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How Do We Get Experienced Accomplished Teachers into High Need Schools?

Insights from North Carolina

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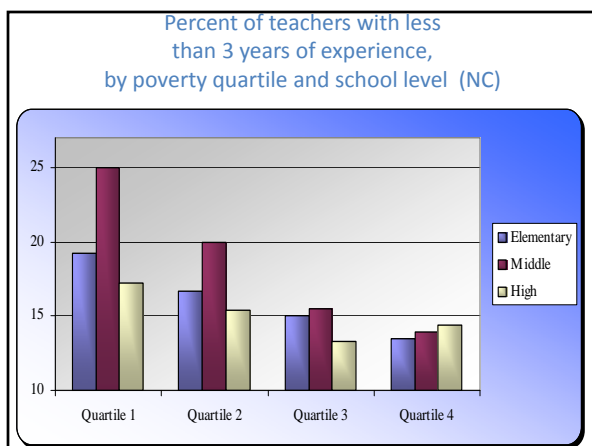
Primary sources

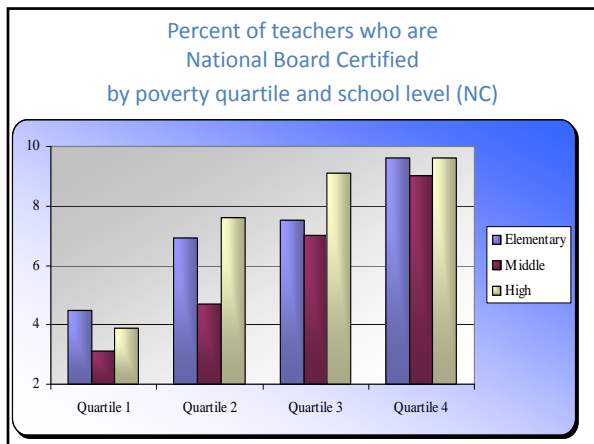
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Remarkably consistent pattern

High poverty (and high minority) schools have teachers with weaker qualifications by every measure.
Similar pattern for principals

Rigorous Analysis, Inspired Action


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Explanation

Difficult **working conditions** in high need schools, not compensated for by **higher salaries**

- Teachers **move away** from high need schools to schools with lower proportions of needy students.
- Result is **high teacher turnover** in high need schools
- Higher percentages of **new hires have no experience**
- Movement is exacerbated by accountability

Rigorous Analysis, Inspired Action

 **Potential policy levers**

- Salary differentials
- Strong school leadership
- Policies to offset the challenges that disadvantaged children bring to school
