Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research

DECISION POINTS

Defining, Calculating, and Addressing Gaps in Access to Effective Educators

Considerations for States

May 2019
Special Issues Brief

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In Brief

The Challenge	The Opportunity	Decision Points
Effective teachers can have a significant impact on student success; unfortunately, low-income students, students of color, English learners, and students with disabilities are more likely to be assigned to unqualified, less experienced, and less effective teachers. Inequitable access to effective educators is one contributing factor that reinforces achievement gaps for disadvantaged students.	The Every Student Succeeds Act (ESSA; 2015) requires states to identify and close gaps in equitable access to effective teachers but does offer flexibility on how to get there. These flexibilities are an opportunity to build on states' 2014 equity plans and collaboratively work with districts, schools, educator preparation programs, and other stakeholders to identify and close gaps in access to effective educators. States can use ESSA's requirements and flexibilities to select ambitious and innovative strategies that address root causes, close gaps in access, and strengthen the educator workforce.	Defining, calculating, and addressing equity gaps includes the following four policy decisions: **Decision 1.** Define "ineffective," "inexperienced," and "out-of-field" teachers. **Decision 2.** Design comparison groups and decide on levels of analysis. **Decision 3.** Define what constitutes an "equity gap" and set targets. **Decision 4.** Decide what to require from identified districts with identified equity gaps and how to support them.

This Special Issues Brief from the Center on Great Teachers and Leaders (GTL Center) provides a resource to states based on the GTL Center's extensive experience supporting states in their design and implementation of equitable access plans, and is focused on the four sequential decision points noted earlier. Although equitable access plans were included in state ESSA plans and implementation is under way, this brief can guide states as they work to revise and strengthen existing plans by leveraging lessons learned.

State education agencies can use this brief to do the following:

1. **Guide and inform equitable access planning and implementation:** This brief can support states as they define terms and parameters for equitable access reporting. The brief offers a detailed description of each of the four decision points identified.

2. **Explore examples of state-level initial equity planning and results reporting:** For each decision point, we share state and local examples based on a scan of states' initial determinations for equitable access policy and reporting.[1]

3. **Consider ways to support districts:** The brief concludes with detailed examples of ways states are supporting districts to address identified equity gaps.

The brief does not cover the full process of educator equity policymaking and steps that follow the identification of equity gaps, including facilitation of a robust root cause analysis, substantial stakeholder consultation and data analysis, development of ambitious strategies, and monitoring of strategy implementation as part of a continuous improvement process. The GTL Center offers technical assistance services and resources for these implementation and continuous improvement processes. Online resources are available at https://www.gtlcenter.org/learning-hub/equitable-access-supports.

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[1] The state examples and policies presented in this brief are not an exhaustive list, nor do they represent a recommendation on a specific approach to equity planning.

Introduction

Teachers are the most important within-school factor for student achievement (e.g., McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2005). Studies find that students who are assigned to effective teachers are more likely to graduate high school, attend college, and earn higher salaries (Chetty, Friedman, & Rockoff, 2011). In addition, evidence suggests that by assigning disadvantaged students to effective teachers, the income and racial achievement gap can close in 5 years (Hanushek, 2014).

Strong evidence exists suggesting that low-income students, students of color, English learners, and students with disabilities are more likely to be assigned to unqualified, inexperienced, and ineffective teachers (Goldhaber, Lavery, & Theobald, 2015; Goldhaber, Quince, & Theobald, 2016; Isenberg et al., 2016; Sass, Hannaway, Xu, Figlio, & Feng, 2012). Closing these gaps in access to excellent educators is, therefore, an important and necessary step for closing the student achievement gap.

In 2014, the U.S. Department of Education asked all states to establish plans to ensure that all students—in particular disadvantaged students—have equitable access to experienced, qualified, or in-field teachers. The requirement to address educator equity gaps became law with the signing of the Every Student Succeeds Act (ESSA) in 2015. ESSA reaffirms and strengthens the commitment to improving equity by providing a clear requirement to identify and close gaps (See the box "ESSA & Equitable Access: What the Law Says"), and allows states flexibility in state and district approaches. Specifically, the law does not define who are "low-income" and "minority" students (and schools); who qualifies as an "ineffective," "out-of-field," and "inexperienced" teacher; or what constitutes a "gap." Instead, ESSA allows states to define these key terms, determine the point at which differences in access qualify as "gaps," and establish the type of guidance and support provided to districts.

For some states, some or all of these decision points were addressed in the development of their state ESSA plan or in the first years of implementation. Other states are now revisiting, refining, and improving their equity policies under ESSA. This report aims to support them in this process.

Under ESSA, states are provided a series of crucial decision points to help guide the strategy and planning process. This brief helps states consider, and revisit, those decision points to leverage the flexibility in the law to identify policy and practice decisions that may be the most effective in supporting their districts, schools, educator preparation programs, and other stakeholders as they work together to strengthen the educator workforce and close achievement gaps. These decisions will direct the way that strategies are selected and resources and supports are provided at state and district levels.

For example:

- States can set a more rigorous threshold in how "low income" and "minority" student populations are defined, ensuring that schools serving predominantly low-income and minority students are observed for gaps.

- States can determine what counts as "higher rates" when determining if low-income, minority, and, if included, other disadvantaged student groups are served at a disproportionate rate by ineffective, inexperienced, and out-of-field teachers. Increased thresholds will impact the number of schools identified.

- States can decide whether to measure gaps between schools within districts, between schools in the state, or gaps within schools. Different policy decisions will alter the number and type of schools identified, including:

  - Classifying too many or too few schools and districts as lacking equitable access;

  - Overidentifying gaps in districts while ignoring gaps in other districts; and

  - Missing important gaps at the student, school, district, or state level.

A rigorous and thoughtful process of making these decisions—including using data, research, and best practices while considering the local context—would help avoid these unintended consequences by producing a process that identifies real gaps for the most vulnerable students and develops impactful strategies to close them.

The flexibility to define and determine key terms and measures is an opportunity for states to build on the work they did through their 2014 equity plans and develop a robust vision and theory of action for closing gaps in access to excellent teachers.

ESSA and Equitable Access: What the Law Says

Section 1111(G)(1)(B) of Title I of ESSA states:

Each State plan shall describe...how **low-income** and **minority** children enrolled in schools assisted under this part are not served at **disproportionate** rates by **ineffective, out-of-field,** or **inexperienced teachers,** and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.

In addition, Section 1112(B)(2) of Title I of ESSA states:
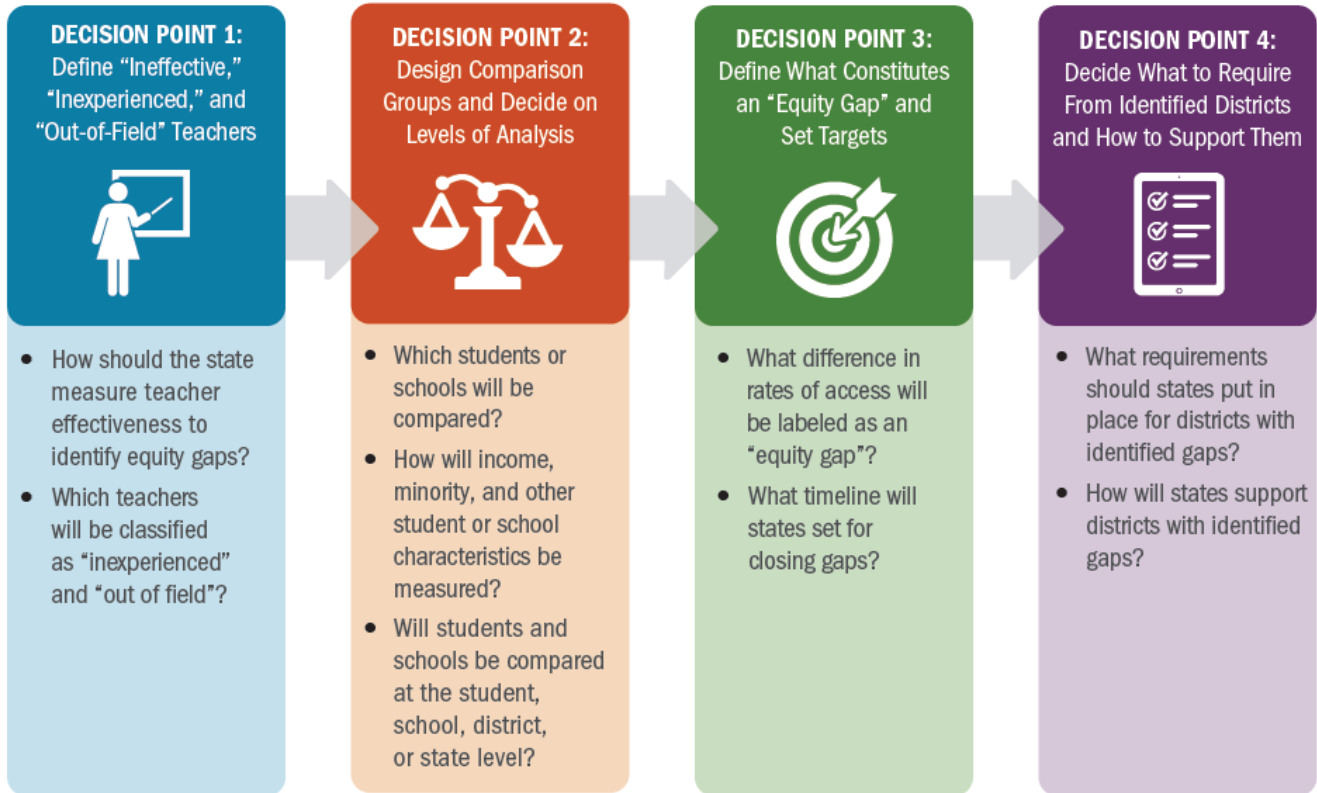
Each local educational agency plan shall describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in **low-income** students and **minority** students being taught at **higher rates** than other students by **ineffective, inexperienced,** or **out-of-field teachers.**

Four Key Decision Points: An Overview

Exhibit 1 illustrates the four key decision points states were provided within ESSA per their equitable access planning process.

Exhibit 1. Four Key Decision Points

DECISION POINT 1: Define "Ineffective," "Inexperienced," and "Out-of-Field" Teachers	DECISION POINT 2: Design Comparison Groups and Decide on Levels of Analysis	DECISION POINT 3: Define What Constitutes an "Equity Gap" and Set Targets	DECISION POINT 4: Decide What to Require From Identified Districts and How to Support Them
• How should the state measure teacher effectiveness to identify equity gaps? • Which teachers will be classified as "inexperienced" and "out of field"?	• Which students or schools will be compared? • How will income, minority, and other student or school characteristics be measured? • Will students and schools be compared at the student, school, district, or state level?	• What difference in rates of access will be labeled as an "equity gap"? • What timeline will states set for closing gaps?	• What requirements should states put in place for districts with identified gaps? • How will states support districts with identified gaps?

DECISION POINT 1:
Define "Ineffective," "Inexperienced," and "Out-of-Field" Teachers

The first decision point for SEAs is how to define three key terms: "ineffective," "inexperienced," and "out-of-field." In defining these terms, states describe the types of teachers that they want (or do not want) in all of their schools, and particularly in front of their most disadvantaged students. ESSA does not have explicit requirements about how states define these terms.

States vary in how they define ineffective teachers for the purpose of equitable access planning. Although states can identify ineffective teachers in multiple ways, this brief will focus on one of the most common ways: using educator evaluation system data.

States developed and revised educator evaluation systems extensively in the past decade. Many states continue to improve evaluation measures, professional learning, and processes to both better measure educator performance and to strengthen connections to professional growth. Therefore, using these systems to measure gaps can not only identify disparities in access to effective teachers but also can make connections to existing evaluation and professional learning systems that can then be leveraged to strengthen the educator workforce.

Despite the promise such an approach holds, states face several challenges in using evaluation ratings this way:

- **Educator buy-in:** When there is a lack of educator buy-in for the evaluation model, using summative ratings as part of equitable access work could undermine educators' buy-in for this process as well.

- **Distribution of evaluation ratings:** When the ratings distribution is skewed toward the highest ratings, the lack of differentiation would result in an inability to meaningfully identify gaps.

- **Consistency and comparability across models:** When the evaluation model varies across districts or implementation quality is inconsistent across districts, the validity of comparing effectiveness ratings across districts for state reporting purposes is undermined. For example, the state may unintentionally overidentify equity gaps for schools in districts that implement evaluation ratings with higher levels of rigor while schools in districts with less rigor may not be identified. (see ⚠ Caution)

States that decide to use their educator evaluation systems to identify equity gaps will need to determine which specific ratings would count as "ineffective" and how to compare teachers within and across schools and districts.

A full list of states' "ineffective" definitions as included in their original ESSA plans is included in the appendix.

Discussion Guide: Teacher Effectiveness in the Every Student Succeeds Act

This GTL Center discussion guide focuses on one challenge that states face in capitalizing on the new flexibilities offered in ESSA: defining ineffective teacher in the absence of highly qualified teacher (HQT) requirements. The guide provides an overview of four possible approaches to defining ineffective teachers and describes the strengths and weaknesses of each approach.

⚠ Caution

States with evaluation models that vary across districts should use effectiveness ratings with caution because differences in the models can produce variation in the rigor and quality of evaluation results. Districts where nearly all teachers are rated as effective may have significant equity gaps that the state is unable to detect. Thus, states need to ensure that they are not flagging gaps only in districts with evaluation systems that reflect a distribution of effectiveness ratings while ignoring gaps in other districts. States may want to consider a different action plan for districts with a narrow distribution of evaluation ratings that may fail to identify existing gaps.

EXAMPLES FROM EARLY IMPLEMENTERS

DEFINING "INEFFECTIVE"

Ohio defined an ineffective teacher as a teacher receiving the lowest of the four possible summative ratings in the state's teacher evaluation system.

Tennessee has four categories of effectiveness in its educator evaluation model. Although the lowest one— "significantly below expectations"—is used to identify ineffective teachers when reporting on teacher performance, Tennessee included both the "significantly below expectations" and the "below expectations" categories for measuring educator equity gaps (Tennessee Department of Education, 2018). States may want to consider such an approach if only a very small percentage of teachers receive a summative rating in the lowest tier.

States that, like Tennessee, would include all summative levels below their "meets effective" rather than just the lowest category would be measuring the inverse gaps in the assignment to effective teachers. Such an approach would provide the opportunity to frame the measurement in a more positive way.

EXAMPLES FROM EARLY IMPLEMENTERS

DEFINING "INEXPERIENCED" AND "OUT-OF-FIELD"

Washington, D.C., incorporated teacher evaluation results into the definitions for both the inexperienced and out-of-field designations. It defined inexperienced teachers as "teachers in their first year of teaching or ineffective teachers in their second year of teaching." Out-of-field teachers were defined as "teachers who do not have a major, certification, or an 'effective' teacher evaluation designation in the subject which they are teaching" (OSSE, 2017). This approach enabled D.C. to exclude from the gap calculation teachers who demonstrated positive outcomes, even if they are novice or lack certain credentials.

DECISION POINT 2:
Design Comparison Groups and Decide on Levels of Analysis

ESSA requires states to identify where **low-income** and **minority** students in Title I schools are disproportionately assigned to ineffective, inexperienced, and out-of-field teachers. ESSA also offers states the flexibility to identify **additional student groups**—above and beyond those two categories—to include in assessments of equitable access.

Given these requirements and flexibilities, states have three questions to consider as part of this decision point:

1. Which students count as having low-income and minority status?

2. Should additional student groups (or characteristics) be included when examining equitable access (e.g., English learners, students with disabilities)?

3. How will the identified students within each group be compared on their access to inexperienced, out-of-field, and ineffective teachers?

Determining Low-Income and Minority Status: Using Quartiles Versus Setting Thresholds

States that do not measure gaps at the student level (see below) generally have two options in deciding how to define which schools serve a high number of minority or low-income students: (a) identifying quartiles for comparison or (b) setting thresholds for inclusion or exclusion.

Quartiles

States can determine which schools to define as "low income" or "high minority" using *quartiles*. This is done by using measures such as the percentage of students in the school whose families fall in the bottom quartiles of income, the percentage of students in the school eligible for programs like free or reduced-price lunch, or other measures such as eligibility for programs that target low-income populations. Similarly, to identify high-minority schools, states can split schools into quartiles based on the percentage of students from different racial or ethnic backgrounds at each school. Next, states define low-income and high-minority schools as those in the lowest quartile and measure gaps in access to effective, experienced, and in-field teachers between them and those in the highest quartile.

The benefit of using quartiles is that they are flexible and can change from one year to the next. States could have significant changes between years in their student populations. For example, states seeing significant immigration trends could use quartiles to ensure that they don't identify too many schools as high minority. As their minority population increases, so will

the threshold for being classified as a "high-minority school," making the bar higher. This way, states will always have a set number of schools to focus on and direct resources to, regardless of changing context.

States calculating quartiles also should decide whether to do so at the state or district level. Calculating quartiles at the state level will result in identifying more schools in districts with higher rates of students in low-income and minority status, whereas calculating at the district level will result in identifying the same number of schools in each district regardless of these different rates.

Thresholds

In states where some districts include many schools with high concentrations of poverty and minority populations, a quartile approach may leave many of these schools out of the equity gap calculation. To ensure that this does not happen, states can use predetermined *thresholds* to decide which schools will be classified as low-income and minority, and then compare rates of teachers between the two sides of the threshold. Unlike quartiles, which are context-neutral, thresholds are determined by policymakers based on the state's own unique context. Thresholds reflect a state's assessment of what constitutes a low-income or a high-minority school (Figure 1).

Figure 1. Deciding Between Quartiles and Thresholds
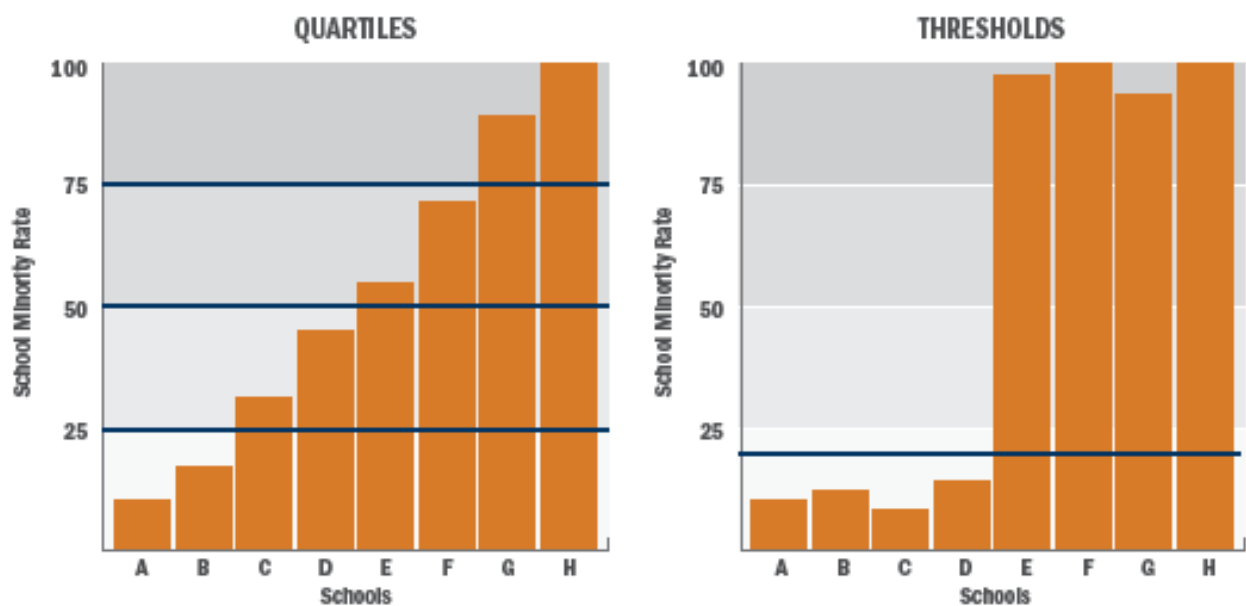
Using thresholds is beneficial in states with severe concentrations of poverty, where quartiles could inadvertently fail to classify significantly disadvantaged schools as "low income" or "minority." For example, as shown in Figure 1, in a state with many nondiverse schools that serve predominantly minority populations, the state may want to define a lower cutoff point for "high-minority schools" that would serve as a threshold and meaningfully differentiate schools.

QUARTILES AND THRESHOLDS

Texas calculates **quartiles** for each district and at the state level, and compares the schools in the highest and lowest groups.

Colorado calculates the poverty and minority quartiles at the state level. Schools with the highest percentages of students eligible for free or reduced-priced meals make up the first poverty quartile (e.g., the highest 25%). Schools with the highest percentages of non-White students make up the first minority quartile. Conversely, schools with the lowest percentages make up the fourth quartile. Then, within each district, Colorado compares schools in the highest and lowest state quartiles for their rates of ineffective, inexperienced, and out-of-field teachers.

Texas's approach ensures that the lowest schools in each district are observed for gaps. This can be useful in a large state where the districts vary from one another significantly.

Colorado's approach allows the state to identify more schools in low-income or high-minority districts and focus on them.

Washington, D.C., uses a threshold to determine that a school where 50% or more of students qualify for social programs such as SNAP and TANF would be counted as a low-income school.

However, to define minority schools, D.C. set the threshold at 95%. The DC Equitable Access Plan states that "since the vast majority of schools have over 90 percent minority students, any cutoff calculation used to define a 'high minority school' would leave a small group of schools in the 'low minority' category, making comparisons across the groups insignificant and less effective in identifying and closing equity gaps" (OSSE, 2017).

Comparing Additional Student Groups

States may choose to identify gaps for groups of students based on additional characteristics beyond the ESSA-required categories of "low income" and "minority." It may be that other groups, such as students with disabilities, English learners, students in rural schools, or others, are experiencing systematic gaps in their access to effective teachers and, therefore, deserve the focus of these state and local educator equity plans. For example, Massachusetts reports data on educator equity gaps for English learners and students with disabilities, and Missouri will review gaps for low-performing schools (identified for comprehensive support and improvement and additional targeted support).

Decide on Levels of Analysis

Under ESSA, states have the discretion to decide whether they will compare access to teachers between groups of students at the district level, state level, or, depending on data availability, at the school level (or some combination of these approaches).

District level: To measure gaps at the district level, the state would create comparison groups (using quartiles or thresholds as described previously) separately for each district. Districts with different rates of low-income and minority students will have a similar number of schools identified, and schools from different districts will not be compared with one another.

When to use this approach: Measuring gaps only within districts (and not between them) can be useful for states where large districts vary in context and where the state wants to treat each district as a unit by itself.

State level: In addition to (or instead of) measuring gaps between schools within a district, some states measure gaps *between schools and the state rate.* To do that, states will not divide the schools by districts but set a state-level threshold or quartiles to determine low-income and minority status for all schools in the state. Then, rates of ineffective, inexperienced, and out-of-field teachers in low-performing schools will be compared between schools across the state. This approach would result in districts with higher rates of low-income and minority students having more schools identified.

When to use this approach: This approach can help identify and close gaps between districts, something that is not possible when looking at each district separately. It also is the only way states can identify gaps in districts with one or few schools (e.g., rural districts, independent charter districts) that otherwise would not have other schools with which to be compared.

School/student level: States could conduct a deeper analysis and identify *within-school* equity gaps. That is, are low-income and minority students disproportionally assigned to inexperienced, out-of-field, and ineffective teachers compared with their peers at the same school building? This type of analysis is currently conducted by few states.

When to use this approach: This robust analysis may yield more revealing results as It enables states to identify building-level gaps that might otherwise go unnoticed. However, it requires a data infrastructure that allows states to observe the teacher assignment of each student to different classes that are taught by different teachers at the school. Many states do not have the data capacity to conduct this level of analysis; however, as these within-school differences may be a root cause for wider equitable access gaps, states may want to consider this level of analysis as a long-term goal and strategy.

EXAMPLES FROM EARLY IMPLEMENTERS

LEVELS OF ANALYSIS

Texas offers district- or state-level comparison based on district size. Small districts with three or fewer campuses will compare their rates with the state level. Larger districts will compare at the district and state levels, and the larger gap will count (Texas Education Agency, 2018).

DECISION POINT 3:
Define "Equity Gap" and Set Targets

After defining which teachers are considered ineffective, inexperienced, and out-of-field, and deciding which groups of students or schools should be compared, the next decision point for states is deciding which differences in access to effective, in-field, and experienced teachers qualify as official gaps to be addressed.

In deciding when a difference is a gap, states need to consider the following:

- The overall size of the gaps identified in the analysis;
- Local context and alignment to other state priorities or initiatives; and
- Broader state education goals.

On the high end of the scale, states can decide that any instance where low-income or minority students (or other student groups the state compares) are assigned to ineffective, inexperienced, and out-of-field teachers at higher rates than comparison groups will count as a gap.

Alternatively, a state can define a specific threshold where only a difference that exceeds a certain size would be identified as a gap. Although this approach may set aside meaningful yet less substantial gaps, selecting this approach allows states to focus on closing the largest gaps first.

States with small gaps that aim for eliminating the gaps in a short period may want to consider defining any difference between low-income, minority, and other students as an equity gap. States with larger gaps and aiming for a more incremental process may want to define a threshold and look at the most severe gaps first.

Establishing which differences will count as gaps will impact the targets and timeline a state sets for closing them. Again, states with small gaps may be able to set aggressive timelines for implementing strategies to eliminate them. States with more severe gaps that use a threshold to identify gaps may want to set a target date for closing these gaps and then set a longer term target for eliminating all differences.

EXAMPLES FROM EARLY IMPLEMENTERS

DEFINING EQUITY GAPS

New Jersey shared in its ESSA plan disproportionate rates for access to ineffective, inexperienced, and out-of-field teachers that are all under 10%. Thus, the state offers an aggressive strategy implementation plan, with the goal of eliminating the disproportionate assignment to out-of-field teachers by 2020, to inexperienced teachers by 2022, and to ineffective teachers by 2027 (New Jersey Department of Education, 2017).

Ohio too identifies an equity gap as any difference in access to effective, experienced, and in-field teachers between low-income and minority students and their comparison groups. Missouri, on the other hand, uses 10% as the threshold for identifying a difference as a gap.

Decide What to Require From Districts With Equity Gaps and How to Support Them

Developing Requirements for Identified Districts

After deciding on definitions and comparison groups and identifying equity gaps, states should develop an approach for what to require from identified districts. ESSA requires that, at the very least, districts indicate in their local education agency (LEA) plans whether they have gaps and how they plan to address them. In addition, ESSA permits districts to use Title II funding for implementing strategies to close gaps in equitable access.

This creates an opportunity for states to work with districts to close gaps. Many of the most commonly identified root causes that underlay equity gaps require action from the state and district levels (e.g., teacher preparation, teacher shortage, school leadership). These strategies require a collaborative approach between states and districts to be successful. States can work with districts to address these disparities through LEA plans and by using Title II-funded state and LEA action.

States can use the _Center on Great Teachers and Leaders: The Equitable Access Implementation Playbook: Strategic Guidance for Districts_ as a resource in planning district engagement.

EXAMPLES FROM EARLY IMPLEMENTERS

COMMUNICATING REQUIREMENTS TO DISTRICTS

Colorado and Washington, D.C., identify educator equity gaps at the state level and inform districts with identified schools of the states' requirements for addressing gaps.

Upon completion of the analysis, Colorado informs districts with educator equity gaps, sharing district- and school-level data. The state asks its districts to develop a plan and submit it as part of their district application for federal grants. The Colorado Department of Education prepopulates equity gap data in the Local Education Agency Consolidated Application for federal funds, where the district provides the details of its plan to address educator equity gaps. On its webpage, the state encourages districts to conduct an in-depth analysis and identify additional gaps. Importantly, Colorado allows districts to submit their plans as part of a Unified Improvement Plan, as well as base their plans on prior district equitable access plans.

How States Are Supporting Identified Districts: Key State Examples

This section provides examples of strategies that are commonly used by states to address equity gaps. This list of strategies is partial and represents common strategies related to commonly identified root causes, but it is not a summative list of the strategies that are necessarily right for a given state. The causes of inequities in access to excellent educators vary in different states and contexts, where numerous policy, practice, economic, and sociocultural factors can be significantly different. Therefore, a root cause analysis should occur before deciding on the strategies to better attract and retain teachers. Strategies can be effective only if they focus on the entire educator career continuum and address the true causes of disparities.

The Center on Great Teachers and Leaders *Equitable Access Toolkit*

To support the process of root cause analysis and strategy development, the GTL Center published the *Equitable Access Toolkit*. The toolkit includes resources and materials to guide state leaders through the processes of stakeholder engagement, root cause analysis, data review, and strategy development.

PROVIDE DISTRICTS WITH ACCESS TO DATA RESOURCES

One area districts commonly need the most support in is accessing and analyzing data about equity gaps in their schools. Massachusetts and Tennessee offer useful examples for providing this information to districts.

MASSACHUSETTS

To support districts in identifying gaps and acting based on data, Massachusetts provides districts with the following resources:

- The *Student Learning Experience Report*: A comprehensive report describing individual students' access to effective teachers. The report tracks students over 5 years, which allows the district to better understand a student's access to effective teaching throughout a substantial period. It also flags where students of a particular background, such as low-income or minority students, are more likely to be assigned to ineffective teachers.
- *Teacher Equity Gaps in Massachusetts* (Cowan, Goldhaber, & Theobald, 2017) is a report Massachusetts developed in partnership with researchers that describes educator equity gaps in the state, the likely root causes, and the data behind those causes. It provides crucial context about state-level data for districts as they examine their own gaps.

TENNESSEE

In Tennessee, the Department of Education released the *Equitable Access to Highly Effective Teachers for Tennessee Students* report (Tennessee Department of Education, 2016), which examined which Tennessee students have access to the highest performing teachers and whether this access is equitable across the state, districts, and schools. Tennessee uses the report to inform districts' and schools' practices and to improve equitable access across the state.

In addition, the *Tennessee Human Capital Data Report* is a template Tennessee uses to generate important educator insights for districts. The report uses evaluation, growth, retention, and other data to highlight educator equity gaps. Each section of the report is followed by critical questions the district can focus on when analyzing the data.

EQUITY LABS

Equity labs are a localized, replicable processes for designing and implementing research-driven strategies to close educator equity gaps by providing opportunities for local educators, community leaders, government officials, and other stakeholders to come together to plan and carry forward equity strategies. Equity labs for local equity planning are being planned or implemented in Massachusetts, Missouri, Ohio, Arkansas, Kentucky, and Washington, D.C. We highlight three states here that are using equity labs to support districts in closing equity gaps.

MASSACHUSETTS

Working with the Northeast Comprehensive Center, the Massachusetts Department of Elementary and Secondary Education offers equity labs for the 25 largest urban districts in the state. Through the equity labs, district representatives develop fluency in the process of identifying gaps at the district and school levels and plan strategies to address the gaps.

MISSOURI

To access state support in equity planning, Missouri used the support of the GTL Center to actively recruit all LEAs to participate in the equity labs process. Through the equity labs, Missouri aids LEAs in drafting local equity plans. The equity labs focus on supporting strategies that are based on local data, such as providing leadership development for principals, mentoring and induction for teachers, professional learning guidelines, training, and support to ensure alignment of evaluation systems to state standards for effective instruction. So far, Missouri engaged with more than 230 district participants representing nearly 100 districts and charter schools.

KENTUCKY

Kentucky implements equity labs to support schools and districts that are identified with educator equity gaps. So far, Kentucky implemented two types of labs, one focusing on raising awareness on school- and district-level equity issues, and one focusing on strategies to recruit and retain effective and diverse staff. Kentucky publishes on its website that the lab "provides the opportunity for school teams to discuss the meaning of equity and to improve policies, practices and procedures so that students and educators experience increasingly positive outcomes" (Kentucky Department of Education, 2019).

STATE PLANNING RESOURCES AND TOOLKITS

Several states offer districts a suite of resources and tools to assist in local equity planning, often in the form of a toolkit. The toolkits typically provide step-by-step guidance, tools, and recommendations for completing each step and section of required local equity plans.

OHIO

In Ohio, districts with gaps are required to develop an equity plan that includes robust data analysis, root cause analysis, and strategies to close gaps. To support districts in creating the plans, the state offers a comprehensive district equity planning resource on its website, including a tool for analyzing data and identifying gaps; a tool for conducting root causes analysis; a tool for identifying strategies to alleviate gaps; and a list of possible strategies districts may use in local equitable access planning (Ohio Department of Education, 2018).

TEXAS

The *Texas Equity Toolkit*, developed in collaboration with the Texas Education Agency, AIR, the GTL Center, and the Texas Comprehensive Center, includes several tools, guidance, and resources for Texas education service centers and LEAs, including tools for engaging stakeholders, reviewing and analyzing equity data, conducting a root causes analysis, selecting strategies, and planning for implementation.

COMPREHENSIVE DATA AND PLANNING SUPPORT

WASHINGTON, D.C.

Washington, D.C., administers the DC Staffing Data Collaborative. This project invites districts to participate in a state-funded analysis and voluntarily submit teacher-level data on preparation, development, evaluation, retention, and compensation, as well as administer a working conditions survey for each teacher. The data are reported to a third-party research partner rather than the state. In exchange, participating districts receive regular and timely reports on relevant topics, including school culture, staffing, and differential retention. The collaborative supports districts in a variety of aspects of their equity planning. For example, participants in the DC Staffing Collaborative receive a teacher survey focused on climate (the Insight survey), paid for by the state, that can be used as a part of root cause analysis. DC LEAs can use their collaborative reports and Insight survey data as they build and implement their local equity plans.

Supporting States in Developing Local Equity Planning Policy

The GTL Center regularly supports states and districts in developing local educator equity policies that are consistent with ESSA requirements. The center's supports on equity planning can include the following:

1. Creating a state-level plan for designing and implementing local equity planning, which may include a combination of required and optional programs;

2. Engaging stakeholders to design and implement local equity planning and equity labs and communicate about the work (see below);

3. Collaborating on the development of online and in-person tools and resources;

4. Supporting identified districts with stakeholder engagement, root cause analysis, and strategy development through the implementation of equity labs; and

5. Supporting states and districts with designing and implementing strategies to close equity gaps that are based on research and best practices.

For additional information on available resources and technical assistance, visit the GTL Center website.

Conclusion

The four decision points described in this brief are part of the national effort that includes schools, districts, and states to ensure that every student has access to effective teachers, regardless of their background. Although some of these policy decisions may seem small, together they reflect how states will explore their gaps and develop strategies that address the full educator career continuum to close them. A thoughtful process that is based on reviewing research, best practices, and data that reflects on the local context and needs can result in meaningful change on perhaps the most important component in school improvement—access to excellent teachers.

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Appendix. States' Definitions of *Ineffective* Teachers for the Purposes of Equitable Access Reporting

Introduction

Section 1111(g)(1)(B) of Title I of the Every Student Succeeds Act (ESSA) states that each state's plan *shall* discuss "how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by *ineffective*, out-of-field, or inexperienced teachers" (emphasis added). Following is a table summarizing each state's definition of *ineffective* for the purposes of reporting on equitable access in Title I. The table includes a link to the latest draft of each state's ESSA plan, information about the approval status of the plan, and the exact language of the definition and the page number on which the information can be found. Following the table is a list of potential measures that may be used in a definition.

State and Link to ESSA Plan[2]	Definition of *Ineffective* Teacher for the Purposes of Equitable Access Reporting[3,4]	Page #
AL	An ineffective teacher is a teacher who is not able to demonstrate strong instructional practices, produce significant growth in student learning, or demonstrate professionalism and dedication to the field of teaching.	32
AK	1. Any teacher who was on a plan of improvement under 4 AAC 19.010(g), or was notified that their continued employment in the district was contingent on the implementation of a plan of improvement and resigned, or 2. A tenured teacher who was receiving district support on a plan of professional growth under 4 AAC 19.010(h); or either of the Levels of Support indicated for a non-tenured teacher.	43
AR	An INEFFECTIVE TEACHER is an experienced teacher (completed at least 3 years of teaching) who has shown a pattern of ineffective teaching practices as demonstrated by the lowest performance rating within a state-approved evaluation and support system that includes multiple measures of student growth. For example, the educator: ■ Consistently fails to plan and prepare to meet the needs of all students; ■ Does not establish an environment most conducive for learning; ■ Does not use highly effective instructional practices; ■ Does not communicate and collaborate effectively with all stakeholders; and ■ Does not seek continual professional growth or engage in ethical professional practice.	82

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[2] These all link to the U.S. Department of Education's website, where the latest version of the plan is posted. This includes the first round of submissions, feedback from the U.S. Department of Education, and approved plans. A few sources were referenced for the definition that are not in the versions on this site. For those states, a footnote with the link is provided.

[3] Section 1111(g)(1)(B) of Title I states that each state plan *shall* discuss "how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by *ineffective*, out-of-field, or inexperienced teachers."

[4] With the exception of text in italics, the language in these cells is verbatim from states' ESSA plans.

State and Link to ESSA Plan[2]	Definition of *Ineffective* Teacher for the Purposes of Equitable Access Reporting[3,4]	Page #
AZ[5]	An ineffective teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.	
CA[6]	Under NCLB, California did not collect data regarding teacher effectiveness, nor did the state have a definition for the term "ineffective teacher." The CDE has consulted with diverse stakeholders regarding the most appropriate approach for addressing the Every Student Succeeds Act (ESSA) requirement to evaluate and publicly report data regarding "ineffective" teachers and the students they serve.	52
	To meet ESSA requirements, California's definition for "ineffective teacher" builds on LCFF7 Priority 1 by focusing on credential and assignment status—specifically whether teachers are not appropriately assigned or are teaching without a credential—while recognizing the flexibility afforded charter schools under state law. California will meet the requirement by reporting—at the school and district levels and statewide—data illustrating the various credential statuses recognized by state law and teacher misassignments and any equity gaps that may exist within each status. The data profile will include:	
	■ The percent of teachers who are holding either preliminary or clear credentials;	
	■ The percent of teachers with intern credentials;	
	■ The percent of teachers who are misassigned; and	
	■ The percent of teachers with emergency permits, provisional permits, or waivers.	
CO[8]	An ineffective educator has received an annual evaluation based on Colorado's Educator Quality Standards that results in a rating of Ineffective or Partially Effective. For more information, please see the User's Guide: Colorado State Model Educator Evaluation System.	93
CT	A teacher who demonstrates a pattern of ratings as defined in Connecticut's System for Educator Evaluation and Support (SEED) or as defined by a local or regional board of education in their CSDE-approved educator evaluation and support plan.	68
DC	Teachers rated on any tier that is below "effective" on an LEA's teacher evaluation system.	39

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[5] This definition is not from their ESSA plan, but their ESSA plan references their educator evaluation definition of ineffective. This is the definition from their educator evaluation handbook from 2016–17 retrieved from https://cms.azed.gov/home/GetDocumentFile?id=57ed9958aadebe0bd08a76fa

[6] Not yet determined.

[7] LCFF is Local Control Funding Formula.

[8] This definition came from the revised ESSA plan retrieved from https://www.cde.state.co.us/fedprograms/co_consolidatedstateplan_2018_revision2_accessibledocx

State and Link to ESSA Plan[2]	Definition of *Ineffective* Teacher for the Purposes of Equitable Access Reporting[3,4]	Page #
DE	Educator Evaluation Summative Ratings: An ineffective educator has earned an overall unsatisfactory summative rating (either "Ineffective" or "Needs improvement") on his/her most recent overall summative evaluation. The overall summative rating reflects educator performance in five equally weighted components using Delaware's Performance Appraisal System II (DPAS-II) or an equivalent, alternative evaluation system and is aligned with the requirements contained within Delaware statute.	85
FL	A teacher who has received a summative performance evaluation rating of unsatisfactory per s. 1012.34, F.S., Personnel evaluation procedures and criteria.	30
GA	Ineffective teachers are those that are rated ineffective or needs development on the Teacher Assessment on Performance Standards (TAPS) Summative Assessment. These ratings align with the Georgia Professional Standards Commission definition of unsatisfactory. O.C.G.A. 20-2-210.	74
HI	A teacher who has a rating of less than "Effective" on their teacher evaluation.	67
IA	Iowa does not provide a definition of "ineffective" teacher in its ESSA plan.	
ID	Ineffective teacher: ■ Majority (50% +1 student) of his/her students have NOT met their measurable student achievement targets (pursuant to 33-1001, Idaho Code), or ■ Has a summative evaluation rating of unsatisfactory. Note that Idaho's ineffective teacher definition is in alignment with the requirements in the state's salary apportionment law (Career Ladder) found in 33-1001, Idaho Code for educators to advance on the compensation table.	46
IL	A teacher who has received a "needs improvement" or "unsatisfactory" on an evaluation and, in a subsequent evaluation, received a rating of "unsatisfactory" or "needs improvement."	101
IN	An ineffective teacher receives a summative effectiveness rating of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by Indiana Code 20-28-11.5. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the IDOE.	78
KS	A teacher deemed to be ineffective in instructional practice and/or student growth measures on a state-approved educator evaluation, reported in school aggregates.	48

State and Link to ESSA Plan[2]	Definition of *Ineffective* Teacher for the Purposes of Equitable Access Reporting[3,4]	Page #
KY	[D]ue to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data will be adjusted to fulfill the state law regarding district reporting and data collection. The revised measures will be adjusted to reflect the disproportionality rates of the percent of students taught by inexperienced, out-of-field, and ineffective teachers on students who are identified as at-risk. The percentage of students taught by ineffective, inexperienced, and out-of-field teachers will be provided for each subpopulation (students with disabilities, students experiencing poverty, minority students and English learners). This data will be collected from multiple data sources, including the EPSB[9] Local Educator Assignment Data (LEAD) report and the district submission of ineffective and inexperienced teachers through the use of Infinite Campus (IC), the statewide student information system.	87
LA	An ineffective teacher is any teacher who received a transitional student growth rating of Ineffective or Effective: Emerging.	83
MA	Although Massachusetts does not provide an explicit definition for an ineffective teacher within its plan, it calculates the rates at which certain students are taught by teachers who receive needs improvement or unsatisfactory overall ratings based on its teacher evaluation system, which includes objective measures of student learning and growth that research demonstrates are critically important to measuring teacher quality.[10]	
MD	An educator who is deemed unsuccessful by a state-approved local evaluation model.	49
ME	SEA Guidance for the development of a definition of ineffective teachers recommended by the ESSA Advisory Workgroup. Ineffective Teacher. Ineffective teachers describes actions, behaviors, and outcomes that may be characterized by one or more of the following: ■ A limited or inconsistent repertoire of effectively demonstrating strategies in a professional practice model ■ A limited understanding of student development ■ A limited ability to collaborate with peers and community appropriately ■ An inconsistent or low positive impact on student learning and growth. Teachers who are working to expand their skills and knowledge of the teaching craft benefit from the close monitoring and support of administrators and accompanied peers who can facilitate their growth.	66

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[9] EPSB is the Education Professional Standards Board.

[10] https://www.nctq.org/dmsView/MA_NCTQ_ESSA_Educator_Equity_Analysis

State and Link to ESSA Plan[2]	Definition of *Ineffective* Teacher for the Purposes of Equitable Access Reporting[3,4]	Page #
MI	Educator effectiveness is the end-goal of a process of continuous improvement, for both the individual educator via local systems of evaluation and support and for the school and district via the comprehensive needs assessment. An effective teaching environment is one in which many supports for students and educators are present; an ineffective teaching environment is one in which few supports for students and educators are present. There is no precise definition or measurement of an effective teaching environment, but there are measurable indicators that help the state, districts, and schools identify where they are strong and what challenges they face so that they can continuously work toward a more effective teaching environment. To that end, the MDE plans to phase in additional indicators identified in the table below[11] in order to better and more accurately measure factors that correlate more and less strongly with inequitable distributions of teachers and better inform and tailor the identification of strategies to close access gaps at the state and local levels. These indicators will be measured and reported in order to provide LEAs with information to make thoughtful decisions about improvements in their educator workforce; these indicators will not be used as accountability indicators for public reporting.	50–51
MN	Minnesota will define "ineffective teacher" as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation systems. In order to be identified as "effective," a teacher must be evaluated using the local teacher development and evaluation system. Pre-K teachers must also be evaluated in order to be considered effective [Executive Summary].	13
MS	An ineffective teacher is one that has earned a performance level rating of 1 on the Mississippi Educator and Administrator Professional Growth System (PGS).	40
MO	MO-DESE provides a model Educator Evaluation System for LEA and school use. Using MO-DESE's model, a teacher cannot be considered effective if any one of the following three criteria exist (see page 3 of the Summative Evaluation Form, Appendix F): 1. There is a significant area of concern initiating an improvement protocol. 2. There is less-than-expected performance by the teacher, as determined by years in the current position, on quality indicators selected by the LEA or school. 3. Student growth targets have not been fully met.	35
MT	By the fall of 2018, the [MT] OPI will determine the definition of an ineffective teacher.	55
NC	Teachers who do not meet the level of proficiency on the evaluation standards or the student growth measure are deemed "In Need of Improvement."	60
ND	A teacher is considered ineffective within a specific element/component in which the teacher rates a one in the teacher evaluation model. Statewide guidelines are provided under the Determination of Educator Effectiveness.	101

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[11] The table includes the following measures: teacher effectiveness labels, teacher (in)experience, teachers out-of-field, disproportionality in identification for special education services, school leader effectiveness labels, teacher diversity, teacher retention/mobility, school leader retention/mobility, school leader (in)experience, effective implementation of educator evaluations, student discipline, suspension and expulsion, school culture and climate, teacher leader roles and opportunities, compensation, teacher absenteeism, professional learning programming, induction and mentoring programming, and cultural competency/racial bias.

State and Link to ESSA Plan[2]	Definition of *Ineffective* Teacher for the Purposes of Equitable Access Reporting[3,4]	Page #
NE	This item emphasizes a systems-level measure that will message to districts and buildings the degree to which LEA policy-indicated systems of evaluation and integrated supports reflect best practices and align with the Nebraska Model for Evaluation. The "ineffective" measure relies on district- and school-selected responses to Evidence-Based Analysis (EBA) Educator Effectiveness items. A policy audit will serve to validate district and school EBA responses. The EBA Educator Effectiveness items that pertain to this measure are as follows: ■ The school/district utilizes a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF). ■ The school/district utilizes a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals. ■ The school/district develops an annual professional learning plan that supports continuous improvement.	158
NH	Ineffective educators performing at the ineffective level may advance some student growth and achievement but frequently fail to improve most students' growth. They are unable to establish ambitious and reasonable expectations for student learning for most students and may be unable to engage students in appropriate learning opportunities. Educators performing at the ineffective level may have a limited knowledge of content, standards, and competencies, but these teachers do not use their knowledge and skills to engage their students in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Educators performing at the ineffective level may attempt to facilitate personalized learning using a mix of research-based and other strategies but cannot prove consistent improvement in instruction. Finally, educators performing at the ineffective level participate in learning communities but do not attend to their own self-directed professional growth or support the growth of their colleagues. These educators generally uphold professional standards of practice.	56
NJ	An educator who receives an annual summative evaluation rating of "ineffective" on the AchieveNJ evaluation system, mandated by the TEACHNJ law (http://www.njleg.state.nj.us/2012/Bills/PL12/26_.PDF).	99
NM	A New Mexico teacher earning an "Ineffective" rating on the NMTEACH evaluation system or one that earns student growth ratings in the bottom decile statewide.	125
NV	An ineffective teacher is defined as one who receives either an "ineffective" or "minimally effective" rating on the Nevada Educator Performance Framework during the prior academic year.	46
NY	A teacher who receives an Ineffective rating on his or her overall composite rating.	102
OH	A teacher receiving a final summative rating of "Ineffective" on the Ohio Teacher Evaluation System.	53

State and Link to ESSA Plan[2]	Definition of *Ineffective* Teacher for the Purposes of Equitable Access Reporting[3,4]	Page #
OK	A measure based on a set of indicators of effectiveness, including (1) Teacher Leader Effectiveness (TLE) evaluation qualitative rating (two consecutive years of needs improvement or ineffective; (2) limited progress on PL[12] focus for two consecutive years; and (3) teacher absences (10% or 18 days—not including FMLA, bereavement, military, approved professional development).	59
OR	2017–18 School Year: Educators who earn the lowest rating on the reported in the Teacher / Principal Data Collection 2018–19 School Year: To be determined by LEAs with collaboratively developed guidance from ODE.[13]	77
PA[14]	Effective teachers: Teachers who strive to engage all students in learning, demonstrate instructional and subject matter competence, and continuously grow and improve.	74
PR	Teachers and principals with more than three years of experience: 1. Minimum execution; 2. Ineffective execution: Teachers and principals with 0–3 years of experience: Ineffective execution under basic ineffective teacher is one who constantly fails to meet expectations and requires a change in performance due to the minimum level of competence, or one who gets a result of "Ineffective" or "Needs Improvement" in his or her evaluation.	121
RI	Any teacher who is not performing at a consistently high level as evidenced by a Final Effectiveness Rating of Ineffective within the last three years.	52
SC	An ineffective teacher is defined as a teacher on an annual or continuing contract who has received a Not Met rating for one year OR a teacher on an induction contract who has received a Not Met rating for a second year. Prior to implementation of a new four-level teacher evaluation system in 2018–19, the SCDE will determine which levels will constitute a Not Met rating for future reporting.	74
SD[15]	SD DOE does not collect this data and trusts the integrity of district leaders to define what an ineffective teacher is in their local context. As such, SD DOE has not created a statewide definition for ineffective teacher nor does it collect teacher effectiveness or plan of assistance data. South Dakota will instead rely on its districts to provide assurances as part of the consolidated application process that they are attending to the needs of students and are ensuring that subpopulations of students within the district are not being taught at disproportionate rates by ineffective teachers. Furthermore, through regular accreditation audits, SD DOE conducts in-depth reviews to hold districts to account for implementing teacher evaluations with fidelity.	
TN	For purposes of determining equity and disproportionality, an ineffective educator has an LOE[16] of below expectations or significantly below expectations. Ineffective educators are shown to produce limited or no student growth.	228

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[12] PL is professional learning.

[13] Guidance will be developed collaboratively with personnel from ODE, districts, teacher preparation programs, and education partners. Guidance will be finalized before the start of the 2018–19 school year. FMLA is the Family Medical Leave Act.

[14] Defined *effective* teachers

[15] Not defined at the state level.

[16] LOE is levels of overall effectiveness.

State and Link to ESSA Plan[2]	Definition of *Ineffective* Teacher for the Purposes of Equitable Access Reporting[3,4]	Page #
TX[17]	For the purposes of equity gaps, TEA calculates teacher effectiveness based on student academic growth based on state assessments. Comparison between actual student growth to expected student growth for minority and low-income students against expected student growth to actual student growth for non-minority and non-low-income students. The state is asking LEAs to define ineffective. Guidance for LEAs on this process can be found at: https://texasequitytoolkit.org/.	34–35
UT	Utah does not explicitly define "ineffective" but does include in its ESSA plan the term "Qualified in Field," which is defined as "...an educator who is fully licensed and endorsed to teach.[18]	45–46
VA	Virginia's ESSA plan appears to use "highly qualified teacher" as the definition of effective, as reported in their 2015 Educator Equity Plan.[19]	30
VT	Ineffective teachers – teachers who are teaching out-of-field on an emergency or temporary license.	84
WA	OSPI will publish and annually update the data regarding rates and disproportionalities and percentages of teachers in each LEA categorized by effectiveness level, out-of-field, or inexperienced on its website at www.k12.wa.us/TitleIIA/EquitableAccess/default.aspx.	74
WV	A teacher who receives an unsatisfactory rating within the West Virginia Educator Evaluation System.	49
WI	Wisconsin is identifying teachers who do not meet the Wisconsin teaching standards as ineffective.	54
WY	Ineffective Teacher: Any teacher who is not considered effective as defined through their district's evaluation system. The district's certified personnel system must meet the requirements outlined in Chapter 29 (https://drive.google.com/file/d/0B5tdnP0670ZEaFkyek5oOGlwZE0/view) and approved by the State Board of Education.	28

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[17] Texas included a definition in their revised application retrieved from https://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act/

[18] https://www.nctq.org/dmsView/UT_NCTQ_ESSA_Educator_Equity_Analysis

[19] https://www.nctq.org/dmsView/VA_NCTQ_ESSA_Educator_Equity_Analysis

Potential Measures

In defining "ineffective" teachers, states may wish to engage stakeholders to select a set of indicators on which all of their districts must report. Indicators that states may wish to consider include the following:

- "Value-added" measures or student growth measures;

- Student learning objectives;

- Classroom observations;

- Student surveys;

- Teaching credential or emergency credentials;[20]

- Teacher attendance/absences or substitute teachers;

- National Board for Professional Teaching Standards certification;

- Advanced Placement/International Baccalaureate certification;

- Master's degree;

- Novice teachers;

- Teacher engagement;

- Teacher misconduct; and

- Learning conditions.

Because some of these indicators (e.g., emergency credentials, teacher engagement) also may be collected and reported for other Title I purposes, using these indicators might offer benefits in terms of efficiency and coherence. States may be collecting some of these data already for other purposes as well and easily could use these data for equitable access reporting and planning.

For more information, see the GTL Center's resource *Educator Effectiveness in the Every Student Succeeds Act: A Discussion Guide*.

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[20] It is worth noting that ESSA requires state report cards to present the number and percentage of the following (in the aggregate and disaggregated by high- and low-poverty schools [20 U.S.C. §6311(h)(1)(C)(ix)(I)-(III)]): (1) inexperienced teachers, principals, and other school leaders; (2) teachers teaching with emergency or provisional credentials; and (3) teachers who are not teaching in the subject or field for which the teacher is certified or licensed. Therefore, states could realize efficiencies by collecting and reporting teacher emergency credential information for both accountability and equitable access purposes.

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