

## Teachers in Challenging Schools Do Not Plan To Stay

*Incentives, Support and Good Principals Needed to Ensure Equitable Distribution of Teaching Talent*

### Executive Summary

Only 29 percent of teachers in challenging middle schools in Baltimore County plan to stay in their current schools long term. This is part of a statewide problem. To ensure that all children have equal access to effective teachers, the State needs to provide significant financial incentives, intensive professional support for teachers and strong principals.

### Background

The State recently surveyed teachers and, among other things, asked them whether they planned to stay in their current school long term.<sup>1</sup> Advocates for Children and Youth examined the extent to which teachers in challenging schools indicated a desire to remain in those schools.

### Findings

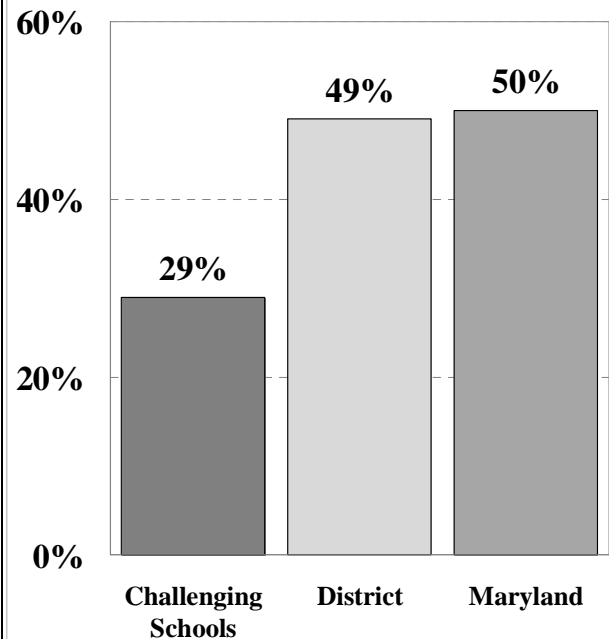
ACY looked at nine Baltimore County middle schools with the lowest student achievement and highest percent of low-income students: Deep Creek, Golden Ring, Holabird, Dundalk, General John Stricker, Lansdowne, Loch Raven, Southwest Academy and Woodlawn. On average, 29 percent of these teachers indicated an intention to remain in the school long term. This contrasts with 49 percent in the county, and 50 percent statewide.

### Discussion

These results help explain why Maryland has the largest teacher quality gap between high- and low-poverty schools. At the elementary level, 66.2 percent of classes in high-poverty schools are taught by highly qualified teachers. In low-poverty schools, 94.8 percent are taught by highly qualified teachers.<sup>2</sup>

The most qualified teachers do not come to or stay in challenging classrooms or schools. Low-income

### Teachers Who Plan To Stay In Current School Long Term



eighth grade Maryland students are far less likely than wealthier peers to be taught math by an experienced teacher. Maryland ranks 35<sup>th</sup> in the country on the teacher-talent poverty gap.<sup>3</sup>

### Recommendations

Only through bold, decisive action can the State ensure that challenging schools have highly effective teachers. To win a federal Race to the Top grant, Maryland must have a credible plan to ensure equitable distribution of teacher talent. The State can require that local school districts provide teachers in challenging schools with significant financial incentives, intensive professional support and effective school leadership.<sup>4</sup>

<sup>1</sup> New Teacher Center, *TELL Maryland Educators Survey 2009*.

<sup>2</sup> Analysis based on data released by the U.S. Department of Education. See *Education Week* (June 11, 2008).

<sup>3</sup> See "Quality Counts," *Education Week* (2010).

<sup>4</sup> More teachers support having a good principal in their school than raising their own salaries, based on a recent survey of 40,000 teachers by the Gates Foundation.