



# Educator Equity in Colorado's ESSA State Plan<sup>1</sup>

## Strengths

### Ineffective Teacher Definition

Colorado's strong definition of an ineffective teacher is based on its teacher evaluation system<sup>2</sup>, which includes, among multiple measures, objective measures of student learning and growth that research demonstrates are critically important to measuring teacher quality.<sup>3</sup>

### Inexperienced Teacher Definition

Colorado's strong definition of an inexperienced teacher as a teacher with 0-2 years of experience is supported by research demonstrating that teachers experience the greatest increase in effectiveness in the first two years of teaching.<sup>4</sup>

### Commitment to Student-Level Data

Colorado has developed a thoughtful plan to calculate and report educator equity gaps using student-level data. Student-level data is necessary to illuminate within-school equity gaps that school-level data necessarily obscures.<sup>5</sup>

### Clear Timelines and Interim Targets

Colorado's plan includes clear, ambitious timelines and interim targets for entirely eliminating its identified equity gaps by the 2025-2026 school year. Including these timelines and interim targets enables Colorado and its stakeholders to help ensure adequate accountability for eliminating educator equity gaps.

## Opportunities

### Support Districts in Engaging in Continuous Improvement

Colorado has developed a strong plan to calculate, report, address and eliminate its existing educator equity gaps. To help ensure that its plan successfully eliminates all existing educator equity gaps, Colorado should ensure that it is supporting its districts to faithfully implement this plan and to evaluate that implementation so that any necessary course corrections can be made in a timely manner.

## State Response

Colorado affirmed the factual accuracy of this analysis. Colorado also suggested that NCTQ consider analyzing additional information as part of future analyses. We appreciate this suggestion and will consider it as we move forward with our work in educator equity.

1 <https://www2.ed.gov/admins/lead/account/stateplan17/cocsa2017.pdf>

2 For NCTQ's analysis of the role of student growth in Colorado's teacher evaluation system, see <http://www.nctq.org/dmsView/Colorado-snapshot>.

3 See, e.g., Kane, T. J., & Cantrell, S. (2013). Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project's three-year study. Seattle, WA: Bill & Melinda Gates Foundation; Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633-2679; Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2017). Teacher turnover, teacher quality, and student achievement in DCPS. *Educational Evaluation and Policy Analysis*, 39(1), 54-76.

4 See, e.g., Boyd, D., Lankford, H., Loeb, S., Rockoff, J., & Wyckoff, J. (2008). The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools. *Journal of Policy Analysis and Management*, 27(4), 793-818; Henry, G. T., Bastian, K. C., and Fortner, C. K. (2011). Stayers and leavers: Early-career teacher effectiveness and attrition. *Educational Researcher*, 40(6), 271-280; and Papay, J. P., & Kraft, M. A. (2015). Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, 130, 105-119.

5 See, e.g., Kalogrides, D., & Loeb, S. (2013). Different teachers, different peers: The magnitude of student sorting within schools. *Educational Researcher*, 42(6), 304-316; Goldhaber, D., Lavery, L., & Theobald, R. (2015). Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students. *Educational Researcher*, 44(5), 293-307.