## Tool 12: Equity Program Report Form[[1]](#footnote-1)

Authorizers can instruct their charter schools to complete the following tables with details of how the school is supporting at-risk student populations.

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| **General Education Students Receiving Targeted Academic Interventions** |
| **Identification***Describe how the school identifies students that require targeted academic interventions.* |  |
| **Program***Describe the targeted academic intervention program(s) at the school.* * *If the school uses a tiered intervention system, describe each tier.*
* *If the school uses specific commercial programs, list each program and evidence in support.*
 |  |
| **Staff***List the name and title of staff members who:** *Oversee the program*
* *Deliver the interventions*
 |  |
| **Progress Monitoring***Describe how the school monitors the ongoing progress of students receiving targeted academic interventions.* |  |
| **Coordination***Describe how the general education teachers and those providing academic interventions coordinate their efforts.* |  |
| **Professional Development***Describe the professional development staff members receive related to targeted academic interventions.* |  |
| **Outcomes***Describe the academic outcomes of* *general education students receiving academic interventions** *Describe any performance disparities between these students and the general population, in particular, whether these gaps are widening or narrowing.*
* *Describe priorities and/or adjustments that will be made in this programming moving forward in order to narrow or close performance gaps.*
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| **Students with Disabilities** |
| **Identification***Describe how the school identifies students with disabilities.**Comment on the population of students receiving special education services described in the Equity Data Form. In comparison to the local school district(s) of residence, are any groups over- or under- represented in disability identification? Are any disability types over- or under-represented? If yes, comment on why this disparity may exist and what steps will be taken to eliminate it.*  |  |
| **Program***Describe the special education program(s) at the school including the types of services the school provides.* |  |
| **Staff***List the name and title of staff members who:** *Oversee the program*
* *Provide mandated services*
* *Note if services are provided by the school, the district, or external providers*
 |  |
| **Progress Monitoring***Describe how the school monitors the ongoing progress of students with disabilities.*  |  |
| **Coordination***Describe how the general education teachers and special education providers coordinate their efforts.* |  |
| **Professional Development***Describe the professional development staff members receive related to the special education program.* |  |
| **Data Reflection** *Comment on the data you submitted via the Equity Data Form. Based on these data, what are your school’s successes and challenges in serving students with disabilities?* *Comment on any disparities between students with disabilities and the general population in your data (academic, retention, discipline, graduation rates, etc.). Provide commentary on root causes of these disparities and what steps the school will take to address them.*  |  |

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| **English Learners (ELs)** |
| **Identification***Describe how the school identifies ELs.**In comparison to the local school district(s) of residence, are English Learners over- or under- represented?* |  |
| **Program***Describe the English Language Development program(s) at the school.* * *If specific commercial programs are used, describe each program and evidence in support.*
 |  |
| **Staff***List the name and title of staff members who:** *Oversee the program*
* *Provide mandated services*
* *Note if services are provided by the school, the district, or external providers*
 |  |
| **Progress Monitoring***Describe how the school monitors the ongoing progress of ELs.* |  |
| **Coordination***Describe how the general education teachers and ELD providers coordinate their efforts.* |  |
| **Professional Development***Describe the professional development staff members receive related to the ELD program.* |  |
| **Data Reflection** *Comment on the data you submitted via the Equity Data Form. Based on these data, what are your school’s successes and challenges in serving English Learners?* *Comment on any disparities between English Learners and the general population in your data (academic, retention, discipline, graduation rates, etc.). Provide commentary on root causes of these disparities and what steps the school will take to address them.*  |  |

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| **Other Historically Underserved Students** (e.g., Economically Disadvantaged Students, Students of Color, Students in Foster Care, Students Experiencing Homelessness, Students returning from Delinquency or other Court-Ordered Placement, Military Connected Students) |
| **Enrollment and Identification** *Comment on the population of historically underserved students described in the Equity Data Form. Are any groups over- or under- represented?* *If yes, comment on why this disparity may exist and what steps will be taken to eliminate it.**Describe how the school identifies historically underserved students for support services.* |  |
| **Program***Describe the program(s) at the school to support historically underserved students.*  |  |
| **Staff***List the name and title of staff members who:** *Oversee the program*
* *Deliver services*
* *Note if services are provided by the school, the district, or external providers*
 |  |
| **Progress Monitoring***Describe how the school monitors the ongoing progress of historically underserved students.*  |  |
| **Coordination***Describe how the general education teachers and service providers coordinate their efforts.* |  |
| **Professional Development***Describe the professional development staff members receive related to supporting historically underserved students.*  |  |
| **Data Reflection** *Comment on the data you submitted via the Equity Data Form. Based on these data, what are your school’s successes and challenges in supporting historically underserved students?* *Comment on any disparities between historically underserved students and the general population in your data (academic, retention, discipline, graduation rates, etc.). Provide commentary on root causes of these disparities and what steps the school will take to address them.*  |  |

1. This tool is based off of the [SUNY Charter Schools Institute At-Risk Programs Chart form.](http://www.newyorkcharters.org/wp-content/uploads/At-Risk-Program-Chart_2019-20.docx) Charter Schools Institute. (August 2019). Programs for at-risk students. Retrieved from <http://www.newyorkcharters.org/wp-content/uploads/At-Risk-Program-Chart_2019-20.docx> [↑](#footnote-ref-1)