



Educator Equity in New Jersey's ESSA State Plan¹

Strengths

Ineffective Teacher Definition

New Jersey's strong definition of an ineffective teacher is based on its teacher evaluation system², which includes, among multiple measures, objective measures of student learning and growth that research demonstrates are critically important to measuring teacher quality.³

Clear Timelines and Interim Targets

New Jersey's plan includes clear, well-articulated timelines and interim targets for entirely eliminating its identified equity gaps by 2027. Transparent inclusion of these timelines and interim targets enables New Jersey and its stakeholders to ensure adequate accountability for eliminating educator equity gaps.

Promising Strategies

New Jersey intends to implement multiple, promising, potentially high-impact strategies designed to eliminate its existing equity gaps, including: 1) utilizing AchieveNJ — its state teacher evaluation system — to manage talent and 2) raising the bar for inexperienced teachers through preparation and certification.

Opportunities

Inexperienced Teacher Definition

New Jersey defines an inexperienced teacher as a teacher with fewer than four years of prior experience within a district.⁴ New Jersey should amend this definition to limit it to a teacher with two years or fewer of experience, as research demonstrates that teachers experience the greatest increase in effectiveness in the first two years of teaching.⁵

State Response

New Jersey affirmed the factual accuracy of this analysis.

1 <https://www2.ed.gov/admins/lead/account/stateplan17/njcsa2017.pdf>

2 For NCTQ's analysis of the role of student growth in New Jersey's teacher evaluation system, see <http://www.nctq.org/dmsView/NewJersey-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 Although New Jersey separately defines first-year teacher as a teacher with no prior experience, because the state does not separately calculate and report the rates at which low-income and minority students are taught by first-year teachers.

5 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.