



Educator Equity in Maryland's ESSA State Plan¹

Strengths

Ineffective Teacher Definition

Although Maryland does not provide a definition of ineffective teacher in its ESSA state plan, the state does include the definition in its 2015 Educator Equity Plan (which Maryland indicated was appropriate to evaluate as part of this ESSA educator equity analysis). Maryland'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

Maryland's strong definition of inexperienced teacher as a first-year teacher is supported by research that demonstrates that teachers experience the greatest increase in effectiveness in the first two years of teaching.⁴

Inclusion of Additional Data

Maryland's ESSA state plan includes equity gap calculations for additional dimensions, including degrees held by teachers and teachers' years of experience, as well as for the statutory subgroups. By calculating and reporting the rates at which low-income and minority students are taught by teachers with fewer advanced degrees and less experience, among other characteristics, Maryland illuminates additional educator equity gaps, which is an important first step in eliminating those gaps.

Opportunities

Timelines and Interim Targets

Maryland does not include timelines and interim targets for eliminating its identified educator equity gaps in its ESSA state plan. While Maryland did incorporate a timeline into its 2015 Educator Equity Plan (which Maryland indicated was appropriate to evaluate as part of this ESSA analysis), the state did not include interim targets in its timeline. In the absence of these interim targets, Maryland and its stakeholders may have insufficient information to determine whether the strategies designed to eliminate existing educator equity gaps are doing so and therefore may not be able to make any necessary course corrections or iterative improvements. Maryland should amend its ESSA state plan to include interim targets so that the state and its stakeholders are able to ensure adequate accountability for eliminating educator equity gaps.

State Response

Maryland provided NCTQ with facts necessary for this analysis.

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

2 For NCTQ's analysis of the role of student growth in Maryland's teacher evaluation system, see <https://www.nctq.org/dmsView/Maryland-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., Boyd, D., et al. (2008). The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools. *Journal of Policy Analysis and Management*, 27(4), 793-818; Henry, G. T., Bastian, K. C., & Fortner, C. K. (2011). Stayers and Leavers early-career teacher effectiveness and attrition. *Educational Researcher*, 40(6), 271-280; and Papay, J. P., & Kraft, M. A. (2015). Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, 130, 105-119.

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