Educator Equity Data for Title I Schools, School Years 2021-2022 and 2022-2023

Tables 1 and 2 display educator equity data among Title I schools in Maryland for the 2021-2022 and 2022-2023 school years, respectively. The poverty gap column in each table indicates the gap between high poverty and low poverty Title I schools for each respective category (inexperienced, out-of-field, and ineffective educators). Similarly, the minority gap columns indicate the gap between high poverty and low poverty Title I schools for each category. In evaluating these data for disproportionality, Maryland uses both a gap and a threshold model. Any poverty or minority gap greater than 5% and any individual category that is above 5% requires attention. For example, though the minority gap for inexperienced teachers in the 2022-2023 academic year was less than 5%, the percentage of inexperienced teachers for both high and low minority schools is in excess of the 5% threshold for this category. Categories exceeding the 5% gap and/or threshold will be addressed using the statewide strategies outlined in Maryland's ESSA Consolidated State Plan. Maryland will publish educator equity data for Title I schools annually.

Table 1: Educator Equity Data for Title I Schools, 2021-2022 School Year

Measure	All Schools	High Poverty	Low Poverty	Poverty Gap	High Minority	Low Minority	Minority Gap
FTE Count	17,838.2	3,665.5	4,485.7	-820.3	4,424.7	4,005.5	419.2
Inexperienced	22.8%	24.4%	21.0%	3.4%	26.1%	18.1%	8.0%
Out-of-Field	12.3%	16.7%	6.8%	9.9%	20.7%	5.5%	15.2%
Ineffective	1.3%	2.4%	0.9%	1.5%	1.9%	1.0%	0.9%

Table 2: Educator Equity Data for Title I Schools, 2022-2023 School Year

Measure	All Schools	High Poverty	Low Poverty	Poverty Gap	High Minority	Low Minority	Minority Gap
FTE Count	17,604.8	3,605.5	4,469.9	-864.4	4,231.1	4,041.9	189.1
Inexperienced	21.3%	22.2%	20.2%	2.0%	21.6%	19.2%	2.4%
Out-of-Field	13.2%	17.9%	8.6%	9.4%	21.4%	6.1%	15.4%
Ineffective	1.5%	2.7%	1.0%	1.7%	1.9%	0.9%	1.0%

Definitions

Title I Schools with High/Low Percentage of Students of Color: MSDE uses the total count of nonwhite students in the numerator and the total school population in the denominator. The resulting school percentages are then ranked across Title I schools in the state. Title I schools in the top quartile are reported as Schools with High Percentage of Students of Color. Title I schools in the bottom quartile are presented as Schools with Low Percentage of Students of Color.

Title I Schools with High/Low Poverty: MSDE uses the total number of students who receive direct certification (National School Lunch Program) in the numerator and the total school population in the denominator. The resulting school percentages are then ranked across Title I schools in the state. Schools in the top quartile are reported as Schools with High Poverty. Schools in the bottom quartile are presented as Schools with Low Poverty.

Inexperienced Teachers: Teachers with three or less years of experience.

Out-of-Field Teachers: Teachers teaching in a subject they are not certified to teach.

Ineffective Teachers: LEA determination ineffective rating based on a State approved local evaluation model.