



# Educator Equity in Oregon's ESSA State Plan<sup>1</sup>

## Strengths

### Review and Support for District Equity Work

Oregon will require its districts to include data regarding educator equity gaps in their Comprehensive Needs Assessment, which is part of Oregon's continuous improvement process. Oregon commits to providing differentiated technical assistance, as applicable, which increases the likelihood that all districts will receive the necessary assistance to eliminate any existing educator equity gaps.

## Opportunities

### Ineffective Teacher Definition and Data

Oregon does not provide a definition of an ineffective teacher in its ESSA state plan; instead, the state will enable its districts to define this term with collaboratively developed guidance. Oregon should develop guidance for the definition of an ineffective teacher that requires districts to include, among multiple measures, objective measures of student learning and growth that research demonstrates are critically important to measuring teacher quality.<sup>2</sup>

Oregon also does not provide data demonstrating the rates at which low-income and minority students are taught by ineffective teachers compared to other students because the state lacks a single statewide instrument to calculate and report these data. Without these data, Oregon cannot demonstrate that low-income and minority students are being taught at higher rates than other students by ineffective teachers, nor can it ensure that where such gaps exist, it is targeting its resources to ensure that they do not persist. In the absence of a single statewide instrument to collect, calculate and report these data, Oregon should provide robust support and oversight to districts to enable them to collect, calculate, report and address any educator equity gaps that these data illuminate.

### Inexperienced Teacher Definition

Oregon defines an inexperienced teacher as a teacher with a preliminary license in the subject area he or she teaches. Oregon should amend its 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.<sup>3</sup>

### Timelines and Interim Targets

Oregon does not include timelines and interim targets for eliminating identified educator equity gaps in its plan. Oregon should amend its plan to include timelines and interim targets so that the state and its stakeholders can ensure adequate accountability for eliminating educator equity gaps.

## State Response

Oregon was helpful in providing NCTQ with facts that enhanced this analysis. Specifically, the state added that it is working to develop guidance around ineffective and excellent educators, which districts will report locally. The state also provided that it is working to emphasize systems that support professional growth, learning, and development aimed at ensuring teachers have the skills and knowledge they need to ensure that all students are successful.

1 <https://www2.ed.gov/admins/lead/account/stateplan17/orcsa2017.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., 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