

# Trout Lake School District Equity Analysis Tool

What is being reviewed (policy, procedure, program)?

- Student academic and well being after school closures and remote learning

Who is involved in the review process?

- School superintendent, school counselor, and Trout Lake School Learning Improvement Team

<p><b>Identification of Most Vulnerable Population: The district has identified the most vulnerable population it serves including low income students, students of color, English learners, students with disabilities, students experiencing homelessness, foster care students, incarcerated youth, etc.</b></p>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>Most vulnerable population has not been identified</p>	<p><b>Most vulnerable population has been identified</b></p>	<p>Most vulnerable population has been identified and there is an updated database and plan for continuous updating in place</p>	<p>Most vulnerable population has been identified, there is a regularly maintained database, and the planning process includes representatives from the most vulnerable population</p>
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of grade K-12 students</li> <li>• GPA's for all students in grades 6-12 were examined</li> <li>• Identified hispanic, ELL, and low-income students as most vulnerable populations</li> </ul>			
<p><b>Describe how the (program, policy, procedure) will move the system up the progression</b></p> <ul style="list-style-type: none"> <li>• Create a database of students from most vulnerable populations (hispanic, ELL, low-income)</li> <li>• Involve representative from the most vulnerable populations in planning</li> </ul>			
<p><b>Critical Supports for Most Vulnerable Students and Families. The district/school has planned a process to identify students for IEPs and methods for serving those who already have them, and mental health services to the most vulnerable students and families the organization serves.</b></p>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>Plan does not specifically address critical supports</p>	<p>Plan addresses critical supports for either just students or families</p>	<p><b>Plan addresses critical supports for students and families</b></p>	<p>Plan addresses critical supports for students and families, district, and/or</p>

			community
<b>Evidence</b> <ul style="list-style-type: none"> <li>• <b>Critical supports for students identified</b> <ul style="list-style-type: none"> <li>○ Additional time in-person after school working with teachers and paraeducator</li> <li>○ Additional time on Google Meet with teachers and paraeducators</li> <li>○ Summer school provided through ESD 112 for credit recovery</li> <li>○ Summer school classes provided through Edgenuity and APEX for credit recovery</li> <li>○ Summer resources provided to families with local resources</li> <li>○ Counseling services for grade K-12 students</li> </ul> </li> </ul>			
<b>Describe how the (program, policy, procedure) will move the system up the progression</b> <ul style="list-style-type: none"> <li>• <b>Address critical supports for families and community</b></li> </ul>			
<b>Educational Services for Vulnerable Populations. The district/school has planned to assess learning loss and provide additional academic support for their most vulnerable students to ensure equitable access to grade-level coursework.</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Plan does not specify academic interventions or supports for most vulnerable students	Plan specifies how to assess learning loss for most vulnerable students	Plan specifies how to assess learning loss for most vulnerable students and provides curricular guidance and teaching resources for teachers & support staff to use with most vulnerable populations	Plan specifies how to assess learning loss for most vulnerable students, provides curricular guidance and teaching resources for teachers & support staff to use with most vulnerable populations, and makes all guidance and resources easily accessible to staff and families
<b>Evidence</b> <ul style="list-style-type: none"> <li>• Students from the identified vulnerable populations (Hispanic, ELL, and low-income) are staying after school Monday-Thursday to receive additional assistance by teachers and a paraeducator with homework</li> <li>• Summer resources provided to families with local resources for students</li> </ul>			
<b>Describe how the (program, policy, procedure) will move the system up the progression</b> <ul style="list-style-type: none"> <li>• <b>Provide additional curricular guidance and teaching resources for teachers and staff to use with most vulnerable populations</b></li> </ul>			
<b>Communication with Vulnerable Populations. The district/school is prepared to regularly communicate plans for services with caregivers of the most vulnerable population</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Plan does not include a communication strategy or plan for	Plan outlines a generic communication	Plan outlines multichannel, ongoing	Plan outlines multichannel, ongoing

<b>most vulnerable population</b>	<b>strategy for all populations</b>	<b>communication that is targeted to the most vulnerable population</b>	<b>communication with the most vulnerable population and leverages community partners in the communication process</b>
<b>Evidence</b> <ul style="list-style-type: none"> <li>• <b>Regular communication with families of targeted population through phone calls and emails</b></li> <li>• <b>Communication provided to families in their home language</b></li> </ul>			
<b>Describe how the (program, policy, procedure) will move the system up the progression</b> <ul style="list-style-type: none"> <li>• <b>Identify and leverage community partners to help with communication</b></li> </ul>			

**When will implementation be re-evaluated?**

- **School will re-evaluate the equity tool in the fall of 2021 and spring of 2022**