

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	8.33%	0.00%
B	Low-poverty quartile	9.00%	0.00%
C	District equity gap: High-poverty quartile minus low-poverty quartile (row A–row B)	-0.67	n/a
D	State average ^a	14.37%	6.90%
E	State equity gap: High-poverty quartile minus state average (row A–row D)	-6.04	n/a
Equity Gap Calculations: Students of Color			
F	High-minority quartile	8.33%	0.00%
G	Low-minority quartile	6.59%	0.00%
H	District equity gap: High-minority quartile minus low-minority quartile (row F–row G)	1.74	n/a
I	State equity gap: High-minority quartile minus state average (row F–row D)	-6.04	n/a

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

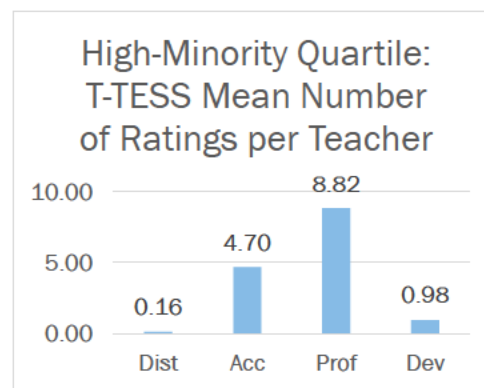
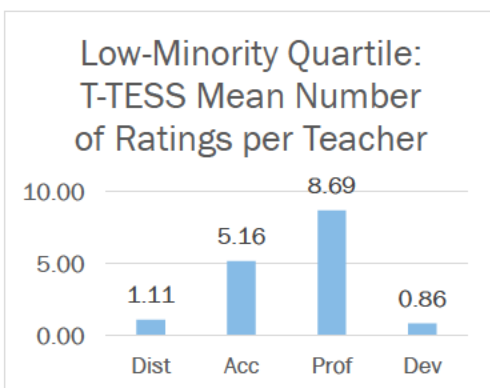
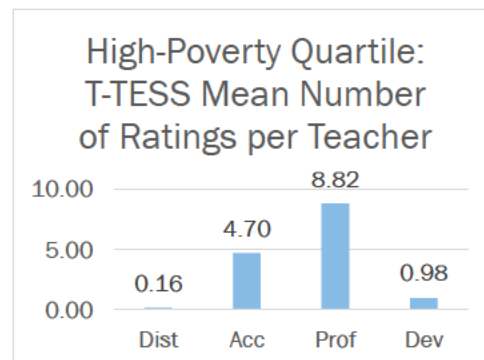
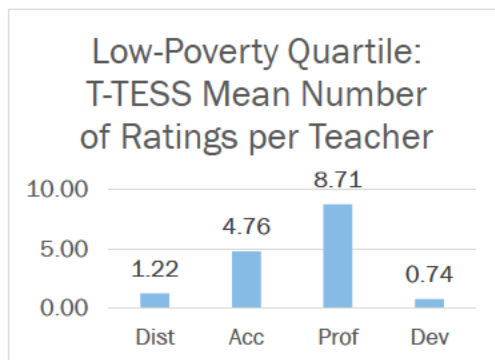
Campus	Title I	% of Inexperienced Teachers	% Low Income Students	% Students of Color
██████████	No	12.40	61.62	47.38
██████████	No	7.14	75.00	35.86
██████████	Yes	7.35	76.24	56.91
██████████	Yes	9.83	58.49	42.32
██████████	Yes	2.77	71.24	38.12
██████████	Yes	7.69	62.38	32.08
██████████	Yes	7.31	62.60	33.72
██████████	Yes	2.43	86.34	64.42
██████████	Yes	4.76	37.60	25.64
██████████	Yes	13.04	79.41	59.31
██████████	Yes	9.52	86.70	68.84

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:
The average of total scores in each T-TESS rating per teacher (<i>Distinguished, Accomplished, Proficient, Developing, and Need Improvement</i>)	The average of 2017 Domain 2 scores for the campuses in both the top and bottom quartiles.	The composite score of all questions relating to student engagement from a spring 2017 parent district satisfaction survey for campuses in both top and bottom quartiles.
Definition of effective teaching using these data	Definition of effective teaching using these data	Definition of effective teaching using these data
Effective teaching is directly related to higher domain ratings in the T-TESS instrument by way of strong professional development and growth.	The foundation of effective teaching is a strong alignment of curriculum, state standards, and assessment (local measurement and STAAR). Domain 2 is selected to focus on growth compared to the prior year.	Campuses with higher ratings of student engagement on the district parent survey will be considered to have a stronger focus on effective teaching practices.

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

Teacher Performance Data



Key Finding: A very small teacher performance gap exists between the top and bottom quartiles for both the minority and poverty groups.

Student Learning Data

Low-Poverty Quartile		High-Poverty Quartile	
Campus	Domain 2 Score	Campus	Domain 2 Score
██████ HS	19	██████ EL	46
██████ EL	38	██████ EL	47
██████ MS	35	██████ FE EL	39
Domain 2 Average	30.67	Domain 2 Average	44.00

Low-Minority Quartile		High-Minority Quartile	
Campus	Domain 2 Score	Campus	Domain 2 Score
██████ EL	45	██████ EL	46
██████ EL	38	██████ EL	47
██████ EL	40	██████ FE EL	39
Domain 2 Average	41.00	Domain 2 Average	44.00

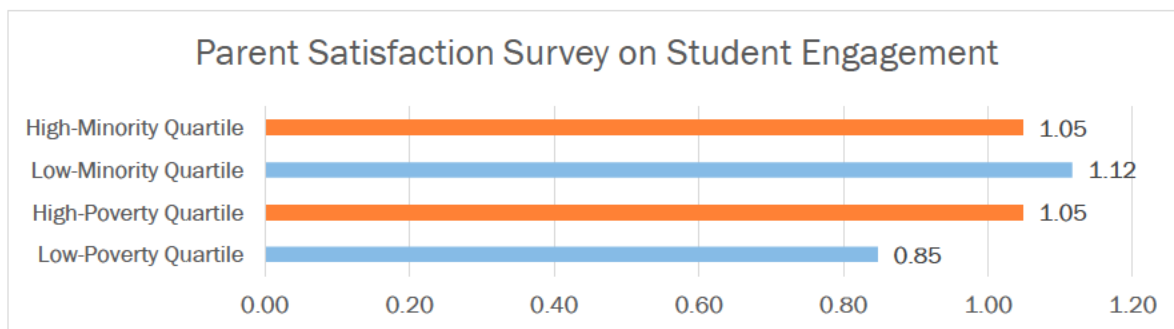
Key Finding: Students at our high-minority and high-poverty quartile campuses had strong Domain 2 scores (year-to-year student growth) than students at our low-minority and low-poverty quartile campuses.

Student Engagement Data

During the Spring 2017 semester, parents were sent a survey. Among the statements on the survey were the following:

- Homework is productive and supports learning in the classroom.
- I am satisfied with my child's academic progress.
- I am satisfied with the technology and other instructional resources available to my child.
- My child likes to go to school.
- I talk with my child's teacher(s) about my child's schoolwork, challenges, and progress.
- The school environment is caring and supportive.
- My child feels comfortable asking his or her teachers for help.
- I am satisfied with my child's education at this school.

Parents rated these statements on a scale from Strongly Disagree (-2) to Strongly Agree (+2). The mean score to the statements above are shown in the graph below.



Key Finding: Although a small student engagement gap was found between high- and low-minority quartile campuses, the high-poverty quartile campuses scored higher than the low-poverty campuses in overall parent satisfaction on student engagement.

Root Cause Analysis

Problem Statement:		
<p>Although small, there is an equity gap between our highest poverty and highest minority campuses in the area of teacher experience and performance. However, this equity gap does not seem to play a significant role as it related to overall student growth (Domain 2) or parent satisfaction with student engagement.</p>		
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
<p>Because our highest-quartile campus group in terms of poverty and minority population are also our district's three bilingual campuses, combined with a bilingual teacher shortage in our area, there are very few candidates for bilingual teacher openings.</p>	<p>Although very little, if any, gap exists between the highest and lowest quartiles for the minority and poverty campuses related to the district student engagement survey, there is a strong, district-wide indication that many new, inexperienced teachers do not get the support they desire or need.</p>	<p>Despite [REDACTED] relatively low turnover rate (11% in 2016-17), many experienced, excellent teachers left the district in search of higher pay in nearby suburban school districts or sought employment in the private sector.</p>

Strategies and Planning for Implementation

Long-Term Outcomes:
<ul style="list-style-type: none"> • Double the number of qualified bilingual applicants applying for teaching positions at our three bilingual education campuses in by the 2019-2020 school year. • Increase the level of administrative and resource support for new teachers to the profession by 50%, as indicated on the spring district staff survey. • Be at least at the 50th percentile in comparable teacher salary at all levels in relation to our neighboring school districts in Johnson County.

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)
Because our highest-quartile campus group in terms of poverty and minority population are also our district's three bilingual campuses, combined with a bilingual teacher shortage in our area, there are very few candidates for bilingual teacher openings.	Implement and maintain a \$3000 stipend for all bilingual teachers teaching in a bilingual field at one of the campuses offering bilingual services.	Conduct survey of bilingual pay structures for other school districts. Discuss financial budget options to fund/sustain a bilingual stipend.	Build stipend proposal into the budget and plan for year-to-year continued funding.	Measure the effect the stipend has created on both the number of bilingual applicants at our three campuses and the retention rate of bilingual teachers.
Although very little, if any, gap exists between the highest and lowest quartiles for the minority and poverty campuses related to the district student engagement survey, there is a strong, district-wide indication that many new, inexperienced teachers do not get the support they desire or need.	Expand our current new-teacher mentor program to not only include 1 st year teachers but also returning 2 nd year teachers.	Survey current 1 st year teacher academy participants to gauge their interest in a 2 nd year mentor program focusing on curriculum and instructional techniques.	Developing 2 nd teacher mentor curriculum and identify those that will be leading the 2 nd year program.	Selected training dates, participants, and trainers for the new 2 nd year new teacher academy and schedule accordingly with all stakeholders involved.
Despite ██████ relatively low turnover rate (11% in 2016-17), many experienced, excellent teachers left the district in search of higher pay in nearby suburban school districts or sought employment in the private sector.	Conduct a salary study and develop a financial plan that will bring ██████ closer to the 50 th percentile at all levels of teacher pay.	Conduct study of teacher pay structures for other school districts in our surrounding ██████ area.	Discuss financial budget options to fund/sustain any recommend changes to our existing pay structure. Build new salary proposal into the budget and plan for year-to-year continued funding.	Measure the effect the new salary structures have created on both the number of applicants and the retention rate of experienced teachers.