FRL).

Middle school students' math skills are assessed 3 times per year using a Smarter Balanced Interim Math Assessment -- Proportional Relationships, Lines and Linear Equations.

While we do not compare results from different assessments, we continue to see a disparity in students from different income cohorts regardless of assessment.

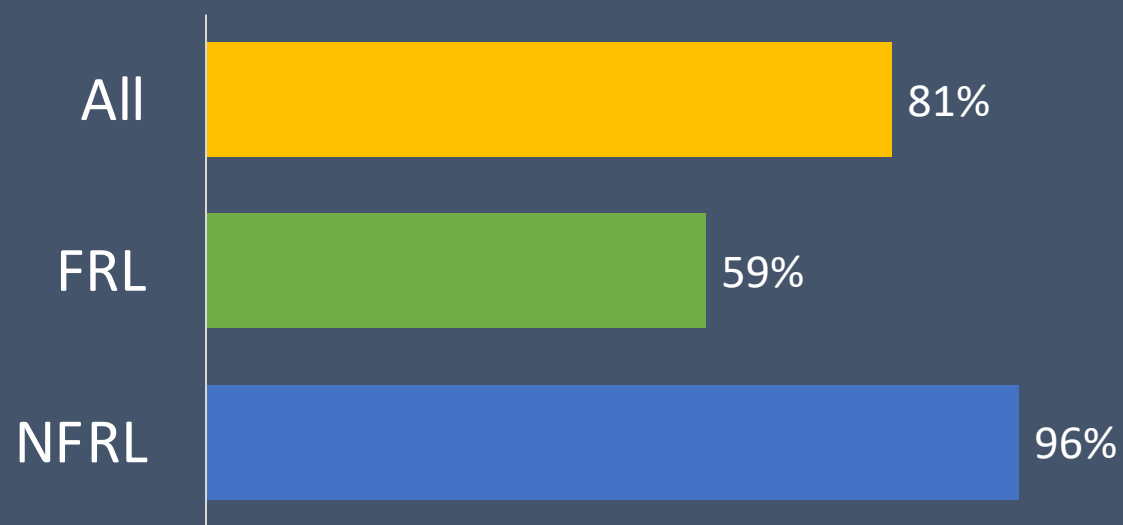
Percent proficient increases for students who qualify for Free & Reduced Lunch (FRL).

Eighth graders at/near and above grade level according to the SBAC Interim math assessment

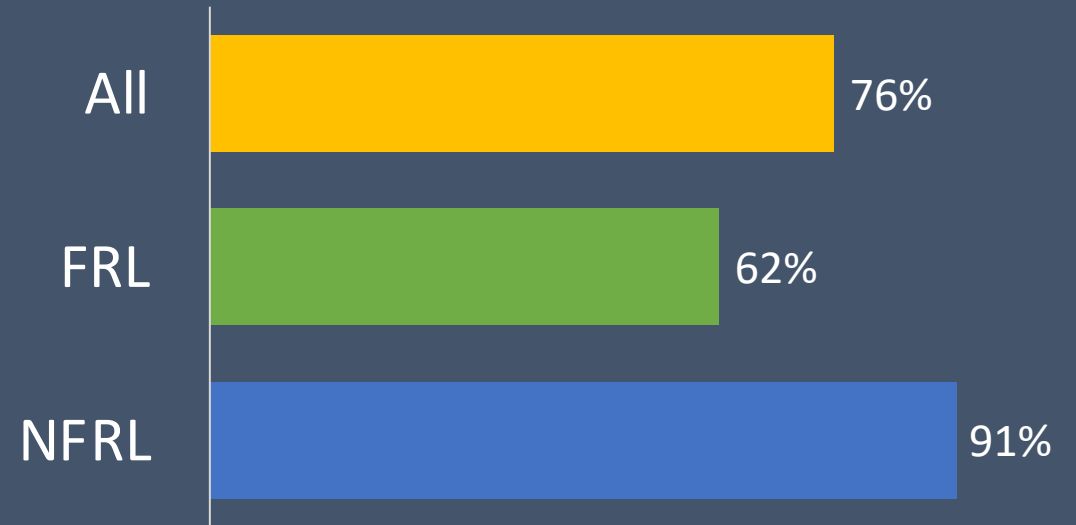


Percent proficient increases for students who qualify for Free & Reduced Lunch.

Eighth graders at/near and above grade level according to the SBAC Interim math assessment



EMS



HMS

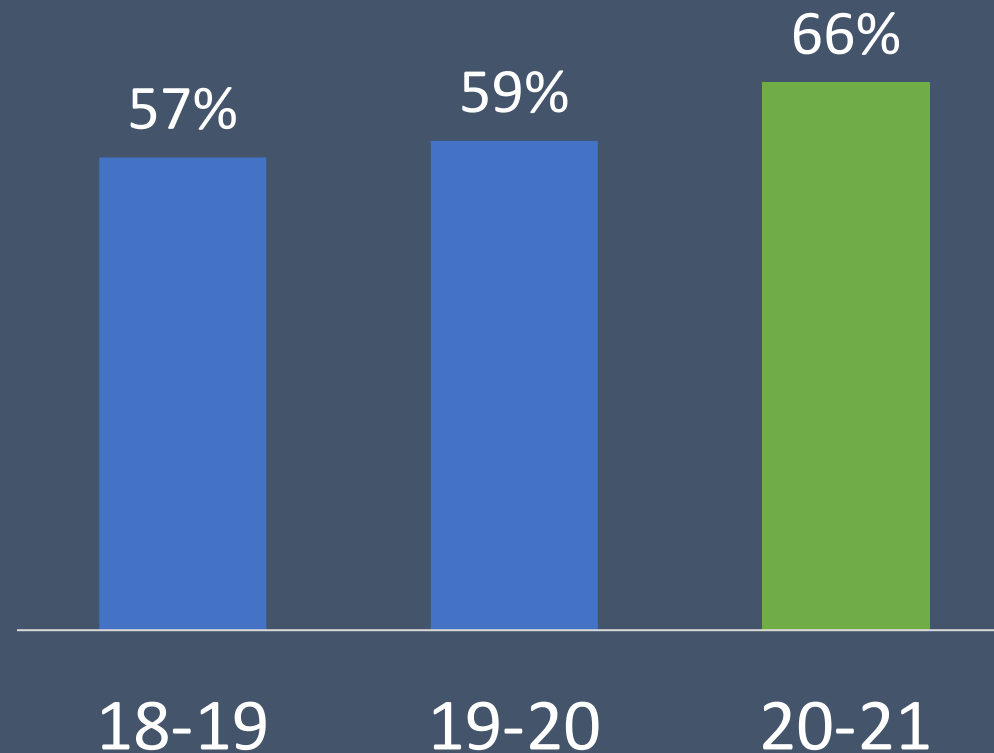
GOAL 4

Students graduate from high school having successfully completed Algebra II.

Percent of students who complete Algebra II increases.

Percent of students who complete Algebra II increases.

BHS graduates who completed Algebra II.



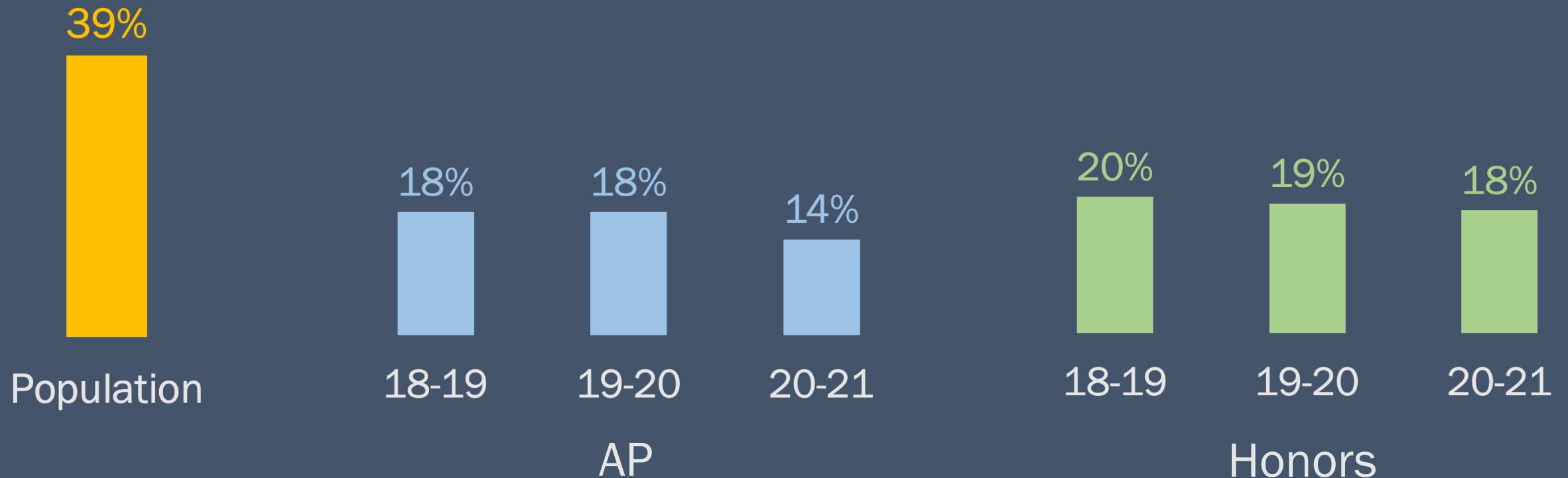
GOAL 5

AP, Honors, and Dual Enrollment completion reflects the demographics of the high school.

Percent of students of the global majority who take AP, Honors and Dual Enrollment courses will increase.

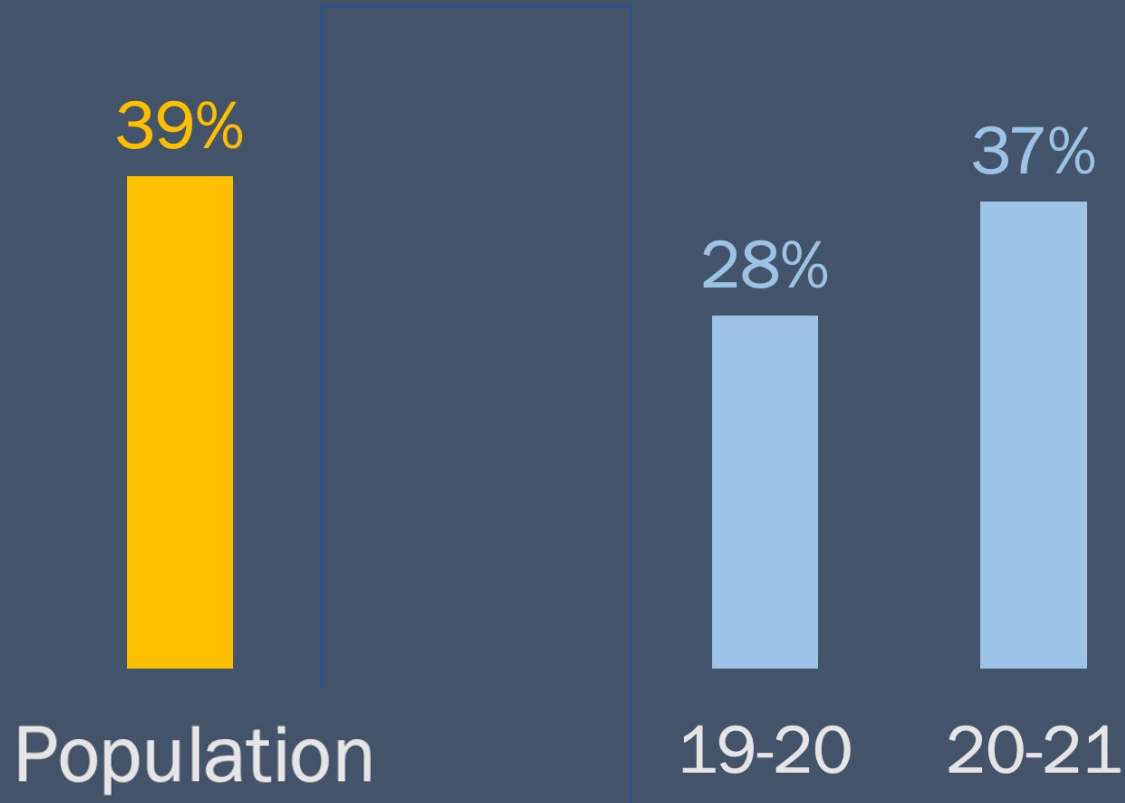


Students of the global majority in Advanced Placement and Honors Courses





Students of the global majority in Dual Enrollment Courses



GOAL 6

Faculty and staff are a mirror of our student population. They are highly skilled and set high expectations for all students.

Percent of teaching faculty who identify as global majority will increase.

The Burlington School District did not collect race/ethnicity data for staff prior to the 20-21 school year.

Now staff members are asked to provide their racial/ethnic identity so we can measure progress toward this goal.

Percent of teaching faculty who identify as global majority will increase.

Approximately
39% of BSD
students identify
as students of
the global
majority.

Teachers and principals of
the global majority

