The Education Trust–New York analyzed the school district reopening plans submitted to the New York State Education Department by the 50 school districts serving the greatest number of students from low-income backgrounds across the state. Every plan received a rating of “strong evidence,” “some evidence,” or “no evidence” on 25 equity criteria drawn from the requirements and recommendations in state guidelines. The results from all 50 districts are summarized below, with additional information available at EdTrustNY.org/ReopeningStronger.

### PROVIDING EQUITABLE INSTRUCTION AND ENGAGING ALL STUDENTS

<table>
<thead>
<tr>
<th>EQUITY PRIORITY:</th>
<th>20% STRONG EVIDENCE</th>
<th>56% SOME EVIDENCE</th>
<th>24% NO EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>The district reopening plan demonstrates use of a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure academic needs are addressed.</td>
<td>20%</td>
<td>56%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EQUITY PRIORITY:</th>
<th>10% STRONG EVIDENCE</th>
<th>86% SOME EVIDENCE</th>
<th>4% NO EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>The district reopening plan provides live daily instruction aligned with grade-level learning standards to all students in all grade levels during blended or distance learning.</td>
<td>10%</td>
<td>86%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EQUITY PRIORITY:</th>
<th>10% STRONG EVIDENCE</th>
<th>14% SOME EVIDENCE</th>
<th>76% NO EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>The district reopening plan describes how school districts will use a variety of creative methods to reach out to students and their families who did not engage in distance learning. School policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in their learning.</td>
<td>10%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Equity Priority:
The district reopening plan describes how districts will assign each student an “ally” — such as counselors, coaches, social workers, psychologists, and other school staff in addition to teaching staff — who is responsible to check in on the student every day, whether instruction is in-person, remote, or through a hybrid model.

Equity Priority:
The district reopening plan includes information on how the district will provide multiple ways for students to participate in learning, which includes routine meaningful feedback on student assignments and support from an appropriately certified teacher whether instruction is delivered in-person, remotely, or through a hybrid model.

Equity Priority:
The district reopening plan describes how districts will assign each student an “ally” — such as counselors, coaches, social workers, psychologists, and other school staff in addition to teaching staff — who is responsible to check in on the student every day, whether instruction is in-person, remote, or through a hybrid model.

Equity Priority:
The district reopening plan describes how districts will assign each student an “ally” — such as counselors, coaches, social workers, psychologists, and other school staff in addition to teaching staff — who is responsible to check in on the student every day, whether instruction is in-person, remote, or through a hybrid model.

Meeting Social-Emotional Needs

Equity Priority:
The district reopening plan describes a mechanism to collect and report daily teacher-student engagement or attendance while in a remote or hybrid schedule.

Equity Priority:
The district reopening plan proactively and regularly identifies the social-emotional needs of returning students, including by engaging parents and families.
8 EQUITY PRIORITY: The district reopening plan includes a strategy for providing social-emotional assistance or referrals to students and families.

10% 82% SOME EVIDENCE
8% NO EVIDENCE

SUPPORTING STUDENTS WITH UNIQUE LEARNING NEEDS

9 EQUITY PRIORITY: The district reopening plan specifies how it will address the learning loss experienced by many English language learners (ELLs), in both their English language development and mastery of content area knowledge.

26% 34% SOME EVIDENCE
26% SOME EVIDENCE
40% NO EVIDENCE

10 EQUITY PRIORITY: The district reopening plan describes how the district will ensure access to the necessary accommodations; modifications; supplementary aids, evaluations, and related services; and technology (including assistive technology) to meet the unique disability-related needs of students.

76% 16% SOME EVIDENCE
8% NO EVIDENCE

11 EQUITY PRIORITY: The district reopening plan prioritizes equity and access for all students, including students experiencing homelessness, regardless of the instructional model implemented.

0% 26% SOME EVIDENCE
74% NO EVIDENCE
### Providing Access to Strong Educators

<table>
<thead>
<tr>
<th>Equity Priority</th>
<th>Description</th>
<th>Strong Evidence</th>
<th>Some Evidence</th>
<th>No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>The district reopening plan includes regular substantive interaction between teachers and students.</td>
<td>26%</td>
<td>72%</td>
<td>2%</td>
</tr>
<tr>
<td>13</td>
<td>The district reopening plan includes professional learning that addresses staff’s understanding of mental health, well-being, trauma-responsive and restorative practices, and social-emotional learning to support students.</td>
<td>24%</td>
<td>68%</td>
<td>8%</td>
</tr>
<tr>
<td>14</td>
<td>The district reopening plan identifies and addresses any additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, and particularly those needs related to designing effective remote/online learning experiences and best practices for instruction in remote/online settings.</td>
<td>18%</td>
<td>68%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### Addressing the Digital Divide for Families and Educators

<table>
<thead>
<tr>
<th>Equity Priority</th>
<th>Description</th>
<th>Strong Evidence</th>
<th>Some Evidence</th>
<th>No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>The district reopening plan includes information on how the district will have knowledge of the level of access to devices and high-speed internet all students have in their places of residence.</td>
<td>74%</td>
<td>26%</td>
<td>0%</td>
</tr>
</tbody>
</table>
16 **EQUITY PRIORITY:**
The district reopening plan includes information on how the district, to the extent practicable, will address the need to **provide a device for exclusive use to students** who currently do not have access regardless of whether in-person, remote, or hybrid model is utilized.

78% **STRONG EVIDENCE**

22% **SOME EVIDENCE**

0% **NO EVIDENCE**

17 **EQUITY PRIORITY:**
The district reopening plan includes information on how the district, to the extent practicable, will address the need to provide **consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning (e.g., a hotspot) to students** who currently do not have sufficient access regardless of whether in-person, remote, or hybrid model is utilized.

74% **STRONG EVIDENCE**

26% **SOME EVIDENCE**

0% **NO EVIDENCE**

18 **EQUITY PRIORITY:**
The district reopening plan includes information on how the district, to the extent practicable, will address the need to **provide a device for exclusive use to teachers** who currently do not have access regardless of whether in-person, remote, or hybrid model is utilized.

58% **STRONG EVIDENCE**

22% **SOME EVIDENCE**

20% **NO EVIDENCE**

19 **EQUITY PRIORITY:**
The district reopening plan includes information on how the district, to the extent practicable, will address the need to provide **consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online teaching (e.g., a hotspot) to teachers** who currently do not have sufficient access regardless of whether in-person, remote, or hybrid model is utilized.

42% **STRONG EVIDENCE**

36% **SOME EVIDENCE**

22% **NO EVIDENCE**
ADOPTING ANTI-RACIST POLICIES AND PRACTICES

20 EQUITY PRIORITY:
The district reopening plan describes instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines.

6% STRONG EVIDENCE
26% SOME EVIDENCE
68% NO EVIDENCE

21 EQUITY PRIORITY:
The district reopening plan describes how all grade 7-12 students will have equitable access to high quality rigorous instructional opportunities [consistent with NYSED guidance on access to advanced courses].

2% STRONG EVIDENCE
2% SOME EVIDENCE
96% NO EVIDENCE

22 EQUITY PRIORITY:
The district reopening plan describes the implementation of restorative practices within the learning community.

10% STRONG EVIDENCE
46% SOME EVIDENCE
44% NO EVIDENCE

IMPROVING FAMILY ENGAGEMENT AND COMMUNICATION

23 EQUITY PRIORITY:
The district reopening plan describes how districts will engage with school stakeholders and community members (e.g., students, parents/legal guardians of students, and others) in developing their reopening plan and identify those that participated in the reopening planning.

22% STRONG EVIDENCE
74% SOME EVIDENCE
4% NO EVIDENCE
EQUITY PRIORITY:
The district reopening plan describes a clear communication plan available in multiple languages and disseminated through multiple modalities (e.g., email, online platform, and/or by phone) for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology.

EQUITY PRIORITY:
The district reopening plan describes communication with families regarding school meal availability and access through multiple means in the languages spoken by families.