



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

## Strengths

### Inexperienced Teacher Definition

Although Iowa does not provide its definition for an inexperienced teacher in its ESSA state plan, it does define an inexperienced teacher in its 2015 Educator Equity Plan (which is specifically referenced in Iowa's ESSA state plan) as a teacher in the first year of teaching. This definition is supported by research demonstrating that teachers experience the greatest increase in effectiveness in the first two years of teaching.<sup>2</sup>

## Opportunities

### Ineffective Teacher Definition

Iowa does not provide a definition of an ineffective teacher in its ESSA state plan or its 2015 Educator Equity Plan (which is specifically referenced in Iowa's ESSA state plan). Iowa should define, or develop guidance that requires its districts to define, an ineffective teacher using, among multiple measures, objective measures of student learning and growth that research demonstrates are a critically important component of measuring teacher quality.<sup>3</sup>

### Ineffective, Inexperienced, and Out-of-Field Teacher Data

Iowa does not include data demonstrating the rates at which low-income and minority students are taught by ineffective, out-of-field, or inexperienced teachers in its ESSA state plan. Although Iowa includes out-of-field and inexperienced data in its 2015 Educator Equity Plan (which is specifically referenced in Iowa's ESSA state plan), these data are from the 2011-2012 school year and therefore should be updated. Based on the data included in its 2015 Educator Equity Plan, Iowa concluded that intervention is not currently necessary as "equitable access is not a significant issue within the state of Iowa." In order to ensure that Iowa is able to address all possible educator equity gaps, it should consider calculating and reporting student-level data, which may illuminate within-school educator equity gaps that school-level data necessarily obscure.<sup>4</sup>

## State Response

Iowa affirmed the factual accuracy of this analysis; however the analysis was updated subsequent to the state's review.

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

2 See, e.g., Boyd, D., et al. (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., & 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.

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; and 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., Kalogrides, D., & Loeb, S. (2013). Different teachers, different peers: The magnitude of student sorting within schools. *Educational Researcher*, 42(6), 304-316; and 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.