



**Mohammed Choudhury**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Mohammed Choudhury, State Superintendent of Schools  
**DATE:** May 24, 2022  
**SUBJECT:** Educator Qualification Data

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**PURPOSE:**

Maryland is publishing data on the Maryland Report Card website. Information will be shared at the State Board meeting regarding 2020-2021 Educator Qualifications.

**EXECUTIVE SUMMARY:**

The MSDE will provide an overview of the Educator Qualification data that will be available on the Maryland Report Card website and includes information on the following:

1. Educator Qualification data disaggregated by local education agency.
2. Educator Qualification by Poverty data.
3. Educator Qualification by Students of Color.

**ACTION:**

No action is required; this information is for discussion only.

**ATTACHMENTS:**

Maryland Report Card: Educator Qualifications - PowerPoint May 24, 2022

# Maryland Report Card Educator Qualifications

MARYLAND STATE BOARD OF EDUCATION | May 24, 2022


Presented By | Chandra Haislet, Assistant State Superintendent, Division of Assessment, Accountability, and Performance Reporting





# PRESENTATION OUTLINE

1. About Educator Qualification Data
2. Educator Qualifications by Poverty
3. Educator Qualifications by Students of Color
4. MD Report Card

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1. About Educator Qualification Data
  2. Educator Qualifications by Poverty
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# About Educator Qualification Data

*Overview of Reported Measures and Recent Data*

# Educator Qualification Measures: Definitions

**Educators:** Educators include teachers, principals, assistant principals, and other school leaders.

**Inexperienced teachers and educators:** Teachers and educators with three or less years of experience.

**Teachers teaching with emergency and provisional credentials:** Teachers with a certificate that is issued only to an applicant employed in and LEA who does not meet all professional certification requirements.

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

# Why Educator Qualification Data Matters

Among public school teachers with 1–3 years of experience, 80 percent stayed in their school, 13 percent moved to another school, and 7 percent left teaching in 2012–13 (U.S. Department of Education, 2014)

Teachers are nearly twice as likely to exit high-poverty schools compared to the most affluent schools. With high annual turnover, children from low-income families are most likely to be taught by a novice teacher.

Teachers are more likely to remain in schools that have higher concentrations of white students. **Teachers in high-poverty, high-minority schools tend to have higher rates of attrition.**

The Every Student Succeeds Act (ESSA) requires state education agencies (SEAs) to evaluate annually whether low-income and minority students are taught disproportionately.

U.S. Department of Education (2014). Teacher Attrition and Mobility: Results from the 2012–13 Teacher Follow-up Survey

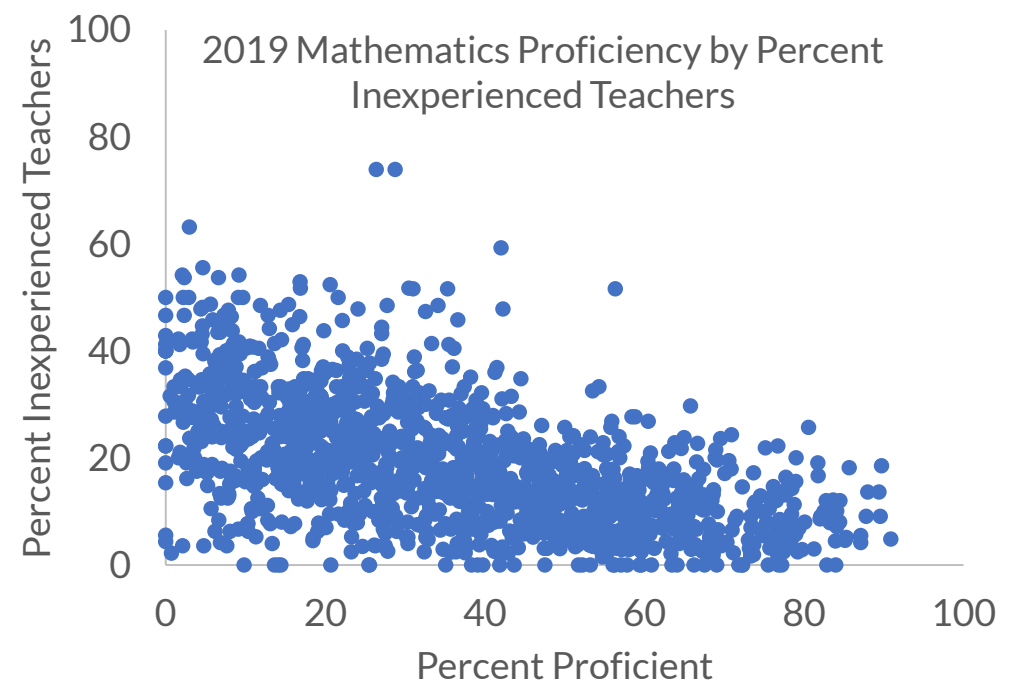
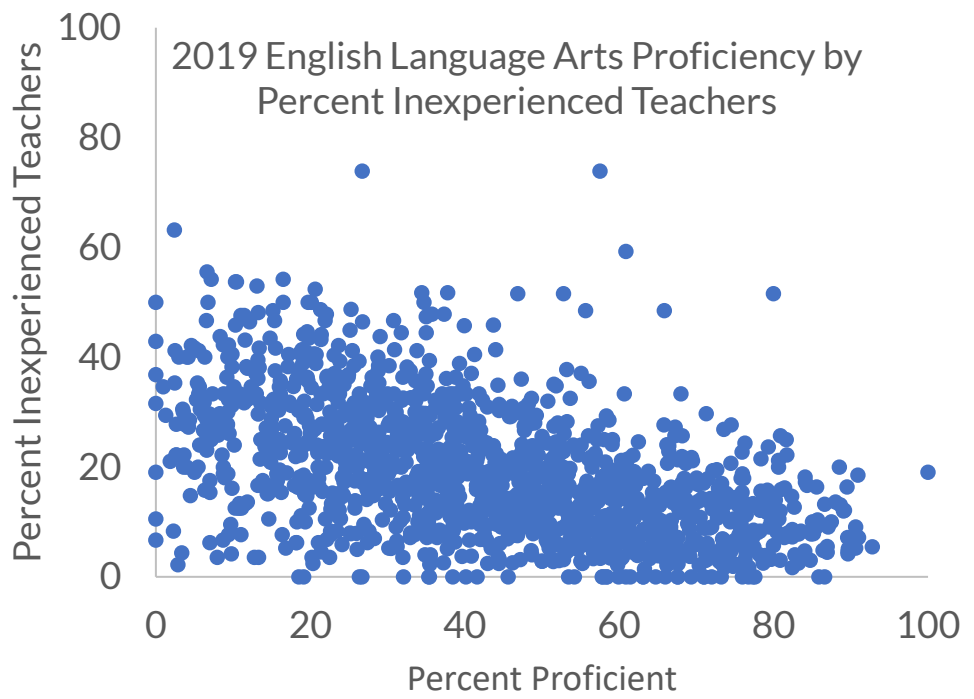
[Do Effective Teachers Leave? Boyd et al. \(2007\) \(stanford.edu\)](#).

[A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S. by Leib Sutcher, Linda Darling-Hammond, and Desiree Carver-Thomas](#)

[The Condition of Education 2016, \(https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016144\)](https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016144)

# Maryland School Level Data Comparing Inexperienced Teachers with Student Outcomes.

Inexperienced teachers have an impact on the performance outcomes of students. Schools having higher percentages of inexperienced teachers tend to have lower academic performance compared to schools having more experienced teachers.



## Educator Qualification Results Statewide Percentages

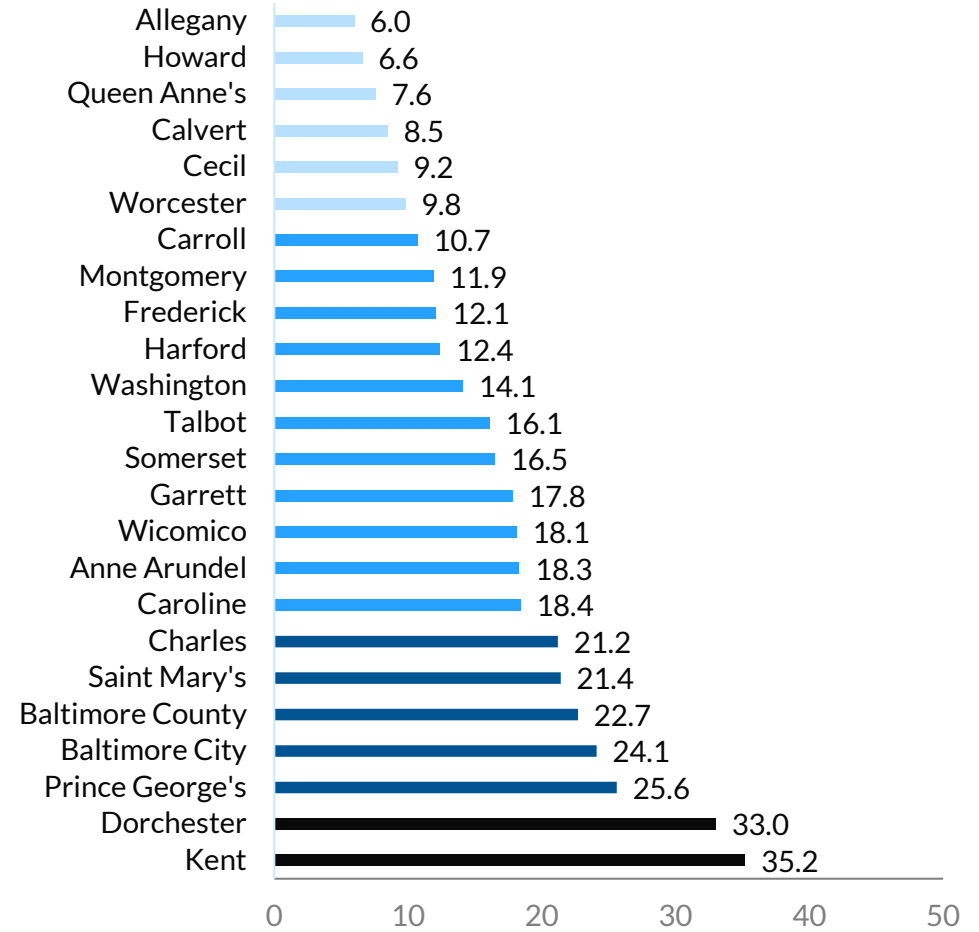
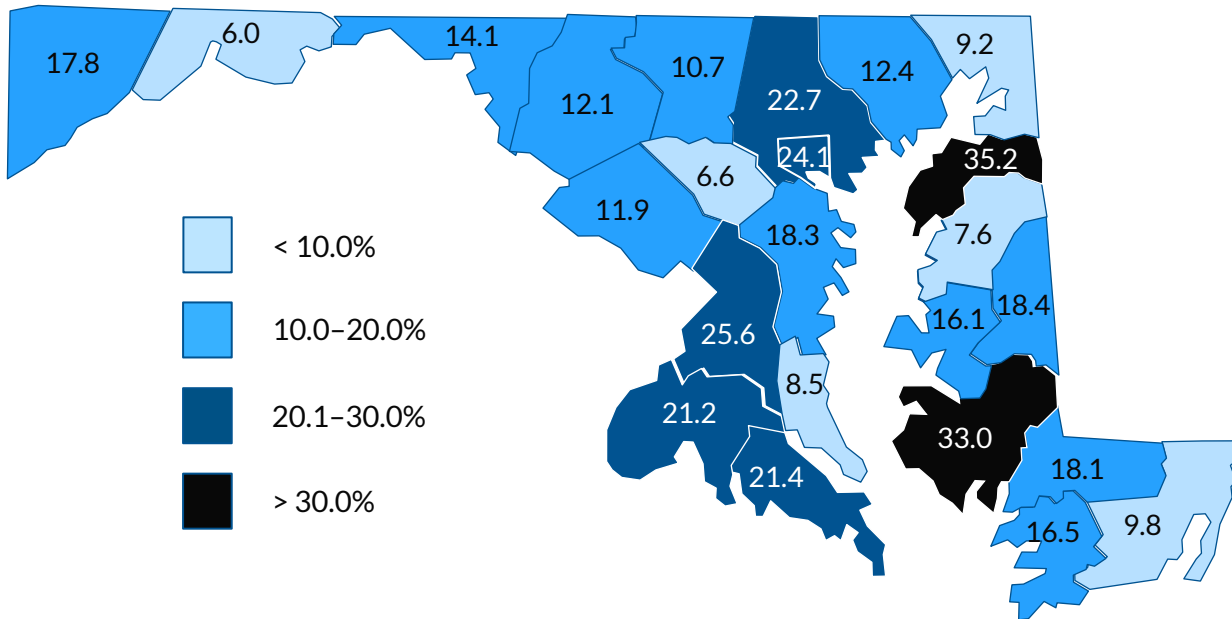
Overall, Maryland has decreased the percent of inexperienced educators, inexperienced teachers, and out-of-field teachers. The percent of teachers teaching with emergency or provisional credentials saw an increase. The table below compares prior-year and 3-year percentages.

Measure	All Schools (2018–19)	All Schools (2019–20)	All Schools (2020–21)	Prior Year Change, 2019–20 to 2020–21	3-Year Change, 2018–19 to 2020–21
Inexperienced Educators (%)	16.9	16.9	16.4	▼0.5	▼0.5
Inexperienced Teachers (%)	17.6	17.6	17.3	▼0.3	▼0.3
Teachers Teaching with Emergency or Provisional Credentials (%)	3.8	4.9	5.7	▲0.8	▲1.9
Out-of-Field Teachers (%)	15.1	14.5	10.8	▼4.0	▼4.3



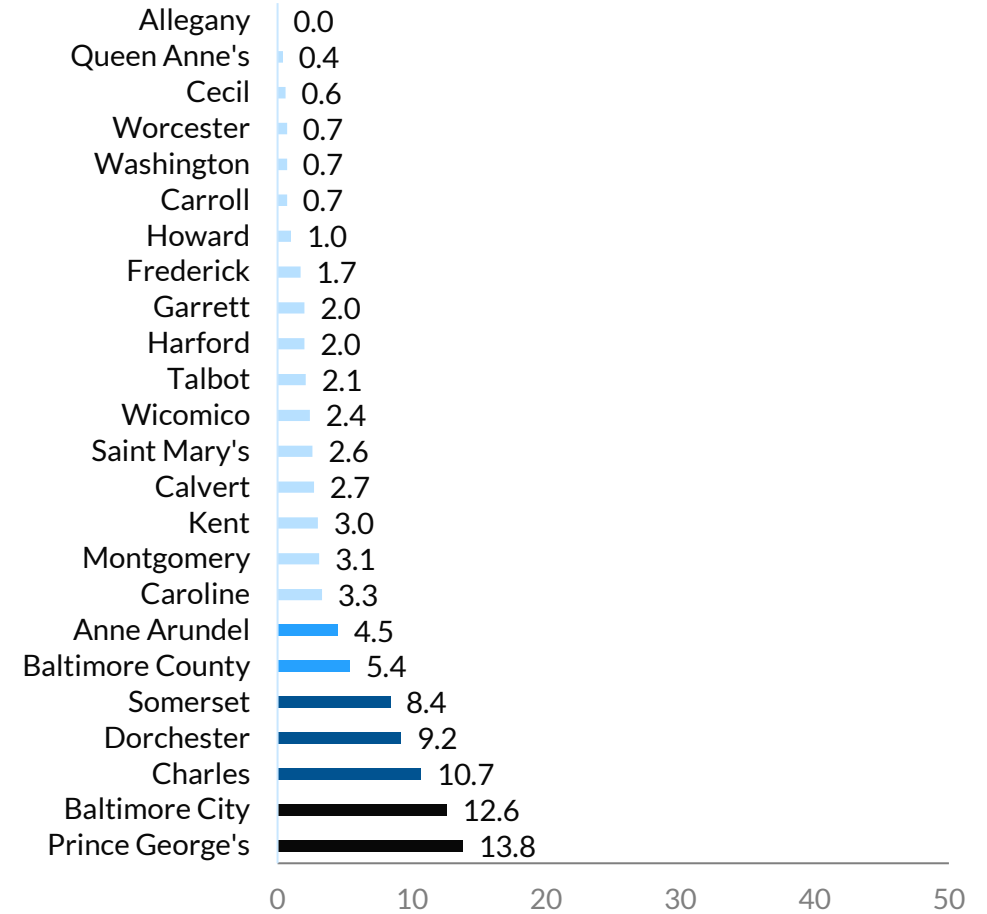
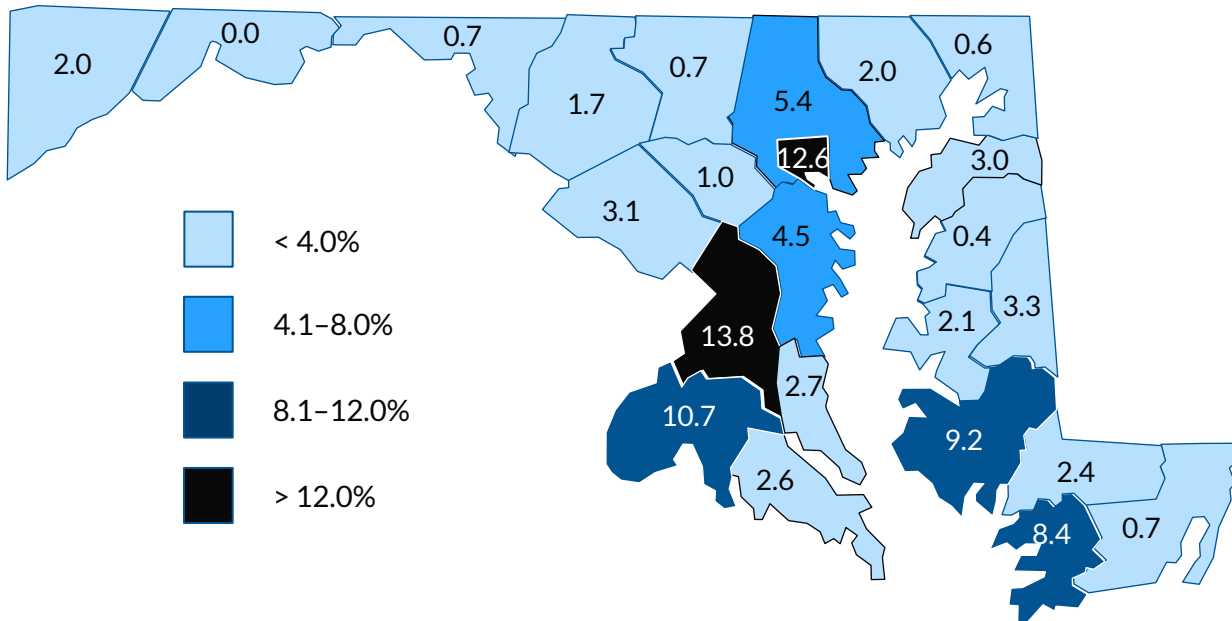
## Inexperienced Teachers by Local Education Agency (2020–2021)

Statewide, the percent of inexperienced teachers for the 2020–2021 school year was 17.3%. There were 11 LEAs having a percent greater than the state.



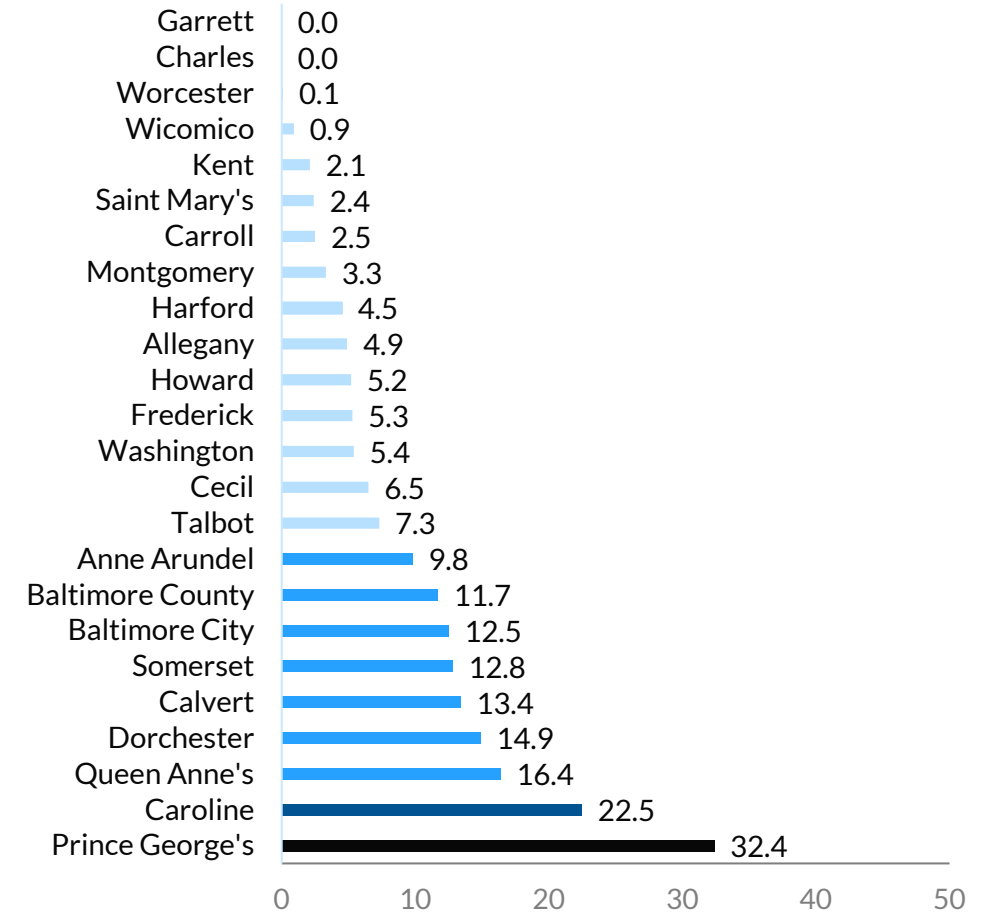
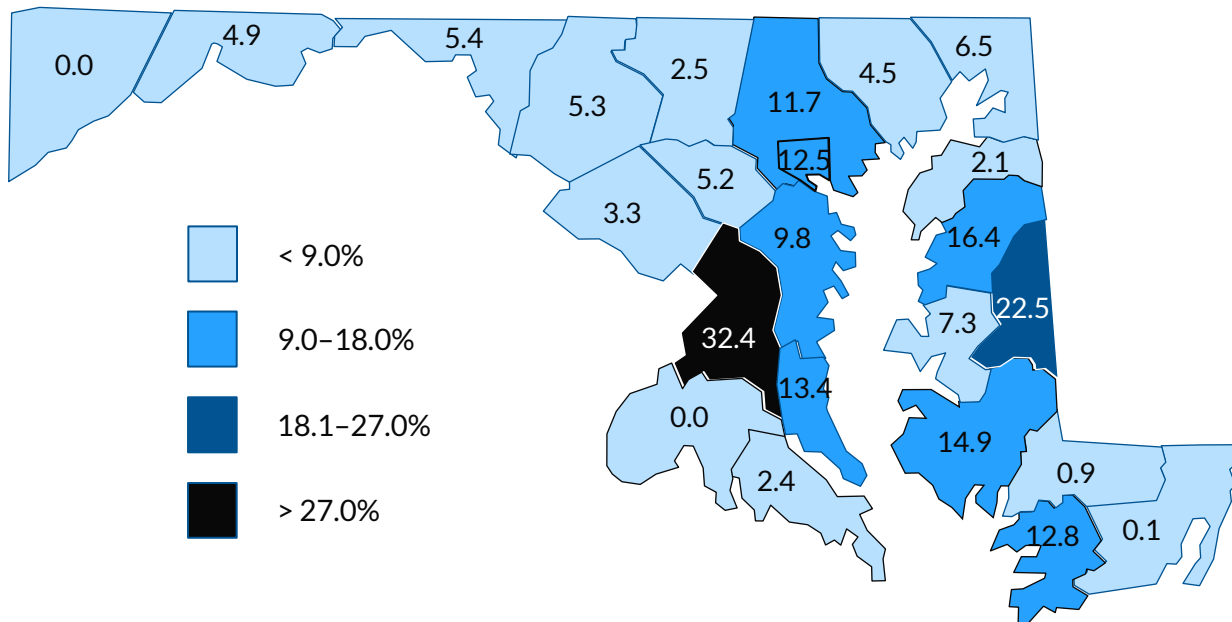
# Teachers Teaching with Emergency/Provisional Credentials by Local Education Agency (2020–2021)


Statewide the percent of teachers with emergency/provisional credentials for the 2020–2021 school year was 5.7%. There were 5 LEAs having a percent greater than the state.



# Out-of-Field Teachers by Local Education Agency (2020–2021)

Statewide the percent of out-of-field teachers for the 2020–2021 school year was 10.8%. There were 8 LEAs having a percent greater than the state.

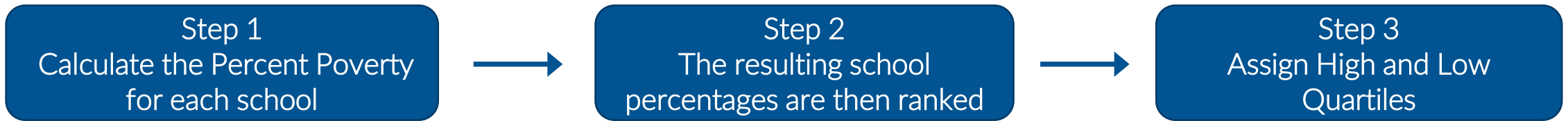


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# Educator Qualifications by Poverty

*Measuring the Gap: Schools in the High and Low Quartile for Poverty*

## Determining High and Low Poverty Schools



- Determine the Poverty percent for each school using the count of economically disadvantaged students and the total school population.
- Schools ranked from High to Low Poverty Schools.
- Schools in the top quartile are reported as Schools with High Poverty. Schools in the bottom quartile are presented as Schools with Low Poverty.

## Measuring the Gap of Educator Qualifications: High and Low Poverty Schools

In Maryland for the school year 2020-2021, **High Poverty** schools had higher percentages of inexperienced educators, inexperienced teachers, teachers teaching with emergency or provisional credentials, and teaching out-of-field.

Measure	All Schools	High Poverty Schools	Low Poverty Schools	Gap from High to Low
Inexperienced Educators (%)	16.4	24.4	9.4	15.0
Inexperienced Teachers (%)	17.3	25.8	9.9	15.9
Teachers Teaching with Emergency or Provisional Credentials (%)	5.7	10.4	2.0	8.4
Out-of-Field Teachers (%)	10.8	12.6	5.2	7.4

## Measuring the Gap of Educator Qualifications: High and Low-Poverty

The gap of educator qualification data comparing high- and low-poverty schools over the past three years show that the gap has increased in all measures except for the percent of teachers teaching out-of-field.

Measure	Gap from High to Low (2018-19)	Gap from High to Low (2019-20)	Gap from High to Low (2020-21)	Prior Year Change, 2019-20 to 2020-21	3-Year Change, 2018-19 to 2020-21
Inexperienced Educators (%)	12.4	14.8	15.0	▲0.2	▲2.6
Inexperienced Teachers (%)	13.3	15.1	15.9	▲0.8	▲2.6
Teachers Teaching with Emergency or Provisional Credentials (%)	3.9	6.6	8.4	▲1.8	▲4.5
Out-of-Field Teachers (%)	9.8	9.1	7.4	▼2.4	▼1.7

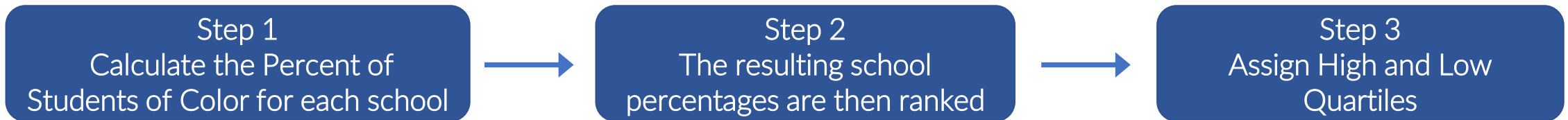
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# Educator Qualifications by Students of Color

*Measuring the Gap: Schools in the High and Low Quartile by Race*



## Determining Schools with High and Low Percentages of Students of Color



- Determine the percent of students of color for each school using the count of nonwhite students and the total school population.
- Schools ranked from High to Low based on the percent of students of color.
- Schools in the top quartile are reported as Schools with High Percent of Students of Color. Schools in the bottom quartile are presented as Schools with Low Percent of Students of Color.

## Measuring the Gap of Educator Qualifications: Schools with High and Low Students of Color


In Maryland for the school year 2020-2021, schools having a high percent of students of color have higher percentages of inexperienced educators, inexperienced teachers, teachers teaching with emergency or provisional credentials, and teaching out-of-field.

Measure	All Schools	Schools with High Pct. of Students of Color	Schools with Low Pct. of Students of Color	Gap from High to Low
Inexperienced Educators (%)	16.4	24.3	9.6	14.7
Inexperienced Teachers (%)	17.3	25.6	10.1	15.5
Teachers Teaching with Emergency or Provisional Credentials (%)	5.7	12.9	1.3	11.6
Out-of-Field Teachers (%)	10.8	21.6	5.8	15.8

## Measuring the Gap of Educator Qualifications: Schools with High and Low Students of Color

The gap of educator qualification data comparing schools having more students of color to schools having fewer students of color over the past three years show that **the gap has increased in all measures except for the percent of teachers teaching out-of-field.**

Measure	Gap from High to Low (2018-19)	Gap from High to Low (2019-20)	Gap from High to Low (2020-21)	Prior Year Change, 2019-20 to 2020-21	3-Year Change, 2018-19 to 2020-21
Inexperienced Educators (%)	13.6	14.2	14.7	▲ 0.5	▲ 1.1
Inexperienced Teachers (%)	14.4	14.9	15.5	▲ 0.6	▲ 1.1
Teachers Teaching with Emergency or Provisional Credentials (%)	8.4	10.0	11.6	▲ 1.6	▲ 3.2
Out-of-Field Teachers (%)	20.6	20.0	15.8	▼ 4.2	▼ 4.8

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# MD Report Card

*Accessing Educator Qualifications Data Online*


# MDReportCard.org

- Home
- State
- Districts & Schools
- Resources
- Help Guides



## Welcome to the Maryland Public Schools Report Card.

Please select which Data you would like to view:

<p><b>View our State Data</b></p> 	<p><b>View District Data</b></p> <p>Select a County <input type="text"/></p> <p><input type="button" value="Submit"/></p>	<p><b>View Your School Report Card</b></p> <p>Search for School by Name or ID <input type="text"/></p> <p><a href="#">View Schools List</a></p>
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## MD Report Card Data 2021 Educator Qualifications

MARYLAND STATE

- At A Glance
- Report Card
- Demographics
- MCAP
- Graduation + College Status
- Civil Rights Data Collection

- Enrollment
- Attendance >
- Student Group Populations >
- Mobility >
- Other Supporting Facts >
- Definitions

**FILTERS**

Year:  Reset

**Educator Qualifications (2021)** ⓘ

Data Last Updated: 4/18/2022

**Teachers, Principals, and Other School Leaders**

	COUNT	INEXPERIENCED %
All Schools	65,924.6	16.4
Schools with High Poverty	12,728.2	24.4
Schools with Low Poverty	17,813.6	9.4
Schools with High % of Students of Color	15,628.8	24.3
Schools with Low % of Students of Color	13,721.1	9.6

**Teachers**

	COUNT	INEXPERIENCED %	OUT-OF-FIELD %	EMERG/PROV CREDS %
All Schools	62,258.3	17.3	10.8	5.7
Schools with High Poverty	11,926.8	25.8	12.6	10.4
Schools with Low Poverty	16,911.2	9.9	5.2	2.0
Schools with High % of Students of Color	14,674.8	25.6	21.6	12.9
Schools with Low % of Students of Color	12,965.7	10.1	5.8	1.3