



Educator Equity in Texas's ESSA State Plan¹

Strengths

Inexperienced Teacher Definition

Although Texas does not include a definition of an inexperienced teacher in its ESSA state plan, the state does define this term in its Texas Equity Toolkit (which is specifically referenced in Texas's ESSA state plan). Texas's strong definition of an inexperienced teacher as a teacher in the first two years of teaching is supported by research demonstrating that teachers experience the greatest increase in effectiveness in the first two years of teaching.²

Inclusion of Additional Data

Texas's ESSA state plan includes educator equity gap calculations for teacher absence rates, as well as for some of the statutory subgroups. By calculating and reporting the rates at which schools with high populations of low-income, rural-dwelling, and minority students are taught by substitutes compared with schools with lower instances of poverty or fewer students of minority status, Texas illuminates additional educator equity gaps, which is an important first step toward eliminating those educator equity gaps.

Promising Strategies

Texas intends to implement promising, potentially high-impact strategies designed to eliminate its existing educator equity gaps, including developing a system for providing districts with data that will assist them in their hiring, induction, and retention of teachers. Texas refers to this structure as the Texas Equity Toolkit.

Opportunities

Ineffective Teacher Definition and Data

Texas 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. Texas should develop guidance for the definition of ineffective teacher that requires districts to include, among multiple measures, objective measures of student learning and growth, such as those that are included in Texas's educator evaluation system³ that research demonstrates are a critically important component of measuring teacher quality.⁴

Although the Texas Equity Toolkit (which is specifically referenced in Texas's ESSA state plan) includes data regarding out-of-field and inexperienced teachers, neither Texas's ESSA state plan nor its Texas Equity Toolkit include data demonstrating whether low-income or minority students are taught at disproportionate rates by ineffective teachers. Texas should amend its ESSA state plan to include its timeline for collecting, calculating, and reporting — or directing its districts to collect, calculate, and report — these data, as calculating and reporting these rates is a critically important first step in eliminating any existing educator equity gaps.

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

2 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.

3 <https://www.nctq.org/dmsView/Texas-snapshot>

4 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.

NCTQ is a nonpartisan, nonprofit research and policy organization driven by the vision that every child deserves effective teachers and every teacher deserves the opportunity to become effective. To find out more about our work in your state, please visit [NCTQ.org](https://www.nctq.org)



Educator Equity in Texas's ESSA State Plan

Timelines and Interim Targets

Texas does not include timelines or interim targets for eliminating its identified educator equity gaps in its ESSA state plan. Texas 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

Texas provided NCTQ with facts necessary to this analysis.