



**BURLINGTON**  
SCHOOL DISTRICT

# **EQUITY AND INCLUSION DATA REPORT**

**2018-2019**

## EXPLANATION OF DATA

In 2013, the Burlington School District stated its aim to significantly reduce race/ethnicity, household income, ability, sex, sexual orientation, gender identity and gender expression as predictors of academic performance, discipline, and co-curricular participation. The Burlington Board of School Commissioners (Board) directed the Administration to collect, analyze, and share data, in the form of an Equity and Inclusion Report, to be used as the primary tool to document achievement of this goal.

Since that time, the District has created and implemented various initiatives to meet the goal of reducing these factors as predictors of achievement, behavior, and participation. These include Positive Behavioral Interventions and Supports (PBIS), Professional Learning Communities (PLC), Trauma-Informed Classrooms, Restorative Practices (RP), and this year, a district-wide professional learning focus on Effective Instruction.

This year's report is being presented in a new format with the goals of reaching a wider audience, highlighting a smaller number of data points with the most relevance (in both bright spots and areas in need of improvement), and setting baseline data. It draws from equity and inclusion data from the past school year (2018-19), focused on six broad domains: Student Characteristics, Teacher Characteristics, Student Perspectives on Equity, Access, Opportunity to Learn, and School Climate.

Due to improvements in our data collection, we are using this 18-19 data as our baseline for subsequent years. Unless otherwise specified, we are comparing subgroups to that of the entire school district's PreK-12 enrolled students. Under sub-sections labeled as "What the Data Say" we are highlighting data that shows disparities between subgroups. If there is no disparity, then subgroup percentages will roughly match the population representation.

Lastly, related student quotes are interspersed throughout the report. Next year we hope to have more.



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## ACKNOWLEDGMENTS

**This report was developed by the Burlington School District with leadership and input from multiple BSD and Burlington community members.** We wish to highlight our partnership with the University of Vermont and the invaluable contributions of Bernice Garnett, Mika Moore, and Lance Smith; the Burlington and South Burlington Community Justice Centers; Brian Lowe and Carolyn Felix for the inspiration they provided with their work on the 2018 Equity Report for the City of Burlington, VT; the Diversity Equity and Inclusion Committee of the BSD School Board; BSD Superintendent Yaw Obeng; Henri Sparks, Director of Equity and Safe and Inclusive Schools; Christy Gallese, Director, Expanded Learning Opportunities; Autumn Bangoura, Equity Instructional Leader; Miriam Ehtesham-Cating, Director of Programs for English Learners; the students of the BHS Burlington City and Lake Semester; Victor Prussack, Achievement Gap Lead; and Karyn Vogel, Data Systems Coordinator.

# SUPERINTENDENT STATEMENT

Residents, community organizations, elected officials, business leaders, policy makers, and philanthropic organizations are coming together in cities across America to put policies, plans, and programs in place that foster more equitable, inclusive, healthy, and prosperous communities. These groups recognize that equity is creating a society that is more just and fair, where all have access and are able to participate actively in civic life.

In the Burlington School District (BSD), achieving educational equity means removing the predictability of success or failure that currently correlates with any social, racial or cultural factors. For us, educational equity is a district-wide and individual commitment to an assets-based approach which provides each member of the educational community with personalized support and opportunity. In the BSD, ALL members of the educational community receive this support to develop academic, social and emotional growth regardless of race, class, ability, sex, gender identity and expression, sexual orientation, national origin, language, culture and creed. Equity in education means creating a culture that actively works to ensure access by acknowledging and addressing bias and discrimination that negatively affect our students, their families, and our staff.

The BSD seeks to understand the ways in which education is equitable in our schools in order to celebrate our successes and address areas where improvement is needed. The annual *Equity and Inclusion Report* is one of the ways the BSD gathers and analyzes data that can inform us about equity in our schools. The District's primary goals are directly related to ensuring equitable educational outcomes for all students: to reduce disparities and close the achievement gap while preparing all students to achieve higher academic standards.

*The means to achieve the goal of educational equity in our schools includes:*

- Interrupting and dismantling inequitable systems, practices, policies, and procedures; continually examining and re-examining biases.
- Replacing inequitable systems, practices, policies and procedures with just and equitable systems, practices, policies and procedures.
- Creating inclusive, culturally relevant curriculum and school environments for adults and children.
- Redistributing District resources based on academic, social and economic data to better serve our most marginalized students and families.
- Collaborating and including families and community members to build a truly inclusive community where all voices are valued.



While many of our schools have seen improvements in student achievement as measured by standardized test scores and high school graduation rates, all of our schools continue to operate in a city that faces significant social inequalities. Opportunity and social mobility are heavily predictable by demographics. A child's race, wealth, class, gender, sexuality, family background, native language, ability, mobility, immigration status, and neighborhood of residence are all increasingly important factors in determining what opportunities are available to them.

Educational equity in Burlington can be achieved with **intentional, persistent, and ongoing efforts and decisions that include the voices, experiences, and solutions of students, families, teachers, and school staff, especially those who are most marginalized by the inequities.** BSD's Equity and Inclusion Report is an important step toward making this happen.

By publishing an annual *Equity and Inclusion Report*, we are able to continually aggregate and disaggregate<sup>1</sup>, analyze, and compare equity-related data for our schools. As a result, we can help connect schools with resources and supports to improve equity, through earlier identification of equity gaps and implementation of solutions.

In short, while this report is necessary, it is only the beginning.

Yaw Obeng, Superintendent

<sup>1</sup> Forum Guide to Collecting and Using Disaggregated Data on Racial/Ethnic Subgroups

# STUDENT CHARACTERISTICS

What is the makeup of our District's student body? What do we know about our students' economic status, English language proficiency, faith, gender, homeless status, neighborhood of residence, race, and special education status?

## WHY IT MATTERS

Examining student demographics within and across schools helps us understand which students are receiving an excellent education. Looking at the demographic characteristics of the district's student body helps us understand the diversity of our students both within and between schools and whether there are differences in access and achievement between demographic subgroups. One new demographic we have included is called "Former EL."

This group of students includes any student who ever qualified for English Learner (EL) services going back to 2008. This is important to look at as it helps us understand patterns for former EL students AFTER they have gained enough proficiency in English to no longer need additional supports in that area. By contrast, we might expect different outcomes for students who are not yet fully proficient and who still receive EL support.

**“PLAYING BASKETBALL, EVERY YEAR THERE ARE ONLY 1-3 PLAYERS IN THE TEAM THAT ARE KIDS OF COLOR, AND THE REALITY IS THAT THERE COULD BE MORE. MANY SPORTS TEAMS DON'T ACCURATELY REPRESENT THE DIVERSITY OF TALENT IN BURLINGTON.”**

– BHS STUDENT

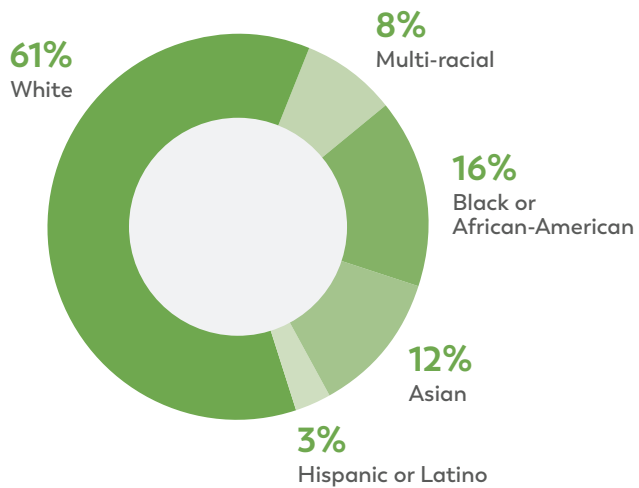
## WHAT THE DATA SAY:

**Four of our six elementary schools look similar in terms of demographics.** One school has significantly lower proportions of students who do not receive free or reduced price lunch. The other has significantly higher proportions of students from lower income families and students who receive EL and/or Special Education services. As a district we need to consider school level demographic differences when allocating resources.

Our two middle schools are similar in their demographics, though one school does have a higher proportion of higher income students. Burlington has one comprehensive high school which is representative of our total district enrollment.

**As of June, 2019, there were 3,565 active students in the Burlington School District, pre-kindergarten through high school.**

## RACE/ETHNICITY:



**16%** English Learners

**19%** Students with Individualized Educational Plans (IEPs)

**49%** Students who qualify for free and reduced price lunch (Economically Disadvantaged)

**48%** Female, **52%** Male

**22%** Students formerly qualified for EL services (FORMER EL)

# TEACHER CHARACTERISTICS

What do we know about our District's instructional and instructional support staff based on race, gender, type of degree, years of experience, evaluation and professional practice ratings?

## WHY IT MATTERS

There is a correlation between student outcomes and teachers' race<sup>2</sup>, years of experience teaching, and years of college education. Students achieve better outcomes when they see and are taught by teachers who look like them<sup>3</sup>. Student's also attain higher educational aspirations when they see administrators who look like them. It is also important for schools to have a balance of newer and more experienced teachers<sup>4</sup>.

“I HAVE BEEN IN SCHOOL HERE SINCE 6TH GRADE; UNTIL MY SENIOR YEAR I HAVE NEVER HAD A TEACHER OF COLOR.”

– BHS STUDENT

## WHAT THE DATA SAY:

In 2019, we reported that since 2017, approximately 89 self-reported diverse candidates have been hired in a variety of positions within BSD. This number exceeded our goal of 20, initially set by the Superintendent. The positions include both non-union and union employees. Despite this concerted effort to hire more employees of color in the District, the demographics of our licensed teaching faculty do not match the racial demographics of the student body, which is **almost 40% students of color**.

### RACE/ETHNICITY:

Less than **4%** are teachers of color



Just over **50%** have a Masters Degree

Less than **10%** have only a Bachelor's Degree with no additional college credits

**10%** have three years of teaching experience or less

**64%** have at least 10 years of experience

**32%** have at least 15 years of experience or more

## BRIGHT SPOTS

**Burlington has many highly educated teachers who are consistently improving their practice through district-sponsored professional learning and graduate level course work.**

While our teaching faculty lacks racial diversity, our administrative team is more diverse. Of 22 district and building leaders, including principals, directors, and other district leaders, 7 (32%) identified as people of color; approaching the almost 40% of our students who identify as students of color. It has always and continues to be a priority of the district to hire and retain staff of color.

2 *The Long-Run Impacts of Same-Race Teachers*

3 *Why Having One Black Teacher Could Help Keep Black Students In School*

4 <https://www.edweek.org/ew/articles/2015/03/25/new-studies-find-that-for-teachers-experience.html>

# STUDENTS ON EQUITY

What do we know about the voices of our students and their views on issues around equity in the BSD?

## WHY IT MATTERS

Student voice matters and is a critical part of becoming a restorative district. It is important to continue and refine our work on increasing opportunity and access for students of all income levels, race/ethnicity, language proficiency, and special needs. Anecdotally, students report that particular areas of focus for improvement should be access to higher level classes for all students and increasing diversity on sports teams. As the district continues to improve healthy relationships between adults and students, we are always trying to identify new ways to empower students to become change agents.

Teachers and administrators are making space for students to explore the topic of equity. At Edmunds Middle School, a Youth Participatory Action Research (YPAR) group partnered with UVM to engage in action research and dialogue around race, gender, and bias. At Burlington High School, students in the Burlington City & Lake Semester program learned about using data in equity-based work and provided input on the City's equity report.

We have interspersed some student voices in other sections of this report. In future years we will gather more data via student voice to include in this report. We would also like to see students assuming responsibility for writing sections of the report.

## WHAT THE DATA SAY:

Students have a deep appreciation of the diversity, opportunities, and support available in our district. They also see areas that need improvement in our district. Their perspective and participation in our equity-based work is critical to its success. The hope is that student-led data collection and reflection on race, gender, etc. will continue to occur in our district. We plan for their work to be an important feature of future Equity and Inclusion Reports.



## BRIGHT SPOTS

**Burlington City & Lake students voiced their appreciation of the diversity of our Burlington community and the gifts that come with it.**

Sports teams, including Unified Sports, and alternative learning options like Burlington City & Lake, Year End Studies (YES), and Burlington Technical Center bring students from various backgrounds together. Our ninth grade Humanities classes have been heterogeneously grouped for at least six years; meaning all students in the class are eligible to apply for earned "Honors" status. Building upon this, the district has added more heterogeneously grouped courses for students in 10th grade and above, in which all students can opt in to earning honors status.



# ACCESS

Do all children have an equal opportunity to find, enroll in, and attend a school that allows them to thrive? Once students are enrolled, do our schools continue to be accessible to all families and students?

## WHY IT MATTERS

The logic of school choice concludes that if students and families can have their choice of any school in the city, they are more likely to be able to access an excellent and appropriate education, regardless of their address. This model, however, depends on the ability of all families to access the full range of high-quality educational options available to them. Despite recent progress that includes a unified school enrollment system, improvements in ADA accessibility in many schools, and efforts to improve transportation, EL services, and services for students with special needs, challenges remain.

**“LAST YEAR I WAS ON CRUTCHES FOR MONTHS AND THE BUILDING WAS NOT USEFUL FOR HANDICAP ACCESSIBILITY.”**

**– BHS STUDENT**

## WHAT THE DATA SAY:

While the district has invested significant funds into improving accessibility to our schools, there is still much to be done. For the sake of this report, **we define ease of accessibility as having accessible parking spots near entrances with automatic doors (both exterior and in vestibules) and the ability to easily navigate buildings once inside.**

- Presently, only two of our twelve schools (Edmunds Elementary and Flynn) are easily accessible to students, staff and families with physical challenges. And while the Edmunds building has this level of physical access, the school's playground and playing fields are above a steep drive or a set of stairs, and therefore not easily accessible.
- To aid families with sending their elementary school children to schools outside of their neighborhoods, the district provides a bus for traveling from the south end of town to the north end. However, in 2018/19 and previous years, the District did not provide bussing for students wishing to travel from the north end of town to the south end. Students rely heavily on our public transit system, Green Mountain Transit (GMT), but some students struggle to access these buses due to the location of bus stops, bus schedules, overcrowding, or buses failing to stop for students.

**“I HAD TO TAKE THE BUS FRESHMAN AND SOPHOMORE YEAR AND I WAS LATE EVERY SINGLE DAY. I KNOW FOR ME AND A LOT OF OTHER PEOPLE, SOCIAL ANXIETY AFFECTS THEIR ATTENDANCE AND WHEN THE BUS GETS YOU THERE LATE YOU MIGHT NOT GO TO CLASS AT ALL.”**

**– BHS student**

BSD employs Multilingual Liaisons who work directly with EL families, helping to navigate language and cultural barriers. However, Multilingual Liaisons do not work during the summer. As a result, families who need support with understanding English may have difficulty accessing things such as school registration or requesting information from their school and/or the District during the summer months.

While private PreK programs offer enrollment for a full day and year-round, most of the district programs are for only three hours a day and only during the regular school year. We had 20 students on waiting lists who could not get into our PreK programs. We wonder about the impact of this on student outcomes.

## ACCESS

### BRIGHT SPOTS

The Burlington School district has a cadre of full-time **Multilingual Liaisons** on staff, speaking 11+ languages, and supports over 20 other languages through on-call interpreters. Our liaisons work diligently to support our understanding of cultural differences as we work with our New American families. They respond to an average of **500 requests per month**.

The District has invested significant funds into improving **physical accessibility** to our schools, putting in improved entrances, ramps, automatic doors and ramps. School choice exists at all six elementary schools. BHS installed a gender neutral locker room, increasing access to athletics.

**Regarding transportation**, for the most part, students get to school on foot, or via private cars or public transportation. Students who live more than 0.7 to 1.0 miles from school (depending on grade level) qualify for free GMT bus passes, good from the hours of 7am to 7pm. GMT provided 168,124 total BSD student rides on buses last school year. In addition, BSD recognized the inequities present in not providing a north end to south end bus option and included funding for this in the 2019/20 school budget.

**Afterschool programs** are offered at each school, K-12, providing academic support and enrichment programs, as well as free supper and snacks. Our elementary programs offer a sliding scale for income sensitive families and employ a Family Outreach Coordinator to assist families in applying for state subsidy funds, helping to ease access.

There are hundreds of students who also participate in school athletic programs as well as school-sponsored clubs like drama, student newspaper, student council and more.

APPROXIMATELY

**1700**

STUDENTS WERE SERVED BY  
AFTERSCHOOL PROGRAMS DURING  
THE 2018-2019 SCHOOL YEAR

APPROXIMATELY

**600**

STUDENTS (K-12) WERE OFFERED SUMMER  
LEARNING PROGRAMS AND FREE  
LUNCHES, PROVIDED BY THE DISTRICT



# OPPORTUNITY TO LEARN

Are all children receiving high-quality instruction and the supports they need to learn? We are highlighting some data that show demographic disparities. See the Appendix for data on other demographic subgroups not shown here.

## WHY IT MATTERS

The availability and impact of a range of high-quality learning opportunities is fundamental to a school's purpose of educating all students. Examining student learning outcomes by subgroup as well as course offerings can tell us a lot about how well schools are educating all students, particularly those who have been left behind, historically, because of their race, income, home language, and/or ability.

“I DON'T HAVE ANY OLDER SIBLINGS OR FAMILY FRIENDS WHO ATTENDED BHS SO I FEEL LIKE I HAVE MISSED OUT ON MANY OPPORTUNITIES. I THINK THE BSD NEEDS TO DO A BETTER JOB OF SPREADING INFORMATION, ESPECIALLY AT BHS, TO PEOPLE WHO DON'T HAVE THE CHANCE TO HEAR IT FROM ANYBODY ELSE. THIS COVERS INFORMATION ABOUT SPORTS, CLASSES, GRADES, COLLEGE PREP, AND MORE.”

– BHS STUDENT

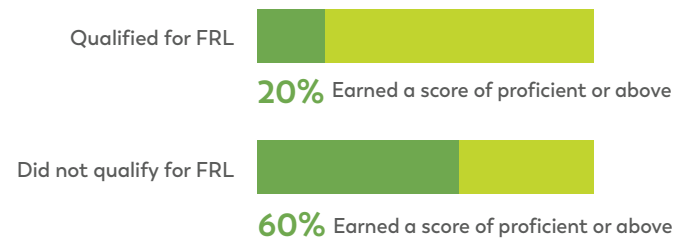
## WHAT THE DATA SAY:

We can see from the data that there are racial, economic and, to a smaller degree, gender disparities as reflected in test scores assessing academic achievement.

### SMARTER BALANCED ASSESSMENT CONSORTIUM ASSESSMENTS (SBAC)

Students in grades 3-9 took the SBAC Summative Assessments in English Language Arts (ELA) and Math in the spring of 2018\*.

There was a significant disparity in the SBAC Math scores between **students who qualified for free and reduced price lunch** and **students who did not qualify**.

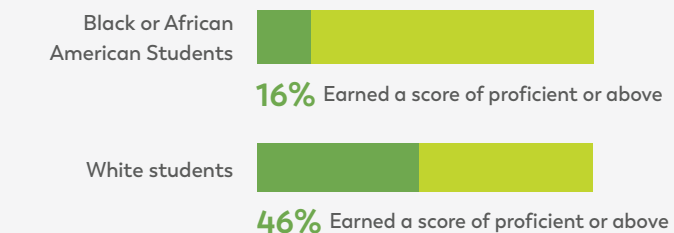


\*Data for English Language Arts and other demographic sub-groups can be found in the appendix.

### NEXT GENERATION SCIENCE STANDARDS (NGSS) ASSESSMENT

The NGSS assessment is in its second year. It was taken by **741 students in grades 5, 8, and 11** in Spring 2019.

There was a significant disparity in the NGSS scores between **black or African-American students** and **white students**.



## OPPORTUNITY TO LEARN

### WHAT THE DATA SAY:

#### ADVANCED PLACEMENT CLASSES (HIGH SCHOOL ONLY)

**122** students in the 11th grade or higher took one or more AP classes and tests last year.



**18%** of the individuals who completed one or more AP classes were students of color\*, compared to the 40% of all juniors and seniors who were students of color.

\*Data for individual races other than white, students with IEPs, and Former EL students are too low to report.

#### HONORS CLASSES (HIGH SCHOOL ONLY)

**323** students in grades 9-12 took one or more honors classes\*.



**19%** of the students who completed one or more honors classes qualified for free and reduced price lunch, compared to the 44% of all high school students who qualified for free and reduced price lunch.

\*Data for individual races other than white, students with IEPs, and Former EL students are too low to report.

**“MY CLASSES ARE NOT DIVERSE AT ALL. I DO NOT ENGAGE WITH ENGLISH LEARNERS AND THE SCHOOL IS NOT INTEGRATED.”**

**– BHS STUDENT**

#### ALGEBRA II

**Successful completion of Algebra II** is the minimum level of mathematics that ensures that students are college and career ready. When students have not completed Algebra II, they may have trouble getting accepted to college, or may have to take additional math classes when they enter college. Some students take a BHS course called Concepts of Algebra II, but that is not included in these numbers.

Of the graduating seniors, **57%** completed Algebra II at some point during their high school career.



**26%** of seniors who completed Algebra II qualified for free and reduced price lunch, compared to the 38% of all seniors who qualified for free and reduced price lunch.

**“I AM SOMEONE WHO DOESN'T TAKE MANY HONORS MATH OR SCIENCE CLASSES, BUT I DO TAKE AP HISTORY AND AP ENGLISH CLASSES. THE LACK OF DIVERSITY IN MY HONORS AND AP CLASSES ASTONISHES ME! I GO FROM MY MATH CLASS, WHICH IS COMPLETELY DIVERSE, TO MY ENGLISH CLASS WHICH HAS ONE BLACK KID IN IT.”**

**– BHS STUDENT**

## BRIGHT SPOTS

Beginning in 2019, the BHS Principal and the Director of School Counseling began examining systemic challenges that are inadvertently creating unnecessary obstacles to the participation of historically marginalized students in honors and accelerated courses. This included adding an additional section of AP US History in order to allow students who were denied access or may not have been recommended by their 10th grade history teacher.

The District shifted resources to create the position of Achievement Gap Lead to head-up the work around access, opportunities, and achievement. They also added the position of Data Systems Coordinator to ensure that our data systems (collection and reporting, for example) are thorough and accurate and to then support schools and the district administration to use this data to help create a more effective and equitable district.

**323**

HIGH SCHOOL STUDENTS  
TOOK HONORS CLASSES

**11%**

WERE FORMER EL STUDENTS

And **14%** of students in the high school  
were former EL students.

*We are pleased to see this  
relatively small disparity.*



# CLIMATE

Do all schools have a positive and hospitable school culture that values all children and is accessible to their families?

## WHY IT MATTERS

A positive school climate provides a supportive environment that fosters learning for all students. This positive climate stems from having norms, values, and expectations that support people feeling socially, emotionally, and physically safe and where students are engaged in their classroom. Research<sup>5</sup> shows that a significant number of students are removed from class each year due to exclusionary discipline practices, which disproportionately impacts students of color and male students. This in turn impacts their academic performance and sense of social-emotional security. Our goal is to reduce the number of suspensions and disciplinary exclusions as much as possible.

In the spring of 2018, the Burlington School District facilitated a district-wide climate survey through the National School Climate Center and our partners at the University of Vermont (UVM). Responses from students and parents highlighted the need for improvement in social-emotional security and overall school climate.

The results identified a compelling need to provide support and a feeling of connection for all students and staff. In response and in alignment to the District strategic plan goal of an Equitable Climate and Culture, the District continued and deepened its commitment to Restorative Practices (RP) to improve school culture and climate for youth and adults by creating a sense of belonging, building positive relationships and community district-wide, and increasing opportunities for engagement at every level. With the implementation of RP, we now have teams in all our schools.

“RELATIONSHIPS ARE PATHWAYS TO EQUITY.”

– BHS STUDENT

<sup>5</sup> Implications for Discipline

## WHAT THE DATA SAY:

We are highlighting some data that show demographic disparities.

### DISCIPLINE

**170 students (5%) received one or more out-of-school suspensions.** Of these, 70 students received more than one suspension.



**75% of students who received one or more out-of-school suspensions identified as male,** compared to the 52% of the student population who identified as male.



**68% of students who received one or more out-of-school suspensions qualified for free and reduced lunch,** compared to the 49% of students who qualify for free and reduced price lunch.



**45% of students who received one or more out-of-school suspensions had an IEP,** compared to the 19% of the student population who had an IEP.



**20% of students who received one or more out-of-school suspensions identified as black or African-American,** compared to the 16% of the student population who identified as black or African-American.

## RESTORATIVE PRACTICES

In May of 2019, our partners at UVM facilitated a survey for students and staff across the district measuring their experiences with Restorative Practices (RP). The Adult scale was developed to measure the RP practices used by staff, the perceived support that staff have received in implementing RP, and how effective they feel in using RP processes.

The Student scale was developed to understand how students are experiencing RP both within their classroom(s) and school as a whole. The intent of the tool was twofold: to understand specific demographic groups' experience of RP within the Burlington School District, and to compare the student experience with the adult perception.

**393 BSD staff members and 2,196 students completed the surveys\*.**



**62%** of K-5th grade student respondents often or always feel **they are listened to during RP circles.**



**39%** of 6th-12th grade student respondents often or always feel like **their voice matters in class.**

*\*Individual school data has been shared with school leaders and we look forward to sharing an in-depth report of all the data in early 2020.*

## BRIGHT SPOTS

The 2018-2019 year-long professional learning focus for the district in-service time was focused on Restorative Practices. Over 600 PreK-12 teachers and paraeducators participated in up to three and a half days of RP work in order to strengthen their school-based teams. RP was used as a lens to make connections to the other professional learning themes: The Cornerstone of Effective Teaching & and Social/Emotional Learning.

The district has put into the budget for the 2019-2020 school year funds to staff an RP/PBIS Support Coach position that will support the critical work across buildings, alongside the Restorative Practice Collaborative and Restorative Practices Strategy team.

**72%**

OF STAFF RESPONDENTS SOMEWHAT OR STRONGLY AGREE THAT **IMPLEMENTING RP HAS POSITIVELY IMPACTED** THEIR OWN PROFESSIONAL GROWTH

**95%**

OF STUDENTS RECEIVED NO **OUT-OF-SCHOOL SUSPENSIONS**

**“ONE PERSONAL EXPERIENCE IS RACISM THROUGH SPORTS. BEING A PART OF A REALLY DIVERSE SOCCER TEAM CAUSES OTHER DISTRICTS TO VIEW US AS A THREAT WHICH IS A TERRIBLE EXPERIENCE.”**

**– BHS STUDENT**

# APPENDICES\*

## STUDENT CHARACTERISTICS

Burlington School District Demographics, 2018-2019							
	Number of Students	Number with IEPs	Percent with IEPs	Number EL	Percent EL	Number with FRL eligibility	Percent with FRL eligibility
<b>DISTRICT</b>	<b>3565</b>	<b>692</b>	<b>19%</b>	<b>587</b>	<b>16%</b>	<b>1753</b>	<b>49%</b>
Burlington High School	921	89	10%	155	17%	403	44%
Horizons	36	N/A	N/A	N/A	N/A	17	47%
On Top	28	N/A	N/A	N/A	N/A	17	61%
Edmunds Middle School	412	75	18%	51	12%	172	42%
Hunt Middle School	398	86	22%	40	10%	199	50%
Champlain Elementary School	300	49	16%	43	14%	114	38%
Edmunds Elementary School	297	58	20%	61	21%	160	54%
JJ Flynn Elementary School	292	74	25%	61	21%	153	52%
Integrated Arts Academy	270	46	17%	74	27%	153	57%
Sustainability Academy	174	49	28%	57	33%	117	67%
CP Smith Elementary School	283	57	20%	38	13%	130	46%
Pre-K	154	68	44%	N/A	N/A	118	77%

\*N/A in all places indicates a number too small to report.



## ACCESS

Attendance				
Group	Pop number	Pop Percentage	95% or Above Attendance Number	95% or Above Attendance Percentage
<b>TOTALS</b>	<b>3565</b>		<b>2482</b>	<b>71%</b>
Female	1707	48%	1207	72%
Male	1857	52%	1274	70%
Non-FRL	1812	51%	1361	75%
FRL	1753	49%	1121	67%
White	2197	62%	1461	68%
Black	553	16%	442	82%
Asian	422	12%	316	80%
Hispanic	98	3%	65	68%
Multi-Ethnic	287	8%	189	66%
Non-EL	2978	84%	2016	70%
EL	587	16%	466	77%
Non-IEP	2873	81%	2102	74%
IEP	692	19%	379	58%

## OPPORTUNITY TO LEARN

Smarter Balance Summative Assessment (SBAC), Spring 2019 Results									
Assessment Name	Student Count	Average Score	Level 1	Level 2	Level 3	Level 4	Number of Students Proficient and Above	BSD % Proficient and Above (Levels 3 & 4)	Vermont % Proficient and Above
ELA/Literacy Grade 3	267	2423	27%	26%	23%	24%	125	47%	50%
ELA/Literacy Grade 4	227	2453	40%	17%	17%	26%	98	43%	51%
ELA/Literacy Grade 5	284	2511	26%	20%	24%	30%	153	54%	56%
ELA/Literacy Grade 6	256	2504	34%	22%	31%	13%	113	44%	53%
ELA/Literacy Grade 7	248	2548	26%	21%	34%	19%	131	53%	56%
ELA/Literacy Grade 8	266	2556	28%	19%	37%	16%	141	53%	53%
ELA/Literacy Grade 9	221	2592	22%	21%	26%	30%	124	56%	57%
Mathematics Grade 3	272	2433	27%	24%	27%	22%	133	49%	53%
Mathematics Grade 4	229	2440	35%	33%	21%	11%	73	32%	47%
Mathematics Grade 5	287	2501	33%	25%	18%	23%	118	41%	42%
Mathematics Grade 6	257	2491	41%	23%	18%	18%	93	36%	38%
Mathematics Grade 7	252	2536	31%	25%	22%	22%	111	44%	43%
Mathematics Grade 8	263	2551	34%	21%	20%	25%	118	45%	40%
Mathematics Grade 9	228	2547	42%	21%	20%	18%	87	38%	35%

## OPPORTUNITY TO LEARN

Smarter Balance Assessment Results Disaggregated								
Group	Pop Number K-12	Pop Percentage	Number Who Received Scores – SBAC MATH	Number Proficient and Above – SBAC MATH	Percent Proficient and Above in the Subgroup – SBAC MATH	Number Who Received Scores – SBAC ELA	Number Proficient and Above – SBAC ELA	Percent Proficient and Above in the Subgroup – SBAC ELA
<b>TOTALS</b>	<b>3565</b>		<b>1773</b>	<b>735</b>	<b>41%</b>	<b>1754</b>	<b>882</b>	<b>50%</b>
Female	1707	48%	846	355	42%	836	466	56%
Male	1857	52%	927	380	41%	918	416	45%
Non-FRL	1812	51%	931	563	60%	933	658	71%
FRL	1753	49%	842	172	20%	821	224	27%
White	2197	62%	1129	576	51%	1126	663	59%
Black	553	16%	283	34	12%	272	52	19%
Asian	422	12%	186	50	27%	182	64	35%
Hispanic	98	3%	49	18	37%	47	27	57%
Multi-Ethnic	287	8%	139	55	40%	140	76	54%
Non-EL	2978	84%	1486	713	48%	1486	854	57%
EL	587	16%	287	22	8%	268	28	10%
Non-IEP	2873	81%	1446	705	49%	1430	845	59%
IEP	692	19%	327	30	9%	324	37	11%

## OPPORTUNITY TO LEARN

Next-Gen Science Assessment (NGSS)					
Group	Pop number K-12	Pop percentage	Number who took the assessment	Number Proficient and Above	Percent Proficient and Above in the subgroup
<b>TOTALS</b>	<b>3565</b>		<b>741</b>	<b>275</b>	<b>37%</b>
Female	1707	48%	356	138	39%
Male	1857	52%	385	137	36%
Non-FRL	1812	51%	410	207	50%
FRL	1753	49%	330	67	20%
White	2197	62%	476	221	46%
Black or African-American	553	16%	118	16	14%
Asian	422	12%	75	14	19%
Hispanic or Latino	98	3%	N/A	N/A	N/A
Multi-Racial	287	8%	57	18	32%
Non-EL	2978	84%	636	270	42%
EL	587	16%	105	N/A	N/A
Non-IEP	2873	81%	628	265	42%
IEP	692	19%	112	N/A	N/A

## OPPORTUNITY TO LEARN

AP Classes							
Group	Number of students (juniors & seniors)	Percentage of juniors & seniors	Individuals who completed one or more APs	Percentage of juniors and seniors who are AP takers	AP classes completed	AP classes completed with a 3 or higher on the exam	Percentage of classes with 3 or higher out of all AP classes
<b>TOTALS</b>	<b>430</b>		<b>122</b>	<b>28%</b>	<b>264</b>	<b>192</b>	<b>73%</b>
Female	216	50%	68	56%	125	83	66%
Male	214	50%	54	44%	139	108	78%
Non-FRL	258	60%	107	88%	227	166	73%
FRL	172	40%	15	12%	37	25	68%
White	259	60%	100	82%	219	166	76%
Black or African-American	66	15%	N/A	N/A	N/A	N/A	N/A
Asian	72	17%	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	12	3%	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	20	5%	N/A	N/A	N/A	N/A	N/A
Non-EL	357	83%	N/A	N/A	N/A	N/A	N/A
EL	73	17%	N/A	N/A	N/A	N/A	N/A
Non-IEP	393	91%	N/A	N/A	N/A	N/A	N/A
IEP	37	9%	N/A	N/A	N/A	N/A	N/A
Former EL	60	14%	N/A	N/A	19	11	58%

## OPPORTUNITY TO LEARN

Honors Classes							
Group	Number of high school students	Percentage of high school students	Individuals who completed one or more honors classes	Percentage of high school students who are honors class takers	Honors classes completed	Honors classes completed with a final grade of a B or above	Honors classes completed with a final grade of a B or above Percent
<b>TOTALS</b>	<b>920</b>		<b>323</b>	<b>35%</b>	<b>627</b>	<b>588</b>	<b>94%</b>
Female	447	49%	172	53%	348	332	95%
Male	601	65%	151	47%	279	256	92%
Non-FRL	518	56%	261	81%	520	491	94%
FRL	402	44%	62	19%	107	97	91%
White	545	59%	256	79%	500	466	93%
Black or African-American	150	16%	18	6%	27	25	N/A
Asian	145	16%	21	7%	44	43	98%
Hispanic or Latino	23	3%	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	53	6%	22	7%	44	42	95%
Non-EL	765	83%	317	N/A	N/A	N/A	N/A
EL	155	17%	N/A	N/A	N/A	N/A	N/A
Non-IEP	832	90%	321	N/A	N/A	N/A	N/A
IEP	88	10%	N/A	N/A	N/A	N/A	N/A
Former EL	129	14%	37	11%	66	64	97%

## OPPORTUNITY TO LEARN

Algebra II						
Group	Number of Seniors	Percentage of seniors	Completed Algebra II	Percentage Completed Algebra II	Got a B or higher	Percentage of B or higher group
<b>TOTALS</b>	<b>208</b>		<b>118</b>	<b>57%</b>	<b>86</b>	<b>41%</b>
Female	98	47%	51	43%	40	34%
Male	110	53%	67	57%	46	39%
Non-FRL	128	62%	87	74%	67	57%
FRL	80	38%	31	26%	19	16%
White	131	63%	84	71%	65	55%
Black	30	14%	N/A	N/A	N/A	N/A
Asian	32	15%	14	7%	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A
Non-EL	180	87%	116	N/A	N/A	N/A
EL	28	13%	N/A	N/A	N/A	N/A
Non-IEP	188	90%	114	N/A	N/A	N/A
IEP	20	10%	N/A	N/A	N/A	N/A
Former EL	28	13%	15	13%	N/A	N/A

## CLIMATE

### SUSPENSIONS:

**7%** (n=233) individuals received at least one in-school suspension (ISS) or out-of-school suspension (OSS).

**5%** (n=170) individuals received at least one out-of-school suspension.

Among all **3,565** students, there were **315 out-of-school suspensions** reported in the 2018-2019 school year.

There were **183 in-school suspensions** reported, but 27 of those were connected to an out of school suspension.

Therefore, the true total number of all suspensions was **471**.

Suspensions						
Group	Pop number	Pop percentage	ISS Number	ISS Percentage	OSS Number	OSS Percentage
<b>TOTALS</b>	<b>3565</b>		<b>183</b>		<b>315</b>	
Female	1707	48%	51	28%	75	24%
Male	1857	52%	132	72%	240	76%
Non-FRL	1812	51%	46	25%	96	30%
FRL	1753	49%	136	75%	219	70%
White	2197	62%	90	49%	186	59%
Black or African-American	553	16%	46	25%	61	19%
Asian	422	12%	21	12%	18	6%
Hispanic or Latino	98	3%	N/A	N/A	N/A	N/A
Multi-Racial	287	8%	22	12%	41	13%
Non-EL	2978	84%	145	78%	263	83%
EL	587	16%	38	21%	43	14%
Non-IEP	2873	81%	110	60%	132	42%
IEP	692	19%	73	40%	174	55%



## CLIMATE

Suspensions by Grade Band			
	K-5	6-8	9-12
<b>TOTAL STUDENTS</b>	<b>1616</b>	<b>810</b>	<b>985</b>
Out of school suspensions by grade band	77	116	119
In school suspensions by grade band	40	87	55

Top Behaviors* linked to suspensions	
Physical aggression	253
Verbal aggression, threat or disrespect	123
Insubordination (School rule violation or failure to follow adult directions)	119
Disorderly Conduct	107
Controlled Substance Possession or Use	48

\*A single suspension may include more than one behavior.

Discipline Referrals by Month			
All reported discipline referrals by month			
MONTH	# OF REFERRALS	MONTH	# OF REFERRALS
August	35	February	440
September	640	March	530
October	987	April	518
November	653	May	559
December	569	June	149
January	592		

