



Burlington School District's
Annual Equity and Inclusion Data Report
School Year 2022-2023

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Superintendent's Message

Dear BSD Community,

First, I want to express gratitude to the team that put this report together. The Equity Report is designed to help us reflect on and keep us accountable to our promise to the students and families in BSD that we will reduce disparities that exist in our system based on historically marginalized identities such as race, disability, language, socio-economic status, and gender. We have done a significant amount of work aimed at reducing disparities, and the teams that led the development of this report have taken this work seriously and present a thorough and honest reflection on our progress.

In reviewing the report, I am struck by the sheer volume of activities we have done to better support our students and to directly address disparities that exist as a result of racism, ableism, heterosexuality, and classism. I believe the effort we are putting forward is a representation of how deeply committed we are to this work and to the goals of our strategic plan. However, I am also struck by the reality that despite these efforts, the disparities are not changing as much or as quickly as we would like. As a result, our students, staff, and families are not feeling the impact of our work in measurable ways.

All of this has me reflecting on what we need to do to ensure our efforts are leading to changes in outcomes and in the way people are experiencing our schools. I also know that while it takes five to eight years to make significant, sustainable changes in an organization, we cannot use this as an excuse; the students we serve now can't wait. As we balance the urgency of this work with the understanding that change takes time, I am committed to working with our leadership team, our board, our strategic plan steering committee and our broader community to continue to push harder on our commitment to reduce disparities and make real, lasting change.

In partnership,
Tom

Office of Equity's Message

BSD's [Office of Equity](#) created this report with help from Student Support Services, the Department of Multilingual Learners, Expanded Learning Opportunities, the Office of Teaching and Learning, the Data Systems Coordinator, and the Office of the Superintendent. This annual report intentionally focuses on disparities within the five priority areas of BSD's [Strategic Plan](#).

Many bright spots in BSD have helped us move the needle toward becoming a more anti-racist and equitable school district. We are very proud of the extensive anti-racist professional learning that educators and staff are involved in, the youth leadership we have built with the [Racial Justice Academy](#), the LGBTQ+ Taskforce, the annual [Equity Community Workshop](#) series, the work to implement and support Restorative Practices, our efforts to reduce disparities in school discipline with the [Restorative Code of Conduct](#), and more! The OoE has received grants to support re-engaging students who are in school truant, reduce racial and ethnic disparities in suspensions, move our restorative practices work forward, and infuse LGBTQ+ books into our libraries. Last but certainly not least, the OoE is working with principals at the secondary level to co-create assemblies focused on safety, including Hazing, Harassment, and Bullying, protected categories, illegal weapons on school grounds, the Code of Conduct, and more.

While it is essential to recognize and celebrate these bright spots and others in the District, it is also crucial to address the realities of our current school systems and our massive challenges. The collective experience of the pandemic shook the educational landscape in critical ways and created many challenges for educators and students alike. These include extensive loss of learning, staffing shortages, truancy both in-school and out-of-school and increased mental health needs, to name a few. This is why it is important to focus not just on stories of success in this report but also to highlight our District’s disparities. Identifying these disparities will help us change inequitable practices and procedures that create unfair student outcomes. This report is a tool to hold us accountable for determining the root causes of these inequities and working together to problem-solve and address them.

The Office of Equity is committed to supporting BSD’s efforts to dismantle white supremacy culture in our district, prioritize the needs of students, families, and educators, and always seek justice and equity for all. We understand that racism, ableism, and gender/sexuality bias, among other oppressions, exist in our schools, and therefore, we are committed to the ongoing struggle to address these issues.

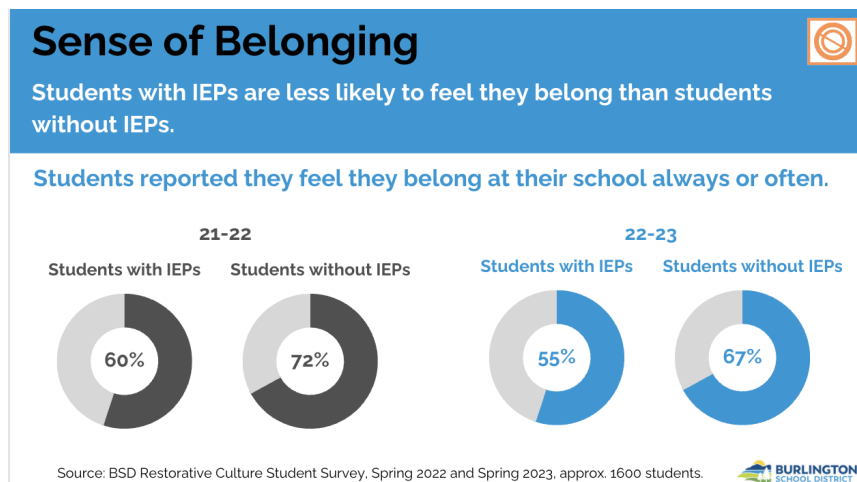
Strategic Plan Selected Metrics: Focus on Disparities

Introduction

In 2021, BSD leaders worked alongside students, staff, and community members to create a five-year [Strategic Plan](#) to guide the work of the District. Five distinct priority areas comprise the Strategic Plan, and each priority area has specific metrics detailing how progress for that area will be measured. Some of the metrics for each priority area have been selected for highlighting in this report. Selected metrics focus on disparities for that priority area. School Year (SY) 2022-2023 was year one of implementation of the Strategic Plan.

Data

Priority Area 1 Select Metric: 90% of students and staff say they belong and that their well-being is supported at their schools. There has been a decrease in the disparity between students with Individualized Education Programs (IEPs) and students not on IEPs.



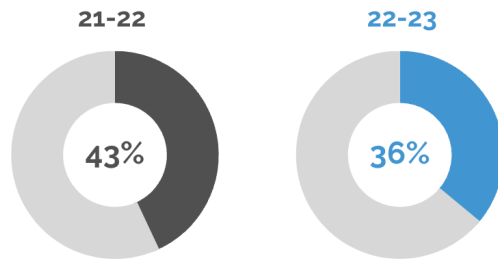
The disparity in the sense of belonging for students with IEPs compared to students without IEPs persists, with only 55% of students with IEPs feeling they “belong at their schools always or often” compared to 67% of students without IEPs.

Priority Area 1 Select Metric: Decrease in chronic absenteeism for students who qualify for free and reduced lunch.

Chronic Absenteeism



The percentage of students who qualify for free & reduced lunch who are absent 10% or more of school days has decreased.



Source: BSD Powerschool Attendance data



There was improvement in this metric in SY22-23. The percentage of students who qualify for free and reduced lunch who are absent 10% or more of school days decreased to 36% from 43% the previous school year.

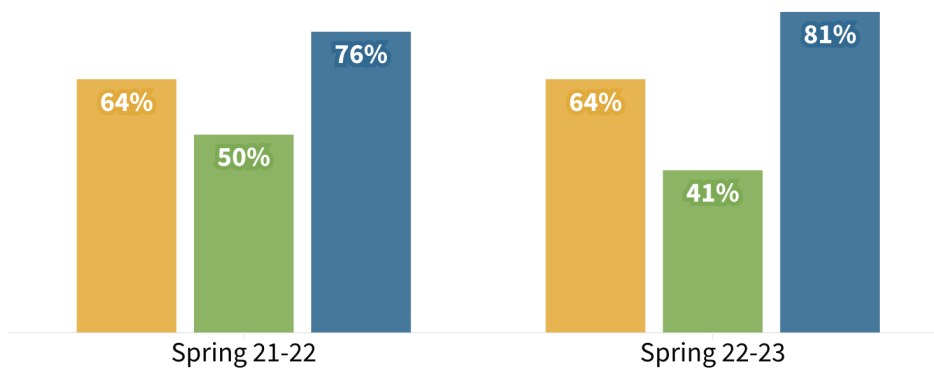
Priority Area 2 Select Metric: Increase in overall proficiency and decrease in the disparity in math and reading proficiency (based on free and reduced lunch status) in grades 3, 8, and 11.

Grade 3 Reading Levels



Percent of third graders reading at or above grade level.

ALL FRL NFRL



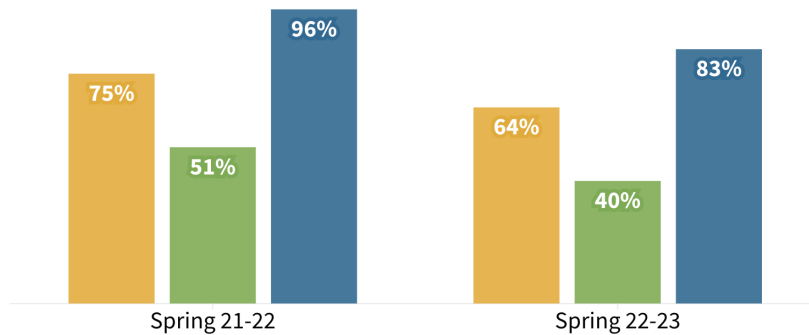
Source: BSD Literably Reading Assessment Data • updated Spring 2024
Participation: 21-22=93%, 22-23=97%



Grade 8 Reading Levels

Percent of eighth graders reading at or above grade level.

ALL FRL NFRL



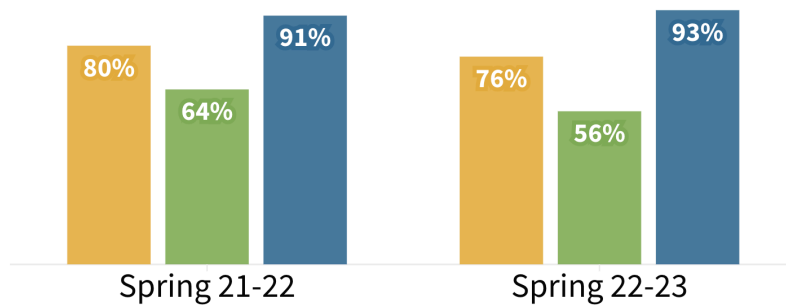
Source: BSD Scholastic Reading Inventory (SRI) Assessment Data • updated Spring 2024
Participation: 21-22=84%, 22-23=91%



Grade 10 Reading Levels

Percent of tenth graders reading at or above grade level.

ALL FRL NFRL

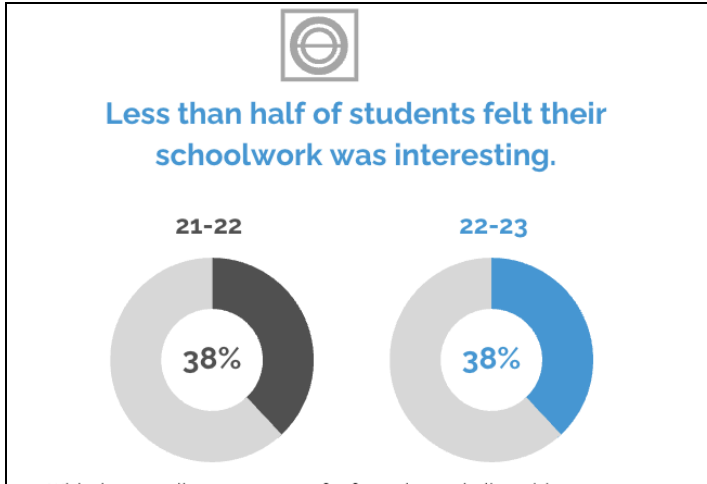


Source: BSD Scholastic Reading Inventory (SRI) Assessment Data • updated Spring 2024
Participation: 21-22=63%, 22-23=53%



As evidenced by the green bars (students who qualify for free and reduced lunch) compared to the blue bars (students who do not qualify for free and reduced lunch), the disparity in reading proficiency between these two groups grew in the 3rd and 10th-grade levels from SY21-22 to SY22-23. At the 8th grade level, the income disparity was over 40 percentage points different between the two groups for both years.

Priority Area 2 Select Metric: 90% of students say they are regularly challenged, empowered, and engaged in learning. Decrease in the disparity in responses with students who have IEPs. Decrease in the disparity of responses with students of the Global Majority.

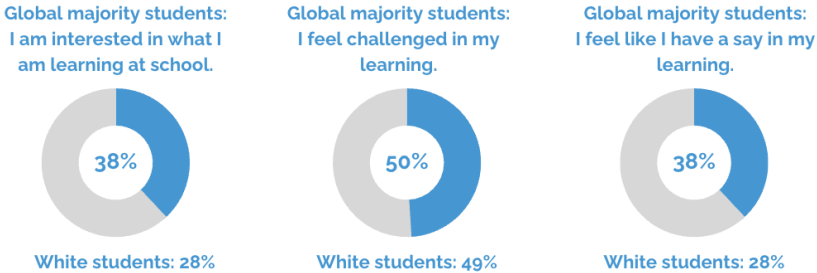


Significant progress still needs to be made in this metric because only 38% of all students surveyed felt that their schoolwork was interesting. 36% of students with IEPs felt their schoolwork was interesting compared to 38% of students without IEPs. 42% of Global Majority students felt their schoolwork was interesting compared to 36% of white students.

Priority Area 3 Select Metric: Increase in the percentage of students of the Global Majority who are enrolled in: – Challenging, engaging coursework. – AP, Honors, and dual enrollment courses.

High School Student Engagement

Students of the global majority reported more positive feelings about their learning than white students.

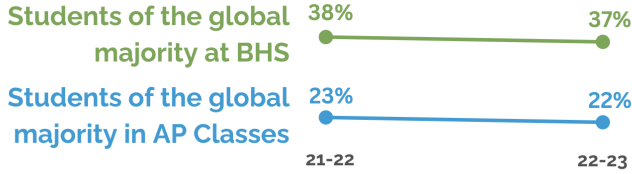


Source: BSD Restorative Culture student survey, 22-23



BHS Advanced Placement Enrollment

The percent of students of the global majority in AP classes remained 15 percentage points lower than the student population at BHS.



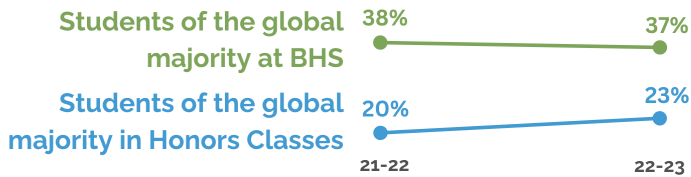
Note: AP course completion went from 237 to 330, a 39% increase, so a higher number of students of the global majority took AP classes, even as the percentage stayed the same.



In SY22-23, there was an increase in students of the Global Majority taking (and completing) AP course completion (237 to 330). However, the percentage of students of the Global Majority in AP classes is still 15 percentage points lower than the overall population of students of the Global Majority at the high school.

BHS Honors Enrollment

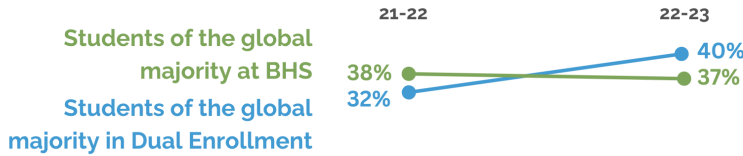
Racial disparities continue to exist in Honors classes but there was a 3 percentage point improvement.



Similar to AP class enrollment, there is a disparity between the enrollment in honors classes for students of the Global Majority (23%) and the overall percentage of the population that students of the Global Majority make up at the high school (37%).

BHS Dual Enrollment

Students can take college classes for credit while they attend BHS.
The percent of students of the global majority exceeded the student population.

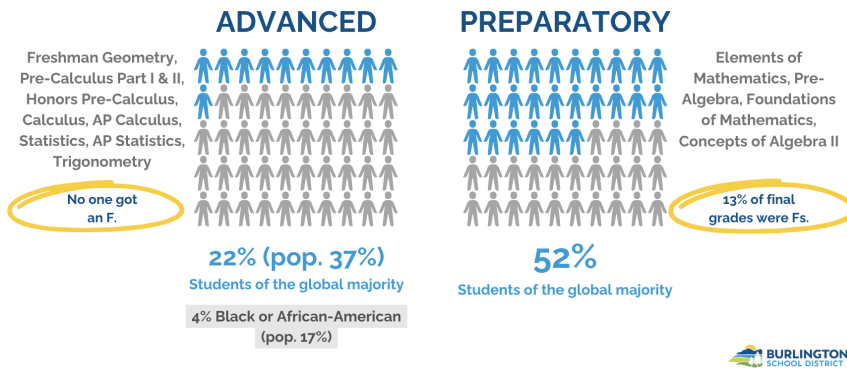


One highlight is that the percentage of students of the Global Majority taking dual enrollment courses (40%) exceeded the percentage of the high school population that students of the Global Majority (37%).

Priority Area 3 Select Metric: Eliminate racial disparities in high school math courses.

BHS Math Class Enrollment

Racial disparities persist in math class enrollment.



In 22-23, we continued to see racial disparities in representation in high school math courses. Students of the global majority are underrepresented in advanced math and overrepresented in preparatory math. The goal is to eliminate race as a predictor of math level in high school; we have yet to make significant progress in this area.

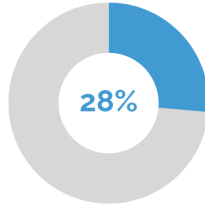
Priority Area 4 Select Metric: Increase the percentage of students of the global majority who say they see educators who look like them.

Students of the global majority



Students were asked about the identity of teachers at their school.

Global majority students:
I see teachers who look
like me at school.



Source: BSD Restorative Culture student survey, 22-23



The percentage of teachers and principals of the Global Majority has changed very little, hovering around 5% (about 20-25 individuals).

Priority Area 4 Select Metric: Increase the percentage of staff of the Global Majority who say they feel they belong in their school and in our district.

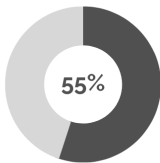
Staff of the global majority

Staff of the global majority responded to questions about belonging.

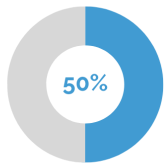


I feel like I belong in my building.

21-22

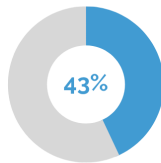


22-23



I feel like I belong in the district.

22-23



Source: BSD Restorative Culture staff surveys

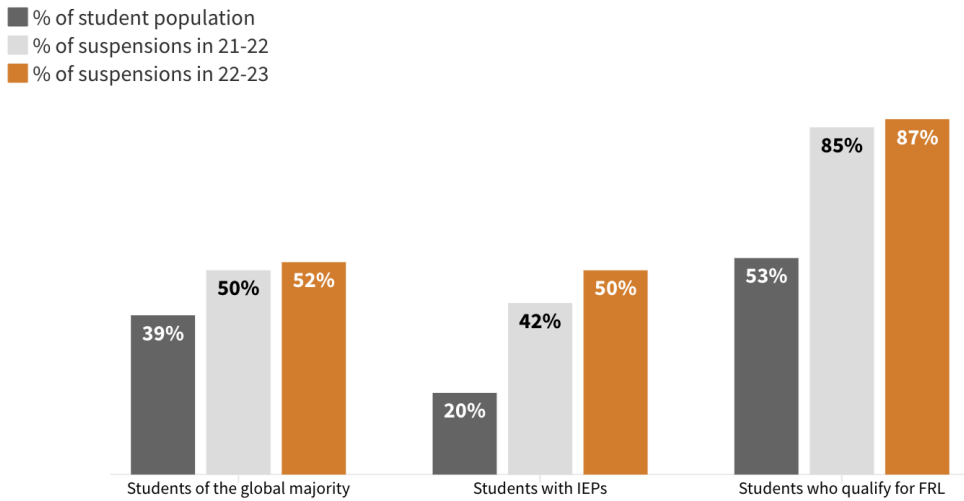


The overall percentage of Global Majority staff who reported feeling like they belong in their building went down in SY22-23, from 55% the previous year to 50%.

Priority Area 5 Select Metric: Eliminate disparities by race in suspension and office discipline referrals for students with IEPs and students receiving free or reduced lunch.

BSD Suspension Disparities

Historically marginalized student demographic groups are overrepresented in suspensions.



Source: BSD Powerschool Incident and Attendance Data

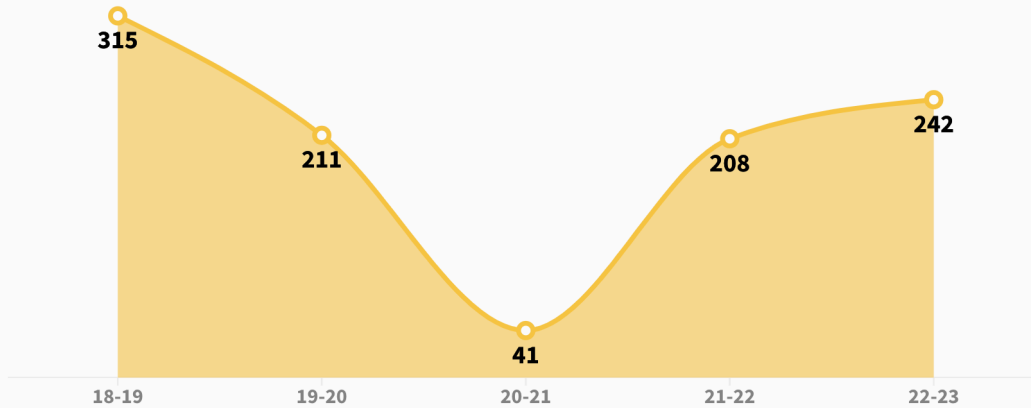


The disparities in suspensions for students of the Global Majority, students with IEPs, and students who qualify for free or reduced lunch persisted in SY22-23, remaining consistent with the previous year's data.

Priority Area 5 Select Metric: Reduce suspensions and office discipline referrals overall by 50% by the end of the 2022- 2023 school year and by 90% in five years.

BSD Suspensions - Historical

Suspension totals for five years.



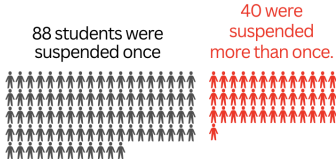
Source: BSD Powerschool Incident Data • The 20-21 school year suspension count was low due to Covid.



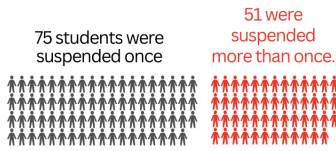
This metric needs continued attention as suspensions increased in SY22-23, from 208 the previous year to 242. The following charts show more repeat suspensions for the same students than a more significant number of individuals being suspended. We are investigating the root causes of this and how to support these students better.

Out of School Suspensions

In 21-22 school year, 128 individual students were suspended.



In 22-23 school year, 126 individual students were suspended.

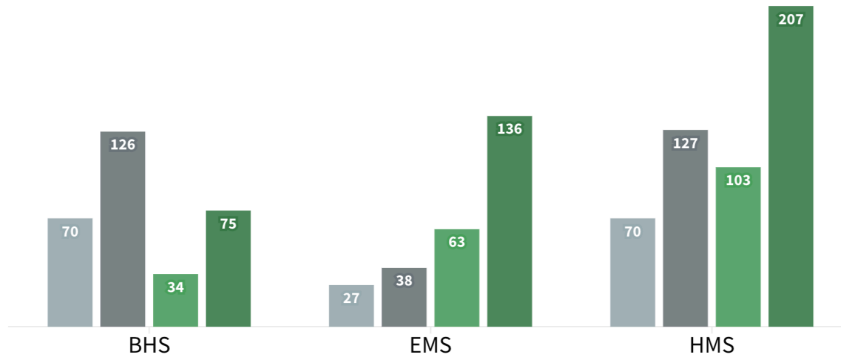


BSD Suspensions - Two years

21-22 SY and 22-23 SY

Count of out of school suspensions followed by the total count of days students were out.

■ OSS Count 21-22 ■ OSS Days 21-22 ■ OSS Count 22-23 ■ OSS Days 22-23



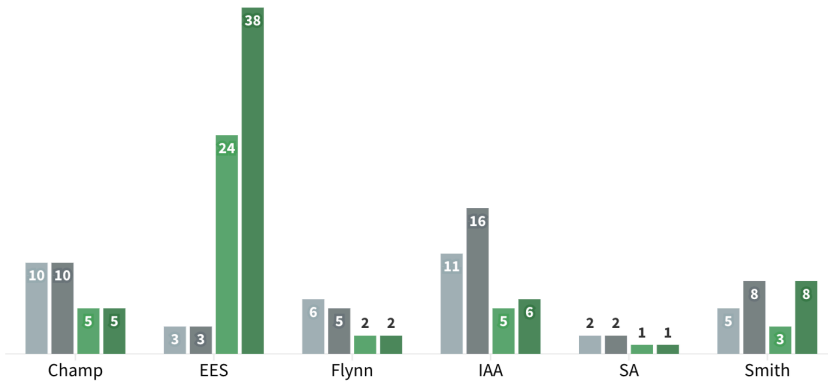
Source: BSD Powerschool Incident and Attendance Data

BSD Suspensions - Two years

21-22 SY and 22-23 SY

Count of out of school suspensions followed by the total count of days students were out.

■ OSS Count 21-22 ■ OSS Days 21-22 ■ OSS Count 22-23 ■ OSS Days 22-23



Source: BSD Powerschool Incident and Attendance Data

In SY22-23, 126 different students were suspended, accounting for 481 days of lost learning time combined.

LGBTQ+ Initiatives

Introduction: In SY 21-22, BSD assembled an LGBTQ+ Task Force composed of school leaders, students, teachers, administrators, parents, and community partners. This work led to an [LGBTQ+ Task Force Report](#), including curriculum recommendations, non-discrimination policy, environment, and safety. Those recommendations were presented to the school board's superintendent, BEA president, and DEI committee and ultimately presented to the whole school board. They were adopted in April 2022.

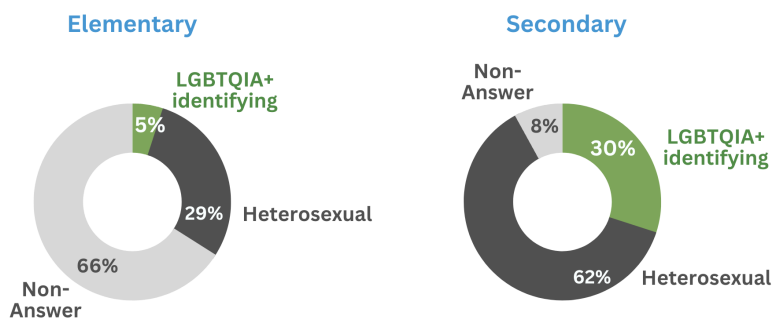
In SY 22-23, the Office of Equity partnered with schools and community partners to implement the task force's recommendations.



Demographic Data: Who Are Our Students?

Student Sexual Orientation

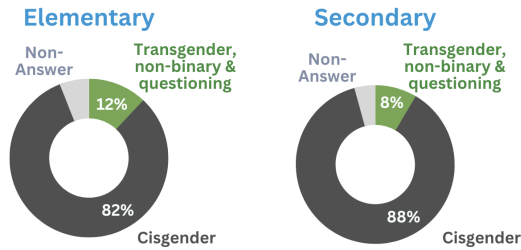
Elementary students were asked the gender of people they have crushes on. Secondary were asked their sexual orientation.



On the annual Restorative Culture district-wide survey, which differs from the survey referenced in the Task Force Report, 30% of students surveyed at the secondary level identified as LGBTQIA+ compared to 5% at the elementary level.

Student Gender Identity

10 percent of all students surveyed in grades 3-12 identified as transgender, non-binary or questioning.



Examples of student responses:

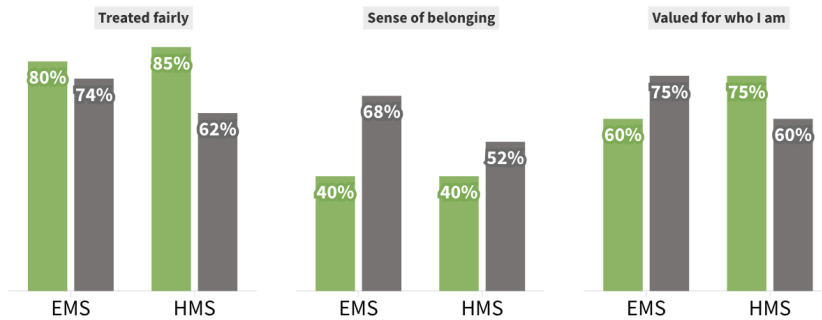
- Born a girl but feel like a boy
- Born a boy but feel like a girl
- Neither a boy or a girl
- Both
- Gender fluid
- I am not sure yet
- I am nonbinary
- they/them
- she/they or both

12% of elementary students surveyed identify as transgender, non-binary, or questioning, whereas 8% of secondary students surveyed identify in this category.

Disparities at the Middle School Level

BSD Student Survey - Gender Identity

Comparing affirmative responses for students who identify as **Transgender, non-binary & questioning** to students who identify as **Cisgender**.

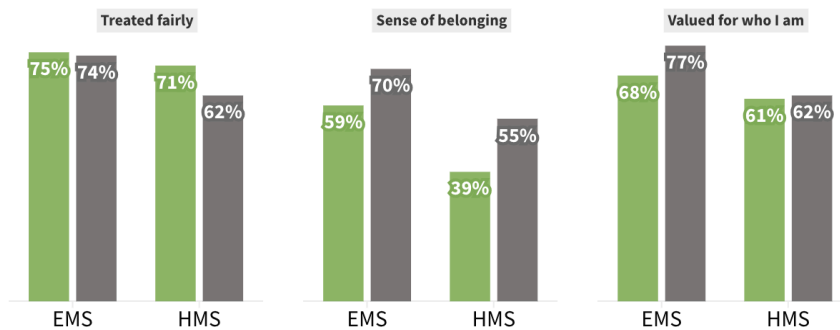


Source: Source: BSD Restorative Culture Student Survey, Spring 2023



BSD Student Survey - Sexual Orientation

Comparing affirmative responses for students who identify as **LGBTQIA+** to students who identify as **heterosexual**.



Source: Source: BSD Restorative Culture Student Survey, Spring 2023



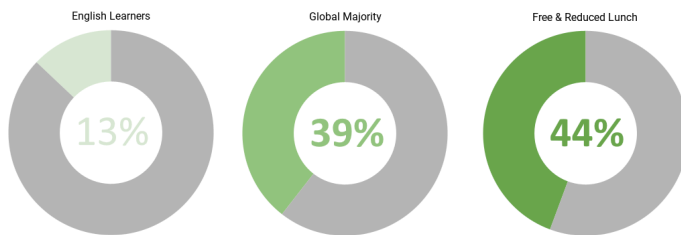
Generally, students surveyed who identify as transgender, non-binary, or questioning feel they are treated fairly at the middle school level (over 80%), but their sense of belonging is low (40%) in comparison to their cisgender peers. At EMS, 60% of transgender students report they feel valued for who they are, with 75% of students feeling this way at HMS. Additionally, students who identify as LGBTQIA+ at the middle school level feel they are generally treated fairly at school and valued for who they are. Still, their sense of belonging is also a lot lower than their heterosexual peers.

Expanded Learning Opportunities

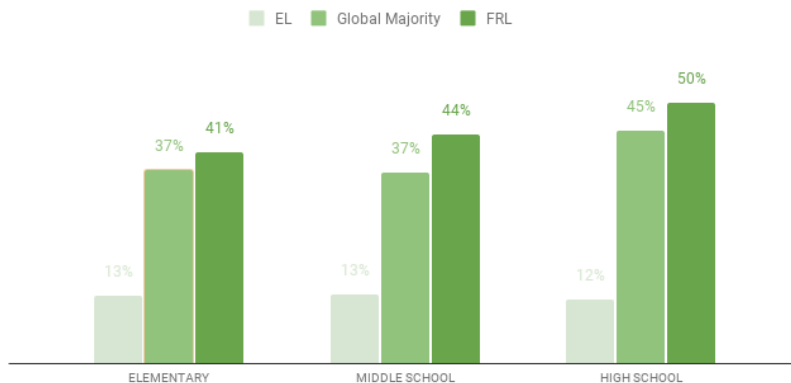
BSD’s Expanded Learning Opportunities encompasses an array of academic and enrichment programming offered during after-school hours during the school year and across summer break. Expanded Learning Opportunities (ELO) aims to foster Burlington youth's social and academic success through high-quality programming in an environment that creates lasting connections with peers, adults, and the community. With this mission in mind, the program provides spaces where students have meaningful ways to increase their leadership, use their voices, and engage in their community. BSD ELO is committed to providing program access to students; increasing capacity and efforts to recruit, hire, and retain staff of the global majority; continually evaluate policies through an equity lens; engaging in equity-focused professional development; utilizing restorative practices and social-emotional learning tools; and work closely with other departments ensure that students have access to programs that meet their needs in a safe and supportive environment. For more on our programs, visit the [Expanded Learning website](#).

2022-2023 ELO Data and Interpretation

1353 Students Participated in Afterschool and Summer School Programs (FY23)



FY23 Afterschool and Summer School



The data above shows the percentage of students who attended ELO Afterschool and Summer School programs divided by People of the Global Majority (POGM), students who qualified for Free and Reduced Lunch, and English Learners. By September 30th, 2026, we aim for all nine after-school sites to have FRL percentages exceeding school-day FRL percentages.

Equity in Communication Design and Encouraging Equitable Enrollment: ELO is committed to developing equitable, just, and empowering relationships with the Burlington school community, ensuring access for those who identify a need for afterschool offerings. We work collaboratively with other departments to create communication tactics with low or no entry barriers.

BSD and the ELO team recognize that equitable family communication requires meeting folks where they are, especially considering that nearly one in four families in the U.S. live without internet access (Edsource.org). Though all afterschool registration is completed online, we actively work to remove barriers. One example of our efforts is the creation of Registration Days at each school, during which families are welcome to meet us in person at their school, and we provide guidance (and laptops) to assist in the registration process. We also utilize the support of Multilingual Liaisons team to help bridge language barriers.

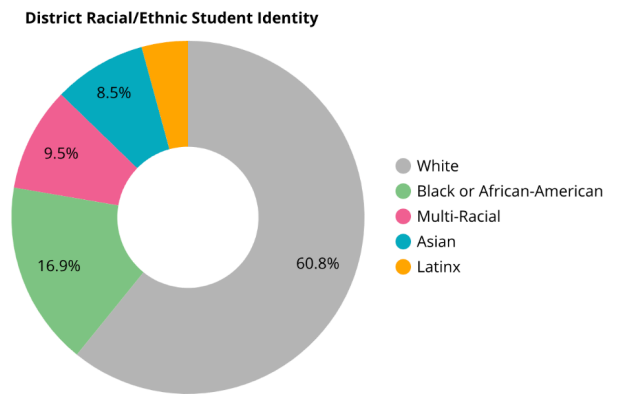
When communicating our payment options to families, we believe in empowerment through communicating options. We employ a full-time Billing Specialist with a background in communication with the District. This person is available to speak with every family who applies to discuss options for payment and will reach out directly to support families who have expressed hesitation or concern about payment. We also recently transitioned to a new registration portal that utilizes Google Translate. Furthermore, we ensure the entire ELO leadership team has the knowledge and ability to walk families through their options.

Equity in ELO Enrollment Process and Waitlist Management: As of 2023, we do not follow a “first-come, first-serve” enrollment model and began this for spring registration for SY 2023-2024. We now accept registrations based on need, both objective and subjective. This process includes carefully reviewing data including FRL, IEP, and academic needs, moving away from first come, first serve, less equitable enrollment. Our goal is for ELO demographics to reflect school-day demographics. In 2022-2023, we have worked to refine and unite our waitlist management procedures. To create a new system, we started weekly meetings to review the waitlist system and created a succinct procedure that prioritizes needs based on FRL, IEP, POGM, and special circumstances.

Special Education

In the 2022-2023 school year, 6% of students in the District had a Section 504 Plan. This plan ensures that a child with a disability who does not require special education services receives accommodations to ensure their academic success and access to the learning environment. 21% of students in the District qualified for special education services and had an Individualized Education Program (IEP). An IEP provides students with specialized instruction and supports access and progress in the curriculum.

SCHOOL	Number of Students	Percent FRL	Percent EL	Percent with IEPs	Percent Global Majority
DISTRICT	3,282	50%	15%	21%	40%
Burlington High School	913	46%	14%	16%	38%
Edmunds Middle School	371	50%	15%	20%	42%
Hunt Middle School	338	49%	17%	25%	36%
JJ Flynn Elementary School	298	54%	16%	23%	44%
Champlain Elementary School	257	42%	12%	24%	44%
Integrated Arts Academy	240	59%	25%	13%	61%
CP Smith Elementary School	233	38%	12%	21%	42%
Edmunds Elementary School	218	54%	21%	22%	60%
Sustainability Academy	173	65%	27%	19%	62%
Pre-K	151	66%	-	37%	52%
Horizons	57	-	-	-	-



Disparity Data for Special Education: It is crucial to examine the experience and perspective of students with IEPs to identify where there are disparities in the data.

- Students with IEPs are overrepresented in suspensions in Burlington School District. While only 21% of students have an IEP, they accounted for half of last year's suspensions.
- 55% of students with IEPs reported they felt like they belonged at their school in 22-23, while 68% of students without IEPs reported feeling a sense of belonging.
- 69% of students with IEPs reported adults at school treated them fairly; 77% of students without IEPs responded similarly.
- 65% of students with IEPs felt their identity, language, and culture are valued at school; 74% of students without IEPs responded similarly.
- Secondary students were asked if they had a say in their learning. 43% of students with IEPs responded that they felt they did, versus only 31% of those without IEPs.

Department Redesign: At the end of SY23, disparities between students with IEPs and those without showed that a greater degree of in-building support at IEP meetings, PLC meetings, and department meetings was needed. As a result, BSD restructured Student Support Services to include an Executive Director and three Associate Director positions: Associate Director for Grades K-5; Associate Director for Grades 6-12; and an Associate Director of Health and Wellness. The Associate Directors can support the Executive Director in this work across schools.

Multilingual Learners

Introduction: Burlington School District was among the first districts in Vermont to rename and redefine students and families who include languages other than English in their linguistic repertoire. We now define **multilingual learners** as those who bring the assets of knowledge and use of more than one language to their school experiences. Multilingual learners include those who have been legally identified as EL (English Learners) - a temporary status that provides students with additional support on their journey toward full bilingualism or multilingualism. In BSD, multilingual learners include students and their family members, as well as some BSD staff.

A review of BSD data indicates that there are almost 900 BSD students who are multilingual - meaning that a language other than English is spoken by one or more parents, and/or by the student. Of these,

approximately 500 students are legally identified as ELs. EL students comprise approximately 16% of BSD students. Multilingual and EL students attend every school in the District.

Our mission and our commitment to these learners is that BSD will offer them consistently equitable and fully inclusive learning experiences encompassing academic, athletic, extracurricular, and social-emotional environments. This commitment requires the assurance that multilingual learners will be fully included and considered in all five of BSD's strategic priorities. We must create and maintain opportunities for multilingual learners to experience genuine belonging and inclusion, to work in academically engaging and challenging environments, and to demonstrate their learning in multiple ways. However, we must also address the long-standing deficit mindset that is often used both to describe and to limit multilingual learners, defining them by what they cannot yet do rather than by the linguistic and cultural assets they bring to our community.

"I'm trying to make the teachers understand that we are EL students, but we know a lot of things. Even if we don't speak English, we are still smart for our language and country." -BSD Student.

Throughout the 2022-23 school year, 139 new students came through Burlington School District's Multilingual Intake and Assessment process. (Note that this number does NOT include multilingual kindergarten students, who are assessed for English language proficiency at their home schools.) Approximately 95% of these students were identified as English Learners and were placed in their home or chosen school with language support appropriate to their needs at either school. The demographics of new multilingual/EL students who arrive in BSD regularly change. In 2022-23, we experienced an unexpected growth in enrollment from families who speak Arabic, Russian, and Portuguese as their first language. In addition, we welcomed a substantial number of Spanish-speaking students who speak indigenous languages, such as Quechua and Triqui. These languages add to our district's already diverse multilingual fabric, which has added speakers of Swahili, Maay Maay, Vietnamese, and Nepali, to name a few, in previous years. (*To date, for 2023-24, we have seen 170 new multilingual students, with more Spanish speakers, Dari speakers, and French/Swahili/Kinyarwanda speakers.)

The promise of educational equity includes a "soft landing" for some students identified as English Learners who are offered enrollment in sheltered content/newcomer programs. At the elementary level, newly arrived English Learners who begin their journey as emergent bilingual learners enroll in the STEP program (a program for newly arrived students who are just starting to learn English). Newcomer programs are also in place at both middle schools and at BHS, where the program is known as AEP (Accelerated English Program). These programs aim to offer a warm and welcoming environment for new arrivals as they work towards transition into the academic mainstream within a year, with partial transition often implemented earlier than that. In addition to enrichment activities in English, these programs offer social and emotional support to help students adjust to school in the U.S.

For the 2023-24 school year, a teacher-led work group will evaluate our present newcomer programs, compare them with other models across the country, and make recommendations to ensure that our programs reflect current theory and practice and are internally aligned.

"When I first started school, it was hard for me because I didn't know what was going on and I didn't know what the teacher was asking me, so I just stayed quiet and cried because I wanted to say something, but I didn't know how to." -BSD Student

There is no precise timeline for student exit from EL status since factors as varied as age-at-arrival, opportunities for prior formal schooling, first language background, and program enrollment all play a role in determining how long it will take any student identified as an English Learner to experience a change in status.

In the field of multilingual education, students who have kept EL identification for six years or more are known as LTEL. Often, these students need help academically and are not offered educational or post-graduation opportunities commensurate with their fully proficient or monolingual English-speaking peers. For more information, see [Long-term English learner students: Spotlight on an overlooked population](#).

At BHS, 125 students were EL in April 2023. Of those, 55 (or 44%) had WIDA scores dating back more than five years. At middle schools, 110 students were EL in April 2023. Of those, 60 (55%) had WIDA scores dating back more than five years. Some students remain in EL status for many years and cannot exit EL status via the WIDA assessment. For the 2023-24 school year, another teacher-led workgroup will examine BSD data related to the length of time EL students remain in that status, looking for the potential influence of such variables as age at arrival, opportunities for prior schooling, first language background, and initial program placement. The goal is to create more equitable opportunities for EL students to exit that status and to experience the same choices and opportunities as their former EL or never-EL peers.

Language Proficiency and Academic Opportunity Data: Per federal and state guidelines, students identified as English Learners exit that status via the WIDA ACCESS assessment. Of 439 students who took the WIDA ACCESS in 2023, only 22 students exited EL status by this means. These students are completing their first year of required monitoring in the 2023-24 school year. Seventeen students started but still needed to complete the test, giving them no opportunity to exit EL status.

Once students have achieved proficiency per the WIDA, we continue to value their first languages and cultures. The goal for EL students is bilingualism or multilingualism, not the replacement of their first or heritage language with English. In fact, an essential part of identity development for multilingual learners of all ages is to remain connected to their linguistic and cultural assets even as they move towards full proficiency in English. The Department of Multilingual Learners created a new Native Language Instructional Specialist position to support students using their first and additional languages in the classroom. This initiative, which is focused on middle and high school students, expanded in the 2022-23 school year to include two different language groups. A Heritage Language program (LAP) supports students in maintaining and continuing to develop their language repertoire and also leads some students to seek a Seal of Bilingualism at graduation. Plans for the 2023-24 school year include the formation of linguistic Affinity Groups to bring students of similar backgrounds to help them feel a sense of belonging and community at school.

"Please don't tell your student to only speak one language - you want them to only speak English. Please let people speak any language they want in class, anywhere they go." -BSD Student.

We also look at how former EL students perform in school in hopes that they are just as likely as their monolingual peers to take advanced courses. In SY22-23, of the 300+ Advanced Placement courses completed, 10% were completed by current or former EL students. In the SY22-23, of the 500+ Honors courses completed, 14% were completed by current or former EL students. Former EL participation in AP and Honors is up from 8% in both AP and Honors in SY21-22.

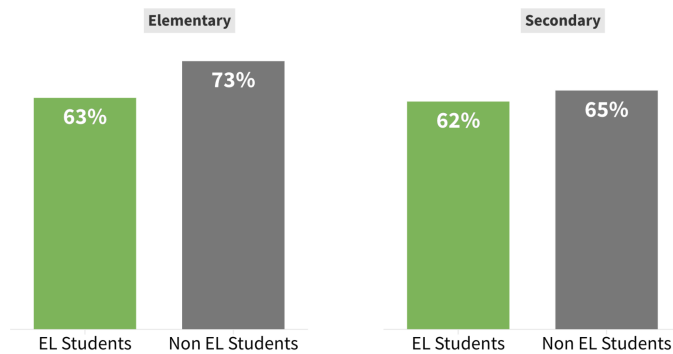
“It feels good because our group is so rich in culture, and we’re learning from each other every day.” -BSD Student.

“I like seeing people from different cultures and backgrounds in one room. There’s more of a feeling of inclusion, instead of being the only one who’s different.” -BSD Student.

A major goal of all BSD and Department of Multilingual Learners work is to help all students experience a sense of belonging in school. One way this is assessed is through BSD’s Annual Student Survey.

BSD Student Survey - English Learners

At school, I feel like I belong.

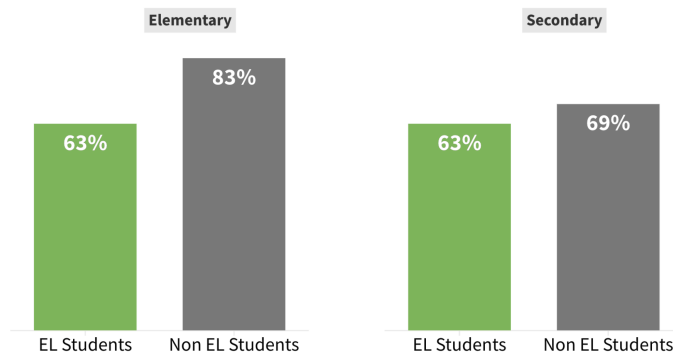


Source: BSD Restorative Culture Student Survey, Spring 2023



BSD Student Survey - English Learners

I feel like my school values who I am as a person, my language, and my culture.



Source: BSD Restorative Culture Student Survey, Spring 2023



What the Data Says: This data reveals discrepancies between EL and non-EL students in crucial categories such as belonging and feeling valued at school. As mentioned above, long-term WIDA data indicates that for most students identified as English Learners in BSD, it takes many years to exit to full proficiency. This is aligned with national research, which asserts that it takes most students 5-7 years to achieve full proficiency in English for academic purposes. However, we remain concerned that many BSD ELs lose motivation, are limited in their choices in high school, and may graduate without ever exiting EL status.

The data also indicates that some former EL students feel confident enough to enroll in honors and AP courses. While further study is needed, these data do not show that former ELs enroll in these courses in

equitable numbers compared to never-EL students. However, the outcomes may be different in thoughtfully designed, inclusive environments.

What did we do to try to shift the data?

1. Created a coalition of VT educators to petition the AOE for an alternative way for students to exit EL status; to date, 12 BSD EL students have exited via the Vermont Alternate Exit process.
2. Increased awareness for students and families by holding informational sessions about EL identification, WIDA ACCESS, and strategic planning for success on the assessment.
3. There has been increased awareness in meetings with elementary EL teachers that the early years hold a great deal of potential for students to make progress and exit EL status.
4. Supported the transition to the ARC literacy program fully for elementary EL teachers, adding rigor and text complexity to literacy tasks for ELs.
5. Offered co-taught Humanities for ELs at WIDA levels 3-4 at BHS, created other co-taught classes, and provided ongoing PD support for co-teaching.
6. To address multilingual students' disparate sense of belonging, the MLL department is creating language Affinity Groups for students, adding on-call interpreters, providing newcomer support within the summer school structure, and recruiting and prioritizing multilingual students for summer programming.

"I feel safe and like it here. The school has a good education system. The teachers are patient, loving, and caring. I am very happy to study here. Thank you so much all." -BSD Student.

Finally, the importance of parents' and families' engagement in the success of multilingual learners cannot be overstated. The Department of Multilingual Learners partners with all departments and schools to ensure that invitations to school events, District-wide meetings, and parent-teacher conferences are sent in the languages most commonly used in our district. We partner to arrange conversations about topics of interest and importance to the multilingual communities. The consistent presence of Multilingual Liaisons and commitment to collaborative planning make these opportunities possible. In addition, Parent University, which is a free after-school program for multilingual parents and family members of BSD students that offers courses in family math, English, computer skills, parenting, and much more, maintains consistent enrollment with a variety of courses for multilingual parents and community members and often serves as a gateway for multilingual family engagement in other ways.

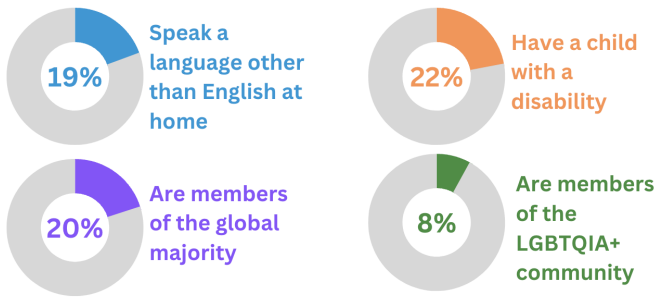
Family Partnership

Introduction: BSD strives to engage all the families of the students we serve. There are many ways families can be involved with the District, such as through Parent-Teacher Organizations, serving on a Family Advisory Group for the school or the Superintendent's Family Advisory group, attending monthly coffee chats with the superintendent, serving on the Youth-Family Engagement Team, joining Parent University, or serving on the Strategic Plan Steering Committee. Families are also continuously invited to twice-yearly Parent-Teacher conferences and encouraged to volunteer at their students' schools.

Data: In SY22-23, BSD expanded the Restorative Culture Survey to include family input. 350 families took the survey.

Family Survey Demographics

350 families took the BSD Family Survey.



Discrimination

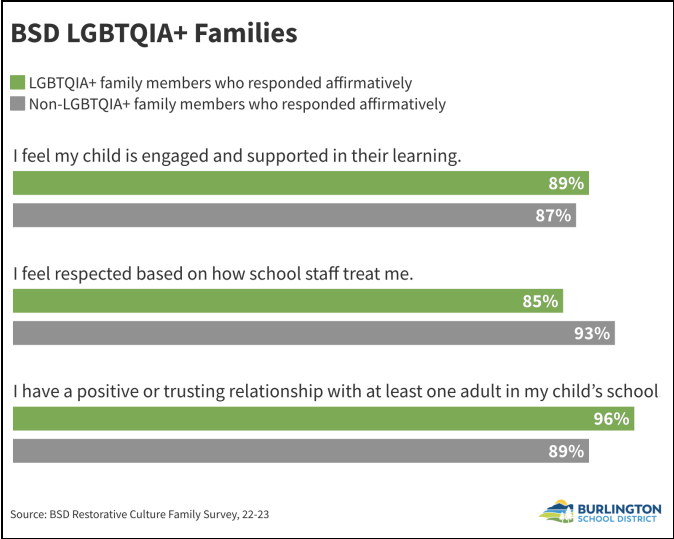
40% of family respondents reported that they had seen one or more types of discrimination at their child's school.

Top types of discrimination seen by families.	RACE	78
	DISABILITY	52
	MONEY	51
	BODY SIZE/SHAPE	47
	GENDER	43

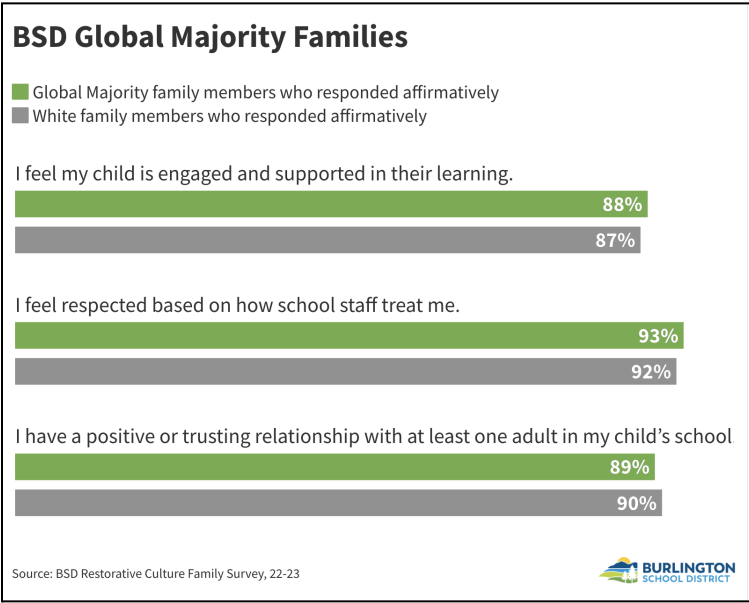
Families surveyed were asked to report the discrimination they had seen at their child's school. Racial discrimination was the most highly reported at 78 indications, with disability discrimination the next highest at 52 indications.

Family Survey Data

LGBTQIA+ Family Perspective: These data are encouraging as they do not indicate a highly disparate experience of relationships with adults at their child's school, feeling respected, and feeling their child is engaged and supported in their learning from families who identify as LGBTQIA+ who took the survey.



Global Majority Family Perspective: The responses from Global Majority families are similar to those from white families in terms of affirmative responses to having a positive or trusting relationship with an adult at their child’s school, feeling respected based on how school staff treat them, and feeling their child is engaged and supported in their learning.



Families of a Child with a Disability Perspective: Parents of a child with a disability indicate a high affirmative response of having a positive or trusting relationship with at least one adult at their child’s school, but when compared to families who do not have a child with a disability, there is a more significant gap in their experience of feeling respected and that their child is supported and engaged in their learning.

BSD Families with a child with a disability

- Family members whose child has a disability who responded affirmatively
- Family members whose child does not have a disability who responded affirmatively

I feel my child is engaged and supported in their learning.



I feel respected based on how school staff treat me.



I have a positive or trusting relationship with at least one adult in my child's school.



Source: BSD Restorative Culture Family Survey, 22-23



Hazing, Harassment, and Bullying

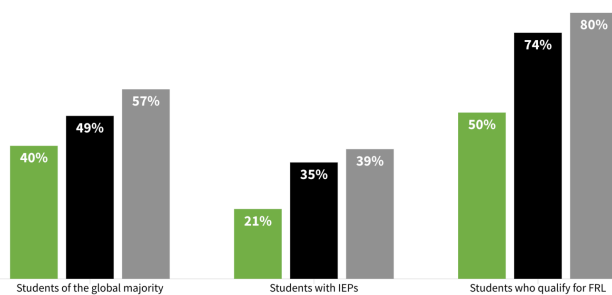
Introduction: BSD's Strategic Plan supports the ongoing efforts to diminish and eradicate disparities among individuals who are furthest from experiencing justice. We are actively exploring alternatives to punitive discipline and suspension to achieve this goal. Our [Restorative Code of Conduct](#) intricately outlines acceptable and anticipated responses to specific behaviors, providing teachers with examples of alternative consequences for various actions. During annual staff professional development on Hazing, Harassment, and Bullying, as well as addressing inappropriate behaviors, we deliberately instruct staff to shift away from punitive measures whenever feasible and appropriate. We encourage individuals to embrace natural and logical consequences rooted in teaching and learning, fostering an environment that retains students in school and within the classroom. This approach contrasts with the conventional method of expecting students to grasp appropriate behaviors solely by separating them from their education via suspension or expulsion.

Data: Starting in SY23-24, we examined student identity factors in HHB incidents.

BSD HHB Disparities - Midyear Check

Historically marginalized student demographic group involvement in harassment and bullying incidents.

- % of student population
- % of harassment respondents in mid-year 23-24
- % of bullying respondents in mid-year 23-24



Source: BSD Powerschool Incident Data



The chart above reveals ongoing discrepancies in HHB investigations within the District. It indicates that students with IEPs, those eligible for FRL, or those identifying as members of the Global Majority are proportionately overrepresented in our HHB investigations compared to the overall population.

The anti-racist teaching initiatives highlighted in the next section are anticipated to assist our staff in changing their mindset regarding implicit bias when necessary. We encourage staff members to learn and reflect on their practices, consistently consider the definition of implicit bias, and make mindset shifts when bias is recognized. We are confident that this change in mindset will contribute to reducing and eliminating disparities within our marginalized populations.

Anti-Racism in BSD

Introduction: In the fall of 2020, on the heels of a national racial reckoning, the BSD Office of Equity released a statement saying, “ *We recognize that racism has persisted in our nation for centuries, and we acknowledge the part that schools play in perpetuating institutional racism. There is much work to be done in our commitment to dismantling the systems of oppression within our practices, policies, and procedures. We at BSD strongly denounce racism in all its forms. We dedicate ourselves to examining our practices to eradicate systemic racism in our school community.*” While statements can be powerful signals of allyship, they are just words if not embedded in direct action. BSD prioritizes anti-racism through several initiatives, including intentional work with the District leadership team, professional development for teachers and staff, [equity workshops](#) for the community, implementing restorative practices, and establishing a solid youth leadership cohort with the [Summer Racial Justice Academy](#).



School Year 2022-2023: In SY22-23, BSD educators were engaged in anti-racism adult learning in one of two ways. K-5 educators were focused on implementing a new literacy program, while PK and secondary educators were involved in anti-racism instructional practices learning strands.

Literacy Curriculum Implementation and Learning: Data

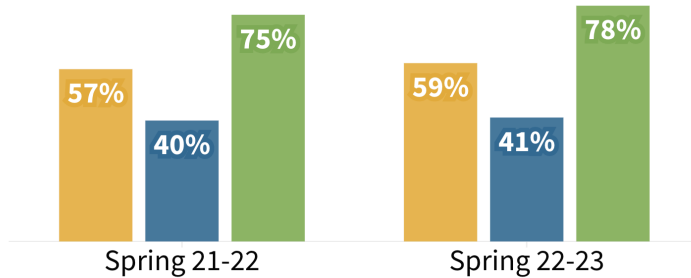
All BSD elementary classroom teachers (80), EL teachers (14), librarians (6), interventionists (7), and special educators (30) were enrolled in American Reading Company (ARC) training. These teachers regularly met with ARC coaches and BSD instructional coaches to learn implementation strategies. Instructional Coaches and Building Principals also worked with ARC coaches throughout the year. Two times per month, elementary professional learning communities (PLCs) are facilitated by BSD instructional coaches and focused on ARC implementation. Throughout SY23, teachers had 24 hours of

in-service time dedicated to improving their reading instructional practices and using the ARC curriculum.

Elementary Reading Levels

Percent of K-5 students reading at or above grade level.

ALL FRL NFRL



Source: BSD Literably Reading Assessment Data



At the end of SY23, 59% of elementary students were on target for reading, compared to 57% the year before. In the chart above, the 30+ percentage point gap between income groups reflects a substantial disparity we are working to eliminate. According to the ARC program, the average yearlong growth in reading for students reading below grade level in the fall of 2022 was 1.24 years.

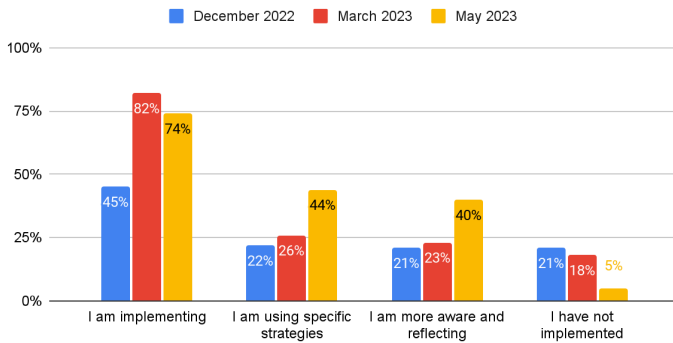
Literacy Curriculum Implementation and Learning: Why It Matters

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 experience more profound 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 use of curricular materials that reflect the rigor, cultural relevance, and opportunities for differentiation we want for our students. The data showed that in Spring 2021, only 54% of students were reading at grade level before we started this work. Over the next several years, we aim to improve this number significantly.

Anti-Racist Instructional Practices Learning: Data

Grades 6-12 educators enrolled in a cohort that met five times over SY23. Learning strands were led by an excellent mix of internal, external, local, and national leaders in anti-racist educational practices. To examine the effectiveness of this professional learning, data was collected on educator's individual learning and implementation of their education. The following data reflects feedback from educators for the anti-racism learning strands from SY23.

How have you implemented or used your learning from this strand in your classroom, interactions with students, interactions with colleagues,



Quotations from Educators:

“I’ve utilized some of the reparative language that I’ve learned, and I try to use validating statements more often when my student struggles emotionally. I’ve found it to be quite helpful!”

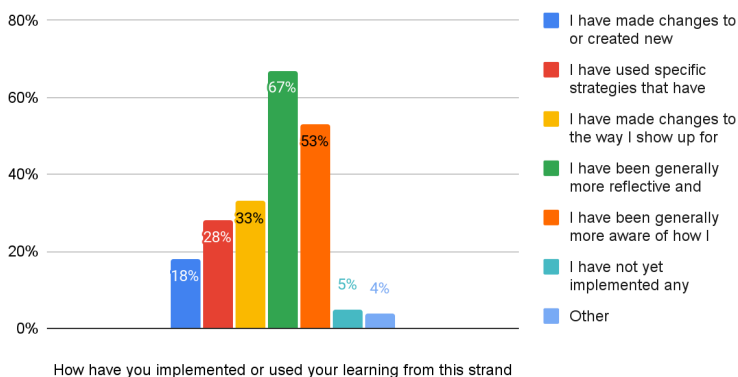
“I have really thought about how WSC inculcates education and my personal life every single day since we started this learning in August. I consider how I talk to students, what I talk about with students, and what materials I bring into my classroom.”

“This workshop has helped me frame how I talk to students - or at least made me aware of how I should talk to students, even if I'm not always 100% where I want to be with respect to this skill. It has shaped me in a lot of ways.”

“Since doing this PD, I have generally become much more thoughtful about how I present material and facilitate discussions/activities in my classroom. This facilitator is amazing!”

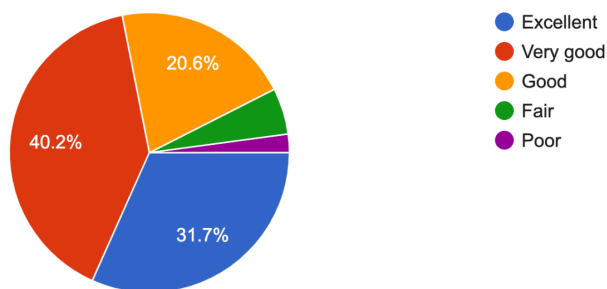
End of Year Data, May 2023

How have you implemented or used your learning from this strand in your classroom, interactions with students, interactions with colleagues, or in your



The quality of learning today was...

281 responses



Analysis of Anti-Racist Instructional Practices: The data above suggests that educators are generally appreciative of the quality of the learning being offered to them. Additionally, educators indicate that they are using the information they are getting in these training sessions in their classrooms, with their colleagues, and in their personal lives. Finally, educators indicate that while they are learning, they have more to learn.

Why Anti-Racist Instructional Practices Matter: While BSD is actively working to create more opportunities for Burlington students to learn from and with Global Majority educators, the fact remains that the teaching population of BSD is overwhelmingly white. Many of these educators have pursued education and training throughout the years, which has helped them become more anti-racist, culturally welcoming educators. The move to support all educators with job-embedded professional learning focused on anti-racist instructional strategies shows the District's investment in its educators by helping them to become anti-racist in their classroom pedagogy. As Tyrone Howard says in *Why Race and Culture Matter in Schools*, "...by developing and maintaining a better understanding of race and culture and how they play out in school settings, educators can begin to take important steps toward ameliorating persistent gaps in educational outcomes between African American, Native American, and Latinx students..." (Howard, p. 110)

As BSD continues to work towards anti-racism and dismantling white supremacy, we are better understanding the impact racism is having on our students, staff, and families of the global majority. We consistently hear from people of the Global Majority that white colleagues are harming them, and we know that in some cases, staff of the Global Majority have left BSD because of racism they experienced in our district. We are also aware BSD still needs to create safer support systems in our buildings for staff of the Global Majority.

Anti-Racism and Youth Leadership:



The [Summer Racial Justice Academy \(SRJA\)](#) was created in the summer of 2021 to build capacity for sustained youth leadership in the Burlington School District, with the primary goals of creating stronger Youth-Adult Partnerships and working towards racial justice in schools through transformative systems change. Around 50 youths apply, interview, and are hired as paid consultants each year. In SY 22-23, BSD offered a third successful year of SRJA, with over 100 students applying for 50 positions. One significant change for SRJA3 included the establishment of peer leaders. Six students were hired as peer leaders to design, plan, and implement the curricular content effectively to shift the power dynamics and empower youth to lead. They attended a week-long retreat where they received training in Restorative Practices, lesson planning, behavior management, social justice education, and more. They informed every aspect of the program, including adding activism blocks, gender and racial affinity spaces, and refining the high school/middle school mentorship model. They effectively created homeroom groups that met each morning in community-building healing circles.



SRJA Recommendations: As part of the SRJA's work, students made recommendations to school leaders, which informed the district's strategic plan and created substantial changes at BSD. Some changes made that reflect [recommendations from SRJA1](#) included revamping discipline processes with the use of RP and the rollout of the [Restorative Code of Conduct](#), overhauling [student handbooks](#), clarifying and limiting the role of [police in schools](#), working with counseling departments to ensure BIPOC students have BIPOC classmates, and more. [SRJA2 Recommendations](#) included the implementation of anti-racist professional learning for teachers and teacher accountability. [SRJA3 Recommendations](#) focused on the areas of [Improving Belonging and Well-being for Students of the Global Majority](#), [Mental Health Needs at School](#), [Welcoming criticism and taking accountability for your actions](#), and [The Next Step in Holding Teachers Accountable](#).

Impact of SRJA3

SRJA3 Quotes Summer 2023

"Restorative Practices, it's kinda useful because people can talk out of the comfort zone."

"I liked having a smaller community circle because it brought us closer. I built a very strong connection with my circle group."

"It was helpful having guests come in and deeper explain what racial justice is and more."

"A part of SRJA that helped me understand it more was learning to be a leader and making new friends that I can stick with when the school year starts."

"Activism blocks were really helpful. The slideshows and data and everything really helped me understand racial justice a lot better."

"I am now not afraid to hold people accountable."

"Our capstones helped me better understand racial justice because we were working on ways teachers should handle racism."

"I feel as though the presentations we gave to BSD staff helped me understand more about how change is made. There is a bit of push-back, intentional or not, and leaders are very vague. BSD takes a long time to change. Persistence is key."

"I learned more how to make a good poem/story about anti-racism."

"it didn't feel like school. I thought it was finna feel like school."

"I enjoyed having peer leaders because it didn't feel like adults were just telling us what to do."

Midyear Update: SY 2023-2024

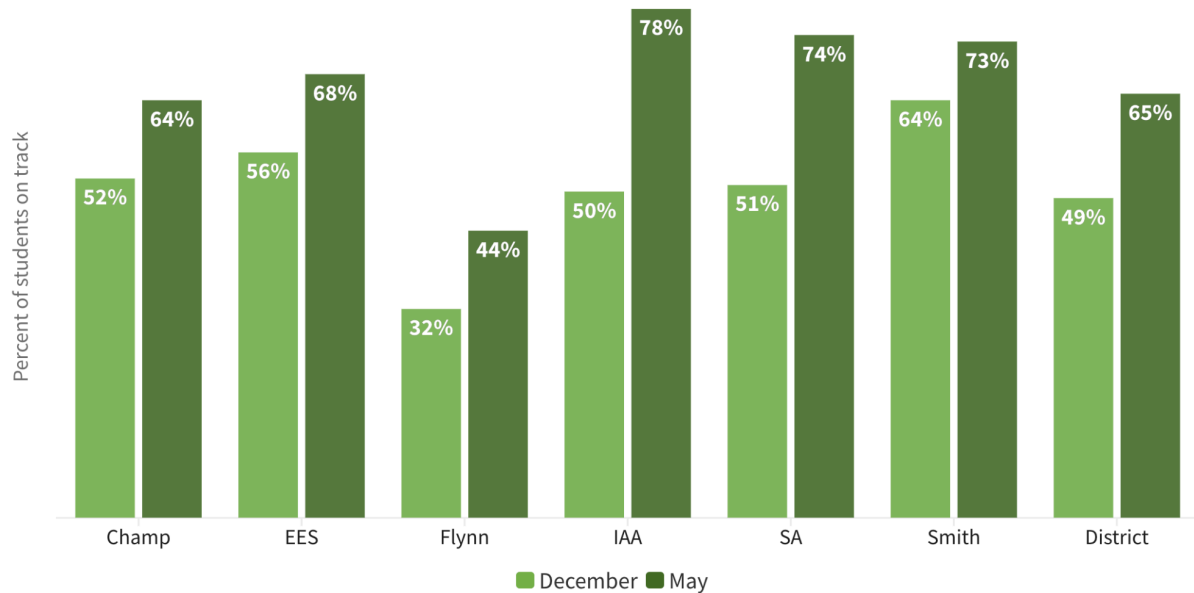
Introduction: To provide timely snapshots of where some disparities stand while publishing this report, this section includes midyear (August-December 2023) data for select disparities and highlights the work we continue to do to address the disparities outlined in this report.

Data

Reading

BSD American Reading Company (ARC) Growth

Percent of students below grade level in fall who were on track for growth at two points in the year.



Source: American Reading Company Independent Reading Level Assessment (IRLA), 2024

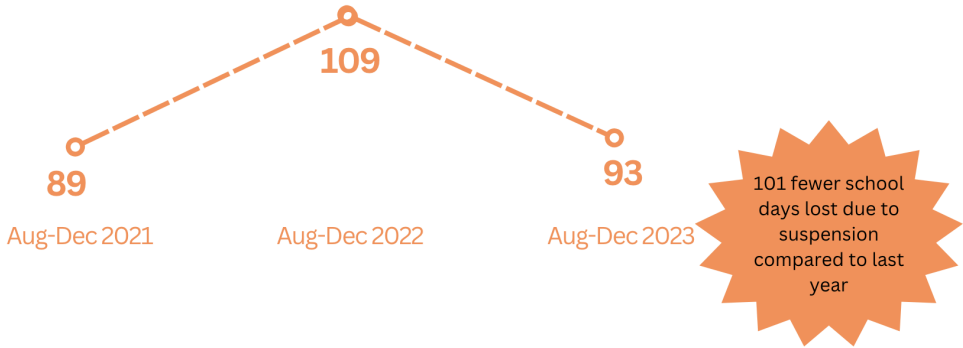


Students who are reading below grade level need to achieve more than one year of growth, often for multiple years, in order to become an on-grade-level reader. District and school teams analyze student reading growth data to help ensure these students are on track to meet that goal. The Executive Director of Teaching & Learning, along with principals and instructional coaches, hold monthly data analysis meetings. They work to ensure students who are reading below grade level are prioritized for additional intervention support and equitable conferencing.

Office Referrals: In SY22-23, 5,400 office referrals were reported. At the midyear for SY23-24 (August-December 2023), 2,005 office referrals had been reported.

Total Out of School Suspensions:

Three years of **midyear suspension** counts show suspensions are down compared to last year, but still slightly higher than 2021.



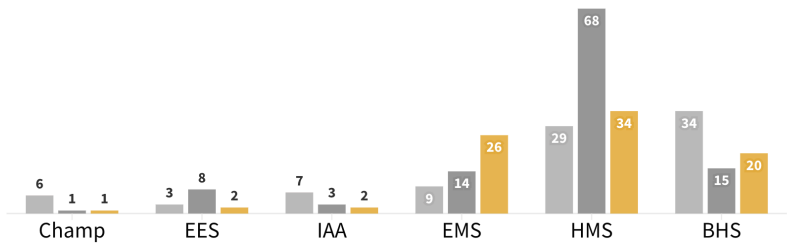
Year-Over-Year Comparison: Midyear Suspensions

BSD Suspensions - Midyear Check

A three year look at midyear suspension counts by school.

Smith, SA, Flynn, Horizons and OnTop had 3 or fewer suspensions at midyear for all three years and are not included in this chart.

- Aug-Dec, 2021
- Aug-Dec, 2022
- Aug-Dec, 2023

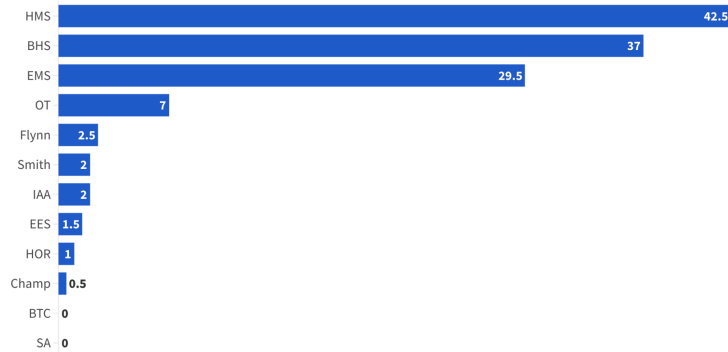


Source: BSD Powerschool Incident and Attendance Data

Midyear SY23-24 Suspension Days by School

BSD Suspensions - Midyear Check

Total days lost due to suspension by school. Aug-Dec 2023



Source: BSD Powerschool Incident Data



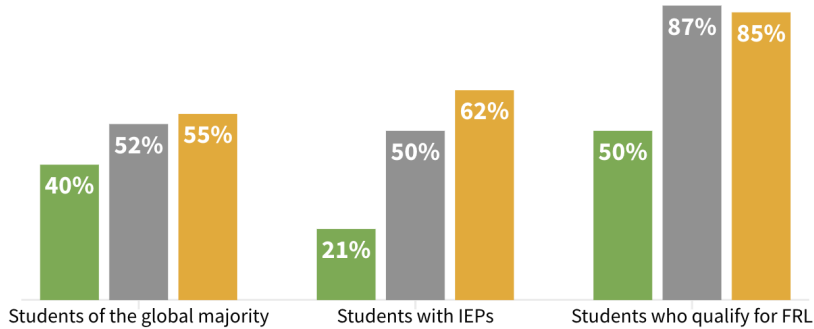
In midyear SY23-24, there were 123.5 days of learning lost due to suspensions, compared to midyear last school year (SY22-23), at which point there were 224 total suspension days.

BSD Suspension Disparities - Midyear Check

Historically marginalized student demographic groups continue to be overrepresented in suspensions.

This is a midyear check compared to 22-23 full year suspension disparity data.

- % of student population
- % of suspensions in 22-23
- % of suspensions in mid-year 23-24



Source: BSD Powerschool Incident and Attendance Data



The disparity for students with IEPs has increased by 12 percentage points at the midyear point for SY23-24 compared to the entire year of suspension data for SY22-23. They represent 21% of the student population but account for 62% of mid-year suspensions.

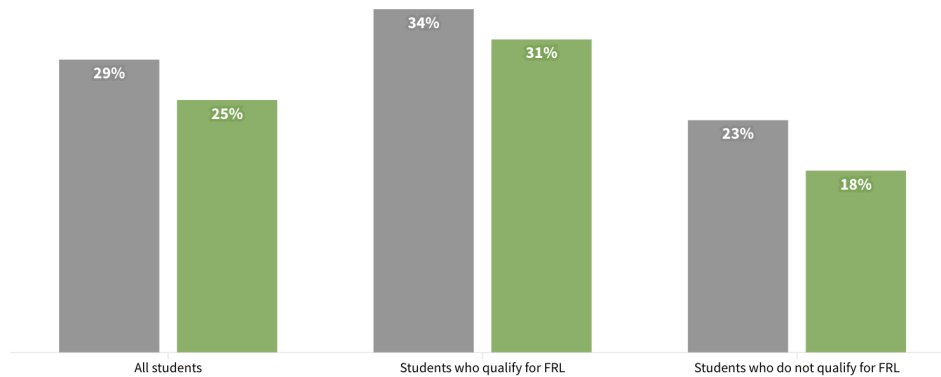
Attendance:

BSD Attendance - Midyear Check

Chronic absenteeism has decreased compared to last year.

Students with 8 or more absences by the end of December have missed 10% or more of the school days this year so far.

■ Midyear 22-23
■ Midyear 23-24



Source: BSD Powerschool Attendance Data



Chronic absenteeism decreased at midyear for SY23-24 compared to the same period (August-December) last year.

Midyear Advanced Placement, Honors, and Dual Enrollment: In 21-22, 227 Advanced Placement courses were completed, and in 22-23, that number rose to 330. In Fall 2023, AP enrollment is up to 355. This is preliminary data, as all enrolled students may not complete the courses.

Students of the Global Majority in AP courses accounted for 23% of the AP courses completed in 21-22 (compared to 38% of the BHS student population) and 22% of AP courses completed in 22-23 (compared to 37% of the BHS student population). In the preliminary enrollment data for 23-24, 24% of enrollments were Global Majority students versus 39% of the BHS student population. As the percentages in AP classes and the BHS population shifted slightly over time, the gap between AP course participation and the student population remained at 15 percentage points for students of the Global Majority.

The majority of AP enrollments, 76%, are students who identify as white. This means that white students are overrepresented in AP courses, as they make up just 61% of the student population. Racial identity groups within students of the Global Majority, including Asian, Latinx, and Multi-racial, are close to or on par with the student population. The notable disparity is with students who identify as Black or African-American; these students account for just 5% of AP course enrollments for 23-24 but comprise 20% of the BHS student population.

We are not including mid-year data for honors classes or dual enrollment because honors class credits are finalized at the end of the year, and dual enrollment reporting also occurs later in the year.

Street Data on Experienced Disparities: BSD gathers street data in various ways throughout the year. A significant event highlighting the lived disparities experienced by some in our community was the Breaking Bread and Building Bridges dinner to hear from Black parents in BSD. Held in November, this event included the opportunity for families to connect, hear from District leadership about equity and anti-racism work the District is engaged in, and have an outlet for their voices and concerns to be heard by District officials. Families discussed a wide range of topics and concerns, including wanting to have

increased tolerance and respect in the District for cultural and religious differences, providing more advanced EL classes, addressing bullying and low expectations for students of the Global Majority, the school-to-prison pipeline in BSD, supporting Black educators in the District, and the pervasiveness of racism and discrimination against students of the Global Majority in schools.

Following this dinner and several discussions with District leadership, two sessions were held with the Superintendent's Advisory Groups, one with students and another with teachers, to hear what disparities they are seeing and experiencing in our schools. The students and teachers who participated as members of the Advisory Groups shared first-hand experiences of inequitable treatment based on their race, religion, language, gender, age, and other identity factors. The themes from these conversations were that there are disparity issues in BSD related to low expectations for students of the Global Majority, assumptions about ability based on identity status, and missed communication opportunities.

Anti-Racism Work: BSD continued our work on anti-racism instructional, antiracist leadership practices, and literacy throughout the 2023-2024 school year. This means that during District in-service days, early education, paraeducators, and secondary educators learn about anti-racism. Educators enrolled in different learning strands this year to expand their understanding. Elementary educators are also continuing their learning with ARC during this time. Cabinet members continue their work with The Leadership Collaborative and Truss Leadership on antiracist leadership skills. Finally, this year, one elementary PLC per month is devoted to learning about antiracist instructional practices to support elementary educators better.

Anti-Racist Professional Learning Communities (PLCs) for Elementary Teachers: In SY22-23, elementary teachers could not participate in the district's antiracism adult learning because they were adopting a new literacy program. For SY 23-24, the Office of Equity and the Department of Teaching and Learning partnered to offer monthly antiracist professional development to elementary schools during district PLCs. The primary essential questions addressed as part of this work were: "Who am I as an anti-racist educator? How do I need to grow, shift, and change?"

Preliminary reflections from teachers included the following:

- "We reflected on how we bring conversations about race into the classroom and in our work with students. It is easier when it is part of the curriculum, e.g., an identity unit or history unit, or when there is a current event that students want to discuss. It is more challenging to bring it into our work with students on an everyday basis."
- "Today we talked about whiteness - and living in our whiteness - and what that means for us."
- "Mapping my racial journey was very valuable- it helped me consider what a white experience I've had, but also what events and experiences along the way have shaped my awareness."
- "This PLC helped me further investigate my identity as a multiracial person and consider how students may relate to my experiences because of my racial and ethnic background."
- "Today's conversation helped me get more comfortable about "getting uncomfortable" and knowing that many of my colleagues are in a similar place in their understanding of systemic racism and how we are a part of the system."
- "As a leader, it was good to hear from my group about what they want to do during PLCs to support the students at our school."

Closing

Every year during the creation and development of this report, we ask ourselves, "What do we want this report to accomplish?" First and foremost, this report follows the District's continued desire for

complete transparency. Open and honest communication with our community is the best way to build allies and give the community a real sense of where our students and faculty are; it allows our community to see the areas we are doing well in and where we must improve. Likewise, this report also allows us to sit with the data and to reflect on where we are, where we've been, and where we are going. This year's report clearly shows that BSD teachers and staff are trying to take steps to close the opportunity gap. It is also clear we have much more work to do. That said, it is clear that this report is not actually accessible to many BSD students, families, and community members. If our goals really center around open communication, we need to do a better job of ensuring equitable access to data and meaning. As a result of this realization, we will be looking at ways to change the structure of this report in future years to allow us to meet these expectations.