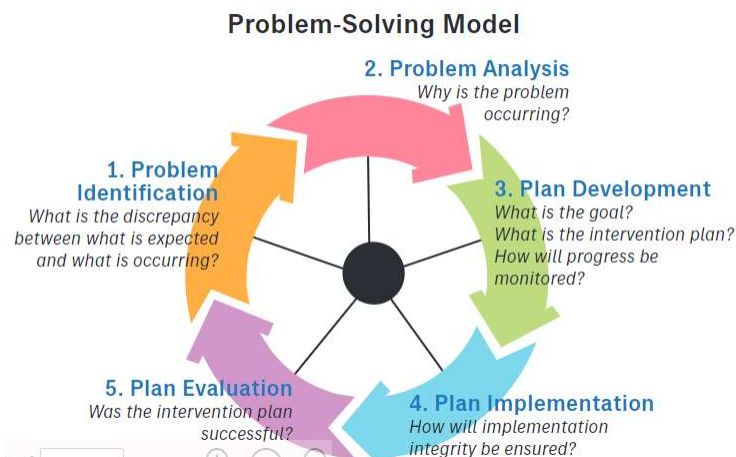


# North Mason Equity Analysis Tool 2020-21



The purpose of this tool is to more closely look at our data to determine if there are disparities in achievement and/or well-being between subgroups of students that need to be addressed. An equity analysis acts as a critical check so decisions are made to support equity and are less likely to do harm.

## **Problem Identification:**

At the district and building level, there are teams that regularly look at student academic, behavior, and social emotional data to make decisions regarding programs and activities to support student well-being. These teams include administrators, teacher leaders, counselors, and other building staff. The data we have studied this year included: academic measures in reading and math K-8, credit acquisition and failure rates at the high school, student attendance and engagement in remote learning, and social emotional surveys. In the past we have looked at discipline data. Because of the remote learning model, at school discipline was insignificant for the 20-21 school year. For each of these measures, we broke down the data by: gender, socio-economic levels, ethnicity, program services (English Language Learners, Special Education), and homelessness.

## **Problem Analysis:**

Most of our K-8 students are currently not meeting grade level standards in reading or math. Of these students, our Hispanic students, students who qualify for free/reduced lunch and students experiencing homelessness are struggling the most academically. In addition, these same students are more likely to be absent and not engaged in remote learning. There are many causes for this including limited access to internet. We also know that there is a direct relationship between regular attendance and academic success. We did not find significant difference between groups in terms of social emotional learning measures.

### **Plan Development, Implementation and Evaluation:**

Our plans to support students depend upon the grade level. Our belief is that strengthening systems that impact all students, will address the needs of our most struggling students as well. We have learned that this support is best delivered within the school day with staff support. This includes continuing our use of AVID (Advancement Via Individual Determination) at the middle school and high school to increase student skills in goal setting, prioritizing, and study skills. We are committed to supporting students' academic learning, social emotional skills, and behavior expectations through our multi-tiered systems of support, staff training, and our adopted curricular materials.

We will use end of the year data to develop schedules within the school day to focus on identified learning standards that are most needed for student success in school. We are exploring before or after school opportunities for grade level standard and credit acquisition. We will monitor student progress regularly starting in the fall to show student growth in reading, math and social emotional learning, and credit acquisition at the high school level. Each building also has planned intervention times for students to focus on skills and standards that are currently not met. In addition, the high school is planning options for students who need to make up credits to be on track for graduation.

The school improvement plans are currently in draft stage and are always modified to meet student needs. School success plans will be posted on the district web sites. We will update this plan and the school and district plans periodically throughout the year.