



Educator Equity in Idaho's ESSA State Plan¹

Strengths

Inexperienced Teacher Definition

Idaho defines an inexperienced teacher as a teacher in his or her first year of practice. This definition is supported by research demonstrating that teachers experience the greatest increase in effectiveness in the first two years of teaching.²

Ineffective Teacher Definition

Idaho's definition of an ineffective teacher is based on its teacher evaluation system,³ which includes, among other measures, objective measures of student learning and growth that research demonstrates are a critically important component of measuring teacher quality.⁴

Opportunities

Ineffective Teacher Data

Although Idaho's 2015 Educator Equity Plan (which is specifically referenced in Idaho's ESSA state plan) includes data on the rates at which low-income and minority students are taught by out-of-field or inexperienced teachers, Idaho does not include the rates at which certain subgroups of students are taught by ineffective teachers in either its ESSA state plan or its 2015 Educator Equity Plan. Without these data, Idaho cannot demonstrate that low-income and minority students are not taught at higher rates than other students by ineffective teachers, nor can it guarantee that where such educator equity gaps exist, it is targeting its resources to ensure that those gaps do not persist. Idaho should work with its districts to develop and implement a plan to collect, calculate, and report these data, which the state indicates it intends to do following the 2017-2018 school year.

Timelines and Interim Targets

Although Idaho's ESSA state plan includes a general timeline for implementing its strategies to improve equitable access to educators, the phases do not contain specific dates or interim targets by which its educator equity gaps will be eliminated. In the absence of these interim targets, Idaho and its stakeholders may have insufficient information to determine whether the strategies designed to eliminate existing educator equity gaps are doing so and therefore may not be able to make any course corrections or iterative improvements. Idaho should amend its ESSA state plan to include timelines complete with dates and interim targets so that the state and its stakeholders will be able to ensure adequate accountability for eliminating all existing educator equity gaps.

State Response

Idaho affirmed the factual accuracy of this analysis.

1 <https://www2.ed.gov/admins/lead/account/stateplan17/idconsolidatedstateplan.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 For NCTQ's analysis of the role of student growth in Idaho's teacher evaluation system, see <http://www.nctq.org/dmsView/Idaho-snapshot>

4 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.