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.
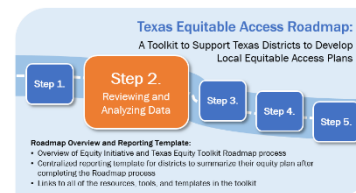
District Reporting Template

District Name	Hillsboro ISD
County District Number (CDN)	109904
Date	10/31/2018
Name/E-mail of District Point Person	Vicki Adams/ adamsv@hillsboroisd.org
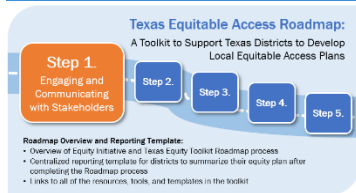
Results of Step 1. Engaging and Communicating with Stakeholders

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	21.0	0
B	Low-poverty quartile	20.5	4.9
C	**District equity gap:** High-poverty quartile minus low-poverty quartile (**row A–row B**)	1.5	-4.9
D	State average[a]	14.4	8.95
E	**State equity gap:** High-poverty quartile minus state average (**row A–row D**)	6.6	-8.95
Equity Gap Calculations: Students of Color			
F	High-minority quartile	20.5	4.9
G	Low-minority quartile	21.0	0
H	**District equity gap:** High-minority quartile minus low-minority quartile (**row F–row G**)	-0.5	4.9
I	**State equity gap:** High-minority quartile minus state average (**row F–row D**)	6.1	-4.05

[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.
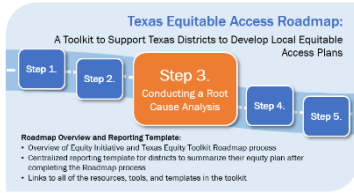
Our District's Definition of Effective Teaching:

Teaching Performance	Student Learning	Student Engagement
Selected data to measure teaching performance:	*Selected data to measure student learning*	*Selected data to measure student engagement:*
T-TESS/evaluation	Ecircle STAAR 3-8 STARR EOC 9-12	Attendance – 96.86
Definition of effective teaching using these data	*Definition of effective teaching using these data*	*Definition of effective teaching using these data*
Teachers who were rated Proficient level or higher	Ecircle percentage of students who met the overall measure in phonological awareness, math, and early writing skills and averaged these scores for 94.5% Students who scored approaches or higher on STAAR Math and Reading. STAAR EOC English I, English II and Algebra I who scored on approaches or Higher	Students cannot learn if they are not at school. HHS/HJH – 96.92 HIS/FES – 96.8

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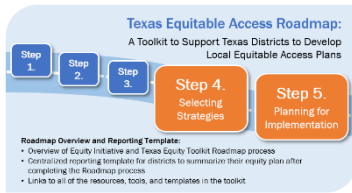
HISD Conclusions:

- There are no equity gaps between the high poverty students and low poverty students of being taught by inexperienced or out of field teachers due to every campus being Title I.
- A significant difference in performance and teacher effectiveness when comparing our students of color across campuses. Campuses with a higher percent of students of color are performing below (19.4%) than the other campuses. There is a direct correlation between teacher effectiveness and student achievement. Campuses with lower student achievement also received lower ratings through the TTESS evaluation system.

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

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
• 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

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:		
HISD has difficulty attracting and retaining excellent teachers because of the district's geographic location and being a district of high poverty and a large student of color population. Student needs are great and it requires more intentionality in planning and instructional delivery and a deeper understanding of culturally responsive teaching.		
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**
HISD is a rural district that is located 30 miles North of Waco and 30 miles South of Burleson/Waxahachie. Teachers can drive 30 minutes in either direction and get paid a higher salary and be closer to shopping and other activities.	Disconnect between TTESS and achievement. Principals do not have enough time to effectively coach inexperienced teachers due to additional needs of students of poverty and color and the lack of addressing the difference in staffing across campuses.	Retaining teachers falls in line with attracting excellent teachers. HISD is a rural community that is 30 miles south and north from larger communities that have more to offer teachers for outside activities.

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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):

- Reduce teacher turnover

- Increase teacher effectiveness

- Increase student achievement

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)
Disconnect between effective teaching as identified through TTESS and student achievement	Provide ongoing systemic and targeted PD to ensure evaluators and administrators have a deeper understanding of teacher effectiveness and the alignment of TTESS.	Calibration activities for TTESS in order to maintain consistency across campuses throughout the evaluation process thus having a positive impact on instruction and achievement.	Better alignment between achievement scores and TTESS.	Increase student achievement to perform at the "Meets" targets on State assessments.
District location	Strengthen capacity of district as community builders.	Strong reciprocal relationships between schools and community/businesses.	Lower teacher turnover.	Increase the number of teachers that have been with the district for more than three years.

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)
Administrative duties due to decrease in staffing across district.	Create a staffing formula for allocation of administrators and teachers/aides in order to help close achievement gaps; and more closely examine schedules of shared staff members across the district.	Research staffing formulas of districts similar in size and demographics that do not have achievement gaps and begin having conversations.	Improved coaching/mentoring between teachers and administrators to support teaching students of color and poverty.	Increased campus level support of all staff impacting turnover because all staff are better supported.

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.

The retention of effective teachers and staff are of the utmost importance for HISD. HISD continually works to refine the mentor and teacher induction program each year in order to meet the needs of new teachers to our district. All new teachers are required to participate in the induction program. Each new teacher is also assigned a trained mentor that provides assistance in all aspects of teaching and learning.

Having effective teachers and staff are key to improved student achievement. Each summer HISD provides targeted PD that is aligned to campus and student needs. The PD offerings target increased pedagogical and content knowledge in order to better support learning.

HISD will continue to review data on teacher turn-over to identify characteristics and trends of teachers/staff that have left and make adjustments if needed to the induction/mentor program and any other areas that may have an impact on a teacher's reason for leaving.

Future work in our district will focus on closing the achievement gaps between all student sub-groups by focusing on developing effective teachers through improved and purposeful PD, more administrative support, and the utilization of data to help inform TEKS aligned instruction.

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).