

## Putting It All Together: Roadmap Overview and Reporting Template

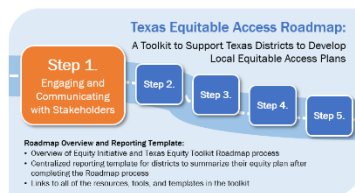
### Instructions

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

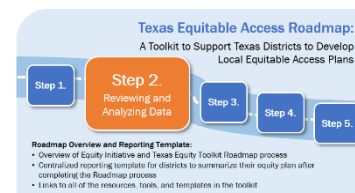
District Name	Olfen ISD
County District Number (CDN)	200906
Date	10/18/2018
Name/E-mail of District Point Person	gabriel.zamora@olfenisd.net



### 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	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus	0%	0%
B	State average <sup>a</sup>	14.4%	8.95%
C	<b>State equity gap: Title 1 campus minus state average (row A – row B)</b>	0% - 14.4% = 0% (-14.4%) Below State Average	0% - 8.95% = 0% (-8.95%) Below State Average

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus	Olfen is a single campus district	
B	State average <sup>a</sup>	Olfen is a single campus district	
C	<b>State equity gap: Title 1 campus minus state average (row A – row B)</b>	Olfen is a single campus district	

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus	Olfen is a single campus district	
B	State average <sup>a</sup>	Olfen is a single campus district	
C	<b>State equity gap: Title 1 campus minus state average (row A – row B)</b>	Olfen is a single campus district	

<sup>a</sup>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?

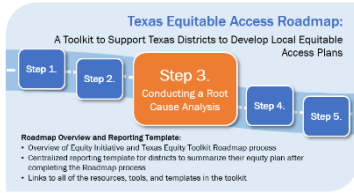
In the fields below, record the definitions of effective teaching according to the three categories included in the table. Provide a description of your rationale for these three definitions.

### Our District's Definition of Effective Teaching:

Teaching Performance	Student Learning	Student Engagement
<b>Selected data to measure teaching performance:</b>	<b>Selected data to measure student learning</b>	<b>Selected data to measure student engagement:</b>
T-TESS performance	State Exams and Benchmarks	The district will utilize attendance % and administer surveys
<b>Definition of effective teaching using these data</b>	<b>Definition of effective teaching using these data</b>	<b>Definition of effective teaching using these data</b>
Effective is defined as a teacher who at a minimum earned "Proficient" in all areas of T-TESS	Student achievement and/or Student Growth as defined by TEA	Achieve an attendance greater than or equal to the state average  Received 90% or higher positive marks on administered survey

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

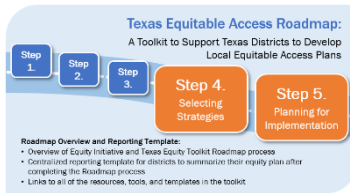
This is the first year in memorable history that Olfen ISD has qualified as a Title 1 campus. The district is coming of the best performance ever both academically in regards to State Accountability as well as financially. All of our teachers are experienced and earned "Proficient" or higher on T-TESS the previous school year. In addition, we have increased the amount of professional development required of our staff and have also increased the level that we use service center consultants to improve our teachers' effectiveness. Since we are a small school district with only 10 teachers, it is easier for us to establish equity for all of our students. We plan on implementing incentive that will increase the likelihood that selected staff choose to remain employees of Olfen ISD. We also understand that it is important that the equity plan be taken into consideration for any future hires.



## 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:		
N/A... No Equity Gaps currently exist. The only problem is ensuring that the district continues to maintain this level of equity on year to year basis.		
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 are a rural district whose base pay is below the state average.	N/A	N/A



## 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):

We plan on continuing to ensure that Olfen ISD is a wonderful place to work, by creating a family-like environment and focusing on our employees’ quality of life. In addition, we will continue to provide our staff with state-of-the-art tools in the form of technology and classroom materials. We will also continue to utilize incentives and additional duty stipends to make our pay more competitive with larger urban districts.

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)
Our District does not have any ineffective or inexperienced teachers. As a small single campus district we have succeeded in recruiting and retaining and experienced staff of teachers who have proven to be effective. Instead we are focused on improving from a grade of “89” to an “A” and raising the overall status of the district.	Provide monetary incentives for teachers to experienced high performers who commit to teaching at one of our campus next year.  Provide training to the superintendent on how to better mentor and coach principal.	A survey measuring job satisfaction and overall likelihood that teacher will opt to remain at Olfen (excluding unavoidable circumstances) will be administered in January of 2019.	We will keep a record of the results of teachers who choose to remain at the district once contracts are renewed.	In July administrators will record the percentage of teachers that remained at the district after the resignation deadline (45 days prior to instruction elapses)

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.

Since Olfen is a tiny single-campus district we have an advantage when it comes to our numbers. In addition, since this is the first time that Title I funds are received; this serves as our initial equity plan. As you can see, we are in a position where all students are served by the same teachers and after 3.5 years of stable leadership the campus has developed into an excellent public school. We took advantage of this opportunity to discuss and implement methods we deemed would enable us to sustain our strong points, and improve on our few shortcomings.

# Appendix

## List of Resources to Support Local Equity Plan Development, by Topic Area

Topic Area	Resource and Link to Access Resource
<b>Every Student Succeeds Act (ESSA)</b>	<ul style="list-style-type: none"> <li>Information from the U.S. Department of Education (ED) (<a href="http://www.ed.gov/essa?src=rn">http://www.ed.gov/essa?src=rn</a>).</li> <li>Information on equity as it relates to states is included in section (1111(g)(1)(B)).</li> <li>Information on equity as it relates to districts is included in section (1112(b)(2)).</li> </ul>
<b>Equity Plans</b>	<ul style="list-style-type: none"> <li>State Equity Plans—plans submitted by all of the states to ED in 2015 (<a href="https://www2.ed.gov/programs/titleiparta/resources.html">https://www2.ed.gov/programs/titleiparta/resources.html</a>).</li> <li>Texas 2015 Equity Plan (<a href="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/">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/</a>).</li> </ul>
<b>Engaging and Communicating with Stakeholders</b>	<ul style="list-style-type: none"> <li>The Center on Great Teachers and Leaders (GTL Center) has developed sample stakeholder engagement meeting agendas for various formats (<a href="http://www.gtlcenter.org/sites/default/files/GTL_Resource_04_Agendas-ed-fmt.doc">http://www.gtlcenter.org/sites/default/files/GTL_Resource_04_Agendas-ed-fmt.doc</a>).</li> <li>Communications planning resource from the GTL Center (<a href="http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf">http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf</a>).</li> <li>Developing key messages—Ideas and suggestions from the GTL Center (<a href="http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf">http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf</a>).</li> <li>Gathering stakeholder feedback with a feedback form from the GTL Center that districts can use or repurpose (<a href="http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc">http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc</a>).</li> </ul>
<b>Reviewing and Analyzing Data</b>	<ul style="list-style-type: none"> <li>ED definition of “out-of-field” teachers (<a href="https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html">https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html</a>).</li> <li>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> (<a href="http://www.gtlcenter.org/sites/default/files/TeacherEffectiveness_ESSA.pdf">http://www.gtlcenter.org/sites/default/files/TeacherEffectiveness_ESSA.pdf</a>).</li> <li>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.</li> <li>Texas Data Checklist (list of data elements available to most districts in Texas; LINK TBD).</li> <li>Data from the Public Education Information Management System (PEIMS) (2015–2016) sources. Code tables available at <a href="http://ritter.tea.state.tx.us/peims/standards/weds/">http://ritter.tea.state.tx.us/peims/standards/weds/</a>.</li> <li>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 (<a href="https://en.oxforddictionaries.com/definition/us/person_of_color">https://en.oxforddictionaries.com/definition/us/person_of_color</a>).</li> <li>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 <a href="http://ritter.tea.state.tx.us/peims/standards/weds/">http://ritter.tea.state.tx.us/peims/standards/weds/</a>.</li> <li>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; <a href="http://www.statutes.legis.state.tx.us/?link=ED">http://www.statutes.legis.state.tx.us/?link=ED</a>). 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); <a href="http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.65.htm">http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.65.htm</a>).</li> </ul>

Topic Area	Resource and Link to Access Resource
	<ul style="list-style-type: none"> <li>• Research on within campus inequitable student access to effective teachers—Goldhaber, D., Lavery, L., &amp; 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 <a href="http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf">http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf</a>.</li> </ul>
<b>Conducting a Root Cause Analysis</b>	<ul style="list-style-type: none"> <li>• 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"> <li>– Talent Development Framework (<a href="http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf">http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf</a>).</li> <li>– Creating Coherence and Alignment Tool (<a href="http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf">http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf</a>).</li> <li>– Talent Management Strategies: Districts Self-Assessment Checklist (<a href="https://easn.grads360.org/#communities/pdc/documents/12611">https://easn.grads360.org/#communities/pdc/documents/12611</a>).</li> </ul> </li> <li>• 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 <a href="http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc">http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc</a>.</li> </ul>
<b>Selecting Strategies</b>	<ul style="list-style-type: none"> <li>• How to select strategies to address equity gaps—The GTL Center’s Research-Supported Implementation Tips for Equitable Access Plan Strategies resource (<a href="http://www.gtlcenter.org/sites/default/files/Implementation_Tips.pdf">http://www.gtlcenter.org/sites/default/files/Implementation_Tips.pdf</a>).</li> <li>• 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"> <li>– Talent Development Framework (<a href="http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf">http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf</a>).</li> <li>– Creating Coherence and Alignment Tool (<a href="http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf">http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf</a>).</li> <li>– Talent Management Strategies: Districts Self-Assessment Checklist (<a href="https://easn.grads360.org/#communities/pdc/documents/12611">https://easn.grads360.org/#communities/pdc/documents/12611</a>).</li> </ul> </li> </ul>
<b>Planning for Implementation</b>	<ul style="list-style-type: none"> <li>• 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"> <li>– The Kellogg Foundation (<a href="https://www.wkcf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide">https://www.wkcf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide</a>).</li> <li>– Regional Education Laboratory Northeast and Islands (<a href="http://www.relnei.org/events/skill-builder-archive/logic-model-to-program-evaluation.html">http://www.relnei.org/events/skill-builder-archive/logic-model-to-program-evaluation.html</a>).</li> </ul> </li> <li>• 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 (<a href="http://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf">http://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf</a>).</li> </ul>



## Texas Equity Plan Success Criteria

This tool is designed to be used by LEAs as they revise the 17-18 Equity Plans for 18-19 submission. Ideally, LEAs will demonstrate effectiveness with each of the success criteria. Additionally, ESC Equity Leads can use this tool to support and guide LEAs in their Equity Plan improvement efforts.

### Step 1: Engaging and Communicating with Stakeholders

- ☑ Provides evidence throughout equity plan that multiple stakeholders were involved in development of process

### Step 2: Reviewing and Analyzing Data

- ☑ Calculates equity gaps for percentages of out-of-field and inexperienced teachers for both low-income and students of color in a clear and correct manner utilizing previous year's data
- ☑ Defines effective teaching using appropriate, measurable data including teaching performance, student learning and student engagement
- ☑ Provides qualitative conclusion(s) on the effective teaching equity gap calculation that is directly aligned to the district definition of effective teaching

### Step 3: Conducting a Root Cause Analysis

- ☑ Provides a problem statement that is aligned to the findings in the equity gap analysis of out-of-field, inexperienced, or effective teaching
- ☑ Provides a problem statement with a focus on the challenge of attracting, supporting, or retaining effective, experienced, and in-field teachers in the highest need campuses serving low-income and students of color
- ☑ Provides at least one root cause that is aligned to the problem statement as it relates to attracting, supporting and retaining excellent teachers
- ☑ Completes Step 3 column on the progress monitoring template with root cause(s)

### Steps 4: Selecting Strategies

- ☑ Selects strategies that are directly aligned to the root cause analysis
- ☑ Selects strategies that are measurable and evidence-based
- ☑ Selects strategies that are viable within district's specific context
- ☑ Completes Step 4 column on the progress monitoring template with selected strategies

### Step 5: Planning for Implementation

- ☑ Selects benchmarks that are directly aligned to the selected strategies
- ☑ Selects benchmarks that are viable within district's specific context
- ☑ Selects benchmarks that are measurable
- ☑ Completes all Step 5 columns on the progress monitoring template with benchmarks