



Educator Equity in Maine's ESSA State Plan¹

Strengths

Promising Strategies

Maine intends to implement multiple, promising, potentially high-impact strategies designed to eliminate its educator equity gaps, including: 1) convening teacher preparation program leadership to reassess the preparation provided to educators entering certain categories of schools, including high-poverty schools, and 2) evaluating course requirements and additional placement strategies for ensuring that new teachers have student teaching experience in certain categories of schools, including high-poverty schools.

Inclusion of Additional Data

Maine's plan includes educator equity gap calculations for additional student and teacher subgroups. By calculating and reporting the rates at which certain subgroups of students are taught in high-risk schools, isolated small schools, or by teachers and principals with different rates of salary and turnover, among other characteristics, Maine illuminates additional educator equity gaps, which is an important first step in eliminating those gaps.

Opportunities

Ineffective Teacher Definition and Data

Maine's definition of an ineffective teacher may be characterized by one or more of four characteristics, including an inconsistent or low positive impact on student learning and growth. Because Maine's ineffective teacher definition does not necessarily require an objective measure of student growth, the state should amend its definition to explicitly require objective measures of student learning and growth, which research clearly demonstrates are critically important to measuring teacher quality.²

Although Maine's plan includes data regarding unqualified teachers, the state's plan does not include data demonstrating whether low-income and minority students are taught at disproportionate rates by ineffective teachers. Maine should amend its plan to include these data, as calculating and reporting these rates is a critically important first step in eliminating any existing educator equity gaps.

Inexperienced Teacher Definition

Maine's definition of an inexperienced teacher is a teacher with only Conditional, Provisional, or Provisional Extended certifications, which identifies teachers who have zero to three years' teaching experience in Maine, as well as out-of-state teachers teaching in Maine prior to obtaining professional certification in the state. Maine should amend its definition, at least in part, to define an inexperienced teacher as a teacher with two or fewer years' experience, as research demonstrates that teachers experience the greatest increase in effectiveness in the first two years of teaching.³

Timelines and Interim Targets

Maine's plan does not include timelines and interim targets for eliminating its identified educator equity gaps; instead, the state indicates that it intends to revisit its educator equity data during the 2017-2018 school year to determine the status of any equity gaps and to reaffirm and refine its strategies designed to eliminate any gaps. Maine should amend its plan to include timelines and interim targets so that the state and its stakeholders are able to ensure adequate accountability for eliminating educator equity gaps.

¹ <https://www2.ed.gov/admins/lead/account/stateplan17/mecsa2017.pdf>

² 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.

³ 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.



Educator Equity in **Maine's** ESSA State Plan

State Response

Maine was helpful in providing NCTQ with facts that enhanced this analysis. Maine also indicated that it provided all requested information to the U.S. Department of Education, which has determined Maine's ESSA state plan to be complete, and that additional information regarding Maine's equity work will be found in its equity plan.