

METRICS

BASELINE



STRATEGIC PLAN



BELONGING AND WELL-BEING

Students, families and staff will experience a sense of belonging and students and staff will feel their well-being is supported in our district.

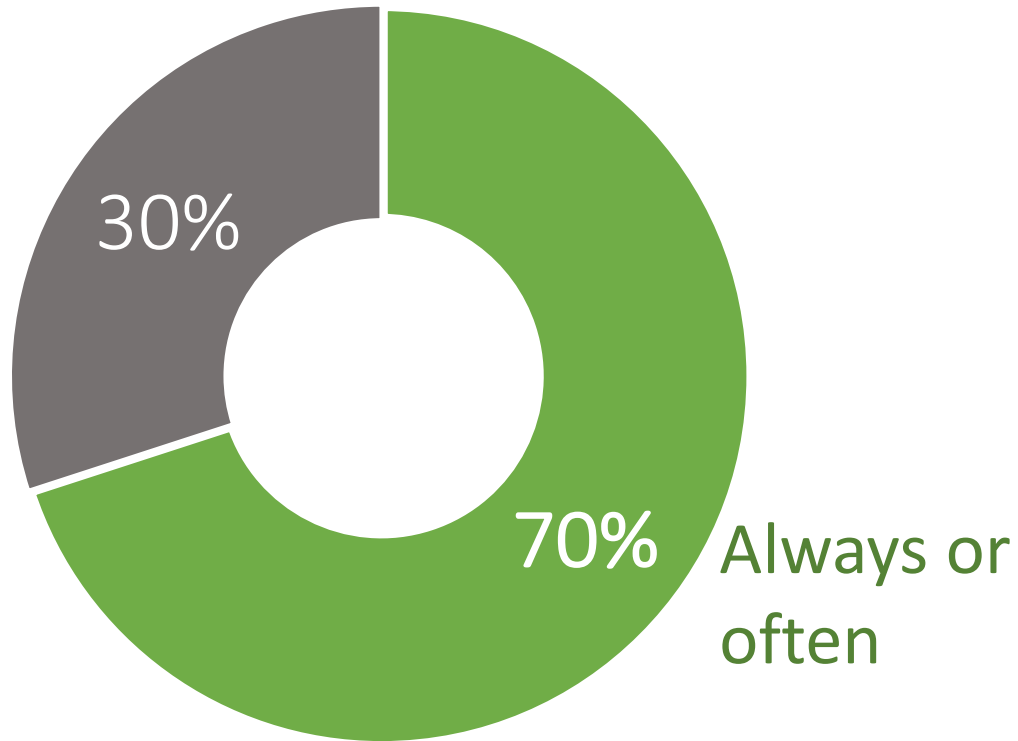
PRIORITY AREA 1 METRIC

90% of students and staff say they belong and that their well-being is supported at their schools.

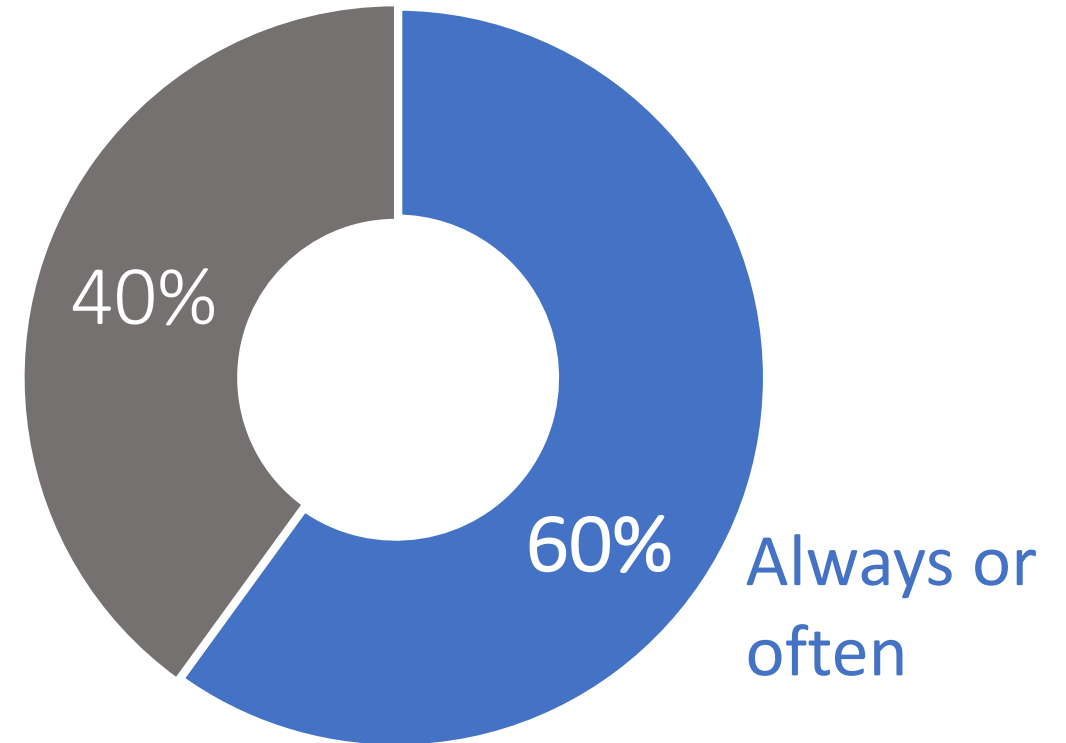
There is a decrease in disparity between students on IEPs and students not on IEPs.

Students reported feeling that they belong in their school.

All Students

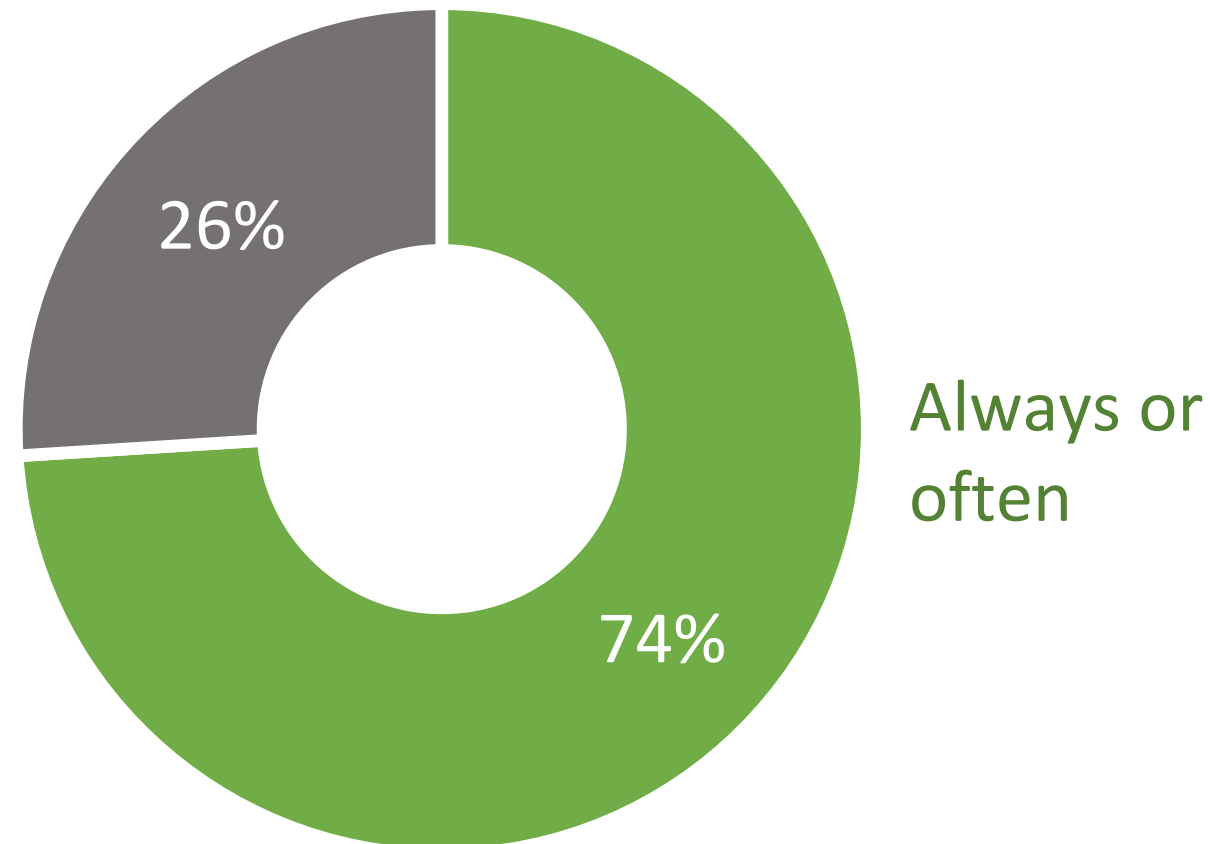


Students with IEPs

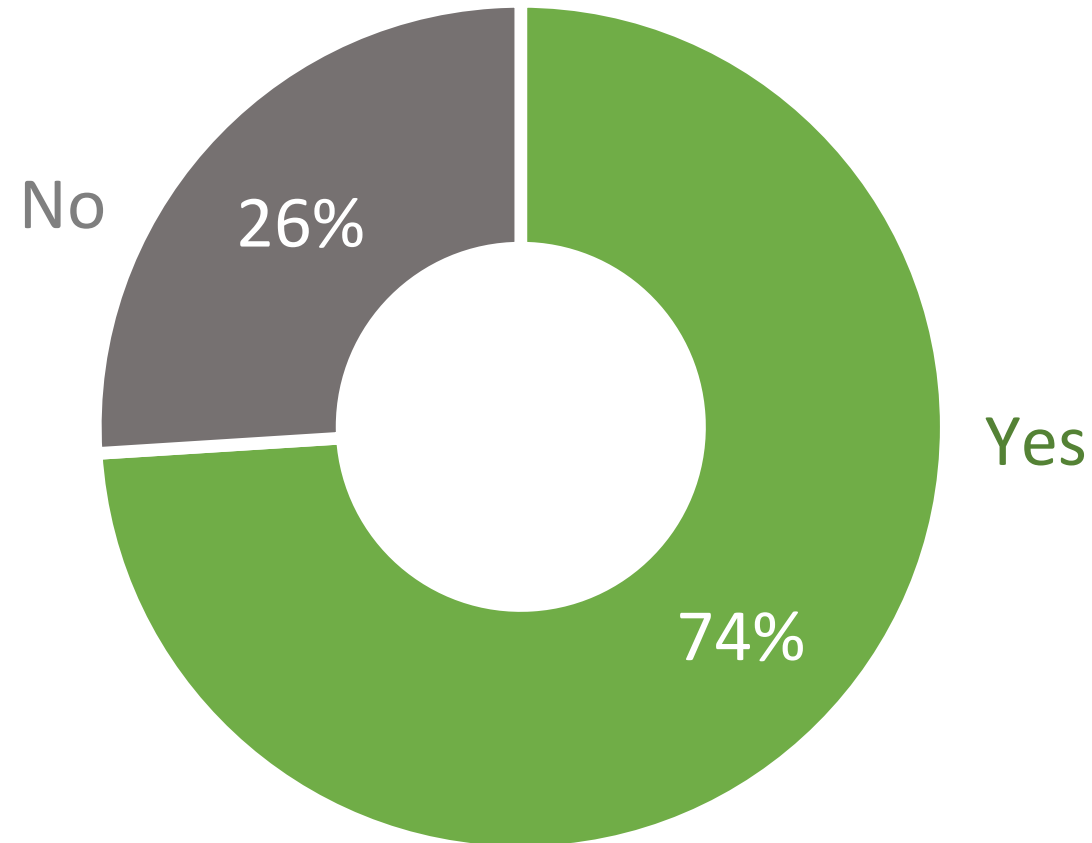


According to Spring 2022 Restorative Culture Student Survey (students in Grades 3-12)

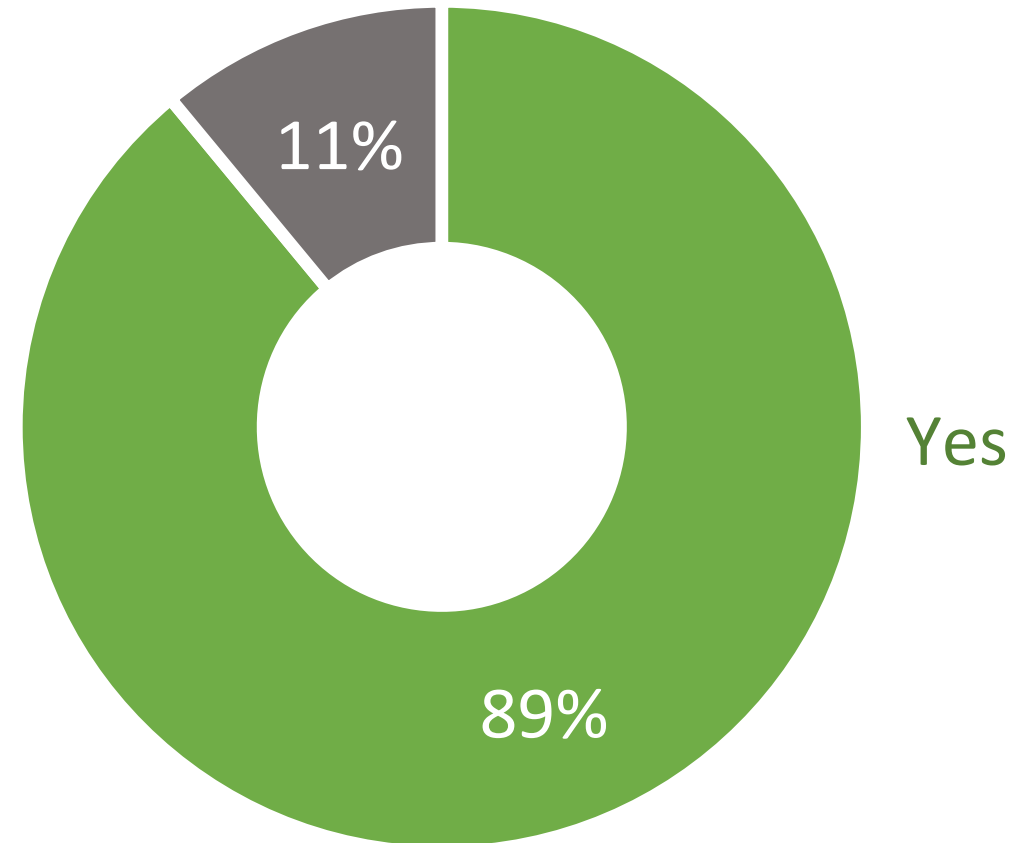
Students reported that adults in their school support their well-being.



Staff reported that the leadership in their school supports their well-being.



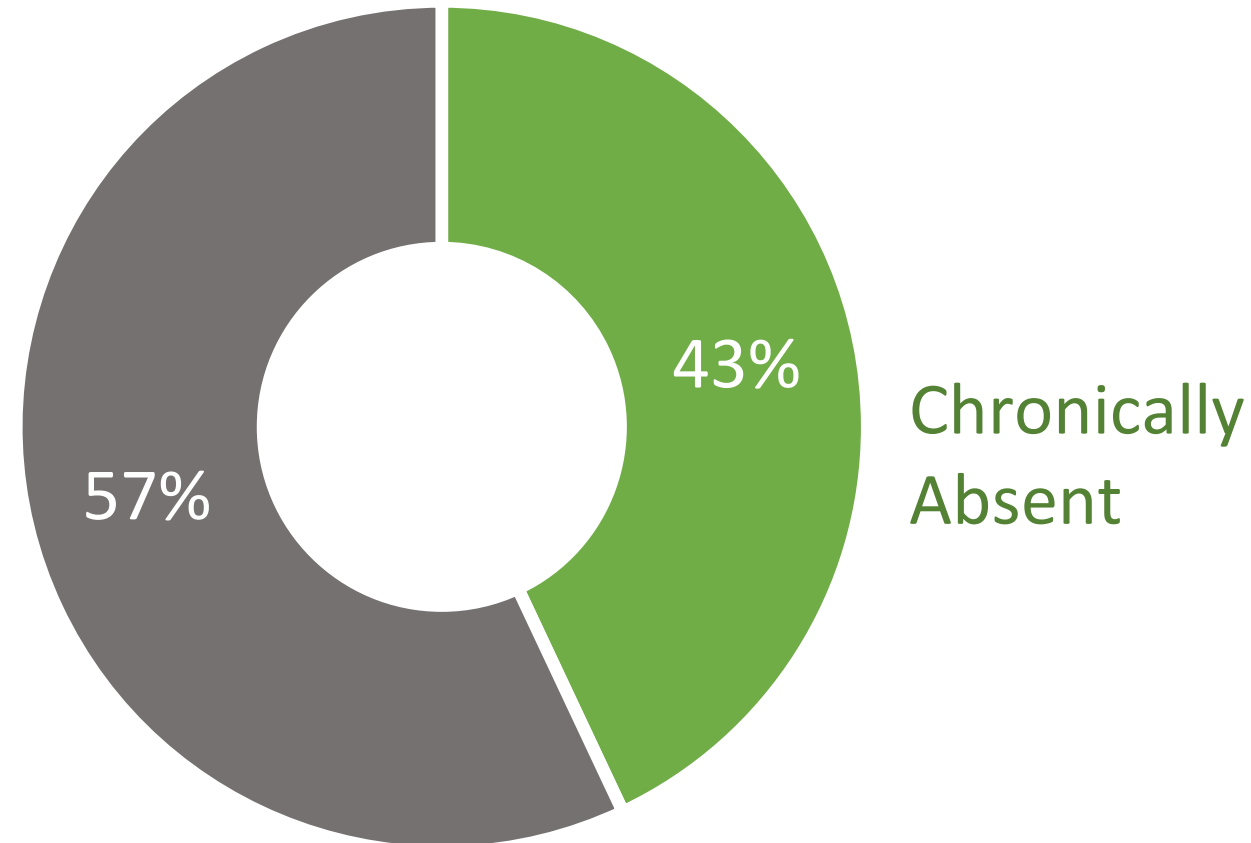
Staff reported that their colleagues support their well-being.



PRIORITY AREA 1 METRIC

Decrease in chronic absenteeism for students who qualify for free and reduced lunch.

K-12 students who qualify for free & reduced lunch with 17 or more absences.



DEEPER LEARNING FOR EVERY STUDENT



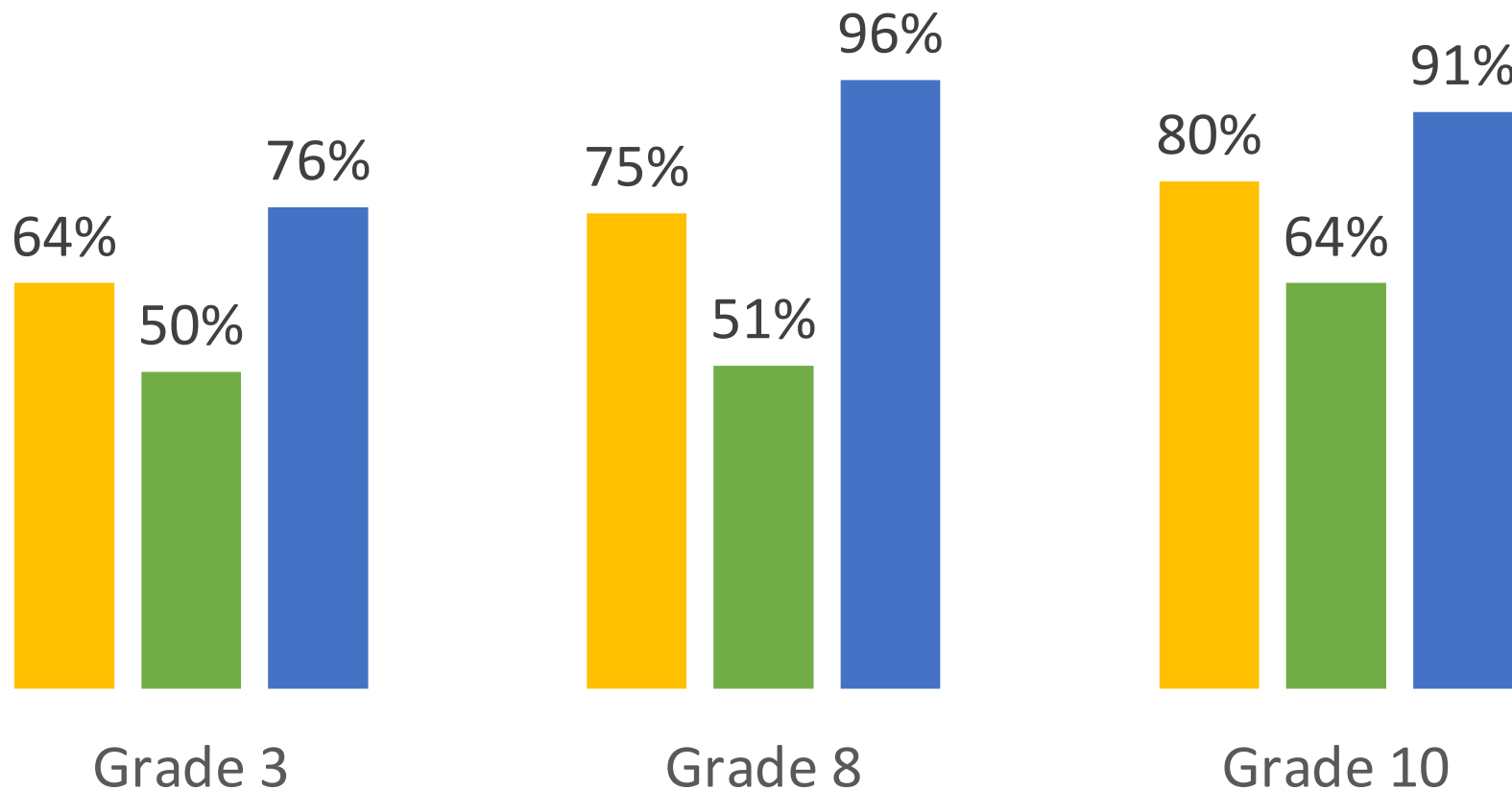
Students will feel challenged, empowered and engaged in learning environments with rigorous and inclusive curricular materials and practices that meet the individual needs of students while cultivating, promoting, and celebrating identity, ability, language and culture.

PRIORITY AREA 2 METRIC

Increase in overall proficiency and decrease in the disparity in math and reading proficiency (based on free & reduced lunch status) in grades 3, 8, and 11.

Students on or above grade level in reading

■ All ■ FRL ■ NFRL



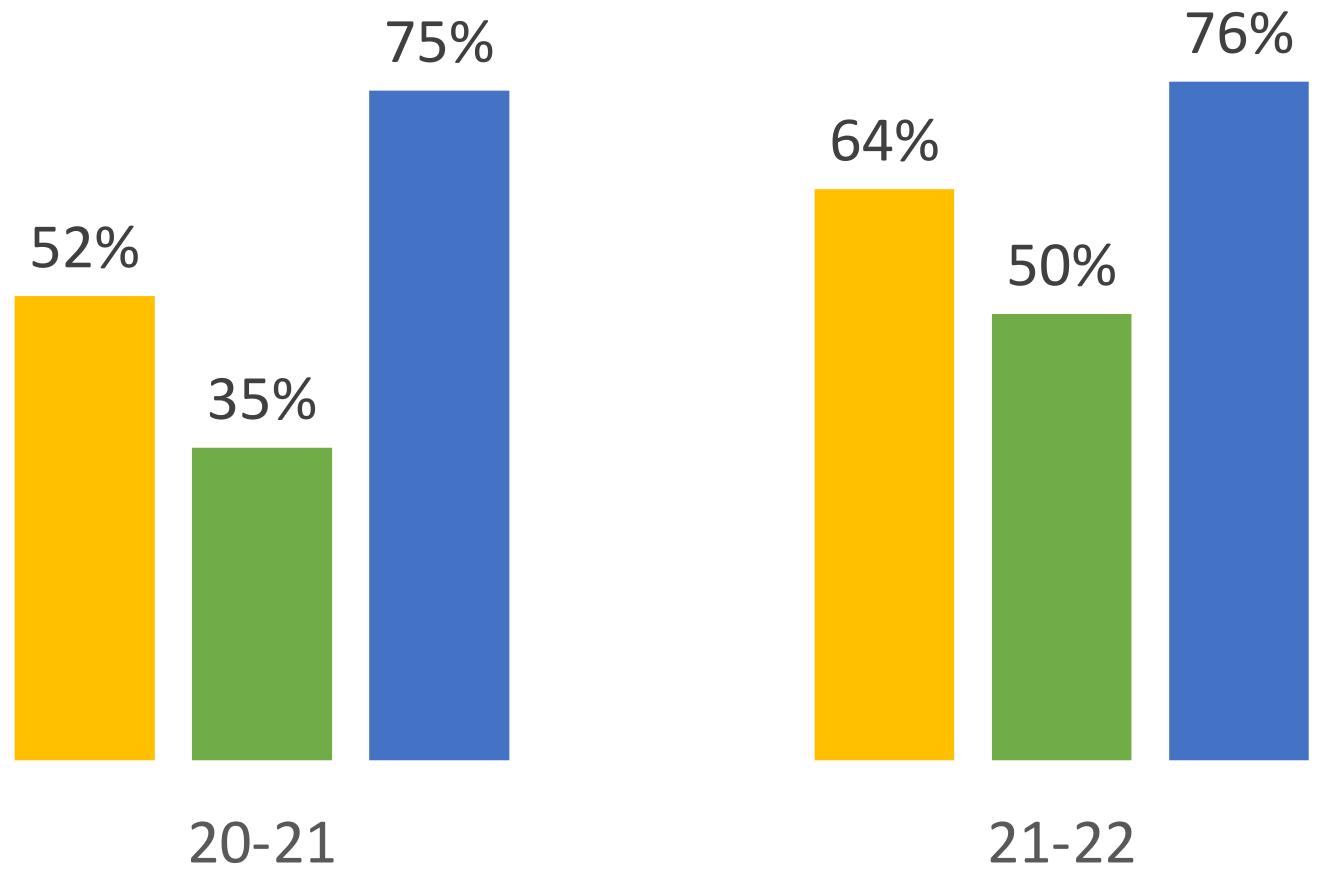
Participation Rates:
Grade 3 = 93%
Grade 8 = 84%
Grade 10 = 63%

Historical: Third graders on or above grade level in reading

■ All ■ FRL ■ NFRL

12 percentage point overall increase.

14 percentage point decrease in income disparity.



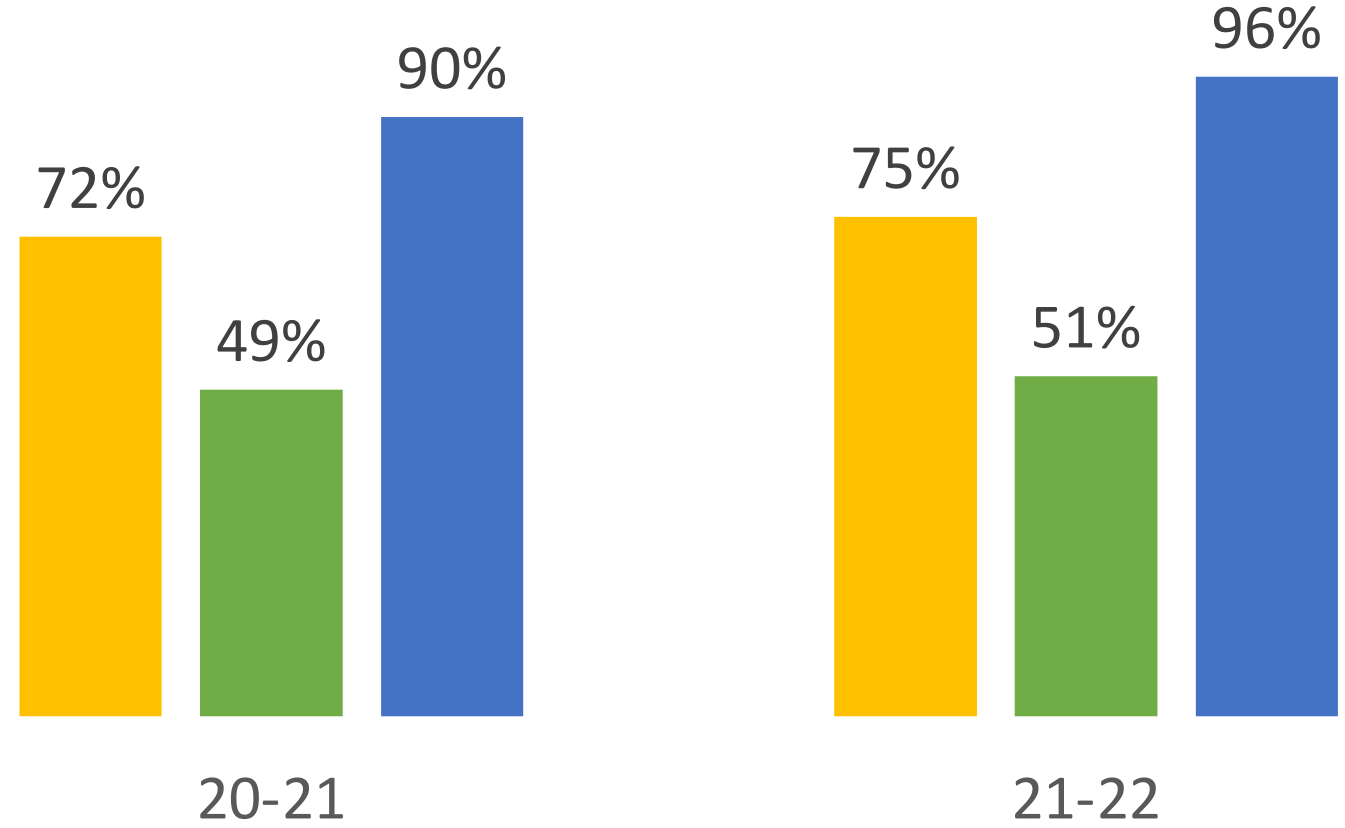
According to Spring Literably Instructional Level scores of third graders

Historical: Eighth Graders on or above grade level in reading

■ All ■ FRL ■ NFRL

3 percentage point overall increase.

4 percentage point increase in income disparity.



According to Scholastic Reading Inventory Lexile scores of 8th graders



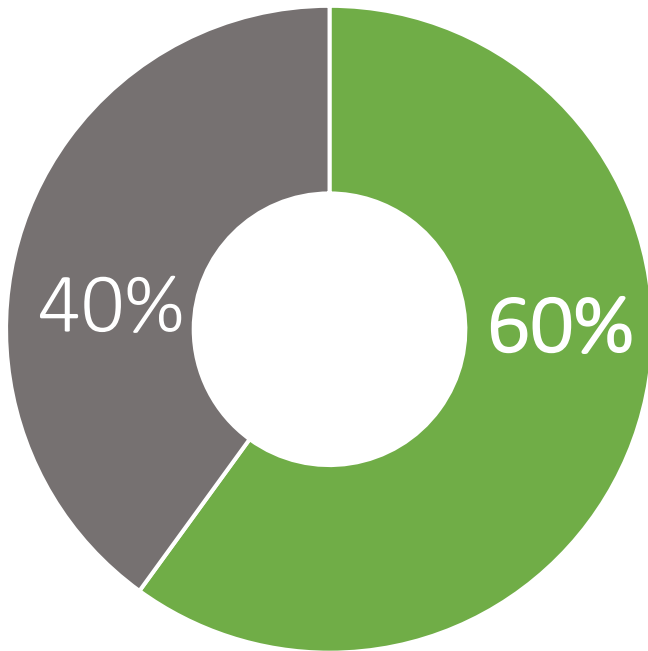
PRIORITY AREA 2 METRIC

90% of students say they are regularly challenged, empowered and engaged in learning.

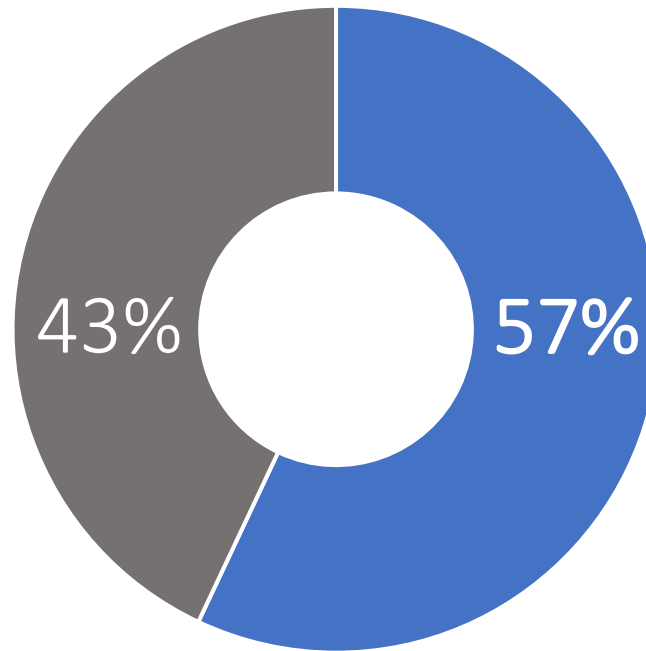
There is a decrease in the disparity in responses with students who have IEPs and students of the global majority.

Students reported feeling challenged, empowered and engaged in learning.

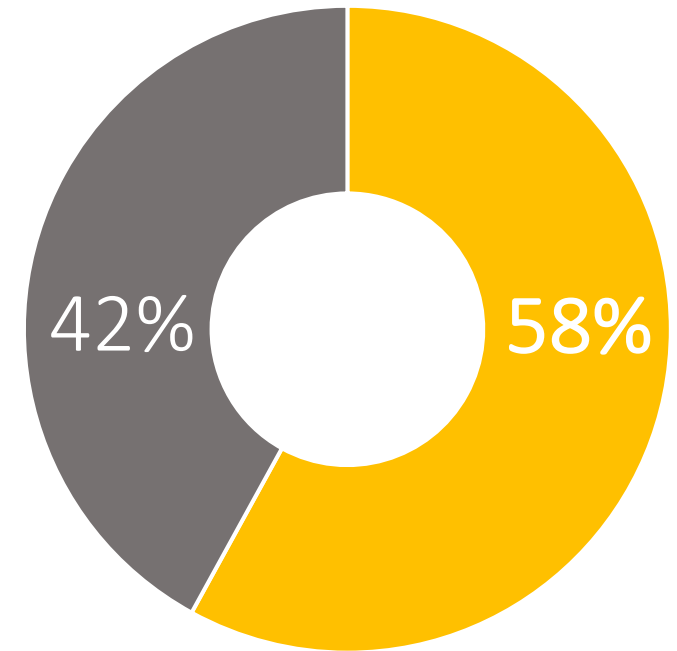
All Students



Students with IEPs

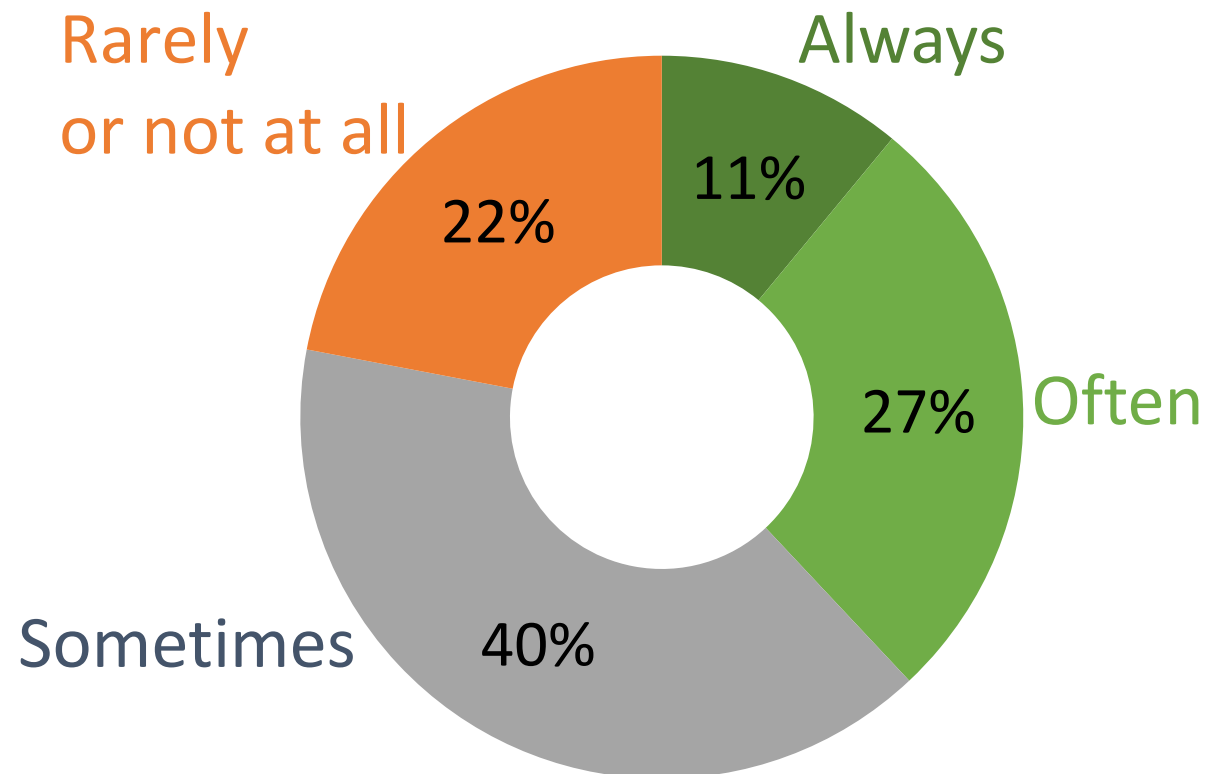


Students of the global majority



According to Spring 2022 Restorative Culture Student Survey (students in Grades 3-12)

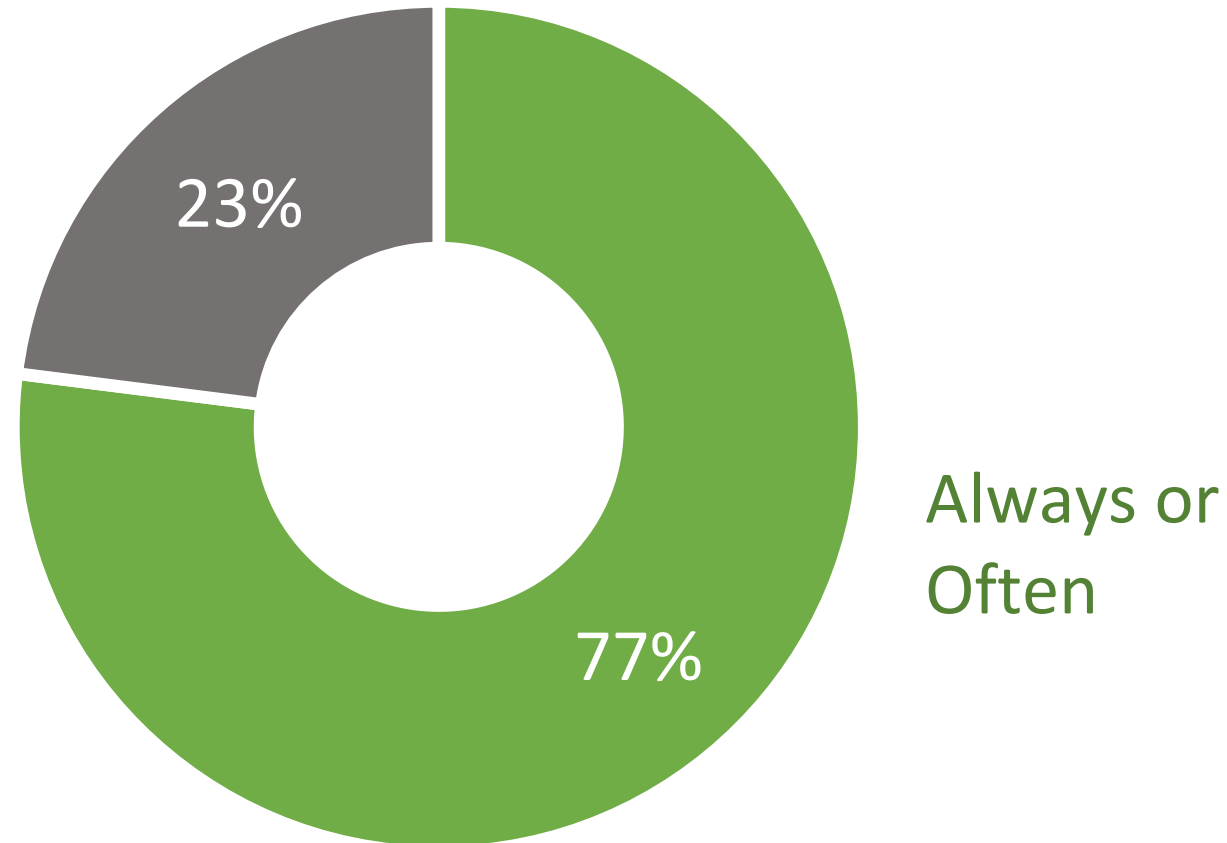
Students reported that their classes are interesting compared to other things they do.



PRIORITY AREA 2 METRIC

90% of students say their identity, ability, language and culture is cultivated, promoted and celebrated.

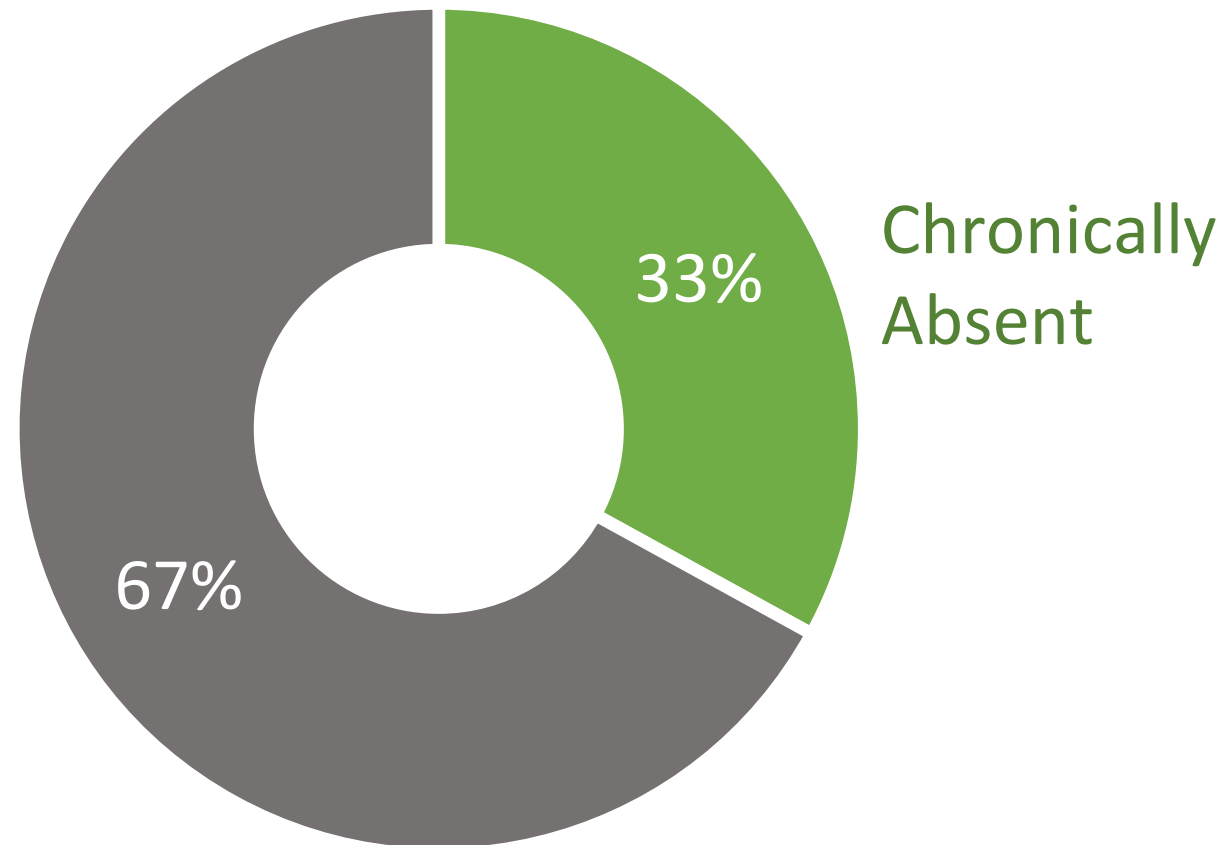
Students reported feeling that their school values their identity, ability, language(s) and culture.



PRIORITY AREA 2 METRIC

Notable decrease in chronic absenteeism.

K-12 students with 17 or more absences.





REIMAGINED HIGH SCHOOL

Working with students and the community, staff will redesign the range of high school experiences that provide deeper learning for every student and the new high school will support these experiences.



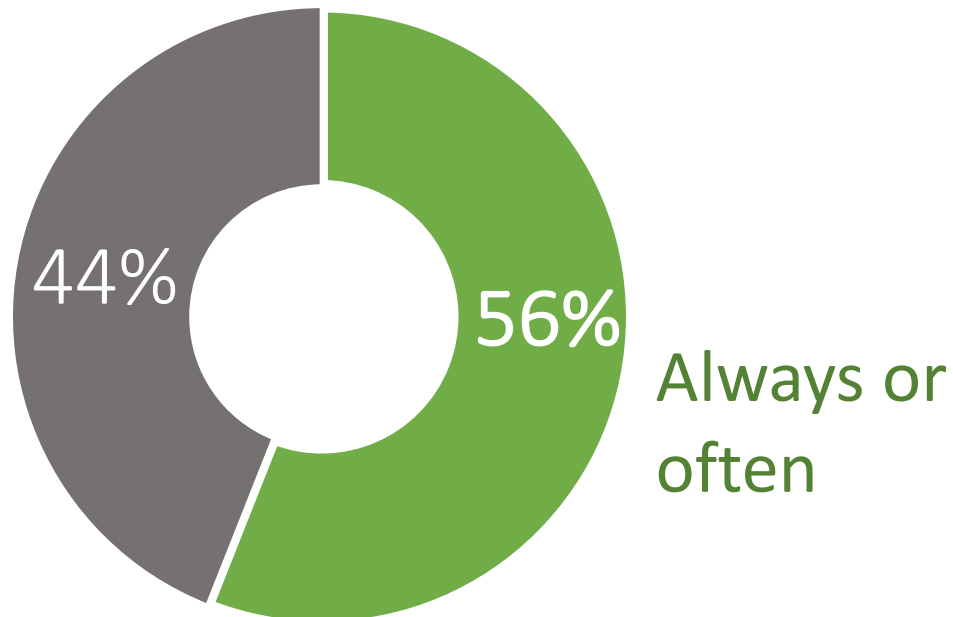
PRIORITY AREA 3 METRIC

High school students report that they are provided with experiences that are challenging, engaging, and empowering (which are needed to help them meet their goals).

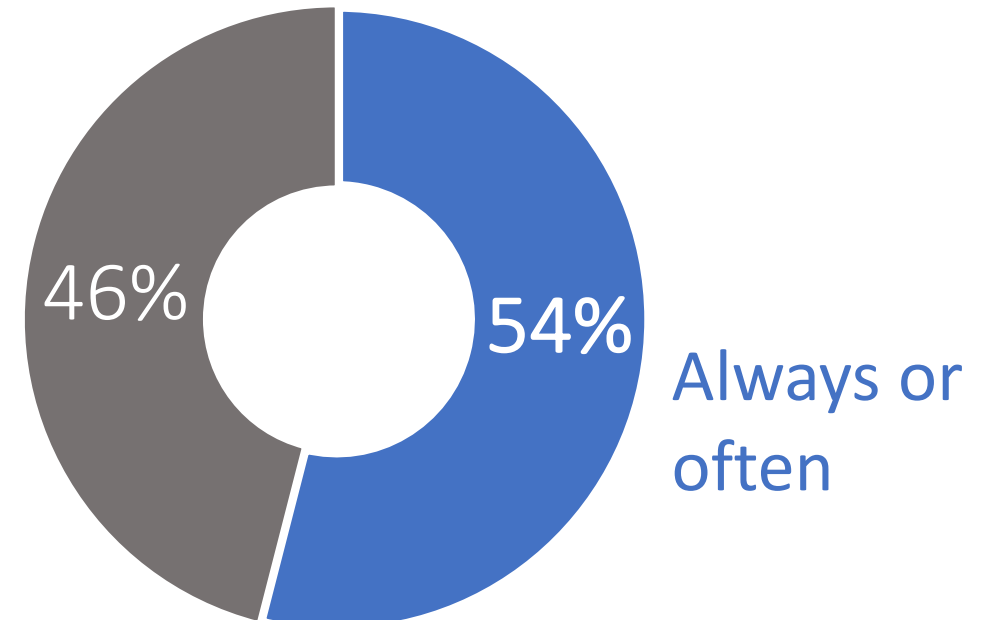
There is an increase in the percent of students of the global majority who are enrolled in challenging, engaging coursework.

High school students reported feeling challenged, empowered and engaged in learning.

All Students



Students of the global majority



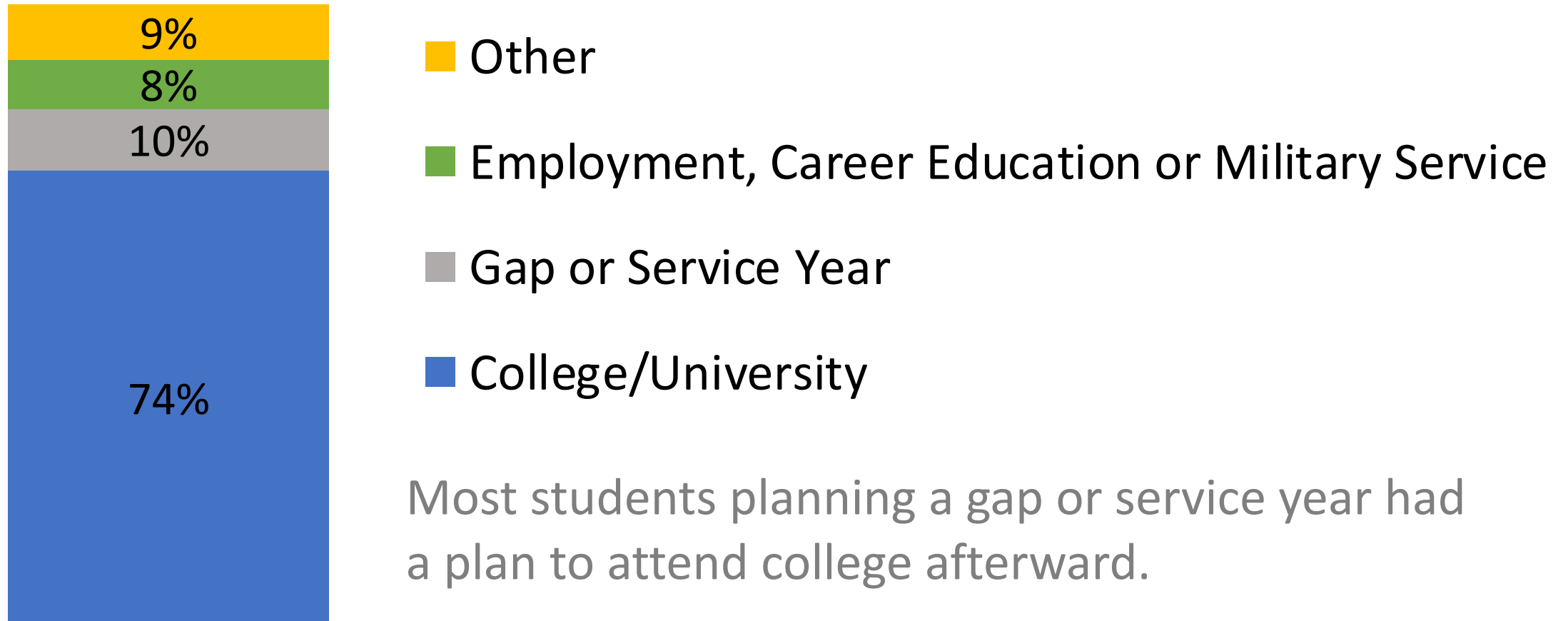
According to Spring 2022 Restorative Culture Student



PRIORITY AREA 3 METRIC

90% of graduates are enrolled in post-secondary school or training, or are employed.

Graduating students reported their post-graduation plans



Most students planning a gap or service year had a plan to attend college afterward.



PRIORITY AREA 3 METRIC

Increase in the percentage of students of the global majority who are enrolled in AP, Honors, and dual enrollment courses.

Students of the global majority in advanced coursework

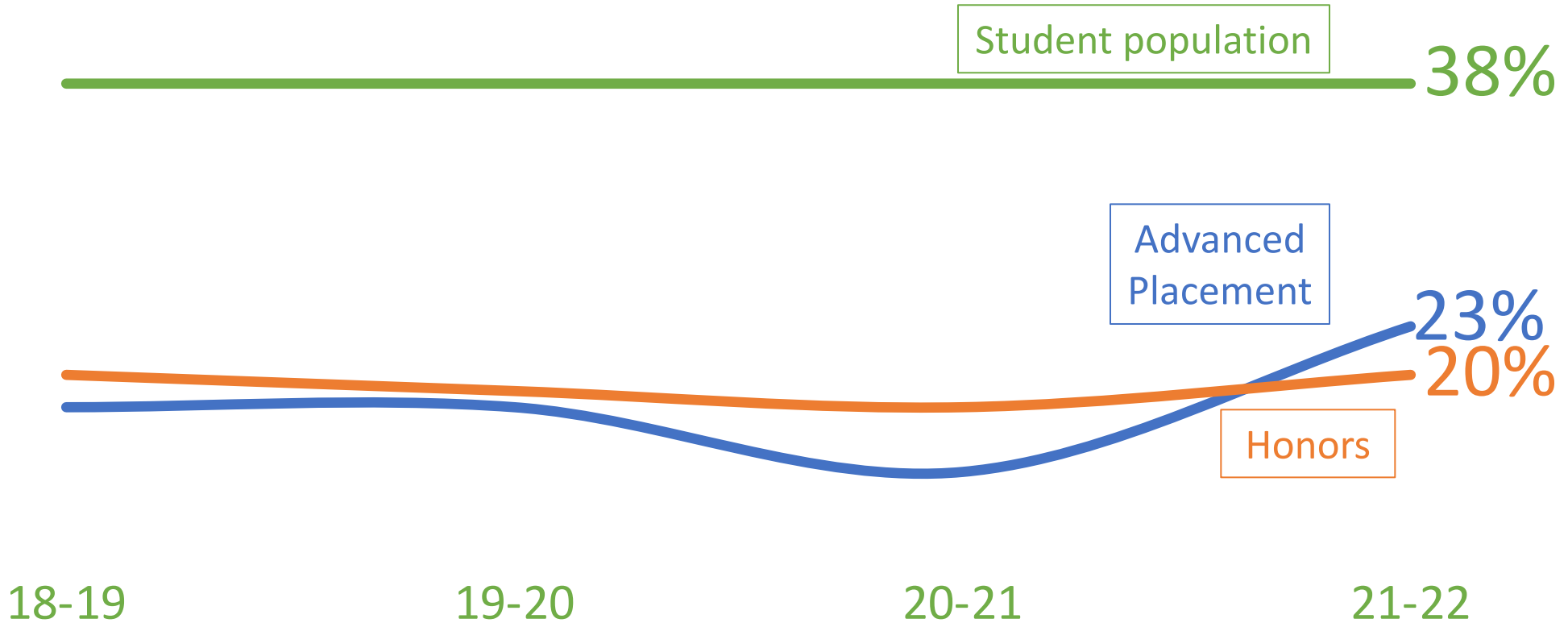


According to BHS final grades data from 21-22.



Advanced courses should have the same racial balance as the student population.

Historical: Students of the global majority in advanced coursework



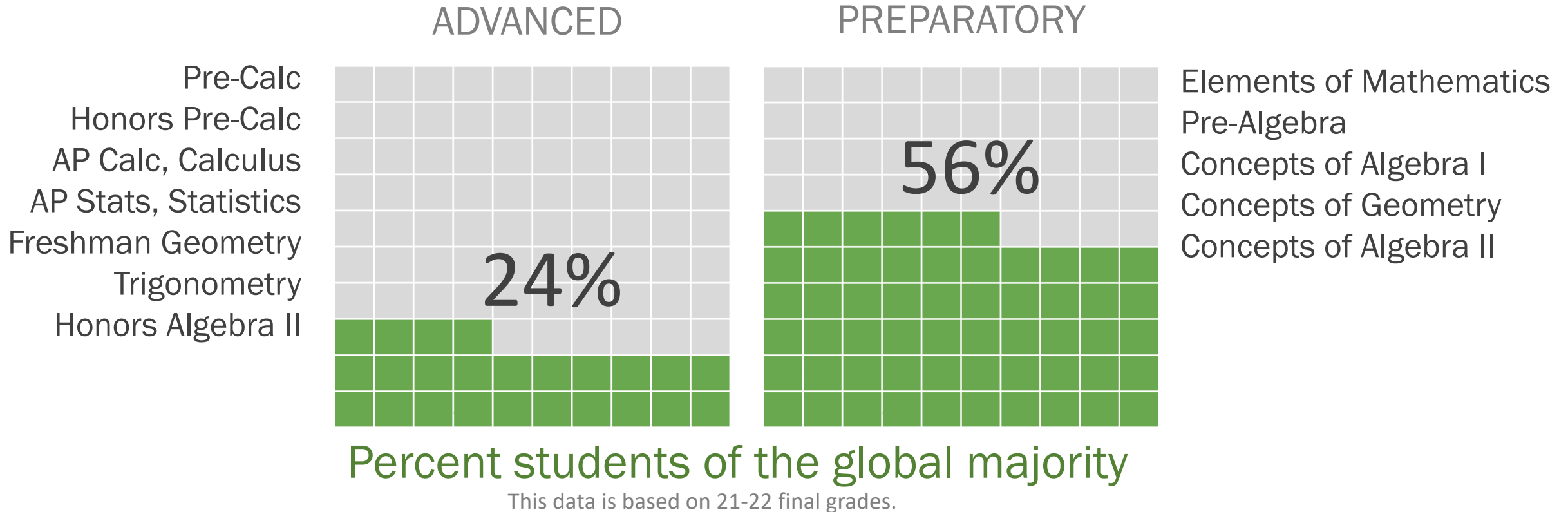
Honors and AP Classes should have the same racial balance as the student population.



PRIORITY AREA 3 METRIC

Eliminate disparities by race in high school math courses.

Racial disparities in math classes



Advanced and preparatory math classes should have similar racial balance and should be like the student population.



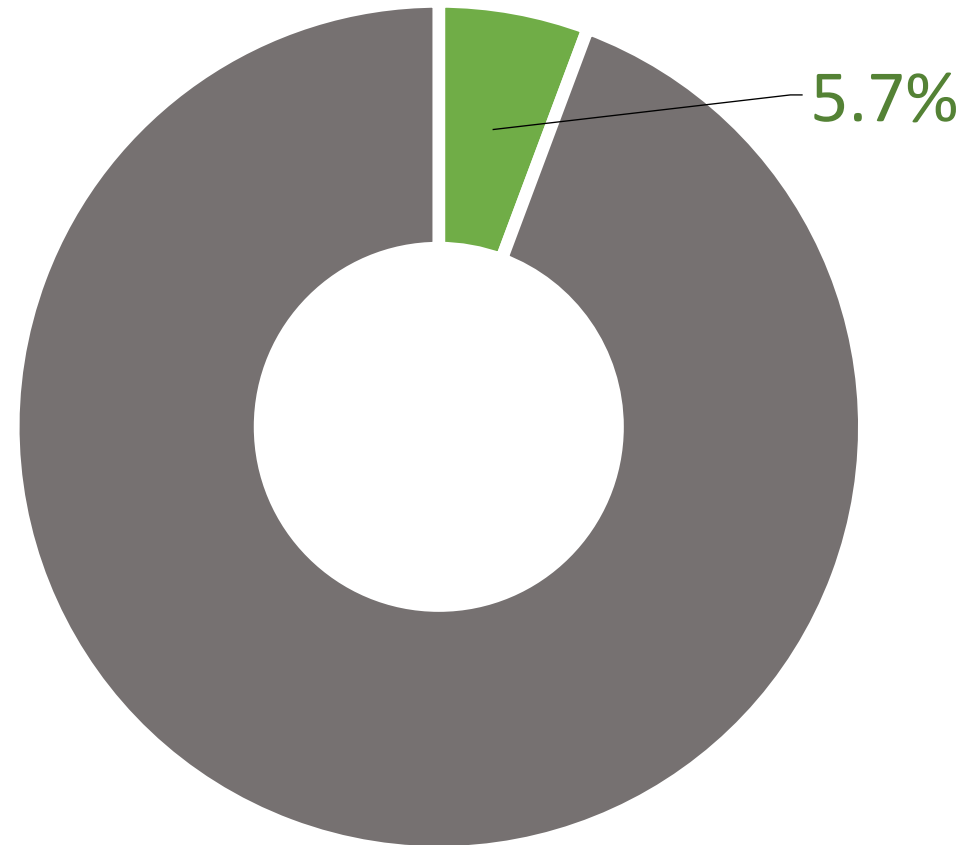
EDUCATORS WHO LOOK LIKE OUR STUDENTS

Students and families will have a community of teachers, school leaders and district staff that are representative of the global majority.

PRIORITY AREA 4 METRIC

Increase the percentage of faculty (teachers and principals) of the global majority each year and ensure every school has multiple staff of the global majority.

Percent of faculty who identify as members of the global majority.

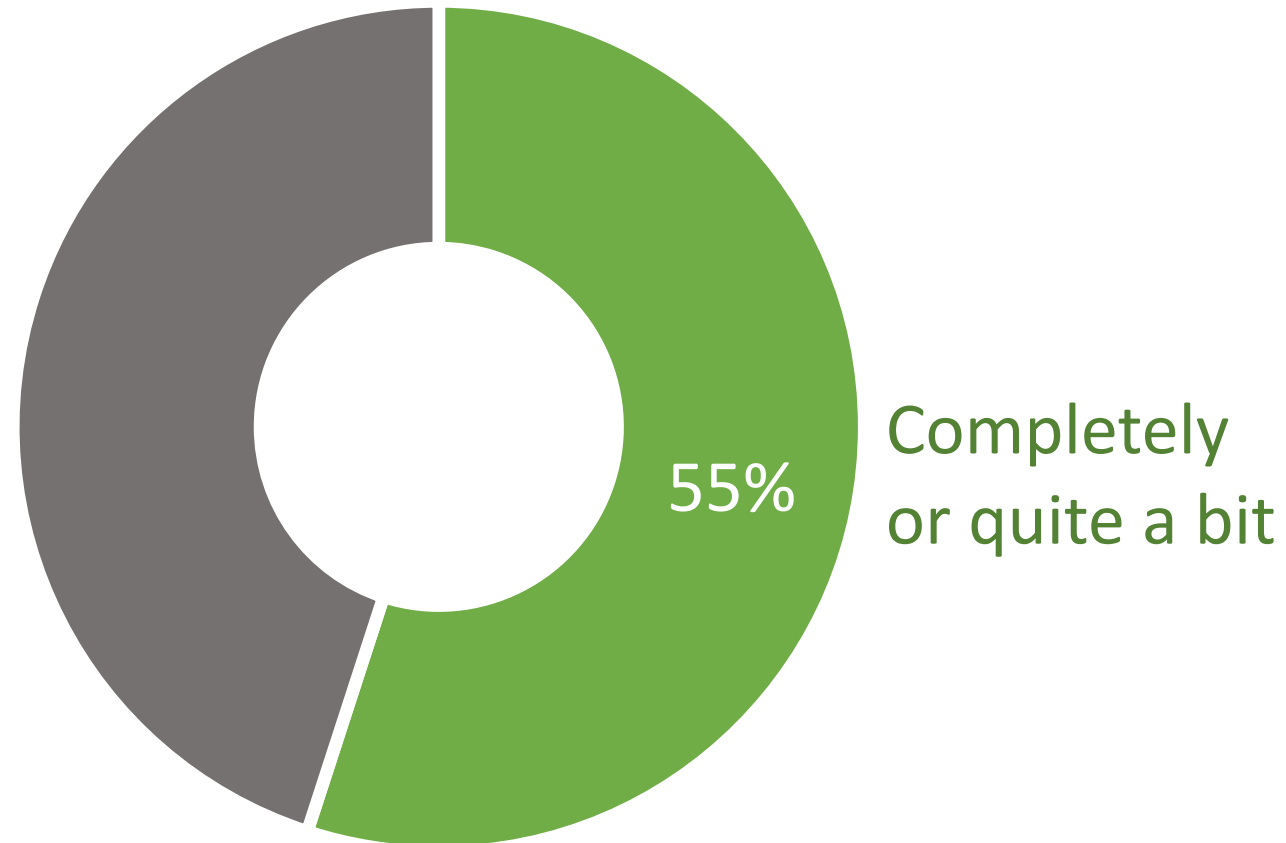


According to Fall 2021 Human Resources/Business Office data.

PRIORITY AREA 4 METRIC

Increase percentage of staff of the global majority who say they feel they belong in their school and in our district.

Percent of staff of the global majority who say they feel they belong in their school.



RELATIONSHIP-BASED COMMUNITIES THROUGH RESTORATIVE PRACTICES

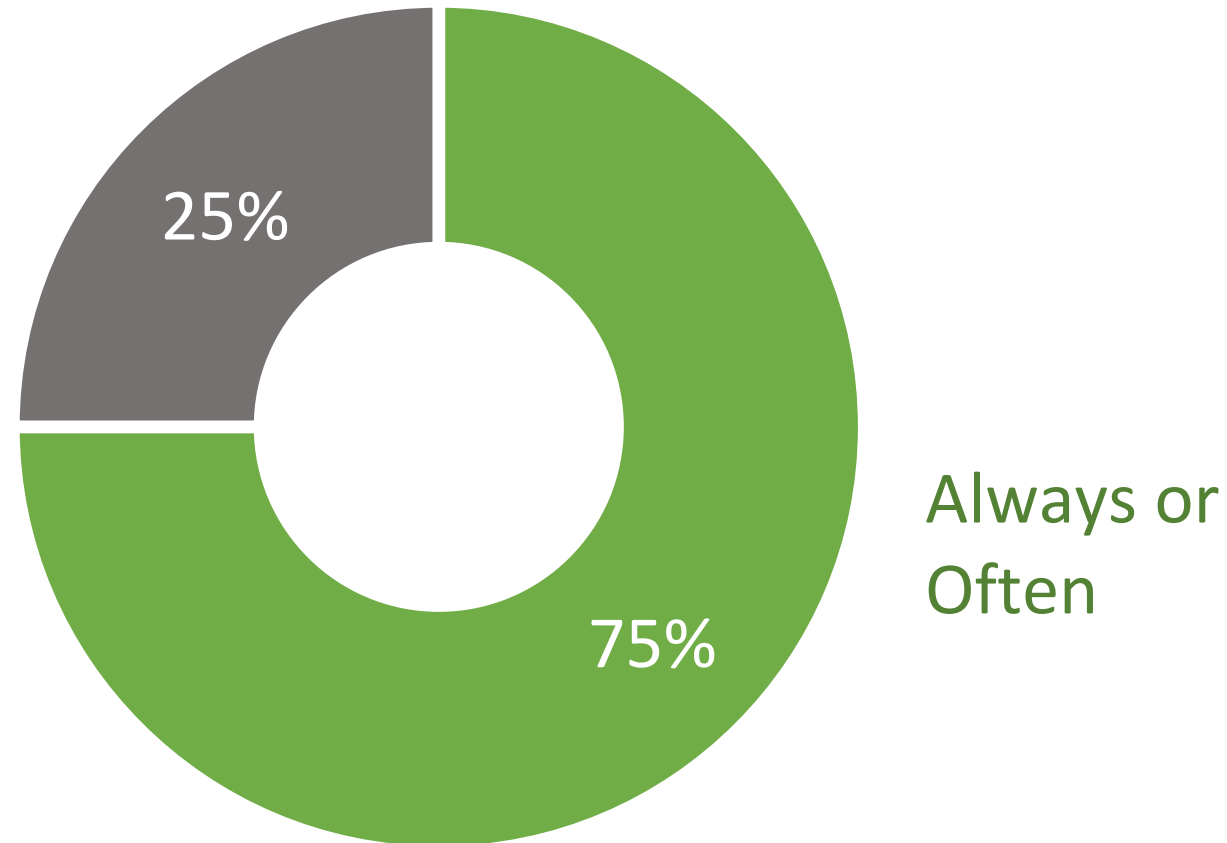


Students, staff and families will consistently integrate restorative practices to build community, redistribute power, address harm between people, and eliminate the use of punitive disciplinary practices.

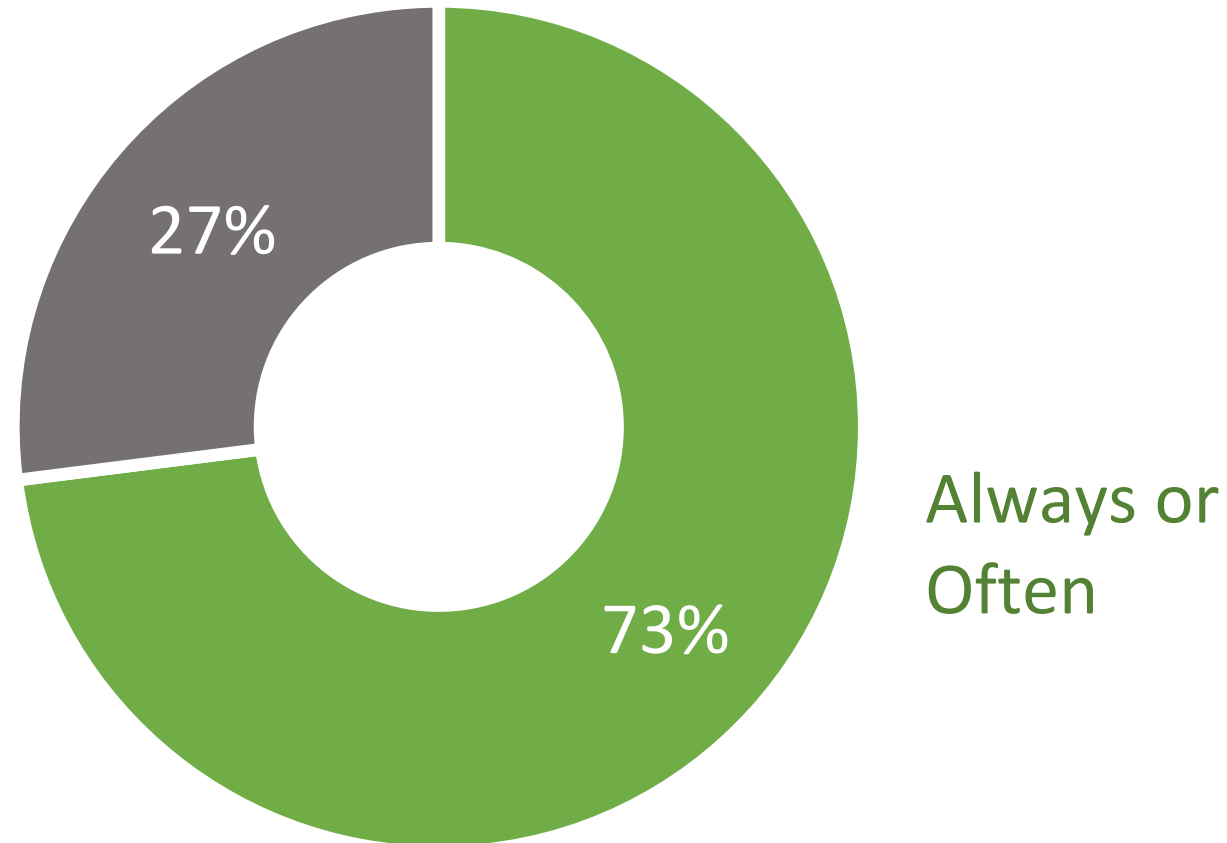
PRIORITY AREA 5 METRIC

Increase in percentage of students, staff and families who report feeling that they are treated fairly, respected, able to work better with peers, self-regulate, and have opportunities to repair harm.

Students reported that the adults at school treated them and others fairly.



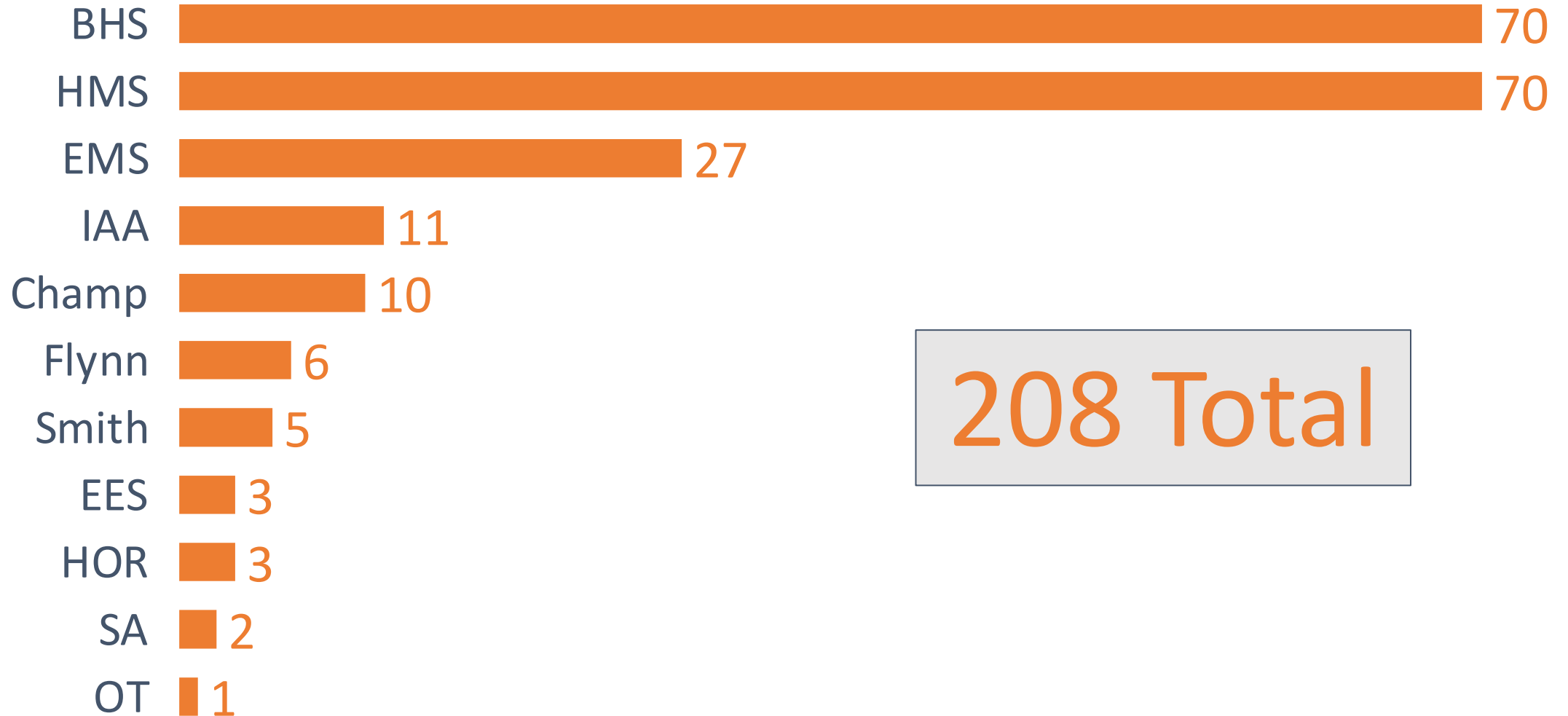
Students reported that they feel respected at school because of who they are.



PRIORITY AREA 5 METRIC

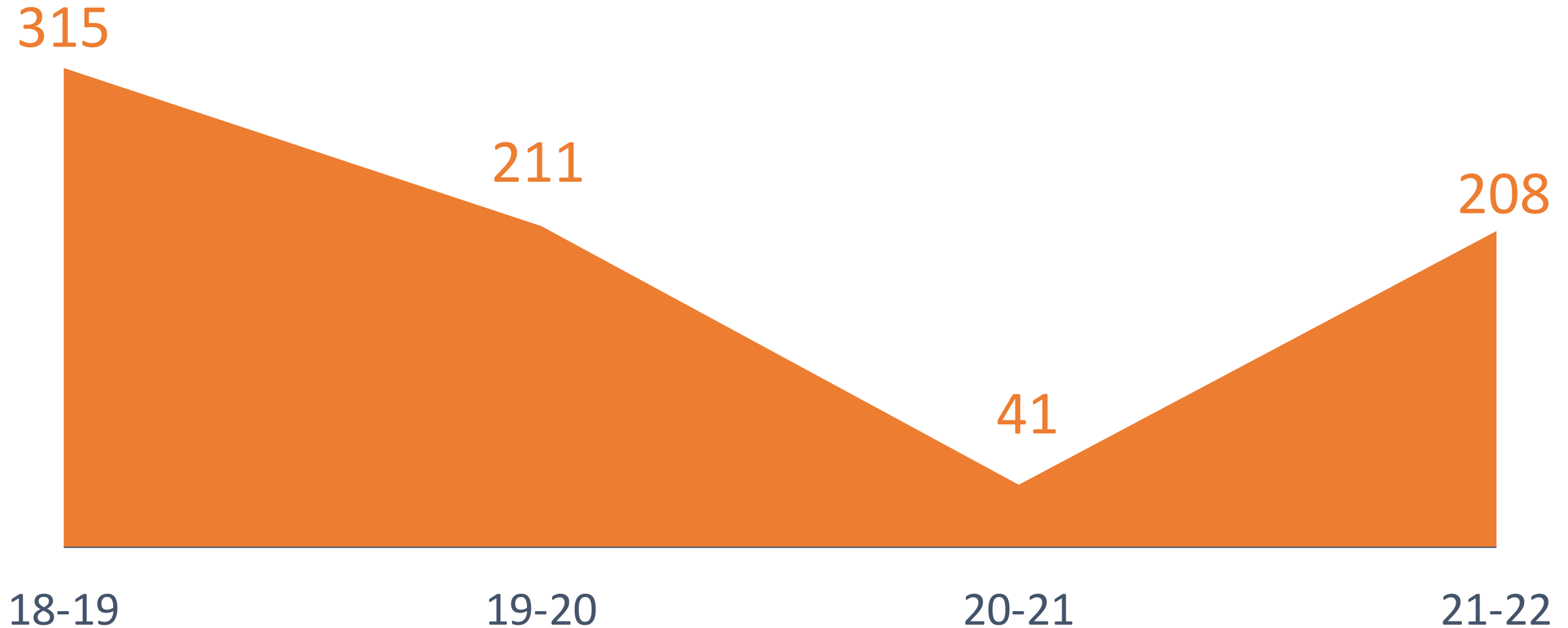
Reduce suspensions and office discipline referrals overall by 50% by the end of 2022-2023 school year, and by 90% in five years.

Out of school suspensions by school

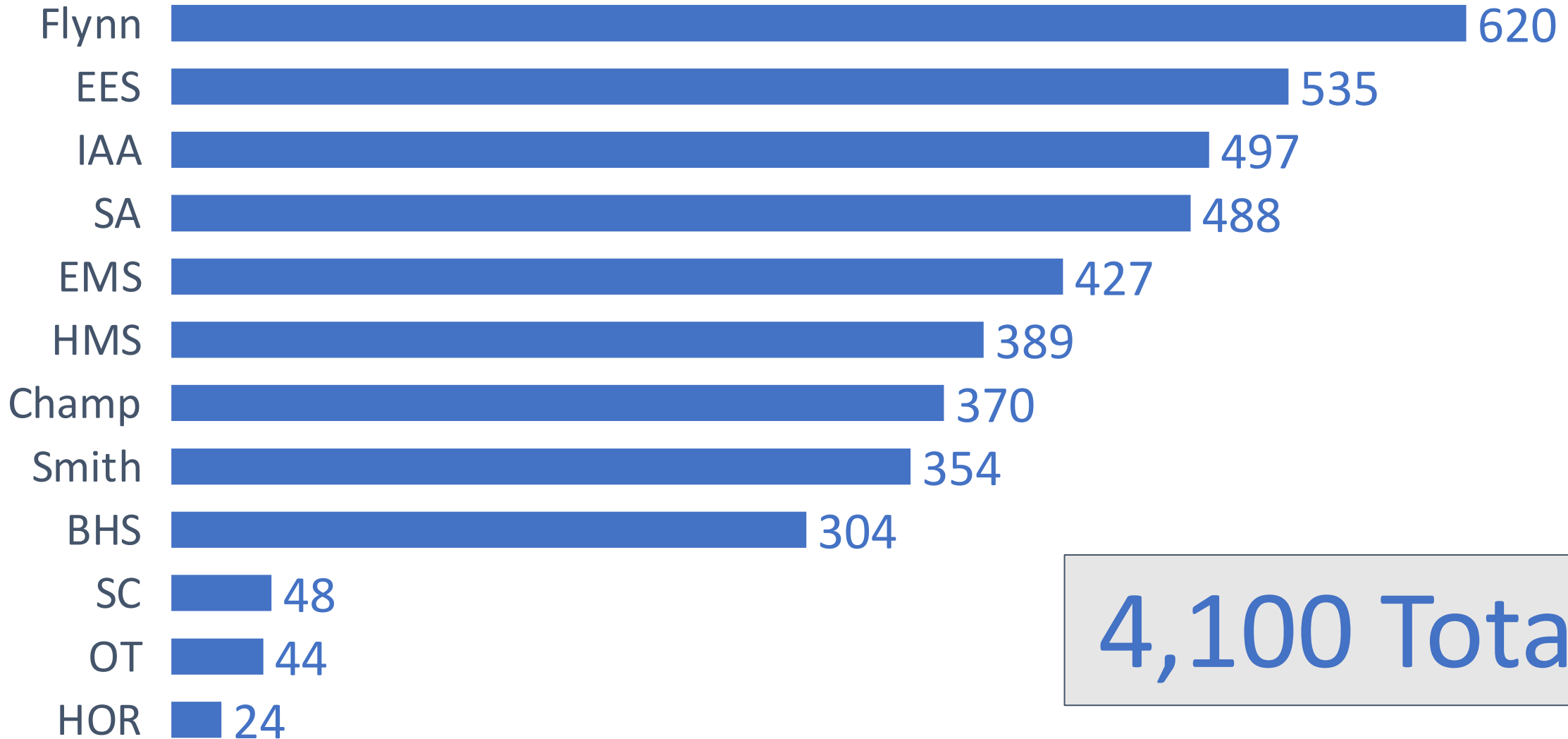


According to 21-22 Powerschool behavior data

Historical: Out of school suspensions



Office Discipline Referrals by school



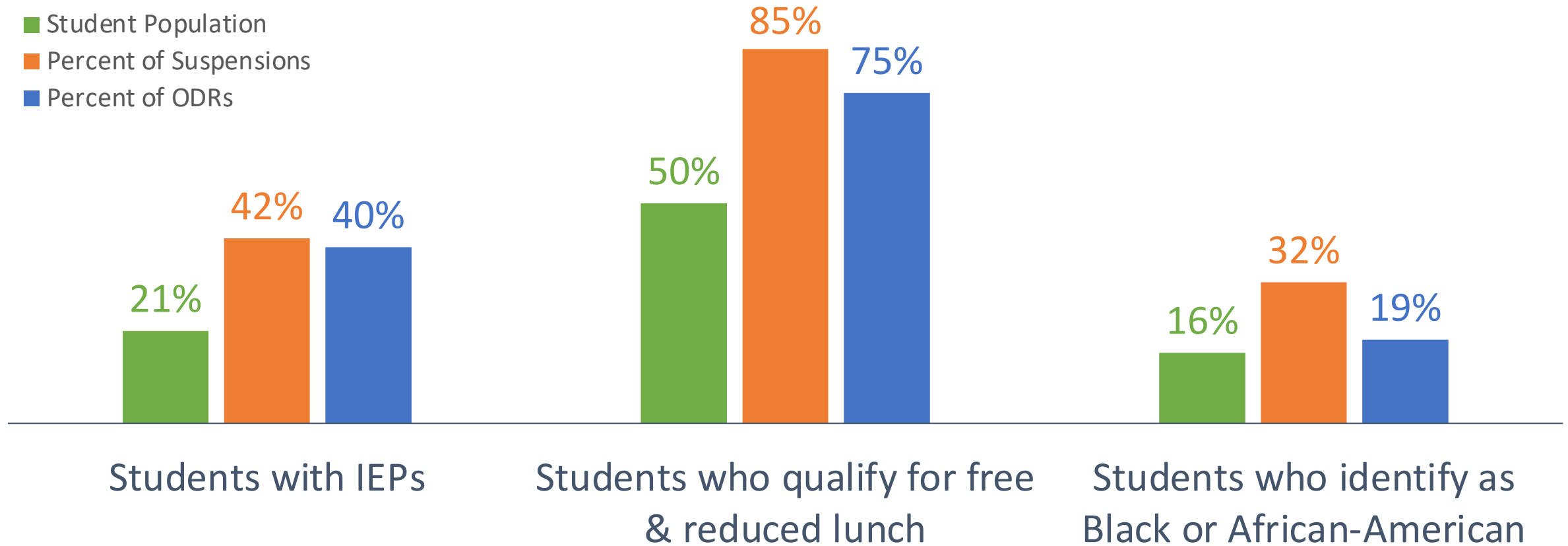
According to 21-22 Powerschool behavior data

PRIORITY AREA 5 METRIC

Eliminate disparities by race, for students with IEPs, and for students receiving free & reduced lunch in suspensions and office discipline referrals.

Disparities in suspensions and office discipline referrals

- Student Population
- Percent of Suspensions
- Percent of ODRs



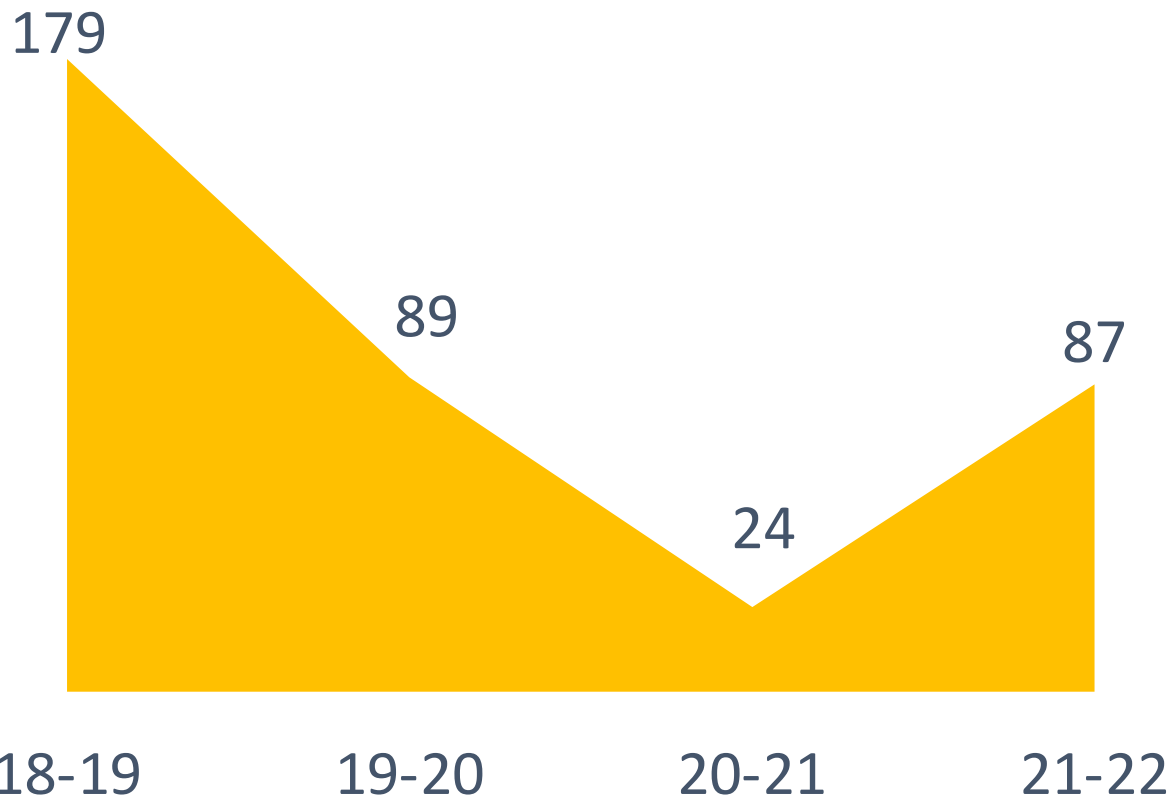
According to 21-22 Powerschool behavior data



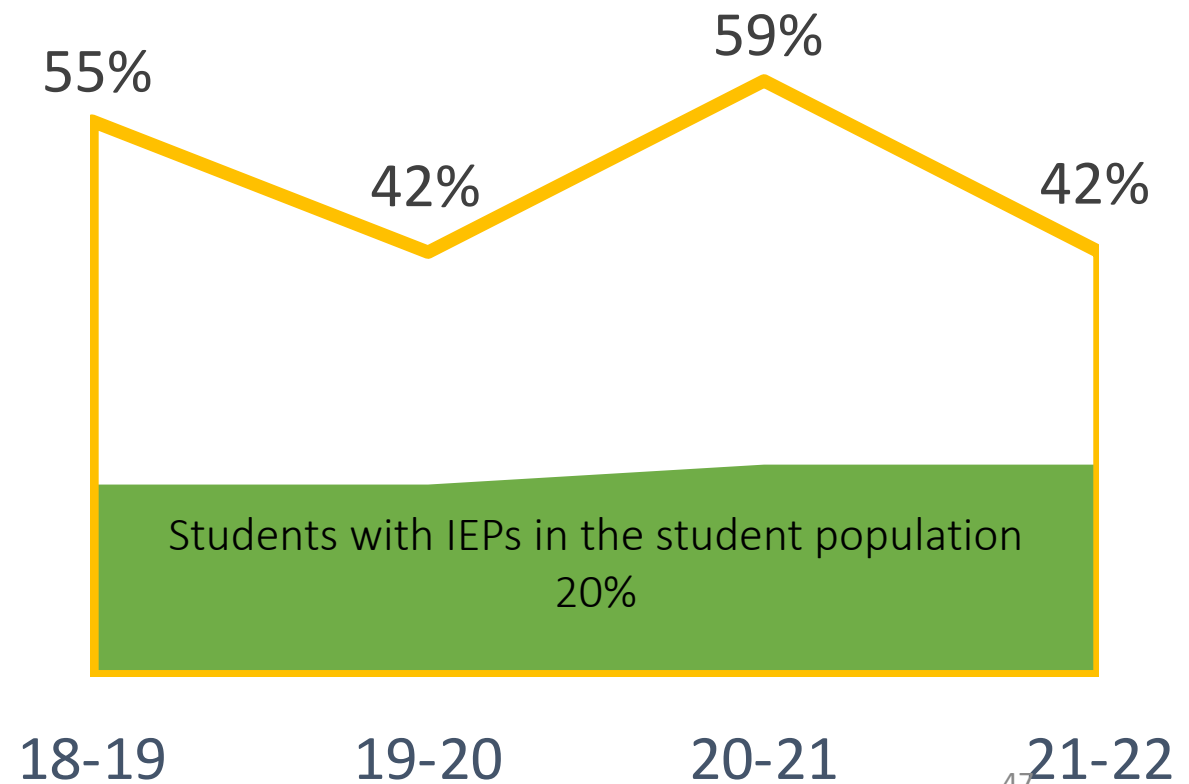
Students should not be overrepresented in discipline data based on their disability status, family income or race.

Historical: Disparities in suspensions - Disability

Number of out of school suspensions of students with IEPs.

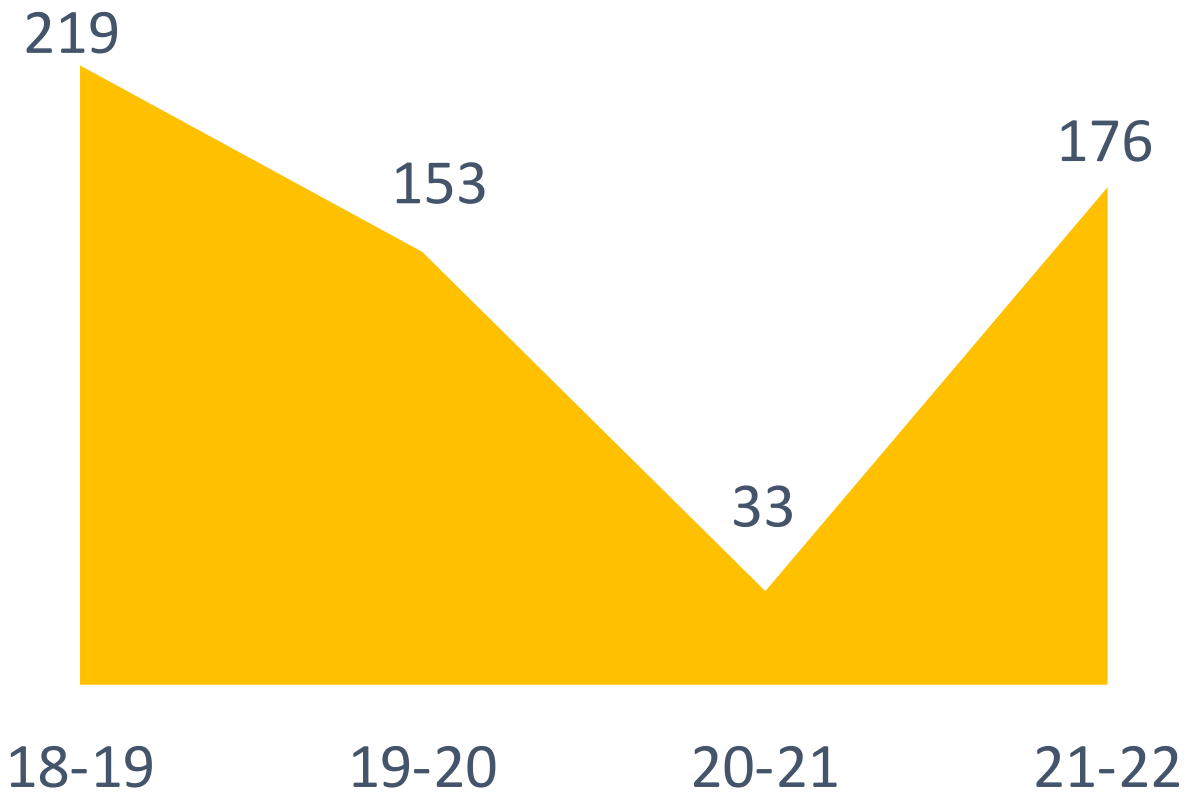


Students with IEPs make up a disproportionately high percentage of suspensions.

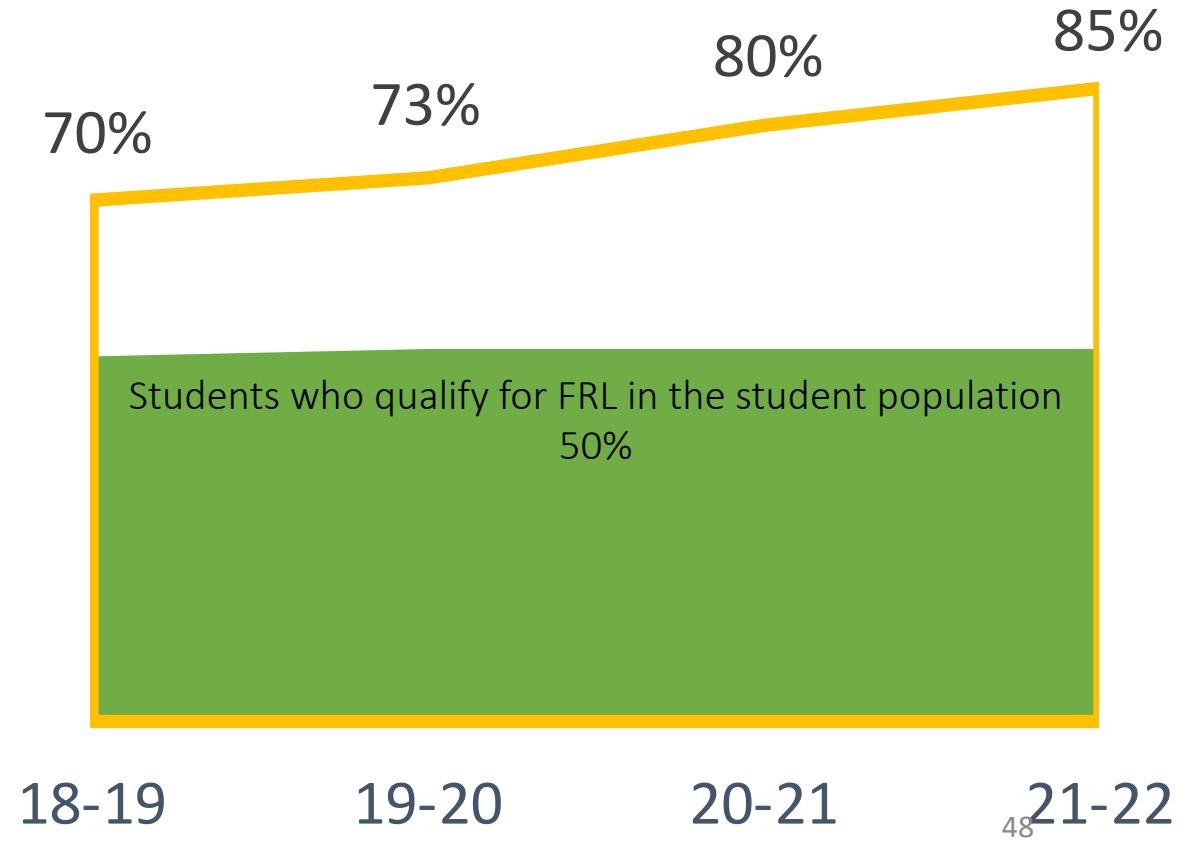


Historical: Disparities in suspensions - Income

Number of out of school suspensions of students who qualify for free & reduced lunch.



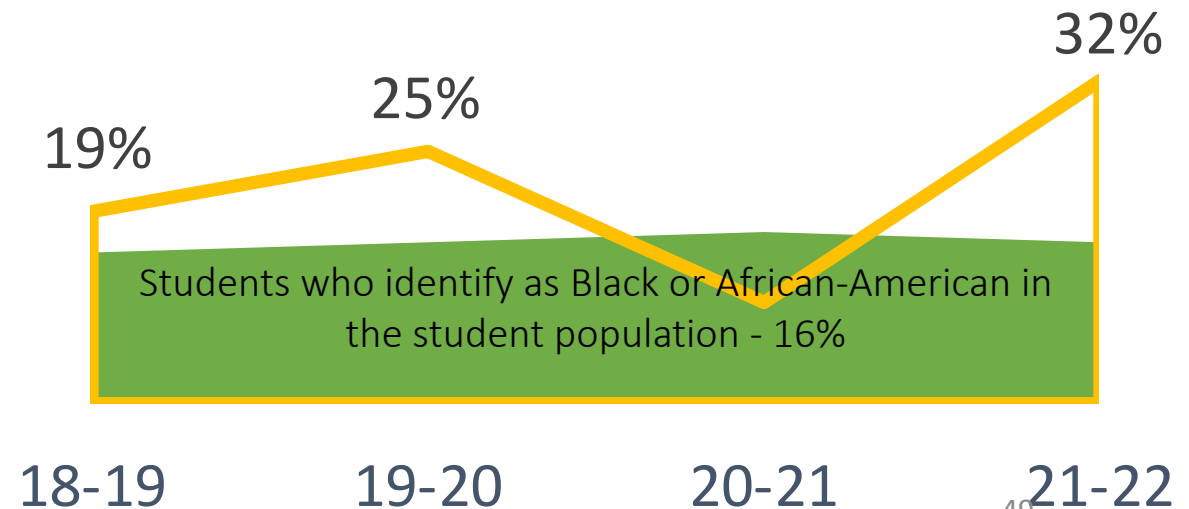
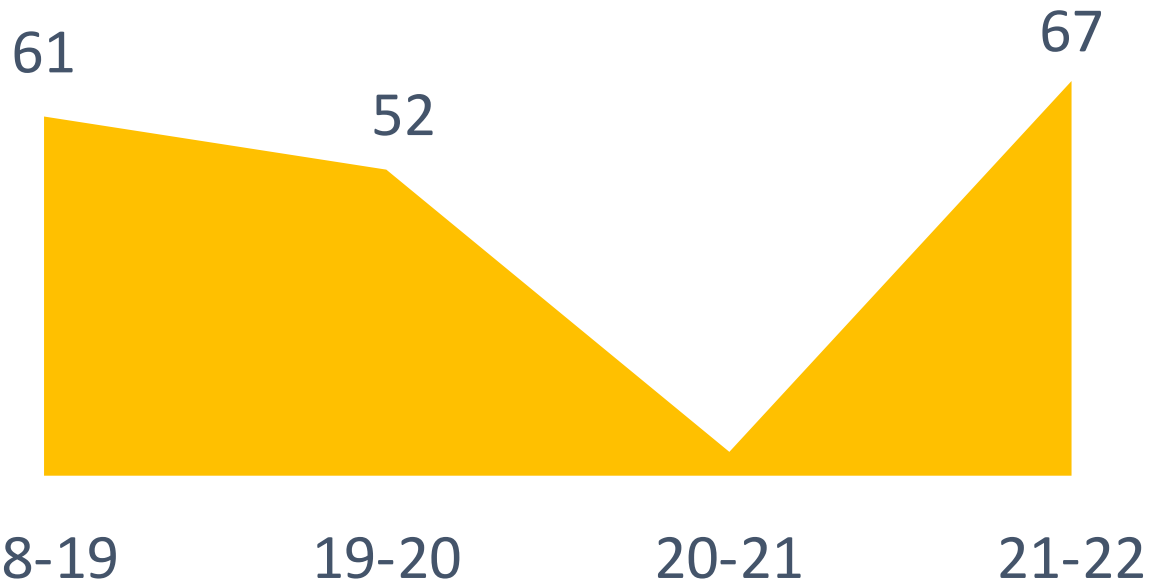
Students who qualify for free & reduced lunch make up a disproportionately high percentage of suspensions.



Historical: Disparities in suspensions - Race

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

Students who identify as Black or African-American make up a disproportionately high percentage of suspensions.



FRL = free & reduced lunch qualified (a measure of family income)

IEP = Individualized Education Program (the student has a disability)

Student or staff of the global majority = A person who identifies as Black, Indigenous, Person of Color or Latinx.

AP = Advanced Placement course

Honors = Honors course

Dual Enrollment = A college course was taken by a high school student.