

**DISTRICT OFFICES**  
Tom Flanagan, Superintendent  
150 Colchester Avenue  
Burlington, VT 05401  
802-865-5332  
tflanagan@bsdvt.org

## MEMORANDUM

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**To:** Burlington Board of School Commissioners  
**From:** Tom Flanagan, Superintendent  
**CC:** Sparks, Director of Equity and Safe and Inclusive Schools  
**Date:** April 4, 2023  
**Subject:** **Monitoring Report - Policy Title: 1.1 Reducing Disparities with an Interim Status Update for Policy Title 1.0 Global Ends**  
**Status:** **Partial Compliance**

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**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:** April 4, 2023

**Status:** Partial Compliance

**Overview**

This is the annual report on compliance with the School Board's Ends Policy Title 1.1 Reducing Disparities and this report provides our second annual opportunity to provide an update on our strategic plan priorities and goals, which are designed to reduce disparities. Policy 1.0 Global Ends is the first opportunity to ensure we are consistently monitoring our progress, successes, and opportunities.

**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 evidence-based educational initiatives and strategies. The phrase "opportunity gap" replaces what has commonly been referred to as the "achievement gap."

The opportunity gap refers to the predictability of academic achievement and experience of school discipline systems based on race, income, and other demographic factors.

**Status**

Partial Compliance

**Evidence**

The District commits to a data analysis approach that is intentional, strategic, and systematic using evidence-based decision-making practices. This academic year, to bring the District closer to compliance, BSD fully implemented the American Reading Company (ARC) literacy program in our K-5 schools. As part of this work, 30 educators are enrolled in ARC training, and these teachers have met with an ARC coach to learn implementation strategies five times since September. Instructional Coaches and Building Principals have also met with ARC coaches five times since September, and elementary school professional learning communities (PLCs) meet with instructional coaches, who help with planning, twice a month. Finally, BSD has held one and a half inservice days centered on ARC training and implementation. Significant time and energy has been spent with teachers learning how to implement ARC and determining current levels of achievement.

*As of December 2022, 53% of elementary students were on target for reading. From September to December 2022, we saw between 0.3 and 0.5 years of growth in reading. Disparities continue to exist for students who*

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*qualify for Special Education services, students on free/reduced lunch, and students of the global majority. This is detailed in the [2021-2022 BSD Equity and Inclusion Data Report](#) and highlighted in the [4.4.23 Board Presentation](#).*

**Literacy Curriculum Implementation and Learning: Why it matters** As part of our [five-year strategic plan](#), we have prioritized the need for students to read at grade level by the end of third grade and for our students to engage in deeper learning experiences throughout their learning journey. This goal is directly connected to our work over the past couple of years, including the analysis of our literacy data, an audit of our K-5 literacy practices, and this year's implementation of curricular materials that reflect the rigor, cultural relevance, and opportunities for differentiation we want for our students. Because the data shows that only 53% of students are reading at grade level, it is clear we have a need for a literacy program to accurately monitor and provide support to students and teachers needing intervention.

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
- [SRJA2](#) and [LGBTQ+ Task Force Recommendations](#)
- District Equity and Inclusion Data Report
- District Behavior/Suspension Reports
- District Restorative Practices Survey