



Educator Equity in Oklahoma's ESSA State Plan¹

Strengths

Promising Strategies

Oklahoma intends to implement promising, potentially high-impact strategies designed to eliminate its existing educator equity gaps, including: 1) using a risk analysis approach to identify teachers at risk of being ineffective and using that information to provide targeted support through residencies, induction programming, and pertinent professional learning, in addition to other supports; and 2) partnering with educator preparation programs to improve the quality of preservice training for teachers.

Opportunities

Ineffective Teacher Definition

Oklahoma's definition of ineffective teacher is connected to its state evaluation system, which requires that objective measures of student growth are shared with and reviewed by teachers as part of their evaluation rating, but it does not require that student growth measures are necessarily included in a teacher's overall effectiveness rating.² Because Oklahoma's ineffective teacher definition does not necessarily include an objective measure of student growth, Oklahoma should amend its ineffective teacher definition to require that every definition of ineffective teacher explicitly requires objective measures of student learning and growth, which research demonstrates are a critically important component of measuring teacher quality.³

Out-of-Field Teacher Data

Although Oklahoma's 2015 Educator Equity Plan (which is specifically referenced in its ESSA state plan) includes data on the rates at which low-income and minority students are taught by ineffective and inexperienced teachers, Oklahoma does not include rates at which students are taught by out-of-field teachers in either its ESSA state plan or its 2015 Educator Equity Plan. Although Oklahoma stated that it withheld evaluating out-of-field rates due to small numbers of out-of-field teachers at the time of release of its 2015 Educator Equity Plan, the state has indicated that emergency certification rates have risen, which is a component of Oklahoma's out-of-field calculations. As a result, Oklahoma plans to track emergency certification rates to ensure that no educator equity gaps appear in the future. Oklahoma should move forward with its plan to track these data, because in their absence, the state can neither demonstrate that low-income and minority students are not taught at higher rates than other students by out-of-field teachers, nor can it ensure that where such educator equity gaps exist, the state is targeting its resources to ensure that they do not persist.

Inexperienced Teacher Definition

Oklahoma defines an inexperienced teacher as a teacher with less than three full years of teaching experience. Oklahoma 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.⁴

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

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



Educator Equity in Oklahoma's ESSA State Plan

Timelines and Interim Targets

Oklahoma's ESSA state plan does not identify timelines or interim targets for eliminating identified educator equity gaps. Although Oklahoma includes some timelines and goals to decrease the prevalence of emergency-credentialed teachers in the state, it does not discuss or outline steps to ensure that these emergency teachers are equitably distributed. Oklahoma should amend its ESSA state plan to include interim targets so that the state and its stakeholders are able to ensure adequate accountability for eliminating educator equity gaps.

State Response

Oklahoma provided NCTQ with facts that enhanced this analysis.