 

# Step 1. Resource Documents

Guiding Questions Template

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| Use these questions to help your district discuss the data and identified equity gaps with concrete language. |
| Why are there equity gaps in access to effective instruction in your district? |
| Which groups of students are most affected by equity gaps? |
| Are low-income students taught by inexperienced or out-of-field teachers at higher rates than their higher income peers? |
| Are students of color taught by inexperienced or out-of-field teachers at higher rates than their White peers? |
| What other student subgroups are more likely to have access to inexperienced or out-of-field teachers? |
| Do low-income students experience effective teaching at lower rates than their higher income peers? |
| What other student subgroups are less likely to have access to effective teaching? |

Problem Statement Planning Template

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| Equity Gaps | Problem Statements |
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Blank Root Cause Analysis Planning Template

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| --- | --- | --- | --- |
| Problem Statement: | | | |
|  | | | |
| How might you frame this problem statement in terms of ATTRACTING effective teachers? | How might you frame this problem statement in terms of ASSIGNING effective teachers? | How might you frame this problem statement in terms of SUPPORTING effective teachers? | How might you frame this challenge statement in terms of a challenge in RETAINING effective teachers? |
|  |  |  |  |
| Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? |
|  |  |  |  |
| How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) |
|  |  |  |  |
| Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? |
|  |  |  |  |
| How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) |
|  |  |  |  |
| Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? |
|  |  |  |  |
| How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) |
|  |  |  |  |
| Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? |
|  |  |  |  |
| How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) |
|  |  |  |  |
| Is it within your sphere of control or influence? | Is it within your sphere of control or influence? | Is it within your sphere of control or influence? | Is it within your sphere of control or influence? |
|  |  |  |  |
| Root Cause | Root Cause | Root Cause | Root Cause |
|  |  |  |  |

Data Checklist

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| Equity Gap | What data do I need? |
| Access to experienced teachers for: | |
| Students of color | For example:   * Student demographic data from Public Education Information Management System (PEIMS) for each racial/ethnic group; group all Hispanic and non-White students into one group * Texas Teacher Evaluation and Support System data |
|  |
| Low-income students |  |
| Other (e.g., students with disabilities): |  |
| Other: |  |
| Access to in-field teachers for: | |
| Students of color | For example:   * Student demographic data from PEIMS for each racial/ethnic group; group all Hispanic and non-White students into one group * Student learning data |
| Low-income students |  |
| Other (e.g., students with disabilities): |  |
| Other: |  |
| Access to well - assigned teachers for: | |
| Students of color | For example:   * Student demographic data from PEIMS for each racial/ethnic group. Group all Hispanic and non-White students into one group. * Student engagement data |
| Low-income students |  |
| Other (e.g., students with disabilities): |  |
| Other: |  |
|  | |