



**Burlington School District
Equity Report
September 7, 2016**

The attached data sets span a period of three years beginning in 2013 examining comparative student performance in the areas of climate and inclusion (in and out of school suspensions), standardized testing (NECAP/SBAC), Algebra 2 enrollment and grades (A-B), and Honors/AP classes. The data is disaggregated based on race/ethnicity, Non-FRL and FRL, Non-ELL and ELL, and Non-IEP and IEP.

With regards to climate and inclusion, white students have experienced a decrease in both types of suspensions while students of color in general along with IEP and FRL students have experienced an increase. In terms of student achievement as defined by performance on standardized tests and Algebra 2 enrollment and A-B grades, similar disparities occur among the groups but the most significant gap occurs in Honors/AP class enrollment. These disparities are unacceptable and will be addressed strategically and tactically with leadership from the Equity Team.

There are two important factors that define a student's success in achieving their educational goals: a strong sense of belonging and feeling that they are good enough, smart enough. The Equity Team will be promoting and working from a comprehensive definition of education equity as defined by Paul Gorski. Education equity is achieved when Equity Literacy, positive socio-cultural identity, and academic achievement are aligned. Paul Gorski defines Equity Literacy as the cultivation of the skills and consciousness that enable us to recognize, respond to, and redress conditions that deny some students access to educational and other opportunities enjoyed by their peers. The overarching goal of the Equity Team is to provide positive support to educators in the district so that education equity is achieved in all learning spaces.

—————**YAW OBENG SUPERINTENDENT**—————



The team has established its roles and responsibilities and will operate through lateral management as opposed to hierarchical management. Establishing and maintaining trust will be essential as we will work and make decisions through consensus. Strategies and tactics for achieving education equity will be vetted by the team as it always looks to support one another in this work.

The team will meet for the first time the week of September 5th. Our goal will be to develop our work plan so we will have in place a coordinated effort to grow education equity in the district. We will be establishing relationships with key educator leaders built on trust and reciprocity in order to work with them as allies. While building trust with educators will be an ongoing process, we will first set out to map all of the equity initiatives that are occurring and how do we build on what is working and effective.

Partnering with educators will be important to best understand what training and support is needed but also providing the space for educators to develop innovative practices for achieving education equity. This has been a highly successful approach with the Partner Teacher Program at BHS that Partnership for Change has supported the past three years. Equally important will be to establish strategies that can offer constructive feedback so educators can effectively engage all of their students. Disengaged students usually become underachievers that can lead to behavioral issues that ultimately disrupts their education. The team will prioritize its approaches to maximize educator buy-in and is committed to present its work plan a Diversity and Equity Committee meeting.

YAW OBENG SUPERINTENDENT

Group	Demographic Data			Climate and Inclusion								
	SY 13-14 % of Total Population	SY 14-15 % of Total Population	SY 15-16 % of Total Population	13-14 % all students with 95 % plus attendance	14-15 % all students with 95 % plus attendance	15-16 % all students with 95 % plus attendance	13-14 % of students with In-School Suspension	14-15 % of students with In-School Suspension	15-16 % of students with In-School Suspension	13-14 % of students with Out-Of-School Suspensions	14-15 % of students with Out-Of-School Suspensions	15-16 % of students with Out-Of-School Suspensions
Female	48.1%	47.5%	47.2%	70.7%	69.4%	73.6%	25.4%	26.2%	21.5%	27.8%	22.9%	34.2%
Male	51.9%	52.5%	52.8%	67.5%	68.5%	74.1%	74.6%	73.8%	78.5%	72.2%	77.1%	65.8%
Non-FRL	51.9%	53.9%	53.1%	72.1%	71.1%	77.1%	17.6%	20.8%	20.9%	20.1%	20.6%	14.0%
FRL	48.1%	46.0%	46.9%	65.8%	66.3%	70.2%	82.4%	79.2%	79.1%	79.9%	79.4%	86.0%
White	66.5%	65.7%	65.6%	66.4%	64.5%	71.2%	52.3%	53.7%	45.1%	53.8%	51.9%	52.6%
Black	14.1%	14.0%	14.2%	77.6%	80.8%	87.1%	29.5%	28.2%	37.0%	34.3%	34.4%	35.1%
Asian	10.7%	11.2%	11.8%	76.1%	79.4%	77.6%	8.3%	8.7%	8.6%	4.1%	3.8%	4.4%
Hispanic	3.4%	3.5%	2.2%	64.5%	68.0%	74.7%	3.1%	3.4%	2.5%	1.8%	3.1%	0.9%
Multi-ethnic	5.1%	5.4%	6.2%	68.6%	70.5%	65.6%	5.7%	6.0%	6.8%	5.3%	6.9%	7.0%
Non-ELL	85.2%	86.1%	85.1%	67.5%	67.0%	72.6%	82.4%	79.2%	76.7%	84.0%	79.4%	82.5%
ELL	14.7%	13.8%	14.9%	78.2%	80.9%	81.1%	17.6%	20.8%	23.3%	16.0%	20.6%	17.5%
Non-IEP	87.3%	88.2%	85.1%	69.6%	69.8%	75.4%	74.1%	77.9%	66.3%	71.0%	70.2%	55.3%
IEP	12.7%	11.8%	14.9%	65.2%	62.6%	65.0%	25.9%	22.1%	33.7%	29.0%	29.8%	44.7%

* for example:
66.4% of white students attended school 95 % or more of the time

* for example:
82.4% of students with in-school suspension were Non-ELL. This is an unduplicated count

* for example:
29.0% of students with in-school suspension were IEP. This is an unduplicated count

Group	Demographic Data			Standardized Tests % Proficient					
	SY 13-14 % of Total Population	SY 14-15 % of Total Population	SY 15-16 % of Total Population	13-14 NECAP Reading	14-15 SBAC Reading	15-16 SBAC Reading	13-14 NECAP Math	14-15 SBAC Math	15-16 SBAC Math
	Female	48.1%	47.5%	47.2%	71.8%	64.0%	63.2%	56.1%	44.9%
Male	51.9%	52.5%	52.8%	58.5%	50.7%	47.6%	53.7%	43.9%	43.3%
Non-FRL	51.9%	53.9%	53.1%	84.3%	76.9%	75.4%	75.2%	64.0%	64.5%
FRL	48.1%	46.0%	46.9%	43.4%	30.6%	29.1%	32.4%	19.2%	20.9%
White	66.5%	65.7%	65.6%	73.5%	66.3%	63.8%	64.4%	55.0%	54.7%
Black	14.1%	14.0%	14.2%	38.0%	25.6%	27.0%	22.6%	12.1%	14.5%
Asian	10.7%	11.2%	11.8%	37.0%	31.3%	35.1%	32.3%	24.2%	27.1%
Hispanic	3.4%	3.5%	2.2%	73.5%	67.7%	59.3%	58.0%	37.9%	44.4%
Multi-ethnic	5.1%	5.4%	6.2%	71.4%	64.9%	59.3%	60.4%	47.5%	46.0%
Non-ELL	85.2%	86.1%	85.1%	72.0%	63.2%	60.4%	61.0%	49.4%	49.6%
ELL	14.7%	13.8%	14.9%	15.4%	8.3%	11.9%	14.0%	7.9%	10.8%
Non-IEP	87.3%	88.2%	85.1%	70.7%	62.8%	62.3%	59.7%	48.9%	50.9%
IEP	12.7%	11.8%	14.9%	22.6%	13.2%	7.5%	18.4%	9.0%	7.8%

* for
example:
71.8 % of
females
taking the
NECAP
reading test
scored
proficient or
higher

Group	Demographic Data			Algebra 2 Enrollment and Grades					
	SY 13-14 % of Total Population	SY 14-15 % of Total Population	SY 15-16 % of Total Population	13-14 Algebra 2 enroll %	14-15 Algebra 2 enroll %	15-16 Algebra 2 enroll %	13-14 Algebra 2 A-B %	14-15 Algebra 2 A-B %	15-16 Algebra 2 A-B %
	Female	48.1%	47.5%	47.2%	50.6%	47.6%	48.2%	67.8%	62.6%
Male	51.9%	52.5%	52.8%	49.4%	52.4%	51.8%	50.4%	54.1%	57.5%
Non-FRL	51.9%	53.9%	53.1%	60.1%	65.4%	63.8%	72.9%	72.8%	76.7%
FRL	48.1%	46.0%	46.9%	39.9%	34.6%	36.2%	38.7%	30.6%	39.2%
White	66.5%	65.7%	65.6%	66.5%	66.3%	70.2%	67.1%	66.7%	74.7%
Black	14.1%	14.0%	14.2%	11.6%	8.7%	10.6%	18.5%	27.8%	20.0%
Asian	10.7%	11.2%	11.8%	18.5%	17.3%	12.1%	55.8%	38.9%	29.4%
Hispanic	3.4%	3.5%	2.2%	2.1%	2.9%	3.5%	80.0%	66.7%	60.0%
Multi-ethnic	5.1%	5.4%	6.2%	1.3%	4.8%	3.5%	33.3%	60.0%	40.0%
Non-ELL	85.2%	86.1%	85.1%	88.8%	91.3%	92.9%	59.9%	61.6%	66.4%
ELL	14.7%	13.8%	14.9%	11.2%	8.7%	7.1%	53.8%	22.2%	20.0%
Non-IEP	87.3%	88.2%	85.1%	98.7%	97.1%	97.9%	60.0%	58.9%	63.8%
IEP	12.7%	11.8%	14.9%	1.3%	2.9%	2.1%	0.0%	33.3%	33.3%

* for
example:
50.6% of
Algebra 2
students
were female

* for
example:
50.4% of
males
taking
Algebra 2
received an
A or B final
grade

Group	Demographic Data			Honors and AP classes					
	SY 13-14 % of Total Population	SY 14-15 % of Total Population	SY 15-16 % of Total Population	13-14 Honors enroll %	14-15 Honors enroll %	15-16 Honors enroll %	13-14 AP enroll %	14-15 AP enroll %	15-16 AP enroll %
	Female	48.1%	47.5%	47.2%	55.1%	50.5%	50.4%	58.3%	56.2%
Male	51.9%	52.5%	52.8%	44.9%	49.5%	49.6%	41.7%	43.8%	50.0%
Non-FRL	51.9%	53.9%	53.1%	80.4%	82.2%	78.4%	89.7%	84.3%	89.0%
FRL	48.1%	46.0%	46.9%	19.6%	17.8%	21.6%	10.3%	15.7%	11.0%
White	66.5%	65.7%	65.6%	80.9%	78.9%	75.7%	82.7%	82.4%	80.8%
Black	14.1%	14.0%	14.2%	5.5%	5.9%	7.0%	9.0%	6.5%	2.7%
Asian	10.7%	11.2%	11.8%	7.8%	7.3%	8.0%	3.2%	6.5%	6.8%
Hispanic	3.4%	3.5%	2.2%	3.0%	3.1%	4.5%	2.6%	3.9%	3.4%
Multi-ethnic	5.1%	5.4%	6.2%	2.8%	4.7%	4.8%	2.6%	0.7%	6.2%
Non-ELL	85.2%	86.1%	85.1%	98.6%	99.1%	97.5%	100.0%	100.0%	99.3%
ELL	14.7%	13.8%	14.9%	1.4%	0.9%	2.5%	0.0%	0.0%	0.7%
Non-IEP	87.3%	88.2%	85.1%	98.6%	99.1%	97.7%	100.0%	100.0%	100.0%
IEP	12.7%	11.8%	14.9%	1.4%	0.9%	2.3%	0.0%	0.0%	0.0%

* for
example:
55.1% of
Honors
students
were female