

Appendix

List of Resources to Support Local Equity Plan Development, by Topic Area

Topic Area	Resource and Link to Access Resource
Every Student Succeeds Act (ESSA)	<p>Information from the U.S. Department of Education (ED) (http://www.ed.gov/essa?src=rn).</p> <p>Information on equity as it relates to states is included in section (1111(g)(1)(B)).</p> <p>Information on equity as it relates to districts is included in section (1112(b)(2)).</p>
Equity Plans	<p>State Equity Plans—plans submitted by all of the states to ED in 2015 (https://www2.ed.gov/programs/titleiparta/resources.html).</p> <p>Texas 2015 Equity Plan https://www2.ed.gov/programs/titleiparta/equitable/texasequityplan080715.pdf</p>
Engaging and Communicating with Stakeholders	<p>Gathering stakeholder feedback with a feedback form from the GTL Center that districts can use or repurpose (http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_1ncorpFeedback-ed-fmt.doc).</p>

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<p>Reviewing and Analyzing Data</p>	<p>Data from the Public Education Information Management System (PEIMS) (2015–2016) sources. Code tables available at http://ritter.tea.state.tx.us/peims/standards/weds/.</p> <p>Definition of person of color—New Oxford American Dictionary (2015) definition is a person of color is a person who is not White or of European parentage (https://en.oxforddictionaries.com/definition/us/person_of_color).</p> <p>The PEIMS 110 record includes an “at-risk indicator code.” This code indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria that are based on whether the student meets one or more of 13 criteria. For more information, please visit http://ritter.tea.state.tx.us/peims/standards/weds/.</p> <p>Chronic absenteeism refers to excessive absences during the school year while truancy refers to a certain number or certain frequency of unexcused absences. In Texas, chronic absenteeism generally refers to a student who is absent for 10% or more of the days school is offered (see Texas. Education Code §25.092; http://www.statutes.legis.state.tx.us/?link=ED). Truant conduct is defined as failing to attend school without an excuse on 10 or more days or parts of days within a 6-month period in the same school year (see Texas Family Code §65.003(a); http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.65.htm).</p> <p>Research on within campus inequitable student access to effective teachers—Goldhaber, D., Lavery, L., & Theobald, R. (2014). <i>Uneven playing field? Assessing the inequity of teacher characteristics and measured performance across students</i> (CEDR Working Paper 2014-14). Seattle: University of Washington. Retrieved from http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf.</p>

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<p>Conducting a Root Cause Analysis</p>	<p>After conducting a root cause analysis, districts may want to collect feedback from participants/stakeholders. Your district may develop its own feedback form, or you could choose to use or adapt an existing feedback form like the one developed by the GTL Center available at http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc.</p>
<p>Selecting Strategies</p>	<p>Texas Education Agency’s Effective Schools Framework The GTL Center’s Research-Supported Implementation Tips for Equitable Access Plan Strategies Talent Development Framework Creating Coherence & Alignment Tool District Self-Assessment Checklist</p>
<p>Planning for Implementation</p>	<p>Developing a logic model. Although a formal logic model is not required when planning for implementing your district strategies, it might be helpful to create one, especially if you are using many strategies. Logic model development resources are available from:</p> <p>The Kellogg Foundation (https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide).</p> <p>Regional Education Laboratory Northeast and Islands (http://www.relnei.org/events/skill-builder-archive/logic-model-to-program-evaluation.html).</p> <p>If you need help generating a list of common barriers, you can refer to the GTL Center’s Monitoring Tool for a list of common barriers (http://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf).</p>