## District Equity Templates: Monitoring progress

For additional guidance, see the [Equity Roadmap](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/) and additional District Equity Templates

Planning for effective strategy implementation includes identification of progress metrics, a projected trajectory of those metrics, and plans for quantitative and qualitative monitoring. **For each strategy described in your** [**strategy profiles**](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-strategies.docx), provide the following information.

 **Note:**  Milestones such as “First working group meeting” are points in a strategy timeline, but *not* progress metrics. Projected progress metrics may include:

* By month X, we will retain 90 percent of E/P rated teachers in our Level 3 and 4 schools
* By the end of school year Y, 100 percent of teachers will participate in training on [best practices for inclusion](http://www.doe.mass.edu/edeval/guidebook/), and have been observed by administrators using [inclusive practices observation tools](http://www.doe.mass.edu/edeval/guidebook/observations.html)
* By the end of school year Z, we will have increased by 75 percent the proportion of teachers in inclusion classrooms who are rated E/P in Standard II

**Example cases:** District C chose to focus on earlier and prioritized hiring in targeted schools. The district could monitor its short-term progress by the proportion of teachers hired by certain dates in each school. As longer-term metrics, the district may compare the ratings of these new hires in their first few years, and the rates of student assignment to higher rated teachers.

District F chose to assign highly rated teachers more equitably across course levels, and to encourage students of color to take advanced courses. The district could monitor short-term progress by comparing the proportions of advanced courses taught by teachers with different ratings, and longer-term progress by tracking one-year SLE Report data for subgroups’ assignments to highly rated teachers.

District H chose to improve retention of new teachers in its high-poverty schools. The district may monitor short-term progress through a workplace climate survey and feedback on its induction and mentoring program. Tracking retention rates of effective teachers and rates of student assignment to experienced teachers may allow the district to monitor longer-term progress.

| **STRATEGY 1:**Gap/s that it addresses: |
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| Long-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| Short-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| How the district will monitor metrics and fidelity to implementation plan:Who:When: |

| **STRATEGY 2:**Gap/s that it addresses: |
| --- |
| Long-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| Short-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| How the district will monitor metrics and fidelity to implementation plan:Who:When: |

| **STRATEGY 3:**Gap/s that it addresses: |
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| Long-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| Short-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| How the district will monitor metrics and fidelity to implementation plan:Who:When: |