

# Sample Local Education Agency Plan to Ensure Equitable Access to Excellent Educators: 2019 Update

*This resource provides a sample Local Education Agency (LEA) Plan to Ensure Equitable Access to Excellent Educators, based on requirements and guidance from the Office of the State Superintendent of Education (OSSE). This document is not intended to prescribe the sole way to develop an LEA Equity Plan; instead, it is a resource that provides an example to help guide LEAs in the District of Columbia as they create their own plans. The preface in this document orients readers to Victory PCS, a fictional school district created for the purposes of illustrating an LEA plan. Then the document provides an example plan for Victory PCS aligned to OSSE’s 2019 LEA Equity Plan Template. In addition, this 2019 updated version includes example LEA Equity Plan Update text, aligned to OSSE guidance.*

## Preface: Introduction to Victory Public Charter School District<sup>1</sup>

Victory Public Charter School District (Victory PCS) has been operating since 2011. The local education agency (LEA) has three schools in Washington, DC, that serve students in Grades PK–8. Two of the schools are defined by OSSE as low income and high minority, two are located in Ward 8, and none is defined as “low performing.”<sup>2</sup> One campus, Triumph, operates an academy for English learners.

Victory PCS works to provide all students with a rich and fulfilling education experience that will allow them to fulfill their potential. This goal includes ensuring that all students have great teachers. To do so, Victory PCS operates a robust system of professional development and provides a feedback-rich professional environment in which teachers feel supported and can grow.

A large portion of the students enrolling in Victory PCS are high need, and attracting and retaining great teachers remains a challenge at all three campuses. The teacher equity gaps identified by OSSE reflect that challenge, and Victory PCS is committed to closing the gaps.

Using data from the 2016-17, 2017-18, and 2018-19 school years, Tables 1–3 present the designations (i.e., income level, minority status, and performance status) for all three schools in Victory PCS, as well as the percentage of novice, out-of-field, and ineffective teachers in each

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<sup>1</sup> This sample plan includes an introduction about the LEA for illustrative purposes. This component is not required in DC’s LEA Equity Plan Template. LEAs are welcome to include narrative framing if it is helpful.

<sup>2</sup> A *Low Performing* school is a school designated as “Priority,” “Focus,” “Comprehensive Support and Improvement School,” or “Targeted Support and Improvement School.” See [OSSE’s Local Education Agency Equity Gap Calculation Guidance](#).

school based on OSSE’s definitions as guidance and the data shared with our LEA by OSSE in the spring 2018 and spring 2019 “Dear LEA Leader” letters.<sup>3</sup>

**Table 1. Madison Campus**

Data provided	School characteristics			School rates		
	Low income	High minority	Low performing	Novice (%)	Ineffective (%)	Out of field (%)
2016–17	Yes	Yes	No	25	30	20
2017–18	Yes	Yes	No	27	25	25
2018–19	Yes	Yes	No	26	N/A <sup>4</sup>	25

**Table 2. Adams Campus**

Data provided	School characteristics			School rates		
	Low income	High minority	Low performing	Novice (%)	Ineffective (%)	Out of field (%)
2016–17	Yes	Yes	No	6	25	28
2017–18	Yes	Yes	No	7	23	26
2018–19	Yes	Yes	No	5	N/A <sup>5</sup>	24

**Table 3. Triumph Campus**

Data provided	School characteristics			School rates		
	Low income	High minority	Low performing	Novice (%)	Ineffective (%)	Out of field (%)
2016–17	No	No	No	0	0	3
2017–18	No	No	No	0	0	1
2018–19	No	No	No	0	N/A <sup>6</sup>	2

According to the “Dear LEA Letter” shared by OSSE, the Madison and Adams campuses have identified teacher equity gaps. Gaps between the Madison campus rates of novice, out-of-field, and ineffective teachers and citywide rates for schools that are not low income exceed 10%. Gaps between the Adams campus rates of out-of-field and ineffective teachers and citywide rates for schools that are not low income exceed 10%. The Triumph campus does not have identified gaps.

In addition to data shared by OSSE in the “Dear LEA Leader” letters, Victory PCS has 2017-18 data from its DC Staffing Data Collaborative Report<sup>7</sup> that is relevant for this equity plan.<sup>8</sup>

<sup>3</sup> This sample plan includes the district’s equity gap data as they were shared in the “Dear LEA Leader” letter to set up further information in Section 1 of the plan; however, this information is not required in an LEA equity plan. Furthermore, sharing data in this format might not be feasible for larger districts; in that case, larger districts that want to include equity gap data from the “Dear LEA Leader” letter might consider an appendix to the plan.

<sup>4</sup> Data were not available at the time the “Dear LEA Leader” letter was sent.

<sup>5</sup> Data were not available at the time the “Dear LEA Leader” letter was sent.

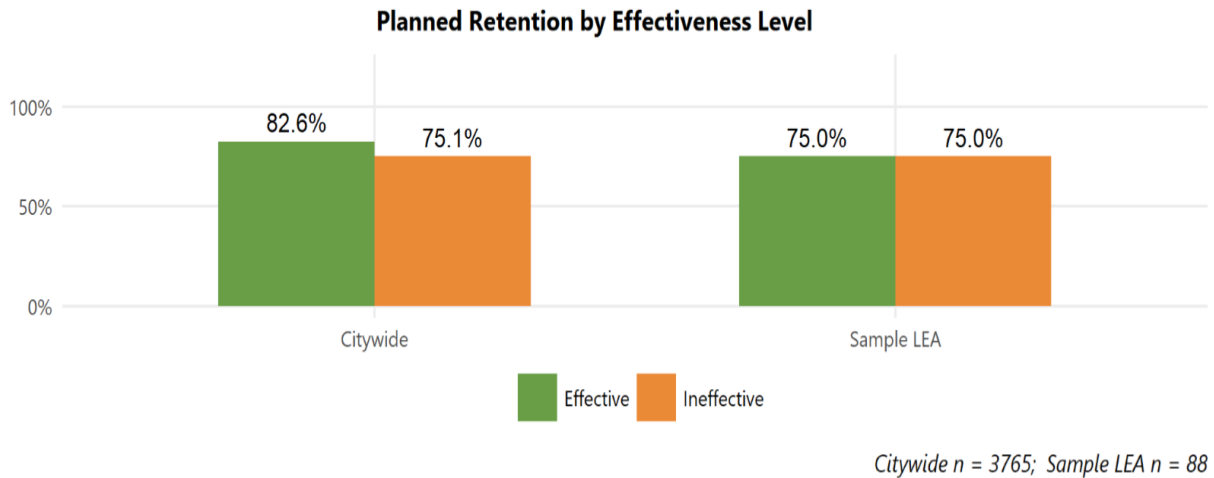
<sup>6</sup> Data were not available at the time the “Dear LEA Leader” letter was sent.

<sup>7</sup> Note that data for this report were submitted by the LEA.

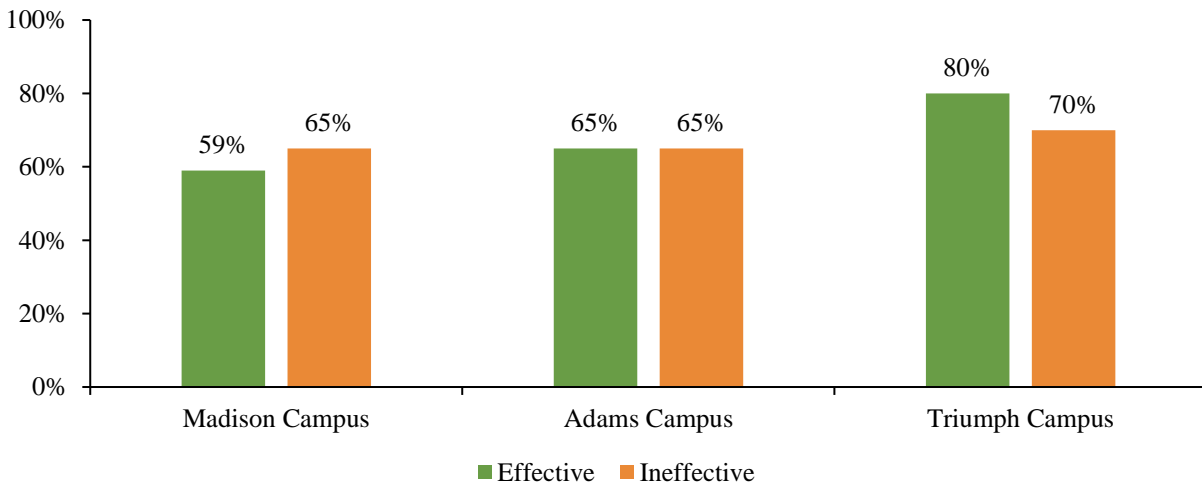
<sup>8</sup> Including additional data such as these may not be relevant for all LEAs because not every OSSE LEA is a member of the DC Staffing Data Collaborative. An LEA not part of the Staffing Data Collaborative is permitted to include similar staffing/human resource data but is not required to do so.

Figures 1 and 2 include planned teacher retention by effectiveness level and teacher retention rates by school. These figures show that, in some cases, Victory PCS struggles to retain effective teachers at higher rates than ineffective teachers, which can be a driver of gaps in the access to effective teachers.

**Figure 1. Planned<sup>9</sup> Retention by Effectiveness Level**



**Figure 2. Teacher Retention by School**



**Classroom-Level, Within-School Data<sup>10</sup>**

Victory PCS decided to use classroom-level data to complete additional, optional analyses: We wanted to understand whether we had teacher equity gaps within individual campuses. To

<sup>9</sup> “Planned retention” refers to data gathered on a survey question with the language, “Do you plan to remain in this school next year?” rather than on actual retention. The two data points are highly correlated.

<sup>10</sup> Adding classroom-level data is not required.

conduct within-school analyses, we used an LEA database that includes student demographics, as well as classroom and teacher assignments. We worked to combine this information with LEA data on ineffective, inexperienced, and out-of-field teachers. For each Victory PCS campus, we documented the percentage of classes taught by inexperienced, out-of-field, and ineffective teachers, as defined by our own LEA definition. In addition, we included data on students with disabilities and English learners. A summary chart appears in the Appendix to this plan.

The chart in the Appendix demonstrates that in Victory PCS, students from low-income households, students of color, and students with disabilities have higher percentages of their classes taught by ineffective, inexperienced, and out-of-field teachers. The chart also demonstrates that the majority of the disparity is *between* schools, and, at the same time, some small *within-school* gaps exist. For example, the Madison and Adams campuses—where the majority of or all students are students of color or from low-income families—have higher rates of ineffective, inexperienced, and out-of-field teachers than the Triumph campus and do not have significant gaps within their campuses. For the Triumph campus only, the classroom-level analysis uncovered that students with disabilities are more likely than students without disabilities to be taught by inexperienced teachers.

## LEA Equity Plan Template

*Please submit responses as narratives and/or tables, adding any attachments as needed.*

### **Section 1: Equity Gaps**

*The purposes of this section are to (a) describe the extent to which all students have access to excellent teachers, and (b) set goals for closing teacher equity gaps.*

*Section components:*

- *Of the gaps identified by OSSE, which gaps are the most meaningful for your LEA?*
- *Identify the LEA's goals for closing gaps for each identified school, specifying target years and desired progress.*

*Optional: All LEAs may elect to use their data to conduct additional teacher equity analyses of their choosing and may include any additional identified teacher equity gaps in this section.*

### **Required Section 1 Update: Equity Gaps and Goals**

*The purposes of this section are to (a) describe the extent to which all students have access to excellent teachers, and (b) set goals for closing teacher equity gaps.*

*Components of required updates:*

- *Please review the goals submitted and confirm that they are current, or revise them if changes are needed.*
- *Please provide an update on your LEA's status toward reaching your LEA-selected goal or goals. The update must include: (1) the LEA's goals, and (2) the LEA's progress toward reaching the goals (i.e., the updated percentages of ineffective, out-of-field, and/or inexperienced teachers, or updated percentages of another metric).*

## Meaningful Equity Gaps for Victory PCS

On the basis of data sent by OSSE in the “Dear LEA Leader” letter, Victory PCS Staffing Data Collaborative information, and Victory PCS classroom-level data, Victory PCS has identified the following four equity gaps as being most meaningful and of highest priority. Addressing these gaps is aligned to goals identified in our district’s strategic plan. Our stakeholder group used the information and process in the “Analyzing and Prioritizing Equity Gaps” technical document from OSSE to determine these four gaps.

1. Victory PCS has **significantly higher rates of ineffective teachers** in low-income and high-minority schools (Madison and Adams) compared with other schools in Washington, DC, and compared with the non-low-income and non-high-minority school (Triumph) in Victory PCS.
2. Victory PCS has **significantly higher rates of out-of-field teachers** in schools serving students from low-income and minority families compared with other schools in Washington, DC.
3. Triumph has **significantly higher rates of inexperienced teachers** who are teaching students receiving special education services.
4. Victory PCS **identified gaps in teacher turnover** among its schools. For example, Madison predominantly serves students who are disadvantaged and retained only 59% of its effective teachers, whereas Triumph retained 80% of its effective teachers. High turnover increases the rate of inexperienced and ineffective teachers.

Table 4 identifies Victory PCS’s goals, including thresholds and target years, for addressing the four prioritized equity gaps. Per required Section 1 update guidance, Table 4 also represents revised language to the goals (**highlighted in yellow**) for addressing equity gaps that our LEA submitted in 2018.

**Table 4. Goals for Addressing Equity Gaps**

Equity gap	Goals
“Ineffective” gap for the Madison and Adams campuses	<ul style="list-style-type: none"> <li>• Long-term goal: The Madison campus will reduce the rate of ineffective teachers from 30% in the 2016-17 baseline year to 20% or below by the end of the 2021-22 school year.               <ul style="list-style-type: none"> <li>– Leading indicator (short-term metric) toward this long-term goal: The rate of ineffective teachers at the Madison campus will be lower than 25% by the end of the 2019–20 school year.</li> </ul> </li> <li>• Long-term goal: The Adams campus will reduce the rate of ineffective teachers from 25% in the 2016-17 baseline to 15% or below by the end of the 2021-22 school year.               <ul style="list-style-type: none"> <li>– Leading indicator (short-term metric) toward this long-term goal: The rate of ineffective teachers at the Adams campus will be lower than 20% by the end of the 2019-20 school year.</li> </ul> </li> </ul>
“Out-of-field” gap for the Madison and Adams campuses	<ul style="list-style-type: none"> <li>• Long-term goal: The Madison campus will reduce the rate of out-of-field teachers from 20% in the 2016-17 baseline year to 10% or below by the end of the 2021-22 school year.               <ul style="list-style-type: none"> <li>– Leading indicator (short-term metric) toward this long-term goal: The rate of out-of-field teachers at the Madison campus will be lower than 15% by the end of the 2019-20 school year.</li> </ul> </li> <li>• Long-term goal: The Adams campus will reduce the rate of out-of-field teachers from 28% in the 2016-17 baseline year to 18% or below by the end of the 2021-22 school year.               <ul style="list-style-type: none"> <li>– Leading indicator (short-term metric) toward this long-term goal: The rate of out-of-field teachers at the Adams campus will be lower than 23% by the end of the 2019-20 school year.</li> </ul> </li> </ul>

Equity gap	Goals
“Inexperienced” gap within the Triumph campus	<ul style="list-style-type: none"> <li>Long-term goal: The difference in the rate of students with disabilities being taught by inexperienced teachers versus experienced teachers at the Triumph campus will be reduced from 17% (in school year 2016-17) to under 10% by June 2021. <ul style="list-style-type: none"> <li>Leading indicator (short-term metric) toward this long-term goal: The difference in the rate of students with disabilities being taught by inexperienced teachers versus experienced teachers at the Triumph campus will be 15% or lower by the end of the 2019-20 school year.</li> </ul> </li> </ul>
Educator turnover	<ul style="list-style-type: none"> <li>Long-term goal: By 2021, each Victory PCS campus will demonstrate at least an 8% improvement in the retention rate of effective educators from its 2016-17 baseline. <ul style="list-style-type: none"> <li>Leading indicator (short-term metric) toward this long-term goal: By the end of the 2019-20 school year, each Victory PCS campus will demonstrate at least a 5% improvement in the retention rate of effective educators from its 2016-17 baseline.</li> </ul> </li> </ul>

Per required Section 1 update guidance, Table 5 represents an update of our LEA’s status on reaching our revised goals.

**Table 5. Victory PCS Goal Updates**

Goal	Baseline data: Identification year	Year 1 data	Year 2 data	Year 3 data
<ul style="list-style-type: none"> <li>The Madison campus will reduce the rate of ineffective teachers from 30% in the 2016-17 baseline year to 20% or below by the end of the 2021-22 school year.</li> <li>The Adams campus will reduce the rate of ineffective teachers from 25% in the 2016-17 baseline year to 15% or below by the end of the 2021-22 school year.</li> </ul>	In the identification year (2016-17), 30% of teachers at the Madison campus were ineffective, and 25% of teachers at the Adams campus were ineffective.	After the first year of implementing our equity plan (2018-19), 25% of teachers were ineffective at the Madison campus, and 23% of teachers were ineffective at the Adams campus. [On track to meet our short-term metrics for this goal.]	Add after two years of implementation	Add after three years of implementation
<ul style="list-style-type: none"> <li>The Madison campus will reduce the rate of out-of-field teachers from 20% in the 2016–17 baseline year to 10% or below by the end of the 2021–22 school year.</li> <li>The Adams campus will reduce the rate of out-of-field teachers from 28% in the 2016-17 baseline year to 18% or below by the end of the 2021-22 school year.</li> </ul>	In the identification year (2016-17), 20% of teachers at the Madison campus were out-of-field, and 28% of teachers at the Adams campus were out-of-field.	After the first year of implementing our equity plan (2018-19), 25% of teachers were out-of-field at the Madison campus, and 26% of teachers were out-of-field at the Adams campus. [Not on track to meet short-term metric for Madison; on track to meet short-term metric for Adams.]	Add after two years of implementation	Add after three years of implementation

<b>Goal</b>	<b>Baseline data: Identification year</b>	<b>Year 1 data</b>	<b>Year 2 data</b>	<b>Year 3 data</b>
The difference in the rate of students with disabilities being taught by inexperienced teachers versus experienced teachers at the Triumph campus will be reduced from 17% (in school year 2016-17) to under 10% by June 2021.	In the identification year (2016-17), the gap in the rate of students with disabilities being taught by inexperienced teachers versus students without disabilities being taught by inexperienced teachers was 17%.	After the first year of implementing our equity plan (2018-19), the gap in the rate of students with disabilities being taught by inexperienced teachers versus students without disabilities being taught by inexperienced teachers was 15%. [We have met our short-term metric for this goal.]	<i>Add after two years of implementation</i>	<i>Add after three years of implementation</i>
By 2021, each Victory PCS campus will demonstrate at least an 8% improvement in the retention rate of effective educators from its 2017-18 baseline.	In the identification year (2017-18), the Madison campus retained 59% of its effective teachers, the Adams campus retained 65% of its effective teachers, and the Triumph campus retained 80% of its effective teachers.	After the first year of implementing our equity plan (2018-19), the Madison campus retained 60% of its effective teachers, the Adams campus retained 69% of its effective teachers, and the Triumph campus retained 85% of its effective teachers. [Triumph campus has met the short-term metric for this goal. Madison and Adams campuses are on track to meet their short-term metrics for this goal.]	<i>Add after two years of implementation</i>	<i>Add after three years of implementation</i>

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## **Section 2: Root Cause Analysis**

*The goal of this section is to identify the root causes of why identified schools struggle to attract and retain experienced, in-field, and effective teachers.*

*Section components:*

- *Describe the stakeholders who were consulted to complete the root cause analysis. Include the number of individuals, their roles, and the meetings that took place. Document the steps that the LEA took to ensure that stakeholder engagement was broad and authentic.*
- *Describe the process that the LEA used to conduct the root cause analysis.*
- *Identify the root causes that were uncovered, including, for example, root causes that focus on educator recruitment, preparation, development, evaluation, and retention.*

### **Optional Section 2 Update: Root Cause Analysis**

*The goal of this section is to identify the root causes of why identified schools struggle to attract and retain experienced, in-field, and effective teachers. By identifying key root causes of teacher equity gaps and continually deepening system-level understanding of critical challenges, LEAs are better equipped to address the problem.*

*Components of optional updates:*

- *Please review the root cause analysis text previously submitted and update the text to reflect any new root cause analysis conversations or newly identified root causes of why the school or school(s) identified struggle to attract and retain effective, in-field, and/or experienced teachers.*
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## ***Stakeholder Engagement***

Victory PCS has involved stakeholders from the beginning and will continue to do so throughout the plan implementation. Victory PCS used the [Moving Toward Equity Stakeholder Engagement Guide](#) from the Center on Great Teachers and Leaders to guide the engagement work.

To ensure that we produced a truly shared plan of action, Victory PCS held a series of stakeholder meetings after the June equity and collaborative meetings, one at each campus, to which the entire Victory PCS community was invited, including (a) parents, (b) students, (c) teachers and teacher leaders, (d) school and district leaders, (e) pupil services personnel, (f) school board members, (g) local business leaders, and (h) other members of the community. Attached to this equity plan is a description of the dates, times, and specific attendees for each stakeholder meeting. The threefold purpose of the meetings was for stakeholders to accomplish the following:

- Review data and provide advice on interpreting the data and root causes behind our equity gaps.
- Identify and prioritize root causes of inequities in access to excellent teachers and leaders.
- Review and provide feedback on the draft plan.

The stakeholder meetings focused on all potential root causes, and the committees engaged in a deep conversation about their specific topics.

Victory PCS also established an Educator Equity Committee that met three times throughout the process to debrief on stakeholder input and consider how it informs the plan. Finally, Victory



PCS participates in the DC Staffing Data Collaborative and administers a biannual teacher school climate and working conditions survey. The survey results were used as another form of stakeholder consultation.

### ***Root Cause Analysis and List of Root Causes***

The root cause analysis was conducted during the stakeholder engagement meetings and was guided by the three-step process outlined in the Root Cause Analysis technical document provided by OSSE, including identifying problems of practice based on the equity gap data, using the five “whys” for identifying root causes for each problem of practice, and identifying a final list of root causes. Table 6 outlines our final list of root causes, organized by attracting and preparing excellent teachers, supporting excellent teachers, and retaining excellent teachers. For each root cause, we also include the relevant metrics that support it and some of the statements made by stakeholders in relation to it.

We did not make any optional updates to the root cause analysis section. However, we do plan to complete the root cause analysis again three years after the original exercise to learn about how perceptions of root causes have changed.

**Table 6. Identified Root Causes for Educator Equity Gaps in Victory PCS**

<b>Root cause</b>	<b>Description</b>	<b>Relevant metrics</b>	<b>Stakeholder statements</b>
<b>Attract and prepare</b>			
<b>Lack of necessary content knowledge</b>	Teachers in Victory PCS are not adequately prepared for the job when they start. This inadequate preparation includes a lack of training on teaching English language arts, mathematics, and other subjects in situations in which a significant percentage of the students are below grade level.	<ul style="list-style-type: none"> <li>Only 57% of teachers<sup>11</sup> reported proficiency in the new college and career readiness standards and the methods of applying these standards to lesson plans.</li> <li>Only 38% of new teachers reported on the survey that they were well prepared for the challenges of their role in Victory PCS.</li> </ul>	Educators within Victory PCS cited a disconnect between educator preparation programs and district expectations (including implementing curriculum, content space, vertical planning, decomposing standards, and mastery of standards).
<b>Underexposure to high-need school settings</b>	Our stakeholder groups indicated a mismatch between the curriculum of preparation programs and the reality of the school setting. Stakeholders discussed the need to have more comprehensive clinical experiences, particularly in high-need school settings.	Only 38% of new teachers reported on the survey that they were well prepared for the challenges of their role in Victory PCS.	<ul style="list-style-type: none"> <li>Teachers and principals cited an overall lack of collaboration, communication, and coordination between Victory PCS and the preparation programs that train our teachers.</li> <li>Teachers reported desiring a more comprehensive clinical experience, with opportunities to observe in a range of schools, from high poverty to low poverty.</li> </ul>
<b>Support</b>			
<b>Lack of aligned professional learning opportunities</b>	Teachers and principals may not have access to professional learning that is (a) directly linked to their goals, needs, or content area; (b) linked to the expectations included in the evaluation system; or (c) aligned to the needs of the students they teach or oversee. This situation not only negatively affects the district’s ability to improve the practice of the existing teaching force but also limits opportunities for teacher advancement into leadership roles.	A significant percentage of respondents indicated in the climate survey that the currently available professional learning opportunities are not linked to their professional goals, student achievement goals, or content area. For example, we found that approximately 70% of the teachers said that the learning opportunities available were not aligned to strengthening their professional skills or improving student performance.	<ul style="list-style-type: none"> <li>Schools within Victory PCS offer professional learning opportunities that are not matched to the needs of the individual schools but are focused on systemwide goals related to test administration or remediation programs.</li> <li>At the school level, professional learning opportunities were focused on single-day seminars on curriculum or assessments, with little to no link to practice or individual teacher needs.</li> <li>Teachers in the stakeholder group expressed interest in exploring a mentorship role as a pathway for teacher leadership. This interest was particularly evident among language immersion teachers at the Triumph campus.</li> </ul>

<sup>11</sup> Results from the Insight Survey.

<b>Root cause</b>	<b>Description</b>	<b>Relevant metrics</b>	<b>Stakeholder statements</b>
<b>Inadequate support for school leader growth and development</b>	Research repeatedly has identified school leadership as one of the most important factors for effective teacher recruitment, development, and retention.	The DC Staffing Data Collaborative report for Victory PCS cited that teacher perception of school leadership at the LEA ranks well below the citywide average and slightly below perceptions from last year.	Teachers discussed a lack of (a) follow-through from school leaders on stated priorities; (b) commitment to and communication of a clear, overarching vision; and (c) modeling of strong behaviors by school leaders.
<b>Retain</b>			
<b>Weak peer culture</b>	A lack of peer culture in our identified schools was a common theme throughout our stakeholder engagement conversations and a result of the survey we administered to teachers.	The DC Staffing Data Collaborative report for Victory PCS revealed that compared with other LEAs in Washington, DC, peer culture in Victory PCS is the lowest rated component of school climate and a likely driver of teacher attrition.	Stakeholders raised insufficient time to collaborate with their peers and a lack of knowledge-sharing systems and discussions of effective practice using shared language.

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### **Section 3: Strategies for Eliminating Equity Gaps**

*The goal of this part of the process is to consult meaningfully with stakeholders to (1) develop strategies that address the identified root causes and (2) build an implementation plan that will guide LEAs and schools in implementing these strategies and closing teacher equity gaps. (Note: The response may be submitted in narrative form, table form, or a combination of the two.)*

*Section components:*

- *Develop strategies that the LEA and/or schools will implement to address the root causes that have been identified. List the action steps needed to implement each strategy. If applicable, describe any LEA policy changes that are needed to implement the strategy.*
- *Describe the timeline and milestones for implementing each strategy. Identify any anticipated challenges.*
- *Identify the resources (e.g., financial, human capital) that the LEA will use to support each strategy.*

#### **Required Section 3 Update: Strategies**

*The goal of this part of the process is to build and continually update an implementation plan that will guide LEAs and schools in implementing strategies toward improving teaching and learning and closing teacher equity gaps.*

*Components of required updates:*

- *Please review the Section 3 narrative submitted and update the description of strategies and timeline to be current (i.e., adding, revising, and/or removing strategies and action steps), and provide a brief description of how implementation is going, specifying challenges and/or successes.*

*Optional components:*

- *If your LEA would be interested in connecting with other LEAs working on similar strategies in order to learn from the best and/or share your LEA's practices with others, please add a comment in this section.*
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The list of strategies for addressing equity gaps in Table 7 was informed by the “Section 3: Strategies for Eliminating Equity Gaps” technical document provided by OSSE. The strategies are ambitious yet feasible activities that Victory PCS believes are most likely to impact the identified root causes. This year’s submission includes updates of our strategy implementation and timeline, as required for the Section 3 LEA Equity Plan Update. Those updates are highlighted in yellow in Table 7.

**Table 7. Strategies to Close Equity Gaps**

Identified root causes	Selected equity plan strategies	Description	Timeline and milestones
<ul style="list-style-type: none"> <li>Lack of necessary content knowledge</li> <li>Underexposure to high-need school settings</li> </ul>	<p><b>Strategy 1. Improve and expand the induction and mentoring program.</b></p>	<p>Using the results of the survey and feedback provided by a focus group of new teachers, Victory PCS will continue to provide training for teachers who are serving as mentors to beginning teachers and will expand this program as part of a long-term induction process. To support this expansion, we will use Title II, Part A funding (allocation is reflected in the Victory PCS Title II section of the grant application) to partner with experts and roll out the new program.</p>	<ul style="list-style-type: none"> <li><b>November 2017:</b> We partnered with experts to facilitate a series of meetings with staff focused on designing and implementing an improved mentoring and induction program at Victory PCS. <b>Complete</b></li> <li><b>By July 2018:</b> Complete work on all components of revised mentoring and induction program, including updated standards, new teacher orientation, support structures for beginning teachers, and core mentoring activities as well as mentoring selection, training, and assignment. <b>In progress: We are still working on a Scope and Sequence focused on what new teachers should know and be able to do at all parts of the year.</b></li> <li><b>By August 2018:</b> Identify and train mentors under new program in all Victory PCS schools. <b>Complete</b></li> <li><b>By August 2018:</b> Implement two-day-long new teacher induction professional development. <b>Complete</b></li> <li><b>By September 2018:</b> Assign mentors and begin mentoring program. <b>Complete</b></li> <li><b>By December 2018:</b> Collect interim data on implementation from mentors and mentees. <b>Complete</b></li> <li><b>February 2019:</b> Convene experts and staff to debrief on interim data and discuss program improvements. <b>This meeting took place in summer 2019.</b></li> </ul>

Identified root causes	Selected equity plan strategies	Description	Timeline and milestones
<p><b>Update on Strategy 1: “Improve and expand the induction and mentoring program.”</b></p> <ul style="list-style-type: none"> <li>We launched this new program in the 2018-19 school year. We implemented a New Teacher Induction in summer 2018 for the first time, and all new teachers in Victory PCS were assigned a mentor for 2018-19. Each new teacher was observed twice monthly by his or her mentor and participated in two 30-minute debriefs. In addition, each new teacher had the opportunity to observe other teachers outside his or her classroom monthly. As with any new program, there were challenges: One mentor teacher left the district midyear, which resulted in two new teachers not receiving the full dose of observations.</li> <li>To continue to inform our work with research-based best practice, our LEA reviewed each component of the Center on Great Teachers and Leaders’ Mentoring &amp; Induction Toolkit 2.0 (<a href="https://gtlcenter.org/technical-assistance/toolkits/mi-toolkit">https://gtlcenter.org/technical-assistance/toolkits/mi-toolkit</a>) as well as the New Teacher Center’s practice standards (<a href="http://info.newteachercenter.org/1/576393/2018-08-14/346x78b">http://info.newteachercenter.org/1/576393/2018-08-14/346x78b</a>).</li> </ul> <p><b>Updated Milestones</b></p> <ul style="list-style-type: none"> <li><b>By end of August 2019:</b> All teachers who are new to the profession or new to Victory PCS will participate in a weeklong New Teacher Induction professional development.</li> <li><b>By end of August 2019:</b> All new/new-to-Victory teachers will be assigned a mentor.</li> <li><b>By June 2020:</b> All new/new-to-Victory teachers will have the opportunity for (a) nonevaluative observations by mentors twice monthly; (b) 15-minute check-ins four times a month; and (c) monthly opportunities to observe other teachers.</li> <li><b>Quarterly in 2019-20:</b> All new/new-to-Victory teachers will have the opportunity to participate in a 90-minute afterschool community of practice for new/new-to-Victory teachers only.</li> <li><b>By June 2020:</b> Convene a working group to review performance metrics and results of the program to inform strategic changes for next year.</li> <li><b>By August 2020:</b> Complete revised Scope and Sequence describing what new teachers should know and be able to do during each part of the school year. Share Scope and Sequence with new teachers at the start of the school year.</li> <li><b>By June 2021:</b> New teachers will have the opportunity to observe master teachers outside their own campus.</li> </ul> <p><b>Additional Note:</b> Victory PCS would like to note to OSSE that we would like to connect with other LEAs implementing new-teacher mentoring programs.</p>			
<ul style="list-style-type: none"> <li>Lack of necessary content knowledge</li> <li>Underexposure to high-need school settings</li> </ul>	<p><b>Strategy 2. Partner with preparation programs to offer professional learning about school settings.</b></p>	<p>Teacher and leader effectiveness in Victory PCS will be strengthened if our teachers are prepared to teach all students to high standards. To ensure this capability, Victory PCS will seek to partner with state-approved programs and embed authentic teaching practice in our high-need schools in their programs. Partnering with programs to receive teachers who have experience in the unique settings and characteristics of Victory PCS will mitigate current gaps in preparation.</p>	<ul style="list-style-type: none"> <li><b>By November 2018:</b> The Victory PCS team of teachers, leaders, and central office staff will meet with at least two preparation programs to discuss collaboration. <b>Complete</b></li> <li><b>By May 2019:</b> Establish a partnership with at least one program. <b>Complete</b></li> <li><b>By October 2019:</b> Begin hosting teaching candidates for in-school experiences. <b>On track</b></li> </ul>
<p><b>Update on Strategy 2: “Partner with preparation programs to offer professional learning about school settings.”</b></p> <ul style="list-style-type: none"> <li>Implementation updates for this strategy include: <ul style="list-style-type: none"> <li>In September 2018 and November 2018, the Victory PCS team met with Queen University and Rising College teacher preparation programs to discuss collaboration opportunities.</li> </ul> </li> </ul>			

Identified root causes	Selected equity plan strategies	Description	Timeline and milestones
		<ul style="list-style-type: none"> <li>Over winter break of 2018, our operations fellow searched for and summarized some of the available research focused on partnerships between teacher preparation programs and small LEAs. She also conducted informal 30-minute interviews with three small LEAs that have successfully established partnerships with preparation programs. She prepared a memo with her findings and shared it with the leadership team.</li> <li>In May 2019, Victory PCS and Queen University teacher preparation program signed an MOU outlining the parameters of a district/university partnership through 2021.</li> </ul>	<p><b>Updated Milestones</b></p> <ul style="list-style-type: none"> <li><b>By May 2020:</b> Ten teaching candidates from the Queen University teacher preparation program will complete in-school residency/internship experiences at Victory PCS from September 2019 to May 2020.</li> <li><b>By May 2021:</b> Twenty teaching candidates from the Queen University teacher preparation program will complete in-school residency/internship experiences at Victory PCS from September 2020 to May 2021. Teaching candidates will be placed at all three Victory PCS campuses.</li> </ul>
Lack of aligned professional learning opportunities	<b>Strategy 3. Review the alignment of educator evaluation and professional learning.</b>	The evaluation system is intended to provide insight and focus on professional learning needs for each district. Our eventual goal is to fully integrate the evaluation system with a focus on professional learning for student achievement and, as a result, observe higher rates of growth for teachers, principals, and students. Our immediate goal is to assess how new educator effectiveness evaluation system data can identify areas for improvement and the availability of relevant opportunities for professional learning.	<ul style="list-style-type: none"> <li><b>By October 2019 (Date Updated):</b> Review best practices and partner with other districts to design an evaluation report that is focused on professional learning.</li> <li><b>By April 2020 (Date Updated):</b> Introduce a new interface for reporting disaggregated teacher evaluation results plus a guidebook for school-, LEA-, and state-level trainings that are aligned to potentially identified weaknesses.</li> <li><b>By August 2020 (Date Updated):</b> Each teacher will work with leaders and mentors to decide on a professional growth plan that is based on the 2019-20 teacher evaluation results.</li> </ul>
<b>Update on Strategy 3: “Review the alignment of educator evaluation and professional learning.”</b>			
<ul style="list-style-type: none"> <li>We were not able to work on this strategy during Year 1 of implementing our equity plan (2018-19) due to other priorities and staff capacity. We still feel the strategy is important to pursue and appropriately addresses the identified root cause. As a result, we have updated the date on each milestone accordingly to begin working on this strategy during the 2019-20 school year.</li> </ul>			
Inadequate support for school leader growth and development	<b>Strategy 4. Lead for continuous improvement on school leadership based on standards.</b>	Victory PCS will partner with OSSE to adopt, adapt, and implement the DC Standards for School Leadership that were adopted in 2016. Using the research-based standards, Victory PCS will use Title II funds (reflected in the Title II section of the consolidated grant application) to develop and/or implement standards-aligned leadership recruitment;	<ul style="list-style-type: none"> <li><b>By December 2018:</b> Convene advisory committee to develop action plan focused on how the DC Standards for School Leadership will drive various aspects of the talent system for leaders. <b>Complete</b></li> <li><b>January 2019:</b> Communicate action plan to staff, parents, and community. <b>Complete</b></li> <li><b>February 2019:</b> Break into subcommittees to begin work on three-pronged approach to improvements: recruitment, development, and evaluation. <b>Complete</b></li> </ul>

Identified root causes	Selected equity plan strategies	Description	Timeline and milestones
		leadership development; and evaluation tools, resources, and practices.	<ul style="list-style-type: none"> <li>• <b>By May 2019:</b> Full committee meets to hear reports from each subcommittee about initial implementation of three strands. Develop plan revisions/improvements. Recruitment and development components are on track; evaluation is not on track.</li> <li>• <b>August 2019:</b> Launch revised recruitment, development, and evaluation action plans. Recruitment and development components are on track; evaluation is not on track.</li> </ul>
<p><b>Update on Strategy 4: “Lead for continuous improvement on school leadership based on standards.”</b></p> <ul style="list-style-type: none"> <li>• Our district made on-track progress on the recruitment and development components of this strategy during the first year of implementing our equity plan. We are prepared to implement revised leadership recruitment and development plans for 2019-20 fully aligned with the DC Standards as well as informed by perception data from initial design and implementation in 2018-19.</li> <li>• Progress toward the component of the strategy focused on developing/implementing a revised leader evaluation system is not on track. We were not able to finalize a standards-based leader performance evaluation rubric or a structure/timeline/process for implementing an improved leader evaluation system.</li> </ul> <p><b>Updated Milestones</b></p> <ul style="list-style-type: none"> <li>• <b>By December 2019:</b> Victory PCS will seek support from OSSE and input from other districts related to next steps for the 2019-20 school year.</li> <li>• <b>By June 2020:</b> Victory PCS will report to the board about proposed next steps for implementing a leader evaluation system.</li> <li>• <b>By June 2021:</b> Victory PCS will pilot a leader evaluation system.</li> </ul>			



#### **Section 4: Ongoing Monitoring and Support**

*The purpose of this section is to plan for assessing progress and supporting implementation.*

*Section components:*

- *Identify the staff members who will be responsible for assessing progress on implementing the strategies.*
- *Describe how the LEA will continue to engage stakeholders to ensure that strategies are implemented as envisioned, including mechanisms for receiving and incorporating input throughout the process via ongoing, two-way feedback loops.*
- *Identify the measures the LEA will take to assess progress on implementing these strategies, including any data (e.g., hiring data, teacher observation data) that the LEA will collect and analyze.*
- *Identify the short-term and long-term performance metrics that your LEA and/or school(s) will use to assess progress toward achieving your teacher equity goals.*
- *If applicable, describe any steps that your LEA plans to take or is considering to seek technical assistance in its efforts.*

#### **Optional Section 4 Update: Ongoing Monitoring and Support**

*The purpose of this section is to assess strategy implementation, monitor progress toward performance metrics, and support improvements over time. Building a robust set of performance metrics benefits LEAs because it allows them to share early successes, notice flags early, and monitor strategy effectiveness over time. It enables LEAs to adjust iteratively toward meeting teacher equity goals.*

*When crafting and reviewing metrics, it is recommended that LEAs consider:*

- *Fidelity of strategy implementation (i.e., whether the strategy happened as envisioned)*
- *Staff or community perceptions (e.g., survey data)*
- *Outcomes (e.g., growth in teacher performance, differential retention)*

*Components of optional update:*

- *Please review the short-term and long-term performance metrics that your LEA previously submitted and revise if needed to ensure that they are complete and current (by adding, revising, or removing performance metrics). A performance metric:*
  - Includes a target year or month*
  - Includes a target threshold (i.e. a percentage of number)*
  - Captures the extent to which the strategy is working as intended*
- *Please revise the staff deemed responsible for monitoring strategies in Section 4 of your LEA's previous submission and make any revisions to ensure the description is complete and current.*
- *Please provide an update with your LEA's progress toward each short- and long-term metric identified (i.e. a number or percentage, in the context of a future goal).*

Table 8 presents our measures of success when monitoring the implementation of our equity plan. Per optional Section 4 update, Table 8 also includes updates on our LEA's progress toward the short- and long-term metrics outlined in the measures of success. They are highlighted in yellow.

**Table 8. Monitoring the Implementation of Strategies**

<b>Strategy: Improve and expand the induction and mentoring program.</b> Person responsible for monitoring: Director of Instruction	
Performance metric and baseline	
Initial Implementation Metrics	Updated Implementation Metrics (updated summer 2019)
<ul style="list-style-type: none"> <li>• <b>November 2017:</b> We partnered with experts to facilitate a series of meetings with staff focused on designing and implementing an improved mentoring and induction program at Victory PCS. <b>Complete</b></li> <li>• <b>By July 2018:</b> Complete work on all components of revised mentoring and induction program, including updated standards, new teacher orientation, support structures for beginning teachers, and core mentoring activities as well as mentoring selection, training, and assignment. <b>In progress: We are still working on a Scope and Sequence focused on what new teachers should know and be able to do during all parts of the school year.</b></li> <li>• <b>By August 2018:</b> Identify and train mentors under new program in all Victory PCS schools. <b>Complete</b></li> <li>• <b>By August 2018:</b> Implement two-day-long new teacher induction professional development. <b>Complete</b></li> <li>• <b>By September 2018:</b> Assign mentors and begin mentoring program. <b>Complete</b></li> <li>• <b>By December 2018:</b> Collect interim data on implementation from mentors and mentees. <b>Complete</b></li> <li>• <b>February 2019:</b> Convene experts and staff to debrief on interim data and discuss program improvements. <b>This meeting took place in summer 2019</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>By end of August 2019:</b> All teachers who are new to the profession or new to Victory PCS will participate in a weeklong New Teacher Induction professional development.</li> <li>• <b>By end of August 2019:</b> All new/new-to-Victory teachers will be assigned a mentor.</li> <li>• <b>By June 2020:</b> All new/new-to-Victory teachers will have the opportunity for (a) nonevaluative observations by mentors twice monthly; (b) 15-minute check-ins four times a month; and (c) monthly opportunities to observe other teachers.</li> <li>• <b>Quarterly in 2019-20:</b> All new/new-to-Victory teachers will have the opportunity to participate in a 90-minute afterschool community of practice for new/new-to-Victory teachers only.</li> <li>• <b>By June 2020:</b> Convene a working group to review performance metrics and results of the program to inform strategic changes for next year.</li> <li>• <b>By August 2020:</b> Complete revised Scope and Sequence describing what new teachers should know and be able to do during each part of the school year. Share Scope and Sequence with new teachers at the start of the school year.</li> <li>• <b>By June 2021:</b> New teachers will have the opportunity to observe master teachers outside their own campus.</li> </ul>

**Strategy: Improve and expand the induction and mentoring program.**

Person responsible for monitoring: Director of Instruction

Performance metric and baseline	
<p><b>Perception metrics</b></p>	<p><b>Updates to perception metrics (updated summer 2019)</b></p>
<ul style="list-style-type: none"> <li>• By June 2019, at least 70% of new teachers will report on our new end-of-year survey that they “agree” or “strongly agree” with the following statements:               <ul style="list-style-type: none"> <li>– “The professional support I receive at Victory helps me grow as a teacher.” <b>In June 2019, 75% of new teachers agreed</b></li> <li>– “The professional support I receive focused on classroom management has helped me improve the culture in my classroom.” <b>In June 2019, 85% of new teachers agreed</b></li> <li>– “The professional support I receive focused on lesson planning has helped me improve engagement in my classroom.” <b>In June 2019, 75% of new teachers agreed</b></li> <li>– “I have the support I need at Victory to develop over time into a highly effective teacher.” <b>In June 2019, 60% of new teachers agreed</b></li> <li>– “I feel that experienced teachers and coaches at Victory trust me and expect me to grow into a highly effective educator.” <b>In June 2019, 60% of new teachers agreed</b></li> </ul> </li> <li>• By 2020, survey results will indicate that at least 85% of teachers with less than three years of experience will report the induction program to be “strong” or “very strong.” In the baseline year of 2017-18, 30% of teachers with less than three years of experience reported that the induction program was “strong” or “very strong.”               <ul style="list-style-type: none"> <li>– <b>In June 2019, results indicated that 65% of new teachers reported the induction program to be “strong” or “very strong,” and 45% of teachers with at least two years of experience reported the induction program to be “strong” or “very strong.”</b></li> </ul> </li> </ul>	<p>We are thrilled that the rollout of our new mentoring and induction program has improved perceptions of new teacher support as compared to our baseline (in which only 30% of teachers with less than three years of experience reported the induction program to be “strong” or “very strong”), as noted to the left. At the same time, there is much more work to do.</p> <p>The column to the left notes how we are doing relative to our original performance metrics. We plan to continue to monitor these same metrics in the upcoming school year, with the goal that at least 80% of new teachers agree with survey statements and/or report program components to be strong. We also intend to monitor the following new metrics:</p> <p>By June 2020, at least 80% of new teachers will report on our new end-of-year survey that they “agree” or “strongly agree” with the following statements:</p> <ul style="list-style-type: none"> <li>• <b>“Leaders at Victory value my opinion as a new teacher.”</b></li> <li>• <b>“Each month, I know what instruction goals and what planning goals I am working on as a new teacher.”</b></li> <li>• <b>“I believe that the support I receive will allow me to grow 1 point in the classroom environment domain of my end-of-year evaluation.”</b></li> </ul>

<b>Strategy: Improve and expand the induction and mentoring program.</b> Person responsible for monitoring: Director of Instruction	
<b>Performance metric and baseline</b>	
<b>Outcomes metrics</b>	<b>Updates to outcomes metrics (updated summer 2019)</b>
<ul style="list-style-type: none"> <li>The percentage of first-year teachers who score at least “Basic” on “<i>classroom environment: routines and procedures</i>” on their end-of-year evaluation will increase from the June 2017 baseline of 5% to at least 20% by June 2019 and at least 30% by June 2020. In June 2019, 25% of first-year teachers scored at least “Basic” on “<i>classroom environment: routines and procedures,</i>” and 5% of new teachers scored “Adequate.”</li> <li>Retention of new teachers at all three Victory campuses will improve by 10% by 2021 from the respective school’s 2016–17 baseline data.</li> </ul>	<p>We are thrilled that the rollout of our mentoring and induction program has shown improvement in the percentage of new teachers scoring “Basic” on “<i>classroom environment.</i>”</p> <p>We plan to continue to monitor the outcomes metrics noted.</p> <p>In addition, we plan to monitor the following metrics:</p> <ul style="list-style-type: none"> <li>By June 2020, at least 70% of new teachers will score at least “Basic” on “<i>instructional planning,</i>” and at least 40% of new teachers will score “Adequate” on “<i>instructional planning</i>” on their end-of-year evaluations.</li> <li>By June 2020, 90% of new teachers will grow 1 point in “<i>instructional planning</i>” or “<i>classroom environment</i>” on their end-of-year evaluations, relative to their baseline evaluations at the beginning of the school year.</li> </ul>

<b>Strategy: Partner with preparation programs to offer professional learning about school settings.</b> Person responsible for monitoring: Manager of Talent, Victory PCS	
<b>Performance metric and baseline</b>	
<b>Initial implementation metrics</b>	<b>Updated implementation metrics (updated summer 2019)</b>
<ul style="list-style-type: none"> <li><b>By November 2018:</b> The Victory PCS team of teachers, leaders, and central office staff will meet with at least two preparation programs to discuss collaboration. <b>Complete</b></li> <li><b>By May 2019:</b> Establish a partnership with at least one program. <b>Complete</b></li> <li><b>By October 2019:</b> Begin hosting teaching candidates for in-school experiences. <b>On track</b></li> </ul>	<ul style="list-style-type: none"> <li><b>By May 2020:</b> Ten teaching candidates from the Queen University teacher preparation program will complete in-school residency/internship experiences at Victory PCS from September 2019 to May 2020.</li> <li><b>By May 2021:</b> Twenty teaching candidates from the Queen University teacher preparation program will complete in-school residency/internship experiences at Victory PCS from September 2020 to May 2021. Teaching candidates will be placed at all three Victory PCS campuses.</li> </ul>

<p><b>Perception metrics</b></p> <ul style="list-style-type: none"> <li>• <b>Short-term:</b> By June 2020, our DC Staffing Data Collaborative survey data will show improvement by 10% from the baseline year in the rate of teachers who agree or strongly agree that they feel prepared to teach in our schools.</li> <li>• <b>Long-term:</b> By June 2021, our Insight survey data will show improvement by 20% from the baseline year in the rate of teachers who agree or strongly agree that they feel prepared to teach in our schools.</li> </ul>	<p><b>Perception data (updated summer 2019)</b></p> <ul style="list-style-type: none"> <li>• Because the in-school experiences for teaching candidates haven't started yet, we would not expect any changes in perception as a result of this strategy.</li> </ul>
<p><b>Outcomes metrics</b></p> <p>As a result of implementing this strategy, teacher effectiveness and retention will improve. For example, as previously stated in Table 2:</p> <ul style="list-style-type: none"> <li>• By 2021, each Victory PCS campus will demonstrate at least an 8% improvement on the retention rate of effective educators from its 2017–18 baseline.</li> <li>• The Madison campus will reduce the rate of ineffective teachers by at least 10 percentage points by the end of the 2021–22 school year from 30% in 2016–17.</li> <li>• The Adams campus will reduce the rate of ineffective teachers by at least 10 percentage points by the end of the 2021–22 school year from 25% in 2016–17.</li> </ul>	<p><b>Outcomes data (updated summer 2019)</b></p> <ul style="list-style-type: none"> <li>• Because the in-school experiences for teaching candidates haven't started yet, we would not expect any changes in outcomes as a result of this strategy.</li> </ul>

<p><b>Strategy: Review the alignment of educator evaluation and professional learning.</b> Person responsible for monitoring: Director of Data</p>	
<p><b>Performance metric and baseline</b></p>	<p><b>Update</b></p>
<p><b>Implementation metrics</b></p> <ul style="list-style-type: none"> <li>• <b>By October 2019 (Date Updated):</b> Review best practices and partner with other districts to design an evaluation report that is focused on professional learning.</li> <li>• <b>By April 2020 (Date Updated):</b> Introduce a new interface for reporting disaggregated teacher evaluation results plus a guidebook for school-, LEA-, and state-level trainings that are aligned to potentially identified weaknesses.</li> <li>• <b>By August 2020 (Date Updated):</b> Each teacher will work with leaders and mentors to decide on a professional growth plan that is based on the 2019–20 teacher evaluation results.</li> </ul>	<p>We were not able to work on this strategy during Year 1 of implementing our equity plan (2018-19) due to other priorities and staff capacity. We still feel the strategy is important to pursue and appropriately addresses the identified root cause. As a result, we have updated the date on each milestone accordingly to begin working on this strategy during the 2019-20 school year.</p>
<p><b>Perception metrics</b></p> <ul style="list-style-type: none"> <li>• <b>By 2020 (Date Updated):</b> The climate survey data will indicate that at least 75% of the staff “agree” or “strongly agree” that professional learning opportunities are consistently available in their school, as compared to a baseline percentage of 65% in the 2016–17 school year.</li> <li>• <b>By 2020 (Date Updated):</b> The climate survey data will indicate that at least 75% of staff “agree” or “strongly agree” that professional learning opportunities are directly linked to their needs for professional growth, student achievement goals, or content area, as compared to a baseline percentage of 57% in the 2016–17 school year.</li> </ul>	

<b>Outcomes metrics</b>	
<ul style="list-style-type: none"> <li>Teacher effectiveness scores will improve by at least 5% for the Madison and Adams campuses by the end of the 2019–20 school year from the previous year’s baseline.</li> <li>Teacher effectiveness scores will improve by at least 5% for the Madison and Adams campuses by the end of the 2020–21 school year from the previous year’s baseline.</li> <li>Twenty-five percent of teachers at the Triumph campus will improve their rating on one or more of their lowest scored indicators between 2017–18 and 2018–19.</li> <li>Fifty percent of teachers at the Triumph campus will improve their rating on one or more of their lowest scored indicators between 2017–18 and 2019–20.</li> </ul>	

<b>Strategy: Lead for continuous improvement on school leadership based on standards.</b> Person responsible for monitoring: Chief Executive Officer, Victory PCS	
<b>Performance metric and baseline</b>	<b>Update</b>
<b>Implementation metrics</b>	<b>Implementation metric updates</b>
<ul style="list-style-type: none"> <li><b>By December 2018:</b> Convene advisory committee to develop action plan focused on how the DC Standards for School Leadership will drive various aspects of talent system for leaders. <b>Complete</b></li> <li><b>January 2019:</b> Communicate action plan to staff, parents, and community. <b>Complete</b></li> <li><b>February 2019:</b> Break into subcommittees to begin work on three-pronged approach to improvements: recruitment, development, and evaluation. <b>Complete</b></li> <li><b>By May 2019:</b> Full committee meets to hear reports from each subcommittee about initial implementation on three strands. Develop plan revisions/improvements. <b>Recruitment and development components are on track; evaluation is not on track.</b></li> <li><b>August 2019:</b> Launch revised recruitment, development, and evaluation action plans. <b>Recruitment and development components are on track; evaluation is not on track.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>By December 2019:</b> Victory PCS will seek support from OSSE and input from other districts related to next steps for 2019-20.</li> <li><b>By June 2020:</b> Victory PCS will report to the board about proposed next steps for implementing a leader evaluation system.</li> <li><b>By June 2021:</b> Victory PCS will pilot a leader evaluation system.</li> </ul>
<b>Perception metrics</b>	<b>Perception metrics updates</b>
<ul style="list-style-type: none"> <li><b>By June 2020:</b> Seventy-five percent of school leaders will “agree” or “strongly agree” with the statement, “Victory provides high-quality opportunities for my growth and development,” relative to a June 2018 baseline of 60%. In June 2019, 67% of leaders at least “agreed” that “Victory provides high-quality opportunities for my growth and development.”</li> <li><b>By June 2020:</b> Eighty percent of teachers will “agree” or “strongly agree” with the statements, “Leaders at my school are highly effective” and “Leaders at my school are continually working to grow,” relative to June 2019 baselines of 70% and 65%, respectively. In June 2019, 70% of teachers at least “agreed” that “leaders at my school are highly effective,” and 69% of teachers at least “agreed” that “leaders at my school are continually working to grow.”</li> </ul>	The 2019 data are included to the left; there are no other new updates. We will continue to monitor these metrics.

Outcomes metrics	Outcomes metrics updates
<p><b>Outcome metric:</b> As a result of implementing this strategy, school leadership effectiveness will improve as evidenced by leader evaluation system scores. Specifically,</p> <ul style="list-style-type: none"> <li>• In the “<i>instructional leadership</i>” domain, leader effectiveness scores will improve by at least 1 point on the rubric by the end of the 2022-23 school year, as compared to baseline scores in the 2021–22 school year.</li> <li>• In the “<i>instructional planning</i>” domain, 50% of teachers at the Triumph campus will improve their rating on at least one indicator between 2017–18 and 2019–20. In June 2019, 30% of teachers at the Triumph campus improved their evaluation rating in the “<i>instructional planning</i>” domain by 1 point compared to the previous year (or compared to their baseline scores in the fall).</li> </ul>	<p>See updates to left.</p>

Victory PCS has established a detailed timeline to guide the short-term and long-term implementation of our plan. Annual reporting on progress toward addressing root causes to eliminate equity gaps will include a progress report that will be shared with all stakeholders. Annually, Victory PCS will formally update the strategies in the plan based on the latest data and new analyses of root causes. More frequent updates to inform the plan, as well as strategic approaches to addressing implementation, will emerge through our biannual Educator Equity Committee.

### ***Continued Commitment to Stakeholder Engagement***

We will continue to involve stakeholders in our activities going forward through additional meetings, ongoing two-way feedback loops, and an Educator Equity Committee that will include teachers, leaders, parents, and students. The committee will oversee the long-term commitment to implementing the strategies in this plan. Each component of our Plan to Ensure Equitable Access to Excellent Educators was developed through this collaborative process, and the Educator Equity Committee will continue to add substantive knowledge from its own perspective to engage in ongoing data reviews, root cause analyses, and monitoring and modification of the strategies. A few specific examples of our ongoing engagement plans follow:

- Biannual half-day meetings have been established for January and June each year for Educator Equity Committee members to review our plan and progress toward achieving equitable access.
- Between meetings, committee members will be required to engage even more widely with additional stakeholders, using structured resources that encourage in-depth conversations that get to the heart of the issues and then bring the insights back to the committee to inform the ongoing modification of the Victory PCS equitable access plan.



## Appendix

### Victory PCS Within-School Gap Analysis: Percentage of Classes Taught by Inexperienced, Out-of-Field, and Ineffective Teachers

Comparison	Percentage of classes taught by		
	Inexperienced teachers	Out-of-field teachers	Ineffective teachers
<b>Madison campus</b>			
<b>Students from low-income families</b>			
High poverty	20	30	35
Low poverty	20	22	27
Within-school gap	0	8	8
<b>Students of color</b>			
High minority	25	20	30
Low minority	25	20	30
Within-school gap	0	0	0
<b>Students with disabilities</b>			
Students with disabilities	25	20	35
Other students	25	20	29
Within-school gap	0	0	6
<b>English learners</b>			
English learners	25	22	32
Other students	25	19	29
Within-school gap	0	3	3
<b>Adams campus</b>			
<b>Students from low-income families</b>			
High poverty	8	32	21
Low poverty	5	29	15
Within-school gap	3	3	6
<b>Students of color</b>			
High minority	6	28	25
Low minority	6	28	25
Within-school gap	0	0	0
<b>Students with disabilities</b>			
Students with disabilities	6	33	27
Other students	6	25	22
Within-school gap	0	8	5
<b>English learners</b>			
English learners	4	26	25
Other students	7	28	25
Within-school gap	3	2	0

Comparison	Percentage of classes taught by		
	Inexperienced teachers	Out-of-field teachers	Ineffective teachers
<b>Triumph campus</b>			
<b>Students from low-income families</b>			
High poverty	10	18	8
Low poverty	3	14	2
Within-school gap	7	4	6
<b>Students of color</b>			
High minority	12	20	7
Low minority	3	11	4
Within-school gap	9	9	3
<b>Students with disabilities</b>			
Students with disabilities	25	22	5
Other students	8	13	5
Within-school gap	17	9	0
<b>English learners</b>			
English learners	4	15	5
Other students	4	15	5
Within-school gap	0	0	0