Parents & Community: Get to Know the MA Equity Plan
Gaps in student access to excellent educators
Icons of people holding books on the sides of the text

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


Text box: Lightbulb on a base with the text: What makes and excellent educator?
Text below: We do not use a specific way to measure “excellent educators.” One should consider different characteristics, including:
 impact on students
 experience
 being highly qualified


*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.*

Text box: Each year in high poverty and high minority schools, almost twice as many teachers leave the school compared to low poverty and low minority schools.
Infographic with arrows showing that: Also, in high poverty and high minority schools, when teachers leave, this leads to them often being replaced with new/ineffective/unprepared teachers

Parens & Community: Get to know the MA Equity Plan
The plan for equitable access to excellend Educators
Icons of people holding books on the sides of the text

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.

Picture of circle with a gap, around the text: Closing Gaps
Text box: MA’s main strategies for closing gaps:
• Improve how we measure & approve programs that train educators
• Help districts to better evaluate educators
• Use data focused on students’ experiences
• Experiment with strategies with a group of districts
• Make tools that support better, more inclusive education for all students
 
What can parents & community members do?
• Ask your school and district leaders how they are working to make sure all students have access to great educators, and what the data shows about your school.
• What do you think are the causes of unequal access to teachers & principals? What can be done? Share your ideas with local leaders and with the Department.
• Tell us your feedback (see the “For more information” box) 
Image of lightbulb


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| Who was involved in making the plan? |
| District and school leaders  Teachers  Parent and community groups  Representatives of English Language Learners and Students with Disabilities  Educator Preparation Programs |
| The Department will continue to communicate with and get advice from these groups. |

Chalkboard with the text:
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