

MEMORANDUM

To: Burlington Board of School Commissioners

From: Tom Flanagan, Superintendent

CC: Stephanie Phillips, Executive Director of Teaching and Learning

Date: March 2, 2022

Subject: Monitoring Report - Policy Title: 1.1 Reducing Disparities with an Interim Status Update for Policy Title 1.0 Global Ends

Status: Partial Compliance

Statement: The following document presents the District's progress toward and compliance with **Policy Title: 1.1 Reducing Disparities**

Recommended Motion: *I move to approve the recommendation that the Superintendent is in partial compliance with Policy Title 1.1*

Monitoring Report - Policy Title: 1.1 Reducing Disparities with an Interim Status Update for Title Policy 1.0
Global Ends

Submitted by: Tom Flanagan, Superintendent

Date Submitted: March 2, 2022

Status: Partial Compliance

Overview

This is the annual report on compliance with the School Board's Ends Policy Title 1.1 Reducing Disparities.

Policy Statement

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

Interpretation

The Superintendent will ensure that the "opportunity 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. The phrase "opportunity gap" replaces what has commonly been referred to as the "achievement gap."

A working definition of the **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.

Addressing the opportunity gap requires a high level of staff knowledge and proficiency related to helping students in historically underperforming groups.

Evidence

The District commits to a data analysis approach that is intentional, strategic, and systematic using evidence-based decision-making practices. The following metrics and data sources will be utilized to track the progress toward closing the opportunity gap:

- Local Progress Monitoring Assessments in Math/ELA
- BHS Course Participation/Completion
- WIDA ACCESS Assessments for EL Students
- District Equity and Inclusion Data Report
- District Behavior/Suspension Reports
- District Restorative Practices Survey

Current Data Analysis - [Equity Report Link](#) [Equity Presentation to the Board Link](#)