# 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). 232623(yd)12(()2ts w(a)1o
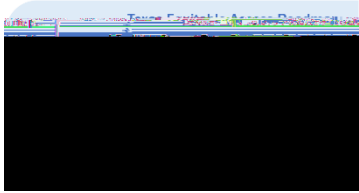
Step 3. Conducting a Root Cause Analysis

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.
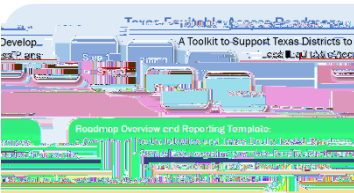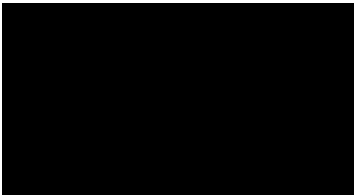
Putting It All Together: Roadmap Overview and Reporting Template
Instructions

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
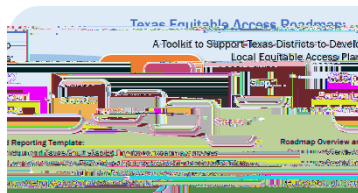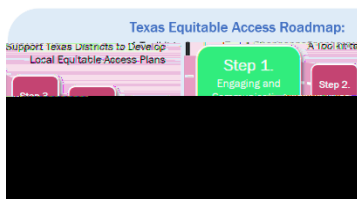
Table A. Districts with Four or More Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers

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%

What is your district's definition of effective teaching?

In the fields

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

Identified Root

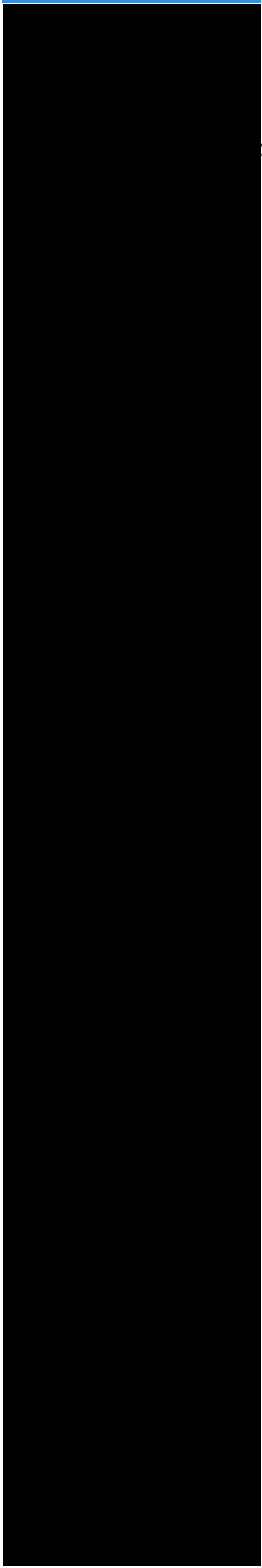| Identified Root Cause (from Step 3)	Selected Equity Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Medium Outcome Benchmark 3 (from Step 5)
district-wide implementation; however, we do not currently have a campus-based program for the unique needs of Title 1 campuses.	administrator who will oversee the program.			
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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 S

Identified Root Cause (from Step 3)	

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)

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)	

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.	

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 cl TJ0.94 e c:			

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, t

Appendix

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

Topic Area	

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 prf er's Research f ×