



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

## Strengths

### Ineffective Teacher Definition

West Virginia's strong definition of ineffective teacher is based on its teacher evaluation system<sup>2</sup>, which includes, among multiple measures, objective measures of student learning and growth that research demonstrates are a critically important component of measuring teacher quality.<sup>3</sup>

### Promising Strategies

West Virginia intends to implement promising, potentially high-impact strategies designed to eliminate its existing educator equity gaps, including: 1) collaborating with institutions of higher education in the state to improve teacher preparation; and 2) developing a system for collecting data that will assist districts in their hiring, induction, and retention of teachers.

## Opportunities

### Inexperienced Teacher Definition

West Virginia defines an inexperienced teacher as a teacher with less than three complete years of teaching experience. West Virginia 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.<sup>4</sup>

### Ineffective, Out-of-Field, and Inexperienced Teacher Data by Minority Status

Although West Virginia's ESSA state plan includes data on the rates at which low-income students are taught by ineffective, out-of-field, or inexperienced teachers, the state does not include rates at which minority students are disproportionately taught by ineffective, out-of-field, or inexperienced teachers in its ESSA state plan. Without these data, West Virginia can neither demonstrate that minority students are not taught at higher rates than other students by ineffective, out-of-field, or inexperienced teachers, nor can it ensure that where such educator equity gaps exist, it is targeting its resources to ensure that they do not persist.

### Timelines and Interim Targets

West Virginia does not include timelines and interim targets for eliminating its identified inexperienced teacher equity gaps in its ESSA state plan. West Virginia 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 its existing inexperienced teacher equity gaps.

## State Response

West Virginia provided facts necessary for this analysis, which was updated subsequent to the state's review.

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

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