



Educator Equity in Louisiana's ESSA State Plan¹

Strengths

Ineffective Teacher Definition

Louisiana's strong definition of an ineffective teacher is based on its teacher evaluation system², which includes, among multiple measures, objective measures of student learning and growth that research demonstrates are critically important to measuring teacher quality.³

Inexperienced Teacher Definition

Louisiana's strong definition of an inexperienced teacher as any teacher in his or her first year of teaching in the classroom is supported by research demonstrating that teachers experience the greatest increase in effectiveness in the first two years of teaching.⁴

Promising Strategies

Louisiana intends to implement multiple, promising, potentially high-impact strategies designed to eliminate its existing educator equity gaps, including: 1) strengthening the career ladder for teachers by establishing a mentor teacher role and 2) establishing a teacher preparation accountability system that rewards teacher preparation providers for placing residents in rural and high-need schools.

Clear Timelines

Louisiana's plan includes clear, ambitious timelines for entirely eliminating its identified educator equity gaps by 2025. Transparently including these timelines enables Louisiana and its stakeholders to help ensure adequate accountability for eliminating existing equity gaps. Because low-income and minority students are not taught at higher rates by ineffective teachers in Louisiana, the state's plan appropriately does not include a timeline for addressing the rates at which low-income and minority students are taught by such teachers.

Opportunities

Interim Targets

Although Louisiana's plan includes timelines under which its strategies will be implemented, it does not include interim targets designating the dates by which its equity educator gaps will be decreasing between now and 2025. In the absence of these interim targets, Louisiana and its stakeholders may have insufficient information to determine whether the strategies designed to eliminate existing equity gaps are doing so and therefore will not be able to make any necessary course corrections or iterative improvements. Louisiana should consider amending its plan to include interim targets for each of its identified educator equity gaps.

1 <https://www2.ed.gov/admins/lead/account/stateplan17/lacsa2017.pdf>

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



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State Response

Louisiana was helpful in providing NCTQ with facts that enhanced this analysis. The state added that it interpreted the absence of a specific request for interim targets in the ESSA state plan template as an indication that this information was not required. Louisiana also indicated that the U.S. Department of Education has determined Louisiana's ESSA state plan to be complete.