



Maritime Academy Charter School

Elementary School

2275 Bridge Street, Bldg. 11; Philadelphia, PA 19137

Phone: 215-535-4555 Fax: 215-535-4398

High School

2700 E. Huntingdon Street, Philadelphia, PA 19125

Phone: 215-427-3090 Fax: 215-999-5027

EQUITY PLAN

2021-2022

EQUITY WORKSHEET: Enter LEA data from the **2020-21 school year** for the following elements –

1. School Name: Maritime Academy Charter School
2. School Accountability Status i.e. Focus, Priority, Reward, or undesignated: Undesignated
3. School poverty percentage: 67%
4. School minority percentage: 64%
5. Number and percentage of appropriately certified teachers: 61, 95% (core areas 98% certified)
6. Number and percentage of out of field teachers: 3, 5%
7. Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years) 61, 95%
8. Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years), 3, 5%
9. Title I Status: Title I Schoolwide

EQUITY PLAN WORKSHEET

School accountability Status i.e. focus, Priority, Reward, or non-designated)	% of Poverty children taught by out of field teachers	% of Minority children taught by out of field teachers	% of Poverty children taught by inexperienced teachers	% of Minority children taught by inexperienced teachers
Non-desig.	4% (core areas)	4% (core areas)	0% (core areas)	0% (core areas)
	Note- only out of field teacher is 5 th grade teacher with year of experience and K-4 certification in a master's program for 5 th grade instruction	Note- only out of field teacher is 5 th grade teacher with year of experience and K-4 certification in a master's program for 5 th grade instruction		

2. Provide a general summary of findings outlining where possible inequities exist. Address these areas as they specifically relate to Title I school data:

- School Name Maritime Academy Charter School
- School Accountability Status Non-designated
- School poverty percentage 67%
- School minority percentage 64%

- Number and percentage of applicably certified teachers 98% in core areas
- Number and percentage of not certified qualified teachers 0% in core areas
- Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years). 100% in core areas
- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years). 0% in core areas
- Number and percentage of ineffective teachers 0% in core areas

The only teacher teaching out of her certification area who is teaching Title I funded students is teaching 5th grade Math and Science. She is certified to teach Pk to 4, however, and is an experienced teacher who is also an effective educator. She teaches half of the 5th grade students in Math and in Science, which is 40 students. Of those, 25 are ethnic minority students (60%) and 64 are from low-income backgrounds. Although the other half of 5th grade students are taught by a teacher certified in Math and Science for middle school students, the students with the teacher who is teaching out of her area are not taught inequitably. The students with the out-of-area teacher and the students with the certified teacher are distributed equally across the two classes with regard to ethnic minority status (“race”) and family income level.

3. Provide a brief description of strategies the LEA is implementing to ensure low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

In order to ensure that MACS students are not being taught at disproportionate rates by ineffective, out of field or inexperienced teachers, MACS has been hiring certified teachers across the board over the past few years, despite only having a 75% certified position requirement as a charter school. This has resulted in 96% of all regular teachers (e.g., not SPED or ESL) being certified. The only emergency certified teachers at this point (August 2021) are two Special Education teachers. Those teachers were hired very recently in order to fill a dramatic increase in both Special needs students and students requiring ESL services this year. The Special Education population at MACS is now over 20% of the student body, having risen from just 14% two years ago. The ESL-requiring population has grown from 4% three years ago to 9% this year. Efforts are underway to fill those teaching positions with certified, experienced teachers. Our federal program grants and our 21st C CLC program grant are providing the school with ample funding for a well-staffed after school and summer program that can serve hundreds of students who need additional assistance. We will target any students needing additional assistance for participation in the program and contact their parents to recruit those students to participate.

4. How will the LEA determine whether or not the strategies are effective?

We will know our strategies for ensuring equity along the lines of race/ethnicity and income status are effective when we examine our academic test scores from 2021 (full scores available in November 2021). If there are no large gaps that develop among students with a less qualified teacher (in this case, a 5th grade Math and Science teacher with PK-4 certification), then we will know our strategies are successful. We will also ensure that our students are not disproportionately assigned to a less qualified teacher based on race/ethnicity or income level by looking at students in those classes vs. classes with teachers of the same subject/level (for example, students with an out-of-certification Math/Science teacher vs. students with a certified Math/Science teacher). We will also monitor students’ progress closely throughout the year with our assessment program that includes reading tests such as DRAs, standards-linked tests such as the CDTs and instructional software such as Dreambox Math.