



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

## Strengths

### Inexperienced Teacher Definition

Indiana defines an inexperienced teacher as a teacher with either one or two years of teaching experience. The number of years of teaching experience includes the current year, but not any student teaching or similar preparation experiences. Indiana's strong definition of an inexperienced teacher as a teacher with either one or two years of experience is supported by research demonstrating that teachers experience the greatest increase in effectiveness in the first two years of teaching.<sup>2</sup>

### Ineffective Teacher Definition

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

### Inclusion of Additional Data

Indiana's ESSA state plan includes educator equity gap calculations for students' access to the state's highest-performing teachers, whom Indiana refers to as excellent educators, as well as for the statutory subgroups. By calculating and reporting the rates at which low-income and minority students are taught by excellent educators, as well as by ineffective, out-of-field, or inexperienced teachers, Indiana illuminates additional educator equity gaps, which is an important first step in eliminating any existing educator equity gaps.

## Opportunities

### Timelines and Interim Targets

Although Indiana's ESSA state plan clearly includes a timeline and interim targets for eliminating existing educator equity gaps, the state should consider whether its goals are appropriately rigorous. Eliminating existing educator equity gaps is challenging but necessary work; however, under Indiana's timeline, not all existing educator equity gaps will be eliminated. Instead, Indiana provides a timeline and interim targets to reduce, rather than eliminate, existing educator equity gaps. For example, as per Indiana's timeline, even after Indiana reaches its goal, minority students will continue to be 4.3 percent more likely to be taught by ineffective teachers than their nonminority peers while attending school in Indiana. Indiana should carefully consider whether its timeline and interim targets are as rigorous as possible, and where appropriate rigor is lacking, the state should update its ESSA state plan to reflect a timeline and interim targets that will represent Indiana's ultimate goal of eliminating any existing educator equity gaps.

## State Response

Indiana affirmed the factual accuracy of this analysis and provided information that enhanced it, including that an ineffective teacher consistently fails to meet expectations as determined by a trained evaluator.

1 <https://www2.ed.gov/admins/lead/account/stateplan17/inconsolidatedstateplan.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 Indiana's teacher evaluation system, see <http://www.nctq.org/dmsView/Indiana-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.