

Inequities in Access to High Quality Teachers and Leaders

TOP TAKEAWAYS IN HIGH QUALITY TEACHERS AND LEADERS

- 1: Schools and districts with the most students of color have more first-year teachers.
- 2: Even among high poverty schools, the schools with the most students of color have more first-year teachers.
- 3: The educators in Maryland's schools do not reflect the diversity of its families and students.

Teachers are the most important in-school factor that contributes to student learning. While there's no perfect way to measure high-quality teaching, teacher experience and teacher diversity both matter to student achievement. It is important that the state address the inequities in access and assignment to strong and diverse educators that exist for students of color in Maryland's public schools.

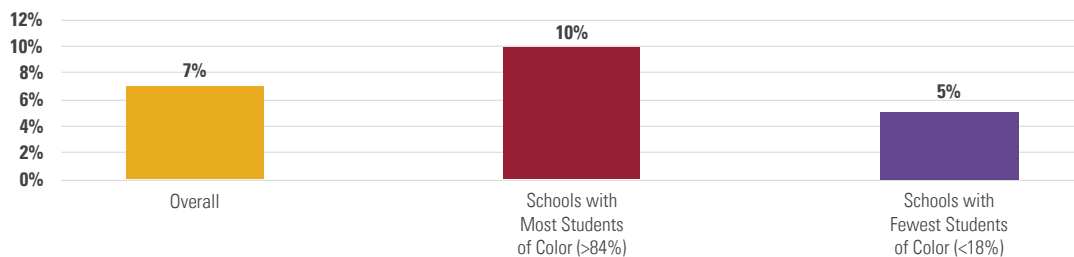
TEACHER EXPERIENCE

Teacher effectiveness improves during the first few years of teaching, with a substantial improvement in effectiveness between a teacher's first and second year. But in Maryland, students of color are more likely to be taught by inexperienced teachers.

Schools with the most students of color have more first-year teachers.

Overall, 7 percent of teachers in Maryland are in their first year. Schools with high percentages of students of color are twice as likely to have first-year teachers as schools with low percentages of students of color (10 percent compared with 5 percent).

■ PERCENTAGE OF TEACHERS IN THEIR FIRST YEAR OVERALL AND BY SCHOOL PERCENTAGE OF STUDENTS OF COLOR, 2015-16

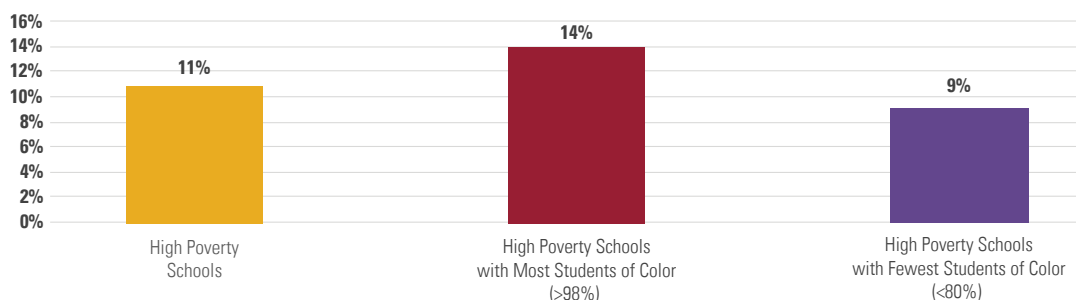


Source: The Education Trust analysis of data from the [2015-16 Civil Rights Data Collection](#) and the [2015-16 Common Core of Data](#).

Even among high poverty schools, schools with more students of color have more first-year teachers.

High poverty schools also have high percentages of first-year teachers (11 percent). Strikingly, among high poverty schools, the schools with higher percentages of students of color have higher percentages of first-year teachers than the schools with lower percentages of students of color (14 percent compared with 9 percent).

■ PERCENTAGE OF TEACHERS IN THEIR FIRST YEAR IN HIGH POVERTY SCHOOLS BY SCHOOL PERCENTAGE OF STUDENTS OF COLOR, 2015-16

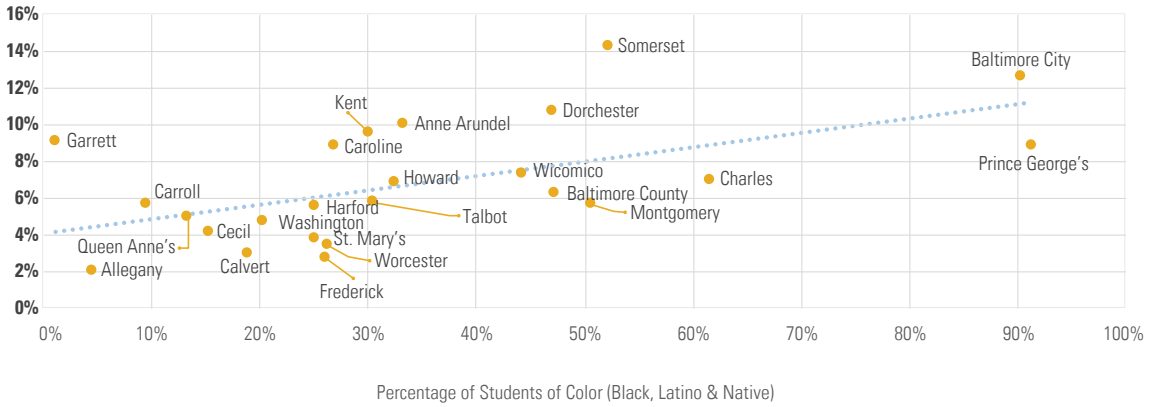


Note: Poverty status is based on the percentage of students eligible for free or reduced-price lunch. In high poverty schools, at least 67 percent of students are eligible for free or reduced-price lunch.

Districts with more of students of color tend to have more teachers in their first-year.

Unsurprisingly, district data show patterns that are similar to what we see statewide between high and low poverty schools — when there are higher percentages of students of color there are also, generally, higher percentages of teachers in their first year.

■ **PERCENTAGE OF TEACHERS IN THEIR FIRST YEAR BY PERCENTAGE OF STUDENTS OF COLOR, 2015-16**



Note: Poverty status is based on the percentage of students eligible for free or reduced-price lunch.
 Source: The Education Trust analysis of data from the [2015–16 Civil Rights Data Collection](#) and the [2015–16 Common Core of Data](#).

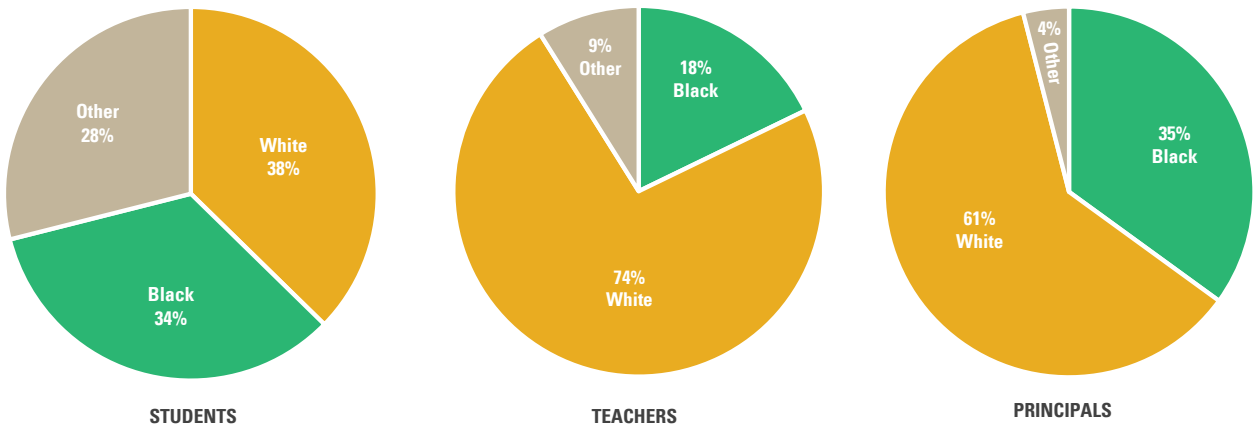
TEACHER AND SCHOOL LEADER DIVERSITY

All students — including White and Asian students — benefit from the opportunity to learn from teachers of different races and ethnicities. Educator diversity is especially critical for students of color. Research shows that students of color who have had a teacher of the same race or ethnicity are more likely to attend school regularly, perform higher on end-of-year assessments, graduate high school, and consider college.

The educators in Maryland's schools do not reflect the diversity of its families and students.

Although only 38 percent of students in Maryland are White, 74 percent of teachers and 61 percent of principals are White.

■ **DISTRIBUTIONS OF STUDENTS, TEACHERS, AND PRINCIPALS BY RACE/ETHNICITY 2017**



Source: Maryland State Department of Education, Division of Curriculum, Research, Assessment, and Accountability, [Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools, September 2017](#) and [Professional Staff by Assignment, Race/Ethnicity and Gender: Maryland Public Schools, October 2017](#).

A RACE-FOCUSED EQUITY FRAMEWORK FOR EDUCATION REFORM IN MARYLAND

The state must explicitly address these racial inequities in access to excellent teaching by, for example:

- ✓ Ensuring that students of color are not disproportionately taught by **ineffective, out-of-field, or inexperienced teachers**.
- ✓ Promoting **teacher and principal diversity** by explicitly addressing preparation, recruitment, and retention of educators of color.
- ✓ Ensuring **teacher preparation** programs prepare future educators to succeed in schools serving high concentrations of students of color.
- ✓ Using **career ladders, compensation, and investments in working conditions** to transform teaching jobs in high need or “hard to staff” schools into expert positions that teachers grow into upon proof of exemplary service.
- ✓ Differentiating educator planning and collaboration **time** according to school and student need.
- ✓ Ensuring only **principals** with a proven track record of success are given the privilege of leading high need or “hard to staff” schools.