



Educator Equity in Ohio's ESSA State Plan¹

Strengths

Ineffective Teacher Definition

Ohio's strong definition of 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 a critically important component of measuring teacher quality.³

Inexperienced Teacher Definition

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

Commitment to Student-Level Data

Ohio calculates and reports its inexperienced and out-of-field educator equity gaps using, among other data, student-level data, which illuminate within-school equity gaps that school-level data necessarily obscure.⁵

Inclusion of Additional Data

Ohio's ESSA state plan includes educator equity gap calculations for students led by both ineffective and highly effective principals, as well as for the statutory subgroups. By calculating and reporting the rates at which schools with high populations of low-income or minority students are led by ineffective principals, when compared to schools with lower instances of poverty or fewer students of minority status, Ohio illuminates additional educator equity gaps, which is an important first step toward eliminating those educator equity gaps.

Promising Strategies

Ohio intends to implement promising, potentially high-impact strategies designed to eliminate its existing educator equity gaps, including using Equity Labs to support districts' work to collaborate thoroughly with stakeholders.

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

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

5 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.



Educator Equity in Ohio's ESSA State Plan

Opportunities

Timelines and Interim Targets

Ohio does not include timelines and interim targets for eliminating its identified educator equity gaps in its ESSA state plan. Although Ohio did incorporate a timeline and interim targets in its 2015 Educator Equity Plan (which is included in Ohio's ESSA state plan), Ohio should consider whether its goals are appropriately rigorous. Eliminating existing educator equity gaps is challenging work that takes time; however, under Ohio's timeline, not all educator equity gaps will be eliminated. Instead, Ohio provides a timeline and interim targets to reduce, rather than eliminate, existing educator equity gaps. In practice this means that, for example, even after Ohio reaches its goal, high-poverty students will continue to be 4.4 percent more likely to be taught by inexperienced teachers than their low-poverty peers while attending school in Ohio. Ohio should carefully consider whether its timeline and interim targets are as rigorous as possible, and where appropriate rigor is lacking, the state should update its ESSA state plan to reflect a timeline and interim targets that will represent Ohio's ultimate goal of eliminating any existing educator equity gaps.

State Response

Ohio provided NCTQ with the facts necessary to this analysis.