## District Equity Templates: Using Data Beyond the Student Learning Experience (SLE) Summary Report

For additional guidance, see the [Equity Roadmap](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/) and additional District Equity Templates

## The Detailed SLE Report

**First, be sure to view the** [**tutorial videos**](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html) **on generating, using and interpreting the detailed report.**

Thinking about the data in your district’s summary report *and* your trends in teacher or student performance in your district, what queries do you want to run in the detailed report? Remember the full variety of filter options available, and that data found in one query may in turn prompt you to run a new query.

**Example cases:** If District A sees that students of color are 1.6 times more likely than white students to be assigned to a lower rated teacher, and does *not* see any large risk ratios at the school level, this may mean that the district-wide equity gap is due to differences between schools. District A should run detailed reports at the school level, in order to easily compare data across schools.

If District B has a persistent gap in math achievement between ELs and non-ELs in middle school, the district should examine detailed reports for middle grade students’ experiences with math teachers.

**Example query: ELs; grades 6, 7 and 8; math classes**

* **Query 1 filter/s:**
* **Query 2 filter/s:**
* **Query 3 filter/s:**
* **Query 4 filter/s:**
* **Query 5 filter/s:**
* **Query 6 filter/s:**
* **Query 7 filter/s:**
* **Query 8 filter/s:**

| **Note where the detailed report showed inequities you want to explore further** | | |
| --- | --- | --- |
| Where?  *(School level, grade level, between schools, etc.)* | What?  *(Which group’s assignment to which teachers)* | How much?  *(List relevant data)* |
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## Additional Data Sources

List additional sources of quantitative data that relate to **gaps in access to educators** or to **potential root causes of these gaps**.

**Example cases:** If District C sees that students in certain schools are more likely to have had experiences with inexperienced or out-of-field teachers, the district could then compare the number of teacher hires that each school makes at different points in the year, and whether there is any correlation with teacher characteristics.

If District D notices that economically disadvantaged students in its high school are more likely than their peers to be assigned to a frequently absent teacher, the district can explore whether this is related to any disparities in student outcomes. For example, District D can investigate how many of the frequently absent high school teachers were on leave, and data on the effectiveness of their long-term substitutes.

**Examples of additional data sources:**

* Determine whether equity gaps mirror any other disparities between student groups, such as MCAS or benchmark scores; SGP; graduation rates; advanced course enrollment; discipline rates; attendance; or feedback on school climate surveys, if available
* Identify whether some groups of students are concentrated in certain types of classes, and whether inexperienced, out-of-field, or lower rater teachers are disproportionately teaching certain types of classes.
* Look up local data in [Profiles](http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238) and Edwin Analytics (EV901) reports on the preparation programs that supply your novice teachers
* Analyze data from student and/or faculty surveys
* Compare retention rates of teachers by experience level, in-field status, and summative ratings
* Use [Resource Allocation and District Action Reports (RADAR)](http://www.doe.mass.edu/research/radar/) to learn more about how your district allocates people, time, and money. Compare your use of resources to other districts, or to prior years. Reports can help determine:
  + Does resource use align with district priorities?
  + How can we allocate resources to further our equity goals?
  + How can we allocate resources to develop a cost-neutral strategy to address equity gaps?

**Data source 1:**

* Connection to gaps shown in SLE Report:
* Key data found in analysis of data source:

**Data source 2:**

* Connection to gaps shown in SLE Report:
* Key data found in analysis of data source:

**Data source 3:**

* Connection to gaps shown in SLE Report:
* Key data found in analysis of data source: