



Educator Equity in Michigan's ESSA State Plan¹

Strengths

Ineffective Teacher Definition

Michigan'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

Promising Strategies

Michigan intends to implement multiple, promising and potentially high-impact strategies designed to eliminate its existing educator equity gaps, including: 1) cultivating and building strong partnerships between specific districts and educator preparation program providers; 2) ensuring that educators have strong, supported transitions from their preparation programs through their early years in the profession; and 3) developing career pathways to expand the reach of highly effective teaching and leadership while providing opportunities to retain high-performing teachers and leaders in classrooms and buildings.

Inclusion of Additional Data

Over the next three years, Michigan intends to calculate and report additional data to better measure factors that correlate with inequitable distributions of teachers. By calculating and reporting any disproportions that exist in the rates of school leader effectiveness, school leader retention and teacher absenteeism⁴, among other measures, Michigan positions itself well to support its districts in making informed decisions about how to target its resources to eliminate existing educator equity gaps.

Opportunities

Inexperienced Teacher Definition

Michigan defines an inexperienced teacher as a teacher in the first three years of employment in classroom teaching. Michigan should amend this definition to define an inexperienced teacher as a teacher with two or fewer years of experience, as research demonstrates that teachers experience the greatest increase in effectiveness in the first two years of teaching.⁵

State Response

Michigan was helpful in providing NCTQ with facts that enhanced this analysis. Specifically, Michigan indicated that a portion of its ESSA state plan had been inadvertently truncated in the editing process, resulting in the omission of important educator equity information that it has since provided to the U.S. Department of Education, NCTQ, and the public at www.michigan.gov/ESSA.

1 <https://www2.ed.gov/admins/lead/account/stateplan17/micsa2017.pdf>

2 For NCTQ's analysis of the role of student growth in Michigan's teacher evaluation system, see <http://www.nctq.org/dmsView/Michigan-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; 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., Miller, R. T., Murnane, R. J., & Willett, J. B. (2008). Do teacher absences impact student achievement? Longitudinal evidence from one urban school district. *Educational Evaluation and Policy Analysis*, 30(2), 181-200.

5 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.