

Staffing and financial resource allocations in Massachusetts

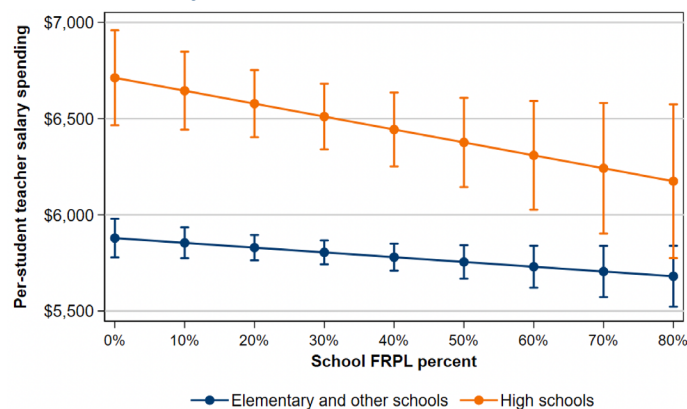
Research shows FRPL students have [lower access](#) to experienced and other qualified teachers, compared to non-FRPL students. Since teachers are often paid on salary schedules that do not vary by their school, these sorting patterns lead to more dollars allocated to affluent settings, all else equal. Do teachers contribute to funding gaps in Massachusetts?

| Inequality measure | Estimated gap |
|--------------------------------------|--|
| Within-district teacher spending | \$44 more spent on FRPL students, on average |
| Within-district novice teacher share | 8.64% of FRPL students' teachers are novice, 0.18% more than non-FRPL students |
| Within-district teacher ratio | For every 100 FRPL students, there are 8.15 FTE teachers, 0.06 more than non-FRPL students |

FINDINGS: Within districts, FRPL students have lower access to experienced teachers while simultaneously receiving slightly higher allocations of teacher spending. The result is explained by compensatory staffing, where FRPL students are in schools with increased staffing ratios for teachers (see above) and other instructional support staff (not shown).

FIGURE 1

Teacher salary spending vs school FRPL percent



Teacher and spending allocations show greater variance looking across district boundaries. MA's high-poverty schools spend lower amounts on teacher salaries; teacher spending is higher, but more regressive in high schools (see above). High-poverty schools have higher shares of novice teachers, and similar staffing ratios (see below).

FIGURE 2

Teacher resources vs school FRPL percent

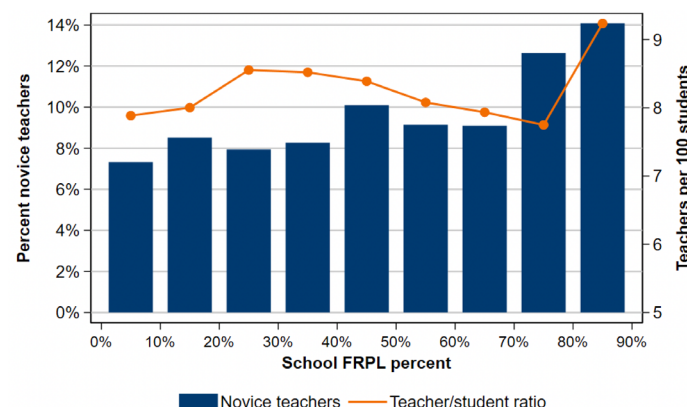
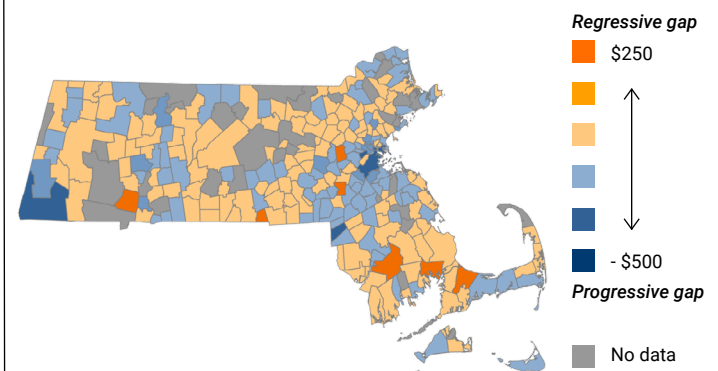


FIGURE 3

Teacher salary spending gaps (in \$)



Approximately 58% of Massachusetts' schools, serving 56% of students, are in **progressive** teacher spending districts.

CONCLUSION:

1. [Massachusetts districts generally compensate FRPL students' low access to experienced teachers with higher classroom staffing ratios](#); essentially exchanging quality for quantity. **FRPL students should have many more teachers (smaller class sizes) to be fairly compensated for inexperienced teachers.**
2. Though within-district spending is slightly progressive on net in most districts, spending is slightly regressive when looking across districts overall. **The state should be doing more to reallocate financial and staffing resources across districts.**