



Educator Equity in Kansas's ESSA State Plan¹

Strengths

Inclusion of Additional Data

Kansas's ESSA state plan includes educator equity gap calculations for students served by educators with waivers for full certification and those enrolled in less-developed parts of the state, 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, or minority students are taught by unqualified instructors compared with schools with lower instances of poverty or fewer students of minority status, Kansas illuminates educator equity gaps, which is an important first step toward eliminating those educator equity gaps.

Opportunities

Inexperienced Teacher Definition

Kansas defines an inexperienced teacher as a teacher who has a valid teaching license and three or less years of teaching experience. Kansas should amend this definition to limit it to a teacher with two or less years of teaching experience, as research demonstrates that teachers experience the greatest increase in effectiveness in the first two years of teaching.²

Ineffective Teacher Definition and Data

Although Kansas provides a definition of ineffective teacher in its ESSA state plan, the state's definition does not necessarily include, among multiple measures, objective measures of student learning and growth that research demonstrates are a critically important component of measuring teacher quality.³

Although Kansas's ESSA state plan includes data regarding out-of-field and inexperienced teachers, it does not include data demonstrating whether low-income and minority students are taught at disproportionate rates by ineffective teachers. Kansas should amend its ESSA state plan to include these data, as calculating and reporting these rates is a critically important first step in eliminating any existing educator equity gaps.

Timelines and Interim Targets

Kansas does not include timelines and interim targets for eliminating its identified educator equity gaps in its ESSA state plan. Although Kansas incorporated a timeline for eliminating its existing educator equity gaps in its 2015 Educator Equity Plan (which is specifically referenced in Kansas's ESSA state plan), most of those dates have since passed. Kansas should amend its ESSA state plan to include prospective timelines and interim targets so that the state and its stakeholders are able to ensure adequate accountability for eliminating educator equity gaps.

State Response

Kansas affirmed the factual accuracy of this analysis; however this analysis was updated subsequent to the state's review.

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