



Educator Equity in New York's ESSA State Plan¹

Strengths

Ineffective Teacher Definition

New York's strong definition of ineffective teacher is based on its teacher evaluation system,² which includes, among multiple measures, objective measures of student learning and growth that research demonstrates are a critically important component of measuring teacher quality.³

Student-Level Data

New York calculates and reports its educator equity gaps using, among other data, student-level data, which provide the potential to illuminate within-school equity gaps that school-level data necessarily obscure.⁴

Inclusion of Additional Data

New York's ESSA state plan includes educator equity gap calculations for students with disabilities and English learners, as well as for the statutory subgroups. By calculating and reporting the rates at which students with disabilities or English learners are taught by ineffective, out-of-field, or inexperienced teachers, New York illuminates additional educator equity gaps, which is an important first step in eliminating those gaps.

Promising Strategies

New York intends to implement promising, potentially high-impact strategies designed to eliminate its existing educator equity gaps, including: 1) providing districts with equity reports complete with district and state-level data; 2) supporting districts in hosting equity labs with stakeholders to collaborate around closing educator equity gaps; and 3) providing technical assistance to districts for improving the sustainability of educator equity pipeline systems (i.e., New York's "Educator Effectiveness Framework").

Opportunities

Inexperienced Teacher Definition

New York defines an inexperienced teacher as a teacher who has less than three years of teaching experience. New York 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.⁵

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

2 For NCTQ's analysis of the role of student growth in New York's teacher evaluation system, see <https://www.nctq.org/dmsView/NewYork-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., Kalogrides, D., & Loeb, S. (2013). Different teachers, different peers: The magnitude of student sorting within schools. *Educational Researcher*, 42(6), 304-316; and Goldhaber, D., Lavery, L., & Theobald, R. (2015). Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students. *Educational Researcher*, 44(5), 293-307.

5 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.



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Timelines and Interim Targets

New York does not include timelines and interim targets for eliminating its identified educator equity gaps in its ESSA state plan. New York 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 York was helpful in providing NCTQ with facts that enhanced this analysis.