



Educator Equity in New Hampshire's ESSA State Plan¹

Strengths

Promising Strategies

New Hampshire intends to implement multiple, promising, potentially high-impact strategies designed to eliminate its existing educator equity gaps, including locally designed strategies that are based on a five-step continuous improvement framework that will facilitate the state's ability to improve upon, as necessary, its work to eliminate all existing educator equity gaps.

Opportunities

Ineffective Teacher Definition and Data

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

Although New Hampshire's 2015 Educator Equity Plan (which is specifically referenced in New Hampshire's ESSA state plan) includes data on the rates at which low-income and minority students are taught by inexperienced and out-of-field teachers, the state does not include rates at which students are taught by ineffective teachers in its ESSA state plan or its Educator Equity Plan. Without these data, New Hampshire 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 they do not persist.

Inexperienced Teacher Definition

New Hampshire defines an inexperienced teacher as a teacher who has less than three years of teaching experience. New Hampshire should amend this definition to limit it to a teacher with two years or less of experience, as research demonstrates that teachers experience the greatest increase in effectiveness in the first two years of teaching.³

Timelines and Interim Targets

New Hampshire does not include timelines and interim targets for eliminating its identified educator equity gaps in its ESSA state plan. New Hampshire should amend its ESSA state 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.

State Response

New Hampshire affirmed the factual accuracy of this analysis.

¹ <https://www2.ed.gov/admins/lead/account/stateplan17/nhconsolidatedstateplan.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., 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.