

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		
B	Low-poverty quartile		
C	District equity gap: High-poverty quartile minus low-poverty quartile (row A–row B)		
D	State average ^a		
E	State equity gap: High-poverty quartile minus state average (row A–row D)		
Equity Gap Calculations: Students of Color			
F	High-minority quartile		
G	Low-minority quartile		
H	District equity gap: High-minority quartile minus low-minority quartile (row F–row G)		
I	State equity gap: High-minority quartile minus state average (row F–row D)		

^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	9.2%	3.7%
B	State average ^a	14.3%	6.9%
C	State equity gap: Title 1 campus minus state average (row A – row B)	-5.1%	-3.2

^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?

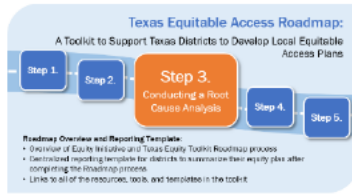
In the fields below, record the definitions of effective teaching according to the three categories included in the table. Provide a description of your rationale for these three definitions.

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>
TTESS Teacher Appraisals	Student Learning Objective-SLO	Discipline referrals, and attendance data
<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 TTESS will be considered effective teachers.	The number of students who show growth throughout the school year on the learning objective selected by the teacher.	Teachers with less discipline referrals and higher attendance rates will equate to effective teaching.

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

Our Title I campuses do not show a gap when comparing students served by out of field or inexperienced teachers, due to there only being two Title I campuses, one at the middle school and one at the elementary. However, when examining our overall student performance we do see a significant difference in performance when comparing our economically disadvantaged students to our non-economically disadvantaged students. What we see is that even though all our students have access to experienced and infield instructors, we continue to struggle in closing performance gaps in the early elementary grades and those gaps continue to be evident in middle school and high school.



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:		
Having only one, half day section of prekindergarten has prohibited us from helping our economically disadvantaged students have the skills they need to be successful in early education.		
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
Teacher has been part time interventionist, so having full day Prek would force us to hire an interventionist.	Providing PreK teacher with time to prepare students who are behind.	Retention incentive pay at the end of each semester.
Providing a full time paraprofessional in order to maintain an 11:1 student to teacher ratio.	Providing teacher with research based curriculum and training in that curriculum.	District provides fully funded employee insurance.
	Elementary School Principals need to be trained in early education teaching strategies to help develop stronger PreK teachers.	



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): ██████████ is hoping to increase their PreK to full day and continue to add sections until we are able to serve all students in the district who are 4 years old by September 1.

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)
Having only one, half day section of prekindergarten has prohibited us from helping our economically disadvantaged students have the skills they need to be successful in early education.	Moving to full day PreK and increasing to 2 sections of 22. That would mean hiring another teacher and 2 full time aides.	Full day Pre-K implemented with appropriate staffing and documented training for principals, teachers and paraprofessionals.	Increased enrollment in PreK Program.	Increased scores for the KTEA as measured by CLI Engage.
Training Elementary Principals in early education teaching strategies to help develop stronger PreK teachers.	All campus administration attend training in early education teaching strategies and how to work with low income students.	Create a principal survey to assess their level of knowledge in early literacy and closing performance gaps.	Principals will attend training and begin implementing new strategies to help teachers of young students.	Principals will be instructional leaders in early education teaching strategies.

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.

██████ sees that our students are coming to us behind and we are not being successful in closing the gaps in order for the students to be successful. We are noticing that once a student begins kindergarten behind they are never catching up and continuing to struggle through their school career. By implementing a researched based Pre-Kindergarten program we will hopefully enable students to enter Kindergarten prepared and ready to learn. We believe that by expanding our PreK program we will close the performance gaps between our Economically Disadvantaged students and our Non-Economically Disadvantaged students.

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).