

Table A. Districts with Four or More Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
Equity Gap Calculations: Low-Income Students			
A	High-poverty quartile	8.7%	0 %
B	Low-poverty quartile	7.3 %	0 %
C	District equity gap: High-poverty quartile minus low-poverty quartile (row A–row B)	$8.7\% - 7.3\% = 1.4\%$	0 %
D	State average ^a	14.37	6.9 %
E	State equity gap: High-poverty quartile minus state average (row A–row D)	$8.7\% - 14.37\% = -5.67\%$ (below state)	$0\% - 6.9\% = -6.9\%$ (below state)
Equity Gap Calculations: Students of Color			
F	High-minority quartile	5.95 %	0 %
G	Low-minority quartile	7.28 %	0 %
H	District equity gap: High-minority quartile minus low-minority quartile (row F–row G)	$5.95\% - 7.28\% = -1.33\%$	0 %
I	State equity gap: High-minority quartile minus state average (row F–row D)	$5.95\% - 14.37\% = -8.42\%$ (below state)	$0\% - 6.9\% = -6.9\%$ (below state)

^a State averages for inexperienced and out-of-field teachers are available and updated annually on the TEA Equity Toolkit [website](#).

Table B. Districts with Three or Fewer Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus		
B	State average ^a		
C	State equity gap: Title 1 campus minus state average (row A – row B)		

^a State averages for inexperienced and out-of-field teachers are available and updated annually on the TEA Equity Toolkit [website](#).

What is your district’s definition of effective teaching?

In the fields below, record the definitions of effective teaching according to the three categories included in the table. Provide a description of your rationale for these three definitions.

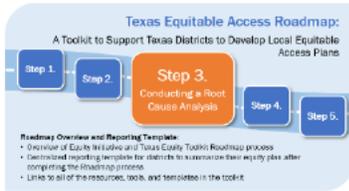
Our District’s Definition of Effective Teaching:

Teaching Performance	Student Learning	Student Engagement
<i>Selected data to measure teaching performance:</i>	<i>Selected data to measure student learning</i>	<i>Selected data to measure student engagement:</i>
Percentage of teachers scoring at or above Proficient on T-TESS	Percentage of students at Approaches Grade Level as measured on STAAR/EOC exams by All Students and All Tests	Disciplinary Incidents by Percentage of Campus Enrollment
<i>Definition of effective teaching using these data</i>	<i>Definition of effective teaching using these data</i>	<i>Definition of effective teaching using these data</i>
Teachers who receive Proficient or above on all dimensions of T-TESS will be considered as having effective teaching practices.	Campuses with higher passing performance above the State Accountability Student Achievement Index/Domain target will be considered as having effective teaching practices.	Campuses with lower percentages of disciplinary incidents will be considered to have higher student engagement as a result effective teaching practices.

After examining the equity gaps in your district related to student access to effective teaching, what are your conclusions?

Our conclusions are:

- There is a minimal equity gap between our low-income students as reflected in the equity gap only being 1.4 for inexperienced teachers. Our equity gap for low-income students is significantly below the state average. Therefore, that is not a contributing factor to students experiencing effective teaching.
- We do not have any out of field teachers. Therefore, that does not contribute to any perceived gaps in equity.
- Of district teachers, 93% score at or above the Proficient level in T-TESS Domains 1 – 3.
- There is an 11% difference in academic performance as reflected on STAAR performance for campuses with a higher percentage of low-income students.
- There is an 8.8% difference in disciplinary incidents for campuses with a higher percentage of low income students.
- Our data does not reflect equity gaps with our students of color.



Results of Step 3. Conducting a Root Cause Analysis

For this next set of items, please refer to the “Putting It All Together: Incorporating Your Conducting a Root Cause Analysis Efforts Into Your Roadmap Reporting Template” section of your RCA tool and transfer the information to the following spaces.

Problem Statement:		
Our campuses with the highest percentage of low-income students exhibit lower academic performance and higher rates of disciplinary incidents, not related to teacher inexperience or out of field assignments.		
Root Causes as They Relate to ATTRACTING Excellent Teachers	Root Causes as They Relate to SUPPORTING Excellent Teachers	Root Causes as They Relate to RETAINING Excellent Teachers
Some teachers have little experience teaching increased numbers of low-income students.	Our teachers do not receive on-going, job embedded professional learning related to supporting low-income students.	Our district does not actively promote the financial tuition benefits associated with working at Title 1 campuses.
Our district does not actively recruit teachers with experience of working with students of poverty.	Our administrators do not receive focused professional learning related to supporting the teaching and learning of low-income students.	
	There is lower participation in family engagement activities of low-income students which negatively impacts the family-to-school relationships.	



Results of Steps 4 and 5. Selecting Strategies and Planning for Implementation

For this next set of items, please refer to the “Putting It All Together: Incorporating Your Selecting Strategies Efforts Into Your Roadmap Reporting Template” section of your Selecting Strategies tool and Planning for Implementation tool.

Complete the following tables by first listing your district’s long-term outcomes. These are your high-level goals that should occur in the next 2–5 years if your strategies are successful. Then, list the strategies your district will implement to address the root causes of the equity gaps in your district.

Long-Term Outcomes (from Step 5):

- Reduce disciplinary incidents on our campuses with higher percentages of low-income students.
- Increase academic performance on our campuses with higher percentages of low-income students.
- Strengthen the family-to-school partnerships at our campuses with higher percentages of low-income students.

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
1). Some teachers have little experience teaching increased numbers of low-income students.	Implement an instructional coaching program that promotes growth in effective instructional strategies and classroom management techniques.	Measureable on-going job embedded coaching opportunities will occur with teachers focusing on evidence-based effective instructional strategies.	Data reflects there is a focus on instructional strategies during job-embedded coaching sessions with teachers.	Data reflects that there is a positive impact on teaching and learning from the intentional focus on instructional practices resulting from job-embedded coaching sessions.
2). Our district does not actively recruit teachers with experience in working with students of poverty.	Focus recruiting efforts on teachers with experience instructing low-income students.	The number of applicants with experience in working with students of poverty will increase by one percent.	The number of applicants with experience in working with students of poverty will increase by one percent from benchmark one.	The number of new teachers with experience working with students of poverty will increase at Title 1 campuses by one percent.

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
3). Our teachers do not receive on-going, job embedded professional learning related to supporting low-income students.	Implement an instructional coaching program that promotes growth in effective instructional strategies and classroom management techniques.	Measureable on-going job embedded coaching opportunities will occur with teachers focusing on evidence-based effective instructional strategies.	Data reflects there is a focus on instructional strategies during job-embedded coaching sessions with teachers.	Data reflects that there is a positive impact on teaching and learning from the intentional focus on instructional practices resulting from job-embedded coaching sessions.
4). Our administrators do not receive focused professional learning related to supporting the teaching and learning of low-income students.	Provide professional learning that equips administrators with tools needed to support the teaching and learning of low-income students.	Measurable professional learning opportunities will take place with campus administrators focusing on equipping them with tools to support their staff in the teaching and learning of low-income students.	Data reflects that learning opportunities for administrators were provided to support their staff in the teaching and learning of low-income students.	Data reflects that the exposure to professional learning positively impacts how administrators support their staff in the teaching and learning of low-income students.
5). There is lower participation in family engagement activities of low-income students which negatively impacts the family-to-school relationships.	Ensure opportunities for purposeful participation in activities promoting strong family partnerships.	Evidence of promoting family engagement opportunities through different modes of communication.	Evidence of one or more purposeful methods of communication to promote family engagement activities will be provided by campuses.	Data reflects that the intentional methods of communication positively impacted the participation of family engagement activities.
Our district does not actively promote the financial tuition benefits associated with working at Title 1 campuses.	Increase promotion of the Federal Reimbursement grants.	Brochures will be sent to Title campuses with opportunities for federal reimbursement opportunities.	One or more teachers at Title 1 campuses will take advantage of federal reimbursement grants.	Retention of quality employees at Title 1 campuses will increase by 1% due to the benefits provided to Title 1 employees.

Use this box to provide any additional insights you learned from completing this process or provide any additional information you think is necessary to understanding your plan.

Beginning with the 2017-18 school year, the district is implementing a campus-based instructional coaching program in an effort to maximize achievement and growth for students by building capacity in teachers. Campus based instructional coaches will serve as a vehicle to strengthen the district's delivery of professional learning while simultaneously developing a culture focused on collaboration and growth.

Analysis of the equity gap calculations yielded comparisons that were below the state level in each category for both low-income students and students of color. In ██████████ the students of color and low-income data did not align, as projected in state data samples. The equity gap calculations for our students of color demonstrated an inverse relationship from state trends. Some of the campuses that had the highest percentage of students of color were some of the most affluent campuses within the district. Therefore, the district's plan had to be innovative and have the ability to transcend color and socio-economic status regardless of campus. The district believes that if teachers are provided with on-going job embedded professional development around evidenced-based practices that changes in teacher knowledge and instruction will yield improved student success. A significant portion of the plan focuses on the utilization of professional learning with a 2-pronged approach.

- The first facet of the plan focuses on instructional coaching and developing teachers in "best instructional practices" that will positively impact low-income students.
- The second facet focuses on professional learning and the development of administrators so that they can better support and lead their staff in the teaching and learning of low-income students.

Future development and planning of the equity plan will align with the growth of the instructional coaching program in the district. Furthermore, future work will focus on supporting campuses in diversifying their methods of communicating family engagement opportunities to effectively reach all families, with a special focus on purposeful involvement with our low-income families.

Our long-term (5 year goal) would be to close the equity gaps with our low-income students in the following areas:

- Reduce disciplinary incidents on our campuses with higher percentages of low-income students.
- Increase academic performance on our campuses with higher percentages of low-income students.
- Strengthen the family-to-school partnerships at our campuses with higher percentages of low-income students.

Through the utilization of effective instructional strategies and classroom management techniques, the district anticipates a reduction in discipline incidents and an increase in academic performance.

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)	<ul style="list-style-type: none"> Information from the U.S. Department of Education (ED) (http://www.ed.gov/essa?src=rn). Information on equity as it relates to states is included in section (1111(g)(1)(B)). Information on equity as it relates to districts is included in section (1112(b)(2)).
Equity Plans	<ul style="list-style-type: none"> State Equity Plans—plans submitted by all of the states to ED in 2015 (https://www2.ed.gov/programs/titleiparta/resources.html). Texas 2015 Equity Plan (http://tea.texas.gov/About TEA/Laws and Rules/NCLB and ESEA/Title I, Part A - Improving Basic Programs/State Plan To Ensure Equitable Access to Excellent Educators/).
Engaging and Communicating with Stakeholders	<ul style="list-style-type: none"> The Center on Great Teachers and Leaders (GTL Center) has developed sample stakeholder engagement meeting agendas for various formats (http://www.gtlcenter.org/sites/default/files/GTL_Resource_04_Agendas-ed-fmt.doc). Communications planning resource from the GTL Center (http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf). Developing key messages—Ideas and suggestions from the GTL Center (http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf). 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_IncorpFeedback-ed-fmt.doc).
Reviewing and Analyzing Data	<ul style="list-style-type: none"> ED definition of “out-of-field” teachers (https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html). Best practices in defining an “ineffective” teacher. Resource from the GTL Center <i>Teacher Effectiveness in the Every Student Succeeds Act: A Discussion Guide</i> (http://www.gtlcenter.org/sites/default/files/TeacherEffectiveness_ESSA.pdf). The reference above also helps guide consideration of the role district resources, including time, money, and educator engagement, play in the decision-making process in defining effective teaching. Texas Data Checklist (list of data elements available to most districts in Texas; LINK TBD). 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/. 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). 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/. 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).

Topic Area	Resource and Link to Access Resource
	<ul style="list-style-type: none"> 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.
Conducting a Root Cause Analysis	<ul style="list-style-type: none"> Problems of Practice Related to Talent Management—As districts explore the root causes of their equity gaps, it may be helpful to carefully examine current talent management strategies, policies, and practices and consider how they may be supporting or hindering equitable access. The following GTL Center resources and tools can help districts as they consider how their current approaches support attracting, supporting, and retaining excellent educators in their highest need campuses. <ul style="list-style-type: none"> Talent Development Framework (http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf). Creating Coherence and Alignment Tool (http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf). Talent Management Strategies: Districts Self-Assessment Checklist (https://easn.grads360.org/#communities/pdc/documents/12611). 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.
Selecting Strategies	<ul style="list-style-type: none"> How to select strategies to address equity gaps—The GTL Center’s Research-Supported Implementation Tips for Equitable Access Plan Strategies resource (http://www.gtlcenter.org/sites/default/files/Implementation_Tips.pdf). Reviewing existing strategies may prompt some districts to consider a more comprehensive review of the alignment and coherence of their district’s policies and practices. The resources below can assist those efforts. <ul style="list-style-type: none"> Talent Development Framework (http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf). Creating Coherence and Alignment Tool (http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf). Talent Management Strategies: Districts Self-Assessment Checklist (https://easn.grads360.org/#communities/pdc/documents/12611).
Planning for Implementation	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> The Kellogg Foundation (https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide). Regional Education Laboratory Northeast and Islands (http://www.relnei.org/events/skill-builder-archive/logic-model-to-program-evaluation.html). 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).