Texas Equitable Access Roadmap: A Toolkit to Support Texas Districts to Develop Local Equitable Access Plans
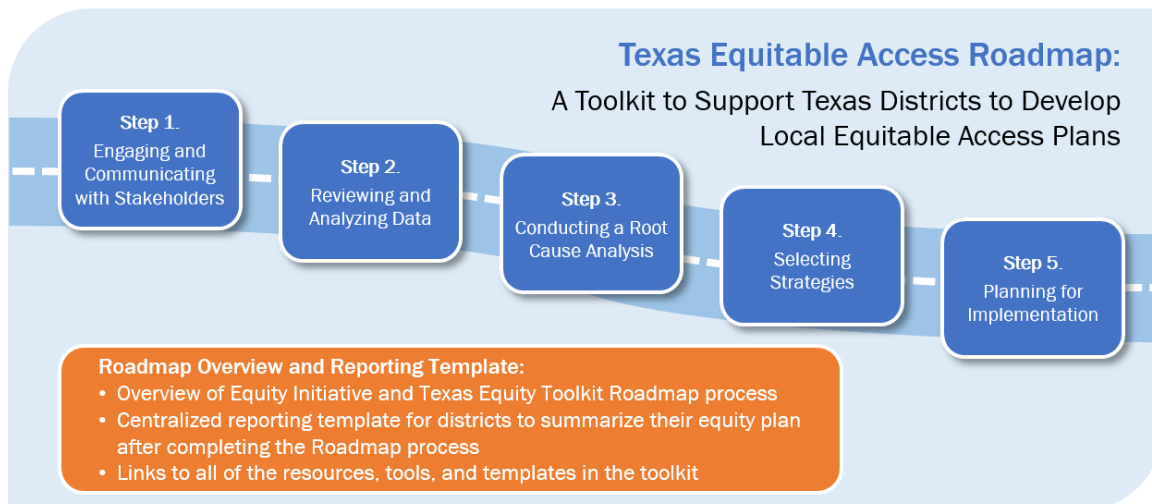
Introduction

In 2014, the U.S. Department of Education launched the Excellent Educators for All initiative to support states and districts in ensuring that students of color and low-income students have equitable access to excellent educators. All 50 states submitted equitable access plans, documenting the equity gaps that students in their state faced, the results of a root cause analysis conducted to better understand the causes of these equity gaps, and plans to implement strategies to close equity gaps and monitor progress of implementation. In December 2015, Congress passed the Every Student Succeeds Act (ESSA),[1] which requires states and districts to determine whether low-income students and students of color in Title I schools are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and take steps to address any identified disproportionalities (i.e., gaps in equity).

To support Texas districts in better understanding and addressing the challenges they face in providing equitable access to excellent teachers for the students who need it most, the Texas Education Agency (TEA) has developed the *Texas Equitable Access Roadmap: A Toolkit to Support Texas Districts to Develop Local Equitable Access Plans*. The Roadmap will take district teams through a series of processes to understand, interpret, and implement an action plan around equitable access. Please note all of the tools include links to additional resources and materials. Please visit the Appendix at the end of this document for a list of the linked resources throughout all of the tools, by topic. The Appendix provides a "one stop shop" to easily access the resources.

Putting It All Together: The District Roadmap Reporting Template

The overview of the five steps can be found here, with links to the resources for each step of the process. This document provides an overview of the five steps in the toolkit, along with a centralized reporting template for districts to document the findings of their equity planning.


Texas Equitable Access Roadmap:
A Toolkit to Support Texas Districts to Develop Local Equitable Access Plans

Step 1. Engaging and Communicating with Stakeholders

Step 2. Reviewing and Analyzing Data

Step 3. Conducting a Root Cause Analysis

Step 4. Selecting Strategies

Step 5. Planning for Implementation

Roadmap Overview and Reporting Template:
- Overview of Equity Initiative and Texas Equity Toolkit Roadmap process
- Centralized reporting template for districts to summarize their equity plan after completing the Roadmap process
- Links to all of the resources, tools, and templates in the toolkit

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[1] For more information on the Every Student Succeeds Act, visit 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)).

Purpose

As you complete each step in the Roadmap (i.e., Engaging and Communicating with Stakeholders, Reviewing and Analyzing Data, Conducting a Root Cause Analysis, Selecting Strategies, and Planning for Implementation), you will be asked by TEA to summarize the key takeaways developed while engaging in the processes involved with each tool. This resource provides a space where you and other district staff can transfer content (through the "copy/paste" process in Microsoft Word) from each tool into a centralized Roadmap Reporting Template located at the end of this document. The reporting template will provide a simple way for you to summarize your district's equity plans and submit them to your local education service center (ESC).

Following is a brief description of the tools to help remind you of the steps and processes you undertook when developing your district's equity plan. At the end of this document, you will find the District Reporting Template along with instructions on how to complete the template.
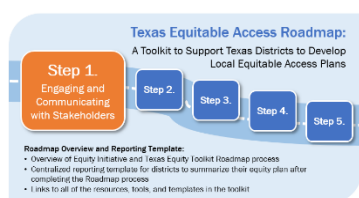

Step 1. Engaging a Communicating with Stakeholders

Engaging and communicating with stakeholders helps establish buy-in and participation from your education community in your equity planning development. By involving stakeholders, you have determined critical strategy decisions in a collaborative way and have defined with stakeholders what equitable access should look like in your district.

After completing the Engaging and Communicating with Stakeholder work in Step 1, your district will have:

- Built a district team to lead and be responsible for stakeholder engagement and communications,
- Identified stakeholders,
- Developed a plan to engage stakeholders, and
- Documented results from your stakeholder engagement efforts, which may include results from the root cause analysis or a vision or goals for equitable access in your district.

Note that TEA does <u>not</u> require districts to report this information in the Roadmap Reporting Template.
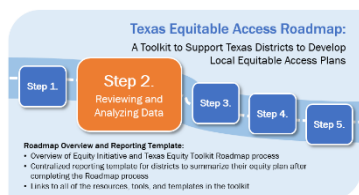

Step 2. Reviewing and Analyzing Data

The purpose of this step is to help you calculate your district's equity gaps by assessing, analyzing, and communicating your district's equitable access data. After conducting a review and analysis of your district data, you and your district stakeholders will have completed the following activities:

- Established definitions of effective teaching;
- Collected required data to calculate equity gaps for access by students of color and low-income students to effective teaching, inexperienced teachers, and out-of-field teachers; and
- Calculated required and optional equity gaps.
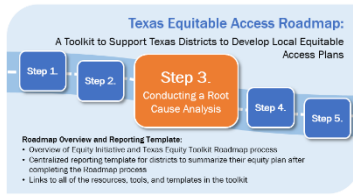
Step 3. Conducting a Root Cause Analysis

The purpose of conducting a root cause analysis (RCA) is to review data to identify possible root causes that have the greatest effect on inequitable access for low-income students and students of color to effective teaching, and inexperienced and out-of-field teachers. By the end of the process, you will have identified key root causes for the identified equity gaps in your district.
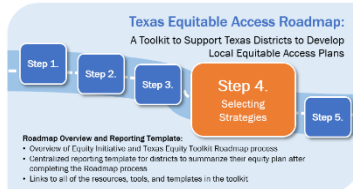
Step 4. Selecting Strategies

You and your district team will use the results of the data review and root cause analyses (*Steps 2 and 3*) to identify strategies that address district equitable access gaps. *Step 4* will guide you through the process of developing and prioritizing strategies and activities most likely to address the root causes identified in *Step 3*.
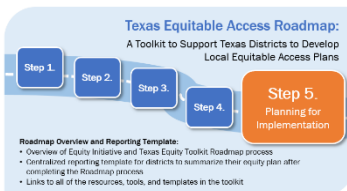
Step 5. Planning for Implementation

In the fifth and final step in the Texas Equitable Access Roadmap, you will have used the information generated from earlier activities, including data review and analysis (*Step 2*) and selecting strategies (*Step 4*) to develop a progress monitoring plan so you and your district can effectively evaluate and track progress toward equitable access.
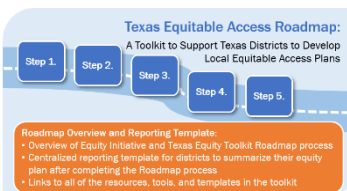
Putting It All Together: The Roadmap Reporting Template

The reporting template on the subsequent pages provides a space for you to report the key findings from each step of the Roadmap and report these findings to your ESC. The reporting template can be filled in by directly copying/pasting content from the Putting It All Together section of each step of the toolkit.

For more information on the district equity plan submission, please visit the Texas Equity Toolkit [website](#) or reach out to the Equity Toolkit lead at your local ESC.

# <u>Putting It All Together</u>: Roadmap Overview and Reporting Template

Instructions

Please complete each field below. A district leader or staffer who was strongly involved with the equity work your district undertook while completing the five tools of this toolkit should complete this template with the support from the overall equity planning team. Each section of the reporting template can be filled in by copying and pasting the information from the end of each step in the toolkit.

If you have any questions, please reach out to the Equity Toolkit lead at your local ESC.

District Reporting Template

District Name	Austin ISD
County District Number (CDN)	227-901
Date	November 1, 2018
Name/E-mail of District Point Person	Dr. Mary L. Thomas mary.thomas@austinisd.org
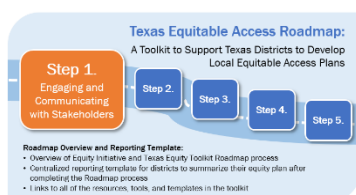
Results of Step 1. Engaging and Communicating with Stakeholders

Note that TEA does not require districts to report the outcomes of their stakeholder engagement planning. Your team may move forward to Step 2 to begin reporting the outcomes of your district's equity plan development.
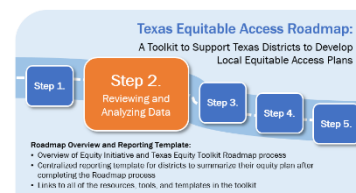
Results of Step 2. Reviewing and Analyzing Data

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Reviewing and Analyzing Data Efforts Into Your Roadmap Reporting Template" from the **Step 2. Reviewing and Analyzing Data** tool. Please transfer the information from the end of Step 2 into the spaces below.

Districts with four or more campuses should complete Table A. Districts with three or fewer campuses should complete Table B. All districts also must respond to the two questions following Table B on your district's definition of effective teaching.

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	25.1%	3.5%
B	Low-poverty quartile	16.0%	0.4%
C	**District equity gap:** High-poverty quartile minus low-poverty quartile (**row A–row B**)	9.1%	3.1%
D	State average[a]	14.4%	8.95%
E	**State equity gap:** High-poverty quartile minus state average (**row A–row D**)	10.7%	-5.45%
Equity Gap Calculations: Students of Color			
F	High-minority quartile	26.8%	3.6%
G	Low-minority quartile	15.4%	0.2%
H	**District equity gap:** High-minority quartile minus low-minority quartile (**row F–row G**)	11.3%	3.3%
I	**State equity gap:** High-minority quartile minus state average (**row F–row D**)	12.4%	-5.35%

[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:*
Professional Pathways for Teachers Appraisal System (PPfT)	Student Learning Objectives (SLO)	Student Engagement indicator on Professional Pathways for Teachers Appraisal System (PPfT)
Definition of effective teaching using these data	*Definition of effective teaching using these data*	*Definition of effective teaching using these data*
Teachers who receive an overall rating of *Effective* or better are considered to have successful teaching performance. This corresponds to a score of 257 or higher on or PPfT rubric.	Teachers who receive a score of 2 or higher are considered to be effective in increasing student learning. A score of 2 or higher means that 50% or more of students are meeting learning objectives.	Teachers who receive a score of a 3 or 4 on the student engagement indicator are considered to be effective at student engagement.

After examining the equity gaps in your district related to student access to effective teaching, what are your conclusions?
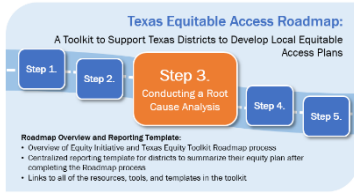
AISD has a 9.1% gap in the average percent of inexperienced teachers between high-poverty and low-poverty quartile schools with high-poverty quartile schools having 25.1% of teachers with 0-2 years of experience and low-poverty quartile schools having 16.0%. Both of these percentages of inexperienced teachers are higher than the state average of 14.4. The gap in 2016-17 was 12.28%, so the gap for 2017-18 was 3.2% smaller than the previous year. The gap for out-of-field teachers between the high-poverty and low-poverty quartiles is 3.1%. The high-poverty quartile has 3.5% of teachers out-of-field and the low-poverty quartile has 0.4%. The gap increased from 1.17% in 2016-17 school year, but the average for the high-poverty quartile 5.45% points less than the state average for out-of-field teachers.

The district has an 11.3% gap in the average percentage of inexperienced teachers between high-minority and low-minority quartile schools with high-minority quartile schools having 26.8% of teachers with 0-2 years of experience and low-minority quartile schools having 15.4%. Both of these percentages of inexperienced teachers are higher than the state average of 14.4%. The gap in 2016-17 was 9.6%, so the gap for 2017-18 increased by 1.7%. The gap for out of field teachers for high-minority and low-minority quartiles is 3.3%. The high-minority quartile has 3.6% of teacher out-of-field and the low-minority quartile has 0.2%. The gap increased from 1.35% in 2016-17 school year, but the average for the high-poverty quartile 5.35% points less than the state average for out-of-field teachers.

Although not reported in Table A, there is a 1.9% gap between teachers at high-poverty and low-poverty quartile schools who are rated as effective or higher the PPfT appraisal system with 95.0% of teachers at high-poverty quartile schools being rated as effective compared to 96.9% of teachers at low-poverty quartile schools. This is a decline of 4.9% compared with 2016-17. 84.0% of teachers at high-poverty schools had 50% or more of students meet their student learning objectives compared with 89.5% of teachers at low-poverty schools. The gap of 5.5% is 4.4%

points lower than the gap of 9.9% for the 2016-17 school year. For high-minority quartile schools 93.4% of teachers are effective compared with 97.4% of teachers at low-minority quartile schools. The gap of 3.9% is less than the gap of 6.7% in 2016-17. 82.1% of teachers at high-minority quartile schools had 50% or more of students meet their student learning objectives compared with 90.1% of teachers at low-minority quartile schools. The gap in 2016-17 was also 8%.

For the 2017-18 school year, the district is using a different indicator to measure student engagement. Teachers who receive a 3 or 4 on the student engagement indicator on PPfT are considered to be effective at student engagement. High poverty schools had an average of 92.2% of their teachers meeting this indicator while 96.2% of teachers at low poverty schools met this indicator. For high minority schools, there was an average of 92.8% of teachers receiving a score of a 3 or 4 on the student engagement indicator, and an average of 96.3% of teachers at low minority schools meeting this indicator.

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Step 1.
Step 2.
Step 3.
Conducting a Root Cause Analysis
Step 4.
Step 5.

Roadmap Overview and Reporting Template:
• Overview of Equity Initiative and Texas Equity Toolkit Roadmap process
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• Links to all of the resources, tools, and templates in the toolkit

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:		
There is a 9.1% gap for inexperienced teachers between the low-poverty quartile schools and the high poverty quartile schools within the district, and the district has a higher percentage of inexperienced teachers than the state for both quartiles.		
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**
Negative perceptions around working conditions that include student discipline, campus leadership, workload, accountability pressures, and campus-based professional learning make it difficult to attract experienced teachers to Title I schools.	AISD has designed a mentoring program for district-wide implementation; however, we do not currently have a campus-based program for the unique needs of Title I campuses.	Our teacher retention plan has not specifically targeted equity gaps to retain teachers with 3-5 years of experience.
Compensation to teach in Title I schools does not attract effective experienced teachers.	There is no AISD adopted coaching model or training on a model that supports teachers in Title I campuses where there is an increased need for cultural competence and ability to work with diverse student groups.	Outside of team leader or department chair roles, we provide limited leadership opportunities for teachers that keep them in the classroom.
There are delayed hiring practices at Title I schools which limit access to effective, experienced teachers.	Many non-instructional district demands on campus principals reduce the ability of leaders to be in the classroom providing support to teachers.	There are negative perceptions around teacher autonomy at Title I campuses.
There is no instrument to support screening applicants including highly effective, experienced teachers for high probability of success.		Our district lacks a more comprehensive manner of understanding the reasons the teachers leave Title I campuses.
Many Title I facilities have low Facility Condition Assessments, low Educational Suitability Assessments, and lack new technology.		
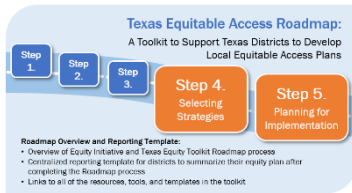
Results of Steps 4 and 5. Selecting Strategies and
Planning for Implementation

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):
>
> The overall goal is to ensure student growth by improving how teachers are attracted and supported so that they persist and are retained in education, particularly at their AISD Title 1 campus.

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)
Negative perceptions around working conditions that include student discipline, campus leadership, workload, accountability pressures, and campus-based professional learning make it difficult to attract experienced teachers to Title 1 schools.	Develop brand/ marketing/recruiting materials to include webpage information for specific AISD Title I campuses to celebrate and highlight successes. Use Professional Learning Design Specialists to work with identified Title I campus leaders to develop a strategic campus-based professional learning plan that addresses areas including classroom management.	Develop materials to include webpage information for specific AISD Title I campuses. Develop Individualized Professional Learning plans for identified Title 1 campuses.	Meet with campus leaders to assess need for materials and identify areas to highlight. Professional Learning Plan reflects campus needs as identified by data.	Marketing materials are routinely reviewed to determine their effect on attracting effective, experienced teachers. Teachers report that campus based professional learning is effective and meets their needs.

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)
	Develop structures to support leadership in Title I campuses for new principals.	Assigned a leadership coach to each new principal; monthly focused meetings for new principals with LD staff and other district leaders as needed; collaboratively work with Associate Superintendents for meeting topics, campus needs and/or individual visits. Host monthly New Principal Sessions to share strategies and techniques to increase student achievement and create positive working conditions for staff.	New Principal sessions are designed with a tailored emphasis on effective leadership, positive climate and culture, and staff working conditions aligned to the AISD Leadership framework and PSEL standards.	New hire survey TELL Survey results reflect increased teacher satisfaction as it relates to campus-based professional learning and leadership.
Compensation to teach in Title 1 schools does not attract effective experienced teachers.	Expand implementation of Professional Pathways for Teachers (PPfT) which provides opportunity for teachers to increase their base salaries by improving their teaching and increasing their professional learning. The compensation system accounts for schools with high needs based on economically disadvantaged, ELL, and Special needs within the compensation system.	Add 1000 veteran teachers and all new teachers to PPfT Compensation for the 17-18.	In 2017-18 we had 2742 teachers enrolled in PPfT Compensation. In 2018-19, an additional 529 opted in to compensation. Current PPfT enrollment number is 3276. 2018-19, 32 total Enhanced Campuses (4 HS, 5 MS, 3 IR, 20 ES).	All teachers will be included in PPfT Compensation by 2019-2020. A review of current compensation will show we are more competitive and retaining effective teachers.
There are delayed hiring practices at Title 1 schools which limit access to effective,	Ensure that Title 1 campuses participate in early spring recruitment events to avoid	All new hiring is completed by June 30. Hiring reports are provided to associates/executive directors for campus follow	Training on Best Practices for effective staffing, hiring, system optimization is	Late hiring is eliminated except for emergency and late vacancies.

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)
experienced teachers.	delayed hiring. Accelerate HR onboarding processes for Title 1 schools, particularly those identified as high need schools.	up. Talent Acquisition invites title 1 campus principals to local/out of state job fairs. Student teacher mixer HR contacts 100% of new hire recommendations within one business day.	provided in spring to 100% of campus administrators. HR workflow process are evaluated for efficiency and effectiveness in responding quickly. Talent Acquisition continues to send applicants from job fairs HireVues to allow for more efficient and effective prescreening.	Teacher hiring and/or subsequent turnover resulting from ineffective hiring practices is reduced.
There is no instrument to support screening applicants including highly effective, experienced teachers for high probability of success.	Research screening instruments that predict a teacher's probability of success. Screening instrument can help accelerate and improve the hiring process.	A potential screening instrument is identified and recommended for funding by late fall.	Talent Acquisition has met with HUMANeX Ventures to research their screening and profile instruments.	A proposal for a screening instrument is funded (subject to budgetary constraints).
Many Title 1 facilities have low Facility Condition Assessments, low Educational Suitability Assessments, and lack new technology.	Developed a Facility Mater Plan to addresses aging facilities and barriers to technology. Developed bond proposal to fund improvements proposed in the Facility Master Plan.	Hosted series of community engagement events on bond proposal and Facility Master Plan. Bond proposal approved by voters	Develop timeline of all approved facility projects. Begin work on critical projects.	Facility Condition Assessments and Educational Sustainability Assessments will improve. Student enrollment at Title 1 campuses will increase
AISD has designed a mentoring program for	Identify Lead Mentor Teacher Contacts (LMTCs) and a designated	All LMTCs and mentors have completed training in highly effective mentoring strategies and language.	Professional Learning Design Specialists have engaged in	LMTCs and mentors engage in professional

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)
district-wide implementation; however, we do not currently have a campus-based program for the unique needs of Title 1 campuses.	administrator who will oversee the program. Work with LMTCs to ensure that all new teachers are matched with a high quality mentor. Ensure that all mentors participate in district-provided training in high quality mentoring strategies. Ensure that LMTCs and mentors develop and implement a cycle of support for new teachers. Engage LMTCs and mentors in professional learning related to coaching for diversity and cultural competence.	LMTCs and mentors have designated PLC time to build capacity of mentors at least once per month. Mentors have designated time to work with mentees weekly. All 5 Professional Learning Design Specialists (PLDSs) participated in NAPE professional learning which included 2 days of face to face engagement and ongoing PLC work. Two of the PLDSs participated in Beyond Diversity. The team participated in a book study related to cultural competence and diversity. The learning is being applied to and integrated into all aspects of the Professional Learning Team's work including mentor professional learning, teacher induction, and work with instructional coaches.	professional learning related to Coaching for Cultural Competence and Diversity. The Professional Learning Team has designed Coaching for Diversity training for LMTCs and Mentors. LMTCs and mentors have participated in a blended learning opportunity on Restorative Practices. 119 LMTC's identified - every campus. 115 are active - 3 have no novice teachers on their campus As of 9/20/18 there are 466 mentors supporting 509 mentees The 2018-19 professional learning opportunities for 1st & 2nd year mentors are in progress and will be completed by Oct 4. Third year mentors are currently engaged in a Blend course.	learning around coaching for diversity. TELL Survey results reflect increased teacher satisfaction as it relates to campus-based professional learning and support for new and struggling teachers.

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)
			83% of mentors report that they are receiving the necessary support and information from LMTCs. 88.4% of mentees report that the quality and quantity of mentor support is adequate.	
There is no AISD adopted coaching model or training on a model that supports teachers in Title 1 campuses where there is an increased need for cultural competence and ability to work with diverse student groups.	Adopt a model of coaching that incorporates coaching for cultural competence and diversity.

Provide initial and on-going training to instructional coaches. | A work group facilitated by Professional Learning identifies or develops a coaching framework to be implemented in the district. Professional learning needs are identified to support the implementation of the coaching framework.

Train Leadership Development Director on the NYCLA coaching model for review and implementation of leadership coaching specific for new (and otherwise identified) principals.

Develop aligned professional learning for Assistant Principals focused on instructional leadership and coaching strategies as well as other components of the PSEL framework. | Professional learning opportunities to support the coaching framework are developed.

Assign Principal Coaches for all new principals. Provide professional learning to principals on the coaching cycle.

Provide on-going professional learning to Assistant Principals focused on instructional leadership and coaching strategies.

A needs assessment was conducted of campus based instructional coaches. In efforts to strengthen supports for instructional | District level coaches and campus based instructional coaches engage in professional learning around the coaching framework and highly effective coaching strategies.

Coaches work to support, meet with and coach new principals at least monthly.

Collect feedback on the professional learning and refine/revise plans. |

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)
			coaching on campuses, the Professional Learning team has designed the Coaching Connection. The series of learning opportunities is open to instructional coaches, specialists, campus administrators, and others who support teachers in a coaching fashion. Participants will explore types of coaching as well as the roles/support functions of a coach as well as develop their capacity and skills in order to become more effective coaches. One hundred twelve coaches attended the first convening occurred on January 5 and the second convening occurred on April 20 with 55 registered participants. A cohort for instructional coaches has been added to the Teacher Induction Program for Aug 2018.	

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)
Many non-instructional district demands on campus principals reduce the ability of leaders to be in the classroom providing support to teachers.	Develop a cross-functional team that provides on-going support for campus leaders in a coordinated way. Provide differentiated training for campus principals on instructional leadership and how to develop a positive campus climate and culture.	Cross-functional team will develop a plan to provide campus support and build leadership capacity. Engage in a needs assessment of campus leaders to determine the extent to which their instructional leadership needs are being met through level meetings or other district leadership opportunities.	Cross-functional team will meet regularly with identified campus leadership and provide on-going support for campus administration and teachers. Continuous cross-functional team members working collaboratively through the School Leadership Initiative with the Bush Institute to support campus leaders' needs. For 18-19, Professional Learning opportunities will be offered to Principals and Assistant Princicpals in Fall & Spring semesters focused on building SEL Strategies and Skills and strengthing campus Climate/Culture. Continue to provide this support to New Principals monthly. Develop a plan to incorporate/share best practices for instructional leadership into level meetings as a part of principal	TELL Survey results reflect increased teacher satisfaction as it relates to principal instructional leadership. Review agendas and calendars for instructional leadership as well as follow-up principal feedback/data to determine effectiveness of strategies in providing leadership growth in the areas of instructional leadership and culture/climate.

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)
			professional learning and high yield strategies for leadership effectiveness.	
Our teacher retention plan has not specifically targeted equity gaps to retain teachers with 3-5 years of experience.	Develop a strategic plan to retain teachers at Title 1 campuses that includes outreach of support to current teachers and additional recognitions.	A work group will be identified to assess current retention strategies for AISD teachers and to determine additional strategies for retaining experienced, effective teachers at Title I campuses.	Assess current retention strategies for AISD teachers. Develop additional strategies for retaining experienced, effective teachers at Title I campuses. Develop an implementation timeline.	Teacher retention at Title 1 campuses will increase.
Our district lacks a more comprehensive manner of understanding the reasons the teachers leave Title I campuses.	Assess the current exit survey instrument and process.	Make recommendations and revise survey for implementation.	Utilize survey process to analyze and interpret midyear resignations.	Utilize survey process to analyze and interpret end of year resignations. Overall outcome is to understand and address any campus or district specific patterns, as appropriate.
There are perceptions of limited leadership roles for teachers that also provide opportunity for input, teacher voice, and build capacity at the campus level	Collaborate with Title 1 principals to identify leadership opportunities for teachers. Offer Leadership Pathways in specified district initiatives like literacy, transformative technology, and SEL	Teachers will engage in completing the first microcredential as part of Leadership Pathways. Leadership opportunities to build leadership capacity are communicated to staff.	There are 3 leadership pathways in literacy, SEL, and transformative technology that began in 2017-2018 and will continue next year in 2018-2019. Current numbers stand at 79 for literacy, 99 for SEL	TELL Survey Results indicate that teachers report having ability to influence decisions on campus, have a voice in decision making, etc. Teachers

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)
	for teachers in the PPfT Compensation system to build their capacity to support others and lead these initiatives on the campus. Work with identified campus administrators to identify leadership opportunities for aspiring teacher leaders.		and 89 for transformative technology. Teachers take on leadership roles. For Leadership Pathways, teachers will engage in completing micro-credential two and a new cohort of participants will be identified. Outreach to all principals for recommendations to participate in the AP3, Texas State and UT Leadership programs as teacher leaders preparing for campus leader positions. This is our year for gathering data to understand our strengths and areas of growth for developing teacher leaders into campus leaders. Met with AAPSA to gather feedback and data.	complete micro-credential three and four. New cohorts begin the year one process. Additional Leadership Pathways will be developed in Advanced Academics and Problem-Based Learning for implementation in 2018-2019.
There are negative perceptions around teacher autonomy at Title 1 campuses.	Provide on-going training for district and campus leaders on the AISD Theory of Change that centers on empowering teachers.	Host Leadership Institute that explores the Theory of Change, design thinking, and teacher empowerment. Provide training to instructional coaches on supporting experienced teachers.	The cross functional team will meet regularly with the campus principal and instructional coaches to provide support on empowering	TELL Survey Results indicate that teachers have the ability to influence their work and have greater autonomy.

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)
	Align coaching model to encourage innovation and creativity. Develop a system to capture classroom level student engagement data.	Form a collaborative planning team to develop a proposal for accurately capturing classroom level student engagement data.	teachers. A Coaching Framework Work Group had their initial meeting on May 21 to begin drafting a coaching framework that incorporates coaching for cultural competence and diversity. Implement pilot of system to capture classroom level student engagement data.	Student engagement data will available for 100% of classroom teachers.

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.

Nearly 54% of our students live in poverty and the district is the largest single payer of recapture in the state. Despite this unique and unfortunate circumstance, the district and district leadership is committed to equity. During the 2016-2017 school year, the district conducted an equity self-assessment to examine the rates of student achievement, student discipline, and access to high-quality programs and curriculum. The audit showed gaps in both achievement and access for minority students and economically disadvantaged students. Following these results, the district developed strategies to address these performance and access gaps. The Superintendent's Scorecard includes indicators related to programmatic access in order to monitor the district's equity efforts in that area. Prior to the passage of H.B. 674, the Austin ISD Board of Trustees approved a revised FO(LOCAL) that banned suspensions for PK – 2 students. Additionally, our district designed a new system to support teachers and campus administration with the implementation, including new mental health resources to ensure students are receiving restorative discipline support.

Our district utilized this Equity Plan to continue to assess our opportunities to achieve equity. This includes collaborative brainstorming and planning to address how we can support our teachers and administrators at our Title I campuses. The district made some progress in closing the equity gaps for our low-income students by providing them with more experienced teachers. The district utilized several strategies to close this gap such as requiring teachers with two or more years of experience at certain Title I schools and providing enhanced competition. Equity gaps increased in regards to out-of-field teachers for both students of color and students living in poverty. AISD is a District of Innovation that allows campuses to hire non-certified teachers for high-school credit CTE courses. However, the majority of the schools with high percentages of out-of-field teachers is in elementary school and thus not impacted by the District of Innovation plan. The high numbers are most likely contributed to the difficulty in recruiting and retaining certified Dual Language and Bilingual teachers. The district is evaluating their stipends for these teachers to be more competitive with surrounding school districts.

We recognize there is a need to differentiate the support we offer to Title 1 campuses around mentoring new teachers, providing additional leadership opportunities for experienced teachers, and leadership development. We also recognize that we must routinely utilize data to determine if there are policies and systems in place that promote inequitable practices. As we seek to achieve equity for all students in our district, we hope to engage our district and campus communities in the process of assessing, planning, and implementation.

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)	• 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	• 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	• 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	• 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 *Teacher Effectiveness in the Every Student Succeeds Act: A Discussion Guide* (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
	• Research on within campus inequitable student access to effective teachers—Goldhaber, D., Lavery, L., & Theobald, R. (2014). *Uneven playing field? Assessing the inequity of teacher characteristics and measured performance across students* (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	• 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.
	  – 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	• 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.
	  – 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	• 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:
	  – 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).