



Educator Equity in Missouri's ESSA State Plan¹

Strengths

Ineffective Teacher Definition

Missouri's strong definition of 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 a critically important component of measuring teacher quality.³

Inexperienced Teacher Definition

Missouri's strong definition of an inexperienced teacher as an educator in his or her first year of teaching is well supported by research demonstrating that teachers experience the greatest increase in effectiveness in the first two years of teaching.⁴

Promising Strategies

Missouri intends to implement promising, potentially high-impact strategies designed to eliminate its existing educator equity gaps, including using Equity Labs to support districts in collaborating more thoroughly with stakeholders.

Inclusion of Additional Data

Missouri's ESSA state plan includes equity gap calculations for additional dimensions, including teacher turnover, teacher salaries, and teacher absences, as well as for some of the statutory subgroups. By calculating and reporting the rates at which low-income and minority students are taught by substitute teachers or by teachers with different rates of turnover, among other characteristics, Missouri illuminates additional educator equity gaps, which is an important first step in eliminating those educator equity gaps.

Opportunities

Ineffective, Out-of-Field, and Inexperienced Teacher Data

Although Missouri's ESSA state plan includes data regarding the rates at which low-income students are taught by ineffective, out-of-field, or inexperienced teachers, as compared with their non-low-income peers, the state's ESSA state plan does not include data demonstrating whether minority students are taught at disproportionate rates by ineffective, out-of-field, and inexperienced teachers, as compared with their nonminority peers. Without these data, Missouri cannot demonstrate whether low-income and minority students are being taught at disproportionate rates than other students by ineffective teachers, nor can it ensure that where such gaps exist, it is targeting its resources to ensure that they do not persist. Missouri's ESSA state plan indicates that such data is forthcoming with the implementation of its ESSA state plan under the collection of building-level data under Missouri's Core Data System. Missouri should continue this data collection to ensure that it is collecting, calculating, and reporting all required data.

Timelines and Interim Targets

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

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

2 For NCTQ's analysis of the role of student growth in New York's teacher evaluation system, see <https://www.nctq.org/dmsView/NewYork-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., Kalogrides, D., & Loeb, S. (2013). Different teachers, different peers: The magnitude of student sorting within schools. *Educational Researcher*, 42(6), 304-316; and Goldhaber, D., Lavery, L., & Theobald, R. (2015). Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students. *Educational Researcher*, 44(5), 293-307.



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State Response

Missouri was helpful in providing NCTQ with facts that enhanced this analysis.