The proportions of new hires and first-year teachers in Delaware schools are related to school composition of economically disadvantaged students.

- **Poorer schools exhibit higher shares of newly hired teachers:** Newly hired teachers in Delaware constitute about 9 percent of the workforce in schools above the state median in economically-disadvantaged (ED) students composition, compared to roughly 6 percent in those schools with below the median.

- **Novice teachers are more common in poorer schools:** Novice teachers are roughly twice as common in schools in the top quartile of ED students (poorest) as they are in schools in the bottom quartile (most affluent). Research has shown that, on average, first-year teachers are less effective than more experienced teachers.

Teacher turnover varies considerably across schools and districts in Delaware.¹

- **Teachers leave Delaware schools at different rates across districts:** Four districts exhibited an out-of-state turnover rate of 6 percent or less, whereas 6 districts recorded rates of 10 percent or higher.

- **Differences in turnover are even more apparent when teacher transfers are included.** In the three highest turnover districts in the state, roughly one in five teachers left their school before the 2013-2014 school year; the three lowest turnover districts in the state had turnover rates less than half this amount.²

- **Schools with the greatest shares of minority students have higher turnover:** In schools with the greatest share of minority students (top quartile) the turnover rate was 18.6 percent compared to 10.7 percent in schools n the bottom quartile.

Notes: 1. For more information on teacher turnover in Delaware schools, see [http://tinyurl.com/mtf95br](http://tinyurl.com/mtf95br). 2. The high rate of within district transfer in District 19 is largely due to school restructuring.
How do Measure A ratings compare across schools?

- **Students in the poorest schools have less access to teachers who are rated as “Exceeds” on Measure A (the student growth measure based on the state math and English assessment):** Over 39 percent of teachers working in schools in the bottom quartile of ED rates (most affluent) are rated as “Exceeds,” compared to only 28 percent of teachers in the top quartile (poorest).

- **Differences across school minority compositions are even more pronounced:** Performing similar analyses across school minority composition shows that 47.1 percent of teachers receive an “Exceeds” rating in Measure A in schools in the bottom quartile of minority composition, compared to only 29.5 percent in the top quartile.

Disparities in access also exist when looking within Delaware schools.

- **Students who are most academically prepared are more likely to be placed with the most experienced teachers within schools:** Student of teachers with 6 or more years of experience have prior mathematics achievement nearly one-tenth of a standard deviation (s.d.) higher than students in the same school who are placed with teachers having 5 or fewer years of experience.

- **First-year teachers are placed with the students who are least academically prepared:** When we look across schools students of first-year teachers have average prior achievement which is 0.30 s.d lower than students of teachers with the most experience. Although less pronounced, we see this same pattern within schools where students of first-year teachers have average prior achievement which is 0.16 s.d. lower than students of teachers with 11 or more years of experience.

Notes: 3. To put this into perspective, the black-white achievement gap is roughly one-half to three-quarters of a s.d., depending on the grade level, subject, and assessment used.