

The Department of Elementary and Secondary Education found that the schools with large populations of low income and minority students employed fewer teachers/principals who are experienced, effective, and teaching in the subjects where they are qualified.

* Compared to a student in a low poverty school, the average student in a high poverty school is **more than 3 times** as likely to have teacher with an “ineffective” evaluation

* On average, students in high poverty and high minority schools have **about twice** as many first year teachers as do students in low poverty and low minority schools.

* High minority schools have **more than 8 times** as many teachers who teach classes outside of their subject, compared to low minority schools



*ESE compared the 25% of schools with the largest proportion of students who are eligible for free and reduced price lunch (high poverty schools) to the 25% with the smallest proportion of low income students (low poverty schools). The same applies to high and low minority schools.*





The [Equitable Access Plan](http://www.doe.mass.edu/educators/equitableaccess/Plan.pdf) aims to make sure every student, regardless of background, has access to excellent teachers and principals.



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| Who was involved in making the plan? |
| District and school leadersTeachersParent and community groupsRepresentatives of English Language Learners and Students with DisabilitiesEducator Preparation Programs |
| The Department will continue to communicate with and get advice from these groups. |

