

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	32.28	0
B	Low-poverty quartile	16.38	0
C	District equity gap: High-poverty quartile minus low-poverty quartile (row A–row B)	15.90	0
D	State average ^a	14.37	6.9
E	State equity gap: High-poverty quartile minus state average (row A–row D)	17.91	No gap –6.9
Equity Gap Calculations: Students of Color			
F	High-minority quartile	25.07	0
G	Low-minority quartile	16.53	0
H	District equity gap: High-minority quartile minus low-minority quartile (row F–row G)	8.54	0
I	State equity gap: High-minority quartile minus state average (row F–row D)	10.70	No gap –6.9

^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:

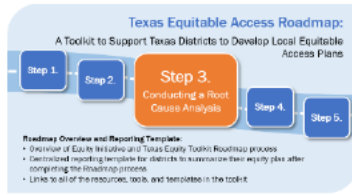
Teaching Performance	Student Learning	Student Engagement
Selected data to measure teaching performance:	Selected data to measure student learning	Selected data to measure student engagement:
State Accountability Campus Ratings for Index 4 for Post-Secondary Readiness.	State Accountability Campus Ratings for Index 1 for Student Achievement.	State Accountability Campus Ratings for Index 2 for Student Progress.
Definition of effective teaching using these data	Definition of effective teaching using these data	Definition of effective teaching using these data
Credit based on four post-secondary components: <ul style="list-style-type: none"> • STAAR Post-Secondary Readiness • High School Graduation Rates • High School Diploma Plans • Additional Post-Secondary Indicators 	Measures of Satisfactory Performance for all students, combined over all subject areas evaluated and credit given for Approaches Grade Level standard on STAAR, STAAR Alternate 2 and EOC assessments.	Measures Student Progress for ten groups evaluated and combined across both ELA/reading and mathematics, STAAR and ELL progress measures and credit based on weighted performance across all subject areas.

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

There is a clear district divide for Students of Color and Poverty. Campuses with high Poverty and larger percentages of Students of Color have more inexperienced teachers, and lower teacher retention rates which results in lower teacher effectiveness and lower student achievement.

Students on campuses in high poverty areas come to school with more gaps and lack of vocabulary, lack of educational experience, high mobility, and fewer books at home and then receive the newest teachers without proven effectiveness in student achievement.

It is very difficult to retain teachers on high poverty campuses because the student needs are great and it requires more intentionality in planning and instructional delivery and differentiation.



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:		
Campuses with high poverty rates and high populations of students of color have low teacher retention rates. This results in our highest need (high poverty and students of color) campuses having the largest percentage of inexperienced teachers.		
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
Lack of preparation skills for teachers working in high poverty schools: *Lack of support systems for inexperienced teachers.	District new teacher mentoring program is non-existent.	Salaries are competitive with surrounding districts, but other districts recruit from [REDACTED] due to the training teachers have received.
	Campus administrators lack the time to effectively coach inexperienced teachers due to additional needs of students in poverty and students of color on campuses with no staffing formula to address the differences in campus personnel allocations.	



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):

- Increase student achievement.
- Close District Equity Gaps for Poverty and Students of Color.
- Decrease teacher and administrator mobility from 16% to the state average of 11.7% or lower.

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)
Marketing and recruitment for students is more of a priority than recruitment of staff.	Increase marketing methods to recruit staff.	Millennial Project: Fishbowl activity to get millennials to give us feedback on <i>what attracts them to a district</i> , what supports are needed and how can we retain them.	Creative marketing will be used to attract teachers and staff to [REDACTED] *Recruit paraprofessionals for the Tech Teach Program to receive their Bachelors and certification to teach (3-year commitment to [REDACTED]) *Recruit Teachers through the Alternative Certification program through Texas Tech	Teacher and Staff Job Fair (reimagined) utilizing Millennial Project feedback.

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)
			(Bachelor's required and a 3-year commitment to [REDACTED])	
District new teacher mentoring program is non-existent.	Establish a mentoring program for inexperienced teachers with the Leadership Cohort.	Millennial Project: Fishbowl activity to get millennials to give us feedback on what attracts them to a district, <i>what supports are needed</i> and how can we retain them.	Utilize the Teacher Leadership Cohort to serve as Mentors for inexperienced teachers on their campuses (after training).	Implementation of the GROW Mentoring Project updated by the Millennial Project.
Salaries are competitive with surrounding districts, but other districts recruit from [REDACTED] due to the training teachers have received.	Provide additional [REDACTED] staff events to create a sense of community and belonging.	Millennial Project: Fishbowl activity to get millennials to give us feedback on what attracts them to a district, what supports are needed and <i>how can we retain them</i> . Create an exit survey for staff who resign or retire for additional feedback.	*Create a Calendar of District staff and family events. *Put systems in place to provide an on-going feedback loop (survey) for Professional Development and Human Capital.	Decrease the Mobility rate of teachers from 16% to 12%.
Campus administrators lack the time to effectively coach inexperienced Teachers due to additional needs of students in poverty and students of color on campuses with no staffing formula to address the	Create a staffing formula for allocation of administrators and Teachers with special criteria of prior year performance, At-Risk and Special Education percentages to	Human Capital staff will research the staffing formulas of similar districts and formulate a plan to meet [REDACTED] needs.	More teacher to teacher mentoring and administrative coaching for teachers with less than 2 years experience,	Increase in the number of teachers who have been with the district for more than 3 years.

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)
differences in campus personnel allocations.	increase staff allocations.			

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.

The Millennial Project will recruit staff from each campus to provide feedback on attracting, supporting and retaining teachers, administrators and staff. The initial meeting will be a fishbowl brainstorming activity with millennials in the center and representatives from Human Capital, Professional Development, Area Superintendents, and Teaching and Learning on the outer edges, observing, listening and recording suggestions.

Millennials will then be empowered to create committees to make their suggestions a part of the [REDACTED] culture. The committees will cover:

- Attraction/Marketing
- Growth Mentoring
- Retention & Engagement

The Millennial Project will meet twice per semester. The committees may meet more as needed to continue the Growth Mindset Initiative implementation.