

Quick Reference Guide for Using Equitable Access Data

Basics of using the Student Learning Experience (SLE) Report

The Edwin SLE Report shows the rates at which groups of students were assigned to different categories of teachers, over the past one to five years. Each “learning experience” represents an instance when a student was assigned to a teacher. For the purposes of the SLE Report and the Consolidated ESSA Grant Application, an **equity gap** occurs when a group of historically disadvantaged students is at least 1.5 times as likely to be assigned to **inexperienced teachers, out-of-field teachers, or teachers rated Needs Improvement/Unsatisfactory**, compared to students not in that group (when the risk ratio is ≥ 1.5). Other teacher categories are in the report for informational purposes, but need not be addressed in the federal grants application, such as educator attendance.

Have you seen the tutorials?
Tutorial videos and written, **step-by-step instructions** for accessing and using the report are available [online](#).

[Learn more](#) about what questions the report does and does *not* answer.

When viewing the summary report (SE321), district users will:

- 1) select **one year of data** (selecting “show # learning experiences” also provides a count of all student-teacher assignments included in the report)
- 2) run the report for the district *and* each school
- 3) take note of any risk ratios ≥ 1.5
- 4) develop an approach to close the equity gap/s, and summarize it in the **Consolidated ESSA Grant Application**

	STUDENTS		EDUCATOR EXPERIENCE		EDUCATOR QUALIFICATIONS			EDUCATOR EFFECTIVENESS						EDUCATOR ATTENDANCE								
	# Students	Avg Years w/ Class Data	Years in MA		% Long Term Subs	% Out of Field		Overall Rating E/P	ELA SGP			Math SGP			Teacher Days Absent							
			% 3+	% Risk 0-2		% In	% Risk Field		% High	% Mod.	% Low	% High	% Mod.	% Low	% 0-4	% 5-9	% Risk 10+					
State (All Students)	739,390	1	84	16	1	81	19	96	4	22	58	20	24	53	23	32	35	33				
(All students)	4,817	1	82	18	2	81	19	92	8	17	74	9	21	55	24	35	37	28				
(Non-Econ. disadvantaged)	3,474	1	82	18	1	81	19	93	7	18	74	8	22	56	22	36	37	28				
(Econ. disadvantaged)	1,343	1	82	18	1.00	2	79	21	1.10	92	8	1.08	15	74	11	20	51	29	34	37	28	1.02
(White students)	1,825	1	83	17	2	83	17	93	7	19	72	8	22	56	21	35	37	29				
(Students of color)	2,992	1	81	19	1.07	2	79	21	1.21	92	8	1.18	16	75	9	20	53	26	36	37	27	0.95
(Non-ELs)	4,535	1	82	18	2	81	19	93	7	17	74	9	21	54	25	35	37	28				
(ELs)	282	1	77	23	1.26	1	83	17	0.86	87	13	1.84	15	76	9	12	72	16	45	30	25	0.90
(Non-SWDs)	3,711	1	82	18	2	82	18	92	8	18	74	8	22	55	23	36	37	27				
(SWDs)	1,106	1	82	18	1.01	1	77	23	1.28	93	7	0.90	15	74	11	19	54	27	34	37	29	1.06

If we add up each time a student in the district was assigned to a teacher over the past year, 82% of those times the teacher had 3+ years of experience.

In the past year, ELs in the district were 1.84 times as likely (meaning 84% more likely) to be assigned to a teacher rated Needs Improvement/Unsatisfactory, compared to non-ELs. This number is ≥ 1.5 , so it turns **red**.

When analyzing risk ratios, it’s **essential** to look at the data that generated the risk ratio. A large risk ratio could represent a small number of student learning experiences, while a risk ratio that is barely over 1.5 could signal a widespread systemic issue. In the example above, the risk ratio of **1.84** is noteworthy because it represents a full 13 percent of learning assignments for a large student group (282 students). The district should keep in mind the number of student learning experiences affected when deciding which equity gap/s to focus on for strategy development.

More about the data sources

DESE updates the data in the SLE **summary report in October and March**; districts should keep this in mind when **planning responses for the federal grants application**. “Years in MA” indicates the number of years educators worked as a teacher in MA public schools. Student data comes from the Student Information Management System ([SIMS](#)) and Student Course Schedule ([SCS](#)). Teacher data comes from the Education Personnel and Management System ([EPIMS](#)) and Educator Licensure and Renewal ([ELAR](#)). More information about the data is available [online](#).

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Out-of-field assignment data

The SLE Report indicates the proportion of student experiences that were with teachers who were teaching outside of their licensure area/s. Teachers themselves are not labelled “in-field” or “out-of-field”; rather, their class assignments are. For example, a teacher with a biology license may be teaching in field for most of the day, but if she also teaches a math class, students are experiencing an out-of-field teacher assignment in that class. This does not change the Massachusetts licensure regulation that a licensed educator may still “be employed for a maximum of 20 percent of his/her time in a role and/or at a level for which s/he does not hold a license” ([603 CMR 7.15\(9\)\(a\)](#)). For more resources on this data:

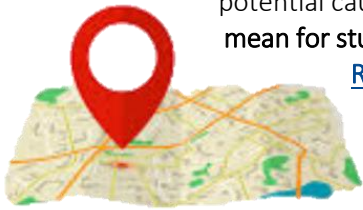
- ▶ Edwin users can view the **Out-of-Field Teacher Assignments Report** (SE821) for a roster of all course assignments in which the teacher did not hold the relevant license as of Oct. 1 of the selected school year.
- ▶ The interactive [Licensure Mapping Tool](#) shows which courses are in field for which licenses, and vice versa.

What about teachers who “push in” or co-teach, such as special educators or ESL teachers?

Teachers who provide co-teaching or push-in support are considered in field *if* they hold a license in the relevant grade level/s, *and* are coded as “support content instruction” teachers in EPIMS (code 2310). For example, a teacher who holds a Moderate Disabilities license for grades 5-12 and co-teaches in a middle school ELA classroom does not need an ELA license to be considered in field, provided he is coded as “support content instruction.”

Next steps after using the report

The SLE Report is a starting point to inform the exploration of potential causes of equity gaps, and **what they mean for student learning outcomes**. The [Equity Roadmap](#) provides guiding questions, resources, and suggestions for responding to equity data. The Roadmap site includes guidance **specific to each type of equity**



gap a district may see in the SLE Report, such as “[ELs are more likely to be assigned to inexperienced teachers](#)” or “[students of color are more likely to be assigned to teachers rated Needs Improvement/Unsatisfactory](#).”

Districts can use **corresponding templates** to read further examples, and to plan and guide their work through the key next steps of:

- ▶ [Using additional data](#)
- ▶ [Asking self-assessment/stakeholder engagement questions to explore root causes](#)
- ▶ [Developing strategy starting points](#)
- ▶ [Monitoring progress](#)

Examples of approaches to equitable access

(see the [Equity Roadmap](#) for more)

- Share the detailed SLE Report with guidance counselors, school leaders, and anyone else involved in student-teacher assignment, and ensure they understand how to apply the data.
- Enhance pathways to increase enrollment of students in poverty, students of color, English learners, and students with disabilities in a range of classes, including advanced classes.
- Move the recruiting and hiring timeline to earlier in the year, to allow access a larger pool of candidates, and more time to match them to the right role
- Support teachers/paraprofessionals working toward teaching licenses in hard-to-staff subjects.
- Implement and analyze teacher workplace satisfaction surveys and exit surveys, to learn how to better retain quality teachers—including how to keep quality ESL and special education teachers in their current positions.