

Maryland State Plan to Ensure Equitable Access to Excellent Educators

Maryland State Board of Education

May 19, 2015

Equity Plan

Each state is to submit a plan describing the steps it will take to ensure that “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of field teachers.”

Definitions

- ❑ **Inexperienced teachers** – Maryland is using teachers in the first year, or in first through third year
- ❑ **Unqualified teachers** – Teachers that are not certified or have a provisional/conditional certificate
- ❑ **Out-of-field teachers** – Teachers teaching in a subject they are not certified to teach
- ❑ **Highly Qualified Teacher** – Teachers in any core academic subject with bachelor's degree, valid certificate, and satisfying requirements associated with specific teaching levels
- ❑ **Poor students** – Maryland uses the Free and Reduced Price Meal (FARMS) data and ranks schools based on percentage of FARMS students within each school from lowest to highest poverty
- ❑ **Minority students** – Maryland defines minority students as those in all racial categories with the exception of white. Quartiles are assigned from lowest to highest minority student population

Plan

- Part I:
 - Collect and analyze data from State perspective; Identify State strategies that can reduce equity gaps
- Part II:
 - Share data with LEA teams to address equity data and relate to student performance, attendance, graduation rates, etc.
 - Work with LEAs using equity strategies and performance data

Initial Examples

- Eight LEAs have no gaps based on measure of $\geq 5\%$ gap in unqualified, inexperienced (1st year or 1-3 years), Out-of-Field, or Percent Not Highly Qualified
- Examples of LEAs with gaps of $< 5\%$
 - Anne Arundel County
 - Unqualified Teachers - .8% gap for schools in highest minority; .7% gap for schools in lowest minority (Gap .1%)
 - Baltimore County
 - Classes Taught by Out-of-Field Teachers – 3.1% in highest minority; 1.0% in lowest minority (Gap 2.1%)
 - Prince George’s County
 - Inexperienced 1-3 Year– 17.7% in highest poverty; 12.3% in lowest poverty (Gap 4.4%)*
 - Wicomico County
 - Classes Taught by Out-of-Field Teachers – 2.5% in highest poverty; 0% in lowest poverty (Gap 2.5%)

Further Examples

- Examples of LEAs with gaps of $\geq 5\%$
 - Baltimore City –
 - Percent Not Highly Qualified – 22.9% gap for schools in highest minority; 17.9% gap for schools in lowest minority (Gap 5.0%)
 - Frederick County –
 - Inexperienced 1-3 Year – 18.7% gap for schools in highest minority; 7.3% gap for schools in lowest minority (Gap 11.4%)
 - Montgomery County
 - Unqualified Teachers – 8.9% in highest poverty; 3.6% in lowest poverty (Gap 5.3%)
 - Washington County
 - Inexperienced 1-3 Year – 14.7% in highest poverty; 5.7% in lowest poverty (Gap 9.0%)

Next Steps

- Highlight plan with LEA Superintendents at PSSAM on June 5, 2015
- Schedule time to discuss with identified LEAs – June 2015 and thereafter
- Finalize process for the Equity Plan
- Bring back to the State Board on June 23, 2015 for approval
- Submit to US Department of Education by July 1, 2015
- Continue to work with LEAs in the 2015-2016 school year to determine the factors that impact learning and achievement