Richardson ISD 2017-18 Equity Plan

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

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

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

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
Equity Gap Calculations: Low-Income Students			
A	High-poverty quartile	21.27%	0%
B	Low-poverty quartile	12.32%	0%
C	District equity gap: High-poverty quartile minus low-poverty quartile (row A–row B)	**8.95%**	**0%**
D	State average[a]	14.37%	6.90%
E	State equity gap: High-poverty quartile minus state average (row A–row D)	6.90%	-6.90%
Equity Gap Calculations: Students of Color			
F	High-minority quartile	20.76%	0.14%
G	Low-minority quartile	13.12%	0%
H	District equity gap: High-minority quartile minus low-minority quartile (row F–row G)	**7.64%**	**0.14%**
I	State equity gap: High-minority quartile minus state average (row F–row D)	6.39%	-6.76%

After examining the equity gaps in your district related to student access to experienced/out-of-field teachers, what are your conclusions?

1. Schools with high concentrations of students living in poverty and minority students have higher percentages of inexperienced teachers than schools with low concentrations of those students.
2. The district has less than 1% of teachers teaching out-of-field and there is no real gap between schools with high concentrations of students living in poverty and minority students and schools with low concentrations of those students.

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 ratings	Campus Index 1 Rating	Campus Student Attendance Rates
Definition of effective teaching using these data	*Definition of effective teaching using these data*	*Definition of effective teaching using these data*
Teachers who receive Proficient or above on Domain II - Instruction of T-TESS will be considered as having effective teaching practices.	Teachers at schools with Index 1 being 60% and above will be considered as having effective teaching practices.	Teachers at schools with student attendance rates of 90% and above will be considered as having effective teaching practices.

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

1. Schools with high concentrations of students living in poverty and minority students have higher percentages of ineffective teachers than schools with low concentrations of those students.
2. The district has less than 1% of teachers teaching out-of-field and there is no real gap between schools with high concentrations of students living in poverty and minority students and schools with low concentrations of those students.

Results of Step 3. Conducting a Root Cause Analysis

Problem Statement:		
Schools with higher concentrations of minority students and students living in poverty have higher percentages of inexperienced teachers and ineffective teachers than schools with lower concentrations of those students.		
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**
Insufficient training and support for teachers	Insufficient training and support for teachers	Campus leadership challenges
Pay/Incentives	Campus leadership challenges	Burnout, overwhelming requirements (too much too little time), Class sizes
Negative publicity/reputation/culture of high-poverty/high-minority schools	Not enough resources and programs to meet needs of diverse student population	Insufficient behavior support

Richardson ISD 2017-18 Equity Plan

Results of Steps 4 and 5. Selecting Strategies and Planning for Implementation

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**:
>
> Equity gaps between high- and low-poverty schools will decrease by 50%.
>
> Equity gaps between high- and low-minority schools will decrease by 50%.
>
> Achievement gaps between high- and low-poverty schools will decrease by 50%.

Identified Root Cause	Selected Equity Plan Strategies	Outputs Benchmark 1 Up to 6 months	Short-Term Outcome Benchmark 2 6–12 months	Mid-Term Outcome Benchmark 3 12–24 months
Burnout, overwhelming requirements (too much too little time), Class sizes	Provide nonmonetary incentives (e.g., reduced class size, teacher aides\bilingual specialists, increased autonomy, and career ladders) for teachers who work in high-need schools	Increase in positive moral at high-poverty/high-minority schools	Improved student performance on high-poverty/ high-minority schools	Decreased attrition rate of teachers at high-poverty/high-minority schools
Campus leadership challenges	Implement Lead4ward strategies and protocols PK-12 focused on campus and central level leadership.	Increase in teacher effectiveness	Improved student performance on high-poverty/high-minority schools	100% of RISD Schools Meet Standard
Campus leadership challenges	Continue to support the development of Effective Leadership through TPESS	Number of principals completing Advancing Educational Leadership (AEL)	Principal Retention Rate Increase	Increase positive principal feedback on Climate Survey to 90%
Campus leadership challenges	Central administrators will visit schools weekly and provide quality, timely feedback to campus administrator	Increased number of campus visits by central administrators	Increased positive image of high-poverty/ high-	Increased positive response on climate survey by principals and staff

Identified Root Cause	Selected Equity Plan Strategies	Outputs Benchmark 1 Up to 6 months	Short-Term Outcome Benchmark 2 6–12 months	Mid-Term Outcome Benchmark 3 12–24 months
			minority schools	
Campus leadership challenges Insufficient behavior support Negative publicity/ reputation/culture of high-poverty/high-minority schools	Implement monthly meetings to address operational leadership capacity of campus/central administrators in the area of school safety, campus discipline, & Drop-Out Rates	Improvement of teacher working conditions and improved teacher recruitment, development, and retention	Improved student performance on high-poverty/ high-minority schools	Increased positive response on climate survey by principals and staff
Insufficient behavior support	PBIS/CCC district wide, tailored for individual campus needs	Increase in teacher effectiveness	Increased positive image of high-poverty/ high-minority schools	Increased positive response on climate survey by principals and staff
Insufficient behavior support	Administrators will complete cultural competency modules in 17-18 school year and apply on campus	Increased positive moral at high-poverty/high-minority schools	Staff Climate Survey Results Perceptions ≥ 90%	Decreased attrition rate of teachers at high-poverty/high-minority schools
Insufficient training and support for teachers	Research, design and implement teacher academy for new/new to RISD teachers	Increased positive response to RISD mentoring survey in all areas	Increase of teachers who receive Proficient or above on TTESS Domain II Final Evaluations	Decreased attrition rate of teachers at high-poverty/high-minority schools

Identified Root Cause	Selected Equity Plan Strategies	Outputs Benchmark 1 Up to 6 months	Short-Term Outcome Benchmark 2 6–12 months	Mid-Term Outcome Benchmark 3 12–24 months
Insufficient training and support for teachers	Establish opportunities for teacher leaders/mentors to collaborate on curriculum and data and provide constructive feedback to peers	Increase in job embedded professional development support through the mentor program	Decreased attrition rate of teachers assigned a mentor	Increase of experienced teachers at high-poverty/high-minority schools
Insufficient training and support for teachers	Develop and implement a strategic walk-through system to assist campus administrators in assessing the delivery of curriculum with 21st century student lessons	Increased Walkthrough data analysis	Improved student performance on high-poverty/ high-minority schools	Increase of experienced teachers at high-poverty/high-minority schools
Insufficient training and support for teachers	Continue to support the TTESS implementation through professional development and support resources to teachers and administrators	Increased Walkthrough data analysis	Increase of teachers who receive Proficient or above on Domain II on TTESS Final Evaluations	Increase teacher feedback on Climate Survey to positive response of 90%
Insufficient training and support for teachers	Provide professional development in all curricular areas to enhance instructional strategies	Increase in teacher effectiveness	Improved student performance on high-poverty/ high-minority schools	Increase of experienced teachers at high-poverty/high-minority schools
Insufficient training and support for teachers	Assess effectiveness of individual professional development sessions to ensure that sessions meet the needs of at least 90% of participants	Increase in teacher positive response on professional development survey	Improved student performance on high-poverty/ high-minority schools	Increase of experienced teachers at high-poverty/high-minority schools
Insufficient training and support for teachers	Deploy specialist support to meet the varying needs of schools across the district	District Intervention Team will identify IR and Priority Campus needs, create a plan for	Improved student performance on high-poverty/ high-	Increase of experienced teachers at high-poverty/high-minority schools

Identified Root Cause	Selected Equity Plan Strategies	Outputs Benchmark 1 Up to 6 months	Short-Term Outcome Benchmark 2 6–12 months	Mid-Term Outcome Benchmark 3 12–24 months
		support, and implement plan	minority schools	
Negative publicity/reputation/culture of high-poverty/high-minority schools	Provide support for schools activities designed to address topics specific to campus needs based on survey data to maintain positive staff perceptions and promote positive cultures at high-poverty/high-minority schools	Increase in positive moral at high-poverty/high-minority schools	Staff Climate Survey Results Perceptions greater than or equal 90%	Decreased attrition rate of teachers at high-poverty/high-minority schools
Negative publicity/ reputation/culture of high-poverty/ high-minority schools	Limit transfers for students wanting to transfer from home campus	Increase in positive moral at high-poverty/high-minority schools	Improvement in student performance on high-poverty/ high-minority schools	Decreased attrition rate of teachers at high-poverty/high-minority schools
Pay/ Incentives	Conduct salary study and make recommendations to support RISD becoming an "employer of choice"	Results of Salary Study	Action Plan to Address results of Salary Study	Increase in Retention rates; Increase in years of teaching experience; Increase in diversity of staff hired
Pay/ Incentives	Evaluate and make recommendations to enrich RISD recruiting program including offering "open contracts" to highly-qualified staff	Increase in number of applicants	Increase of highly-qualified teachers at high-poverty/high-minority schools	Decreased attrition rate of teachers at high-poverty/high-minority schools
Pay/ Incentives	Pilot opportunities for reward, recognition, and advancement of excellent teachers and consider offering flexible career pathways/alternative staffing structures, such	Increase in positive moral at high-poverty/high-minority schools	Increase of teachers who receive Proficient or above on Domain II on	Decreased attrition rate of teachers at high-poverty/high-minority schools

Identified Root Cause	Selected Equity Plan Strategies	Outputs Benchmark 1 Up to 6 months	Short-Term Outcome Benchmark 2 6–12 months	Mid-Term Outcome Benchmark 3 12–24 months
	as part-time teaching or job sharing		TTESS Final Evaluations	
Pay/ Incentives	Provide recruitment and retention incentives as well as career advancement opportunities that encourage effective teachers to stay in high-poverty/high-minority schools	Increase in percentage of teachers at high-poverty/high-minority schools receiving strategic compensation	Increase of teachers who receive Proficient or above on Domain II on TTESS Final Evaluations	Increase in percentage of teachers at high-poverty/high-minority schools receiving strategic compensation who stay the following year
Not enough resources and programs to meet needs of diverse student population	Posting and creation of a Director of Equity, Diversity and Inclusion position and Creation of District Equity Council	Development of Culture Proficiency/ Competency Modules for leadership and staff K-12	Improvement in student performance on high-poverty/ high-minority schools	Decreased attrition rate of teachers at high-poverty/high-minority schools
Not enough resources and programs to meet needs of diverse student population	Provide professional development for campus administrators on how to use teacher fit cultural competency screener and design specific questions to address cultural competency	Increase in number of high quality teachers at high-poverty/high-minority schools	Improvement in student performance on high-poverty/ high-minority schools	Decreased attrition rate of teachers at high-poverty/high-minority schools