



ESSA Educator Equity Analyses Methodology

NCTQ conducted this analysis using publicly available ESSA state plans from each of the 50 states, as well as the District of Columbia, that submitted their plans for review to the U.S. Department of Education in spring and fall 2017. We evaluated state plans on four critical factors:

1. Definitions, and specifically whether states define the terms ineffective and inexperienced in a manner that is aligned with the best available research;
2. Data, and specifically whether states provide solid data demonstrating whether low-income and minority students are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers;
3. Timelines and interim targets, and specifically whether states include measures indicating when and at which rate existing educator equity gaps will be diminished and eliminated; and,
4. Strategies, and specifically whether states propose strategies that are likely to reduce and eliminate existing educator equity gaps.

In certain cases NCTQ looked beyond these four factors, including in cases where it was necessary in order to receive a more accurate picture of a state's work to meet the educator equity requirements under the ESSA. State plans varied significantly in the information and level of detail included, with the result that NCTQ expanded the scope of analysis in cases where a state did not include key information, such as calculating and reporting equity gaps for a statutory term, or where a state included an exciting or innovative approach that was important to highlight for the benefit of other states.

Each state had an opportunity to review the facts that support its analysis before publication; those state responses are included in each analysis, as applicable.