

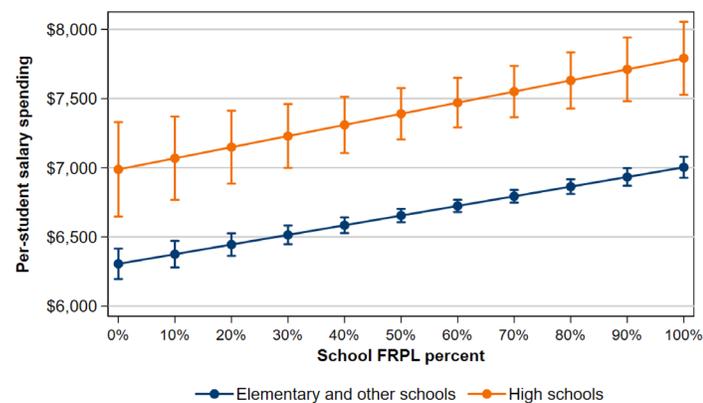
Staffing and financial resource allocations in North Carolina

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 will lead to more dollars allocated to affluent settings, all else equal. Do teachers contribute to funding gaps in North Carolina?

Inequality measure	Estimated gap
Within-district teacher spending	\$408 more spent on FRPL students, on average
Within-district novice teacher share	6.50% of FRPL students' teachers are novice, 1.03% more than non-FRPL students
Within-district teacher ratio	For every 100 FRPL students, there are 8.32 FTE teachers, 0.67 more than non-FRPL students

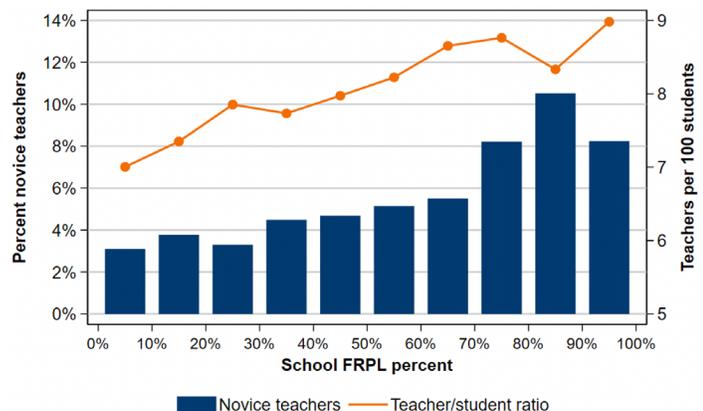
FINDINGS: Within districts, FRPL students have lower access to experienced teachers while simultaneously receiving slightly higher allocations of teacher spending. The result is explained by compensatory staffing, where FRPL students are in schools with increased staffing ratios for teachers (see above)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

FIGURE 1
Teacher salary spending vs school FRPL percent



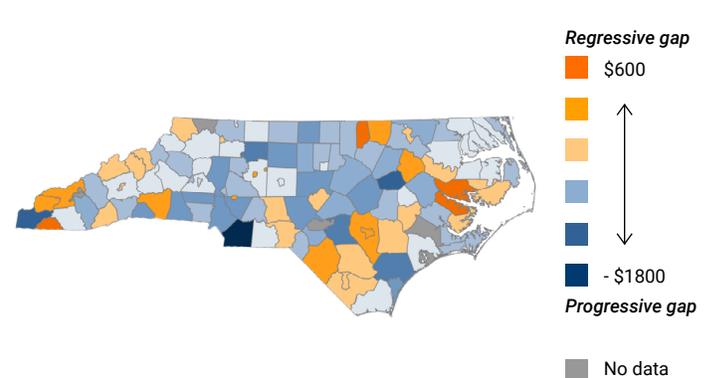
Teacher and spending allocations show greater variance across district boundaries. NC's high-poverty schools spend consistently higher amounts on salaries; salary spending is higher and similarly progressive in high schools (see above). High-poverty schools have higher shares of novice teachers, and higher teacher staffing ratios (see below).

FIGURE 2
Teacher resources vs school FRPL percent



Source: This analysis uses school-level financial data from the Edynamics Lab's [NERDS database](#), paired with staffing data from the Civil Rights Data Collection and enrollment data from the Common Core of Data. FRPL is an acronym for eligibility for free and reduced-price lunch, our best proxy for low household income. North Carolina uses the 130% (free) and 185% (reduced) federal poverty household income thresholds to determine eligibility.

FIGURE 3
Teacher salary spending gaps (in \$)



Approximately 87% of North Carolina's schools, serving 90% of students, are in **progressive** teacher spending districts.

CONCLUSION:

1. [North Carolina 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. The pandemic has accelerated [problematic staffing challenges](#) nationwide, threatening the sustainability of this staffing exchange. **The state should seek to build out the pipeline for qualified teachers and implement policies to ensure equitable access to quality teaching.**