



BETHLEHEM
AREA SCHOOL DISTRICT



END OF YEAR REPORT

2022 - 2023 School Year

The Bethlehem Area School District Board of Directors in partnership with Dr. Roy, the District Superintendent, created the Office of Equity in July 2022. The creation of this office signifies a significant step forward in our commitment to fostering an inclusive and equitable environment for all students, staff, families, and the community. This year the Office of Equity's main goal was to collect data to identify strengths and needs for improvement in these four areas:

- Access - instruction, programs, activities, transportation, etc.
- Achievement - academic core instruction
- Discipline - in and out of school suspensions
- Funding - equitable distribution of funding based on need

Celebrating the milestone of the Office of Equity is an important occasion that recognizes the progress and achievements toward creating more diverse and inclusive environments, and acknowledges and appreciates the efforts of individuals and teams who have contributed to the successful implementation of DEI initiatives. This report highlights several areas that were addressed this year in our 4 target areas.

While celebrating this milestone, it is important to be mindful there is more work to be done. This report also aids in setting new goals and aspirations for the future to ensure that diversity, equity, and inclusion continue to be integrated into the Bethlehem Area School District's policies, practices, and culture. By doing this, it will create a more equitable and inclusive environment that benefits students, staff, and the community as a whole.

Embarking on this journey has been extremely rewarding, both personally and professionally. During this journey, we learned a lot about ourselves and have grown through our intimate and sensitive communications with staff, students, families, and community members. The stories of our district provide insights into our successes and challenges that numbers can't capture. We'd like to thank everyone for your commitment to being open to new ideas, being supportive of our goals to ensure all students' needs are met, being transparent about your level of understanding and needs in this process, as well as your contributions to enhance BASD's DEI efforts.

With Gratitude,

The Office of Equity





EXECUTIVE SUMMARY

As we reflect on the journey of Bethlehem Area School District in the 2022-2023 year, we present this equity data report, which provides a comprehensive analysis of our district's efforts in promoting educational equity. With a focus on both qualitative and quantitative highlights, we delve into the realities we faced, anticipated struggles, and the actions we intended to take. We extend our sincere gratitude to the unwavering support of our stakeholders, whose collaboration and dedication have been instrumental in our pursuit of equity for all students.

Areas of Focus

| ACCESS | ACHIEVEMENT | FUNDING | DISCIPLINE |
|--------|-------------|---------|------------|
|--------|-------------|---------|------------|

FAIR AND EQUITABLE ACCESS

By examining access to educational resources, opportunities, and support services, the equity audit highlights any disparities that may exist. It seeks to ensure that all students, regardless of their backgrounds or circumstances, have equal access to high-quality education, extracurricular activities, advanced courses, and other opportunities essential for their academic and personal growth.

Noticeable Observations:

- Transportation - Students on the Southside of Bethlehem traveling to and from school and extracurricular programs
- Lack of diversity in sports, arts and music programs
- Handicap access/seating to BASD events in auditoriums
- Gifted Program - There has been an increase in students of color moving into the gifted program due to the screener that is being used in the primary grades
- Equitable representation of BASD across all staff/positions

Recommendations:

- Review transportation boundaries for Liberty HS and Broughal MS.
- Create a focus group to find ways to recruit and retain staff of color.
- Gifted
 - Continue with the screener in first grade, and continue the message of being “talent finders”.
 - Continue professional development for K-8 schools and school psychologists on topics related to equitable identification of gifted students including potential masking factors.
 - Continue to conduct the NNAT3 assessment for all BASD Elementary Schools earlier in the school year (beginning in October) to allow more time for obtaining consent and evaluation timelines for the 2023-2024 school year.
 - Utilize the Pupil Services Liaison through home visits and communication with families regarding the gifted evaluation process and the potential benefits of programming for their children.
 - Further investigate the thoughts, attitudes, and decision-making surrounding referral for gifted evaluation by BASD/SAP teams.
- Complete the program evaluation for access to the music program in middle school.

ACHIEVEMENT AND OPPORTUNITY GAPS

The equity audit analyzes achievement data to identify any disparities in academic outcomes among different student groups. It examines factors that may contribute to these gaps, such as instructional practices, curriculum offerings, or access to support services. By evaluating achievement data through an equity mindset, the audit informs targeted interventions and initiatives to address and eliminate achievement gaps and ensure all students have equal opportunities to succeed.

Noteworthy Observations:

- Elementary Literacy Data - Not divided by subgroups
- # of Spec Ed and EL classes and staff
- Staff Professional Development
- Multicultural celebrations - across schools

Recommendations:

- Most qualified teachers assigned to high need schools.
- Divide literacy data into subgroups.
- Divide math IXL data into subgroups.
- Continue professional development with ALL staff in the Bethlehem Area School District.
- Work with community partners to diversify the flex hour offered to staff. Include teacher assistants.

ASSESS FUNDING ALLOCATION

The equity audit assesses the distribution of financial resources within the school district. It examines whether funding is equitably allocated among schools and programs, taking into account factors such as student needs, school size, and geographical location. This assessment helps identify any imbalances or discrepancies and guides efforts to ensure fair and equitable resource allocation to support all students' educational needs.

Noteworthy Observations:

- All buildings receive budgets based on per pupil.
- High need school receive additional Title/grant funding.
- All schools have access to apply for additional funding.
- Summer school funding is there but staffing it and getting student participation is difficult.

Recommendations:

- Reallocate title funds to provide after school programs in Title I schools.
- Continue utilizing community school resources to build partnerships.

EXAMINE DISCIPLINE PRACTICES

The equity audit examines disciplinary practices and policies within the school district, focusing on their impact on different student groups. It seeks to identify any disproportionate disciplinary actions, such as suspensions or expulsions, among specific student populations based on factors like race, ethnicity, or socioeconomic status. This examination helps ensure that discipline is administered fairly, without perpetuating bias or contributing to achievement disparities.

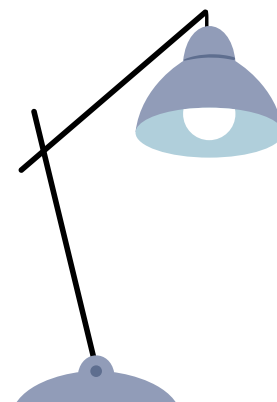
Noteworthy Observations:

- Restorative Practices - Bethlehem Area School District has it's own trainers.
- In elementary school - Less than .42% of suspensions are white students, 1.41% of suspensions are Hispanic students, and less than .26% are Black.
- In middle school - 3% of suspensions are white students, 5% of suspensions are Hispanic students, and 5% are Black.
- In high schools - 2% of suspensions are white students, 16% of suspensions are Hispanic students, and 5% are Black.

** See specific numbers on the tables below**

Recommendations:

- Continue with professional development around restorative practices.
- Utilize SEL coaches and SEL supervisor as necessary.



OTHER HIGHLIGHTS FROM 2022 - 2023 SCHOOL YEAR

• Professional Development

- Administrators and Supervisors Professional Development
 - » Drawbridge activity
 - » Can You Hear Us Now - Voices of our students
 - » Diversity Consortium Summit
 - » Traveling While Black Series- Admin attended
 - » LINC - Shared LINC round tables for DEI Roundtables and resources
- Teacher meetings
 - » Trained 50 people to provide learning for other teachers.
 - » Expanded Hispanic Heritage month (District-wide - Teacher led)
 - » Book Club (Facilitated by a BASD teacher)
 - » Added flex professional development
 - » Shared diversity events throughout the year through E-news and Newsletter.
 - » Diversity Consortium Summit

• Community Partnerships

- Bradbury Sullivan to learn about their services and needs
- Jewish Federation to discuss Jewish representation (a BASD teacher made this connection)
- Penn State University - Possibility for Act 48/flex hours for classes to develop staff
- Former Superintendents Task Force - Now BASD Task Force - Met quarterly
- Moravian - Chris Hunt and his team - Collaboration
- Lehigh - Donald Outing - Collaboration
- City of Bethlehem - Collaboration with Janine Santoro city committees.
- Community events - Understanding community needs and how the district can provide service and support

• Office of Equity Newsletter - Monthly

- Inclusion of Ramadan information in the Newsletter prompted snack packs for Ramadan (BASD teacher's idea)
- Cultural Awareness "Campaign" via newsletter

• Website/Social Media

- Location changed to the "About us" page of BASD's website
- Updated information on page including adding the Newsletter
- Created a social media presence for BASD by collaborating with Communications Coordinator

- **Families**

- Parent concerns- Office has been supportive of students, families, and administration
- Support cross cultural communicative moments
- Joined the ELS office to pilot ESL classes for families

- **Human Resources**

- Human resources sponsored a table at PA Latino convention
- Efforts to look at different places to recruit

- **Access**

- Middle school program evaluation to identify access and interest in playing sports
- Executed a middle school program evaluation to identify access and interest in the music program. Will complete in the 2023-2024 school year
- Provided funding for students to attend events or workshops

- **Misc.**

- Raising awareness for Special Education
- Part of the committee for the Framework for Citizenship



GENERAL IMPROVEMENTS AND RECOMMENDATIONS

Welcome to our general recommendations for reaching equitable impact in the Bethlehem Area School District! Let us recognize and appreciate the incredible work already being done by every individual in our district. It is crucial to approach these recommendations with sensitivity, ensuring that we reflect, respect, and give the recognition that staff deserves for their ongoing efforts. In order to foster a collaborative environment, let us explicitly express the need for our district team to support and amplify the collective work. Together, we can continue building upon the positive momentum but also address critical areas. Our shared commitment to progress and inclusivity will pave the way for a brighter future for all in the BASD community.

- **Story** - Continue telling the story for the work by sharing what the district is doing, identifying gaps, and learning more about the story of each of our students, staff, and community. Our stories define us.
- **Transportation** - Continue monitoring transportation and how it affects student attendance, involvement in extracurricular activities, and participation in district-sponsored events.
- **Class sizes** - Continue work in trying to find ways to minimize elementary school class sizes, especially in our lower socio-economic areas. Utilize title funds to support this initiative.
- **Human Resources - Hiring and recruitment**
 - ➔ Creative Recruitment
 - ➔ Revisiting/re-imagining interviewing practices and procedures
 - ➔ Professional development
 - » Ways to search for, hire, retain and promote a diversity of candidates
- **Audit Team**
 - ➔ Reestablish connections with all members
 - ➔ Set meeting dates, goals and timelines
 - ➔ Focus groups to drive effectiveness
- **Data Dashboard**
 - ➔ Choose data points to track
 - ➔ Create a calendar of when data is needed
 - ➔ Create a DEI report of BASD for MOY and EOY
- **Professional Development**
 - ➔ Continue to host professional development/ conversation starters
 - » Administrative Meetings
 - » Faculty Meetings
 - » Act 80 days
 - » Flex Hours



CLOSING

In conclusion, this equity data report presents a comprehensive analysis of Bethlehem Area School District, shedding light on the existing disparities and areas of improvement within the district. It is important to note that this report reflects data from a single year and may not capture the entirety of the district's work toward equity. Additionally, it acknowledges that achieving educational equity requires ongoing conversations with families, continuous efforts, and a commitment to change.

The findings of this report emphasize the need for dedicated action to address the identified disparities and ensure equal opportunities for all students. The district office recognizes the work that lies ahead and affirms its unwavering commitment to implementing the necessary changes. It is through collective efforts and a willingness to navigate the challenges that we can truly serve the mission of public education and provide a fair and inclusive learning environment for all students in the Bethlehem Area School District.

By using the insights from this report, district leaders, educators, and community members can come together to develop strategies and initiatives that promote equity and foster an atmosphere of inclusivity. With a shared vision and a steadfast commitment to improvement, Bethlehem Area School District can pave the way for a more equitable future, ensuring that every student has the opportunity to thrive and succeed.

