

Putting It All Together: Roadmap Overview and Reporting Template

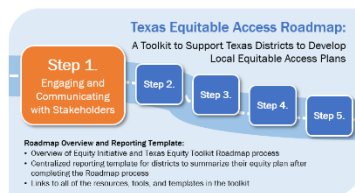
Instructions

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

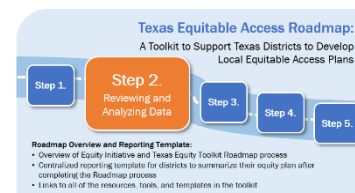
| | |
|--------------------------------------|--------------------------------------|
| District Name | Meridian ISD |
| County District Number (CDN) | 018902 |
| Date | 10-26-18 |
| Name/E-mail of District Point Person | Kim Edwards kedwards@meridianisd.org |



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 B. Districts with Three or Fewer Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers

| Row | MHS Comparison | Percentages of: | |
|-----|---|------------------------|-----------------------|
| | | Inexperienced Teachers | Out-of-Field Teachers |
| A | Percentage of teachers in the Title I campus | .10% | 0 |
| B | State average ^a | 14.4% | 8.95% |
| C | State equity gap: Title 1 campus minus state average (row A – row B) | -14.30 | -8.95 |

| Row | MES Comparison | Percentages of: | |
|-----|---|------------------------|-----------------------|
| | | Inexperienced Teachers | Out-of-Field Teachers |
| A | Percentage of teachers in the Title I campus | 0% | 0 |
| B | State average ^a | 14.4% | 8.95% |
| C | State equity gap: Title 1 campus minus state average (row A – row B) | -14.4% | -8.95% |

| 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) | | |

^aState 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?

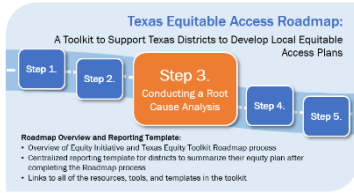
In the fields below, record the definitions of effective teaching according to the three categories included in the table. Provide a description of your rationale for these three definitions.

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> |
| Student Engagement, course completion | Increased Performance on locally developed assessments | Attendance, classroom observations |
| <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> |
| A classroom where every student progresses | Instruction built on students' needs and differences. | Students are well-rounded and involved in a variety of activities of varied interests. |

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

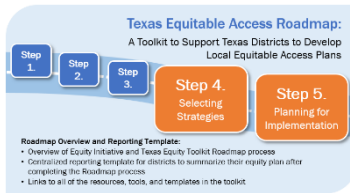
All students have access to high quality teaching. We must continue to focus on improving classroom instruction to meet the needs of 21st century learners.



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: | | |
|--|---|--|
| Attracting and maintaining quality staff | | |
| 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 |
| We live in a rural part of Texas. Although our staff are the highest paid in the county, we are unable to compete with larger districts that lie within a 45 mile radius of us. | We must continue to provide relevant staff development whose focus is to improve student learning. | We provide stipends and pay above state base. We need to make our teachers aware of these benefits. Stipend was increased beginning in 2018-19. |
| | Administrative support of teachers | Recognize staff birthdays, monthly celebrations about gains at each campus, |
| | | |



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):

retain and attract high quality, experienced educators which will result in improved student learning and test scores.

| 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) |
|--|--|---|---|--|
| Attracting and maintaining quality staff | We must continue to provide relevant staff development whose focus is to improve student learning. | Review percentage of teachers who maintained employment with MISD | Decrease in number of staff absences | Climate survey done by teachers and staff |
| | MES and MHS have hired curriculum coaches to provide support and improve instruction | | Increased number of applicants per vacant position. | Employ an exit interview process |
| | Staff Development is more focused at each campus and primarily teacher led. | | | Investigate implementing a longevity stipend. |

| 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) |
|--|--|---|--|--|
| | Staff Appreciation Dinner | | | |
| | | | | |
| | | | | |
| | | | | |

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.



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.wkcf.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). |