

Spring 2024 Federal Grants Conference

**STUDENT LEARNING EXPERIENCE
(SLE) REPORTS**


May 13, 2024

Overview and Context

Report Walk-through

DESE: SLE Report in Grants

District Example: Narragansett Regional School District



Student Learning Experience (SLE) Reports: Overview and Context

What information most frequently influences school and district decisions about student assignment?

REPORT:
Teacher Equity Gaps in Massachusetts
October 2017

<https://www.doe.mass.edu/research/reports/2017/10teacher-equity.docx>

HIGHLY RATED

Students assigned a teacher earning an exemplary evaluation accrue about **18 to 24 additional weeks of learning** relative to those assigned a teacher earning an unsatisfactory evaluation.

EXPERIENCED

A typical third-year teacher produces **4 additional weeks** of learning per year as compared to the typical novice teacher.

IN-FIELD

Subject matter knowledge is related to student achievement.

In Massachusetts,

Low income, students of color, and English learners are

73-79%

more likely to be assigned to a teacher rated Needs Improvement or Unsatisfactory.

30-40%

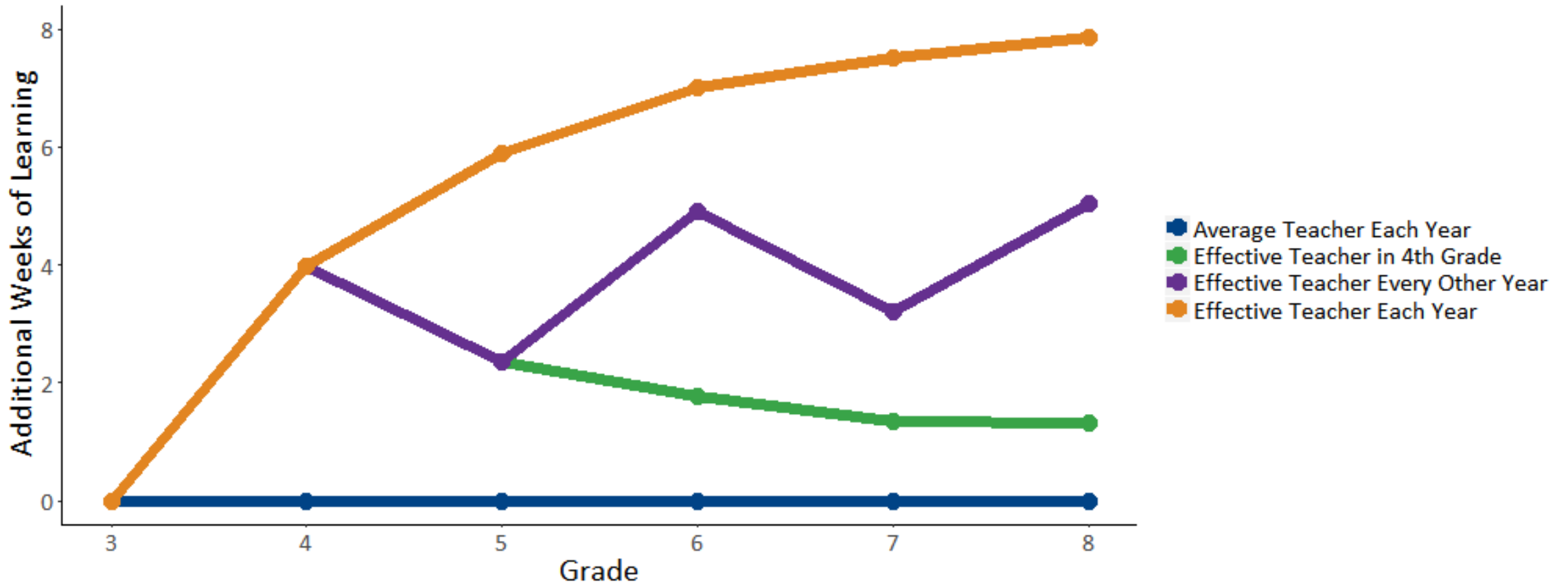
more likely to be assigned to teachers with fewer than 3 years of experience.


Hispanic/Latinx students are

2.2x

as likely to be assigned to teachers rated Needs Improvement or Unsatisfactory.

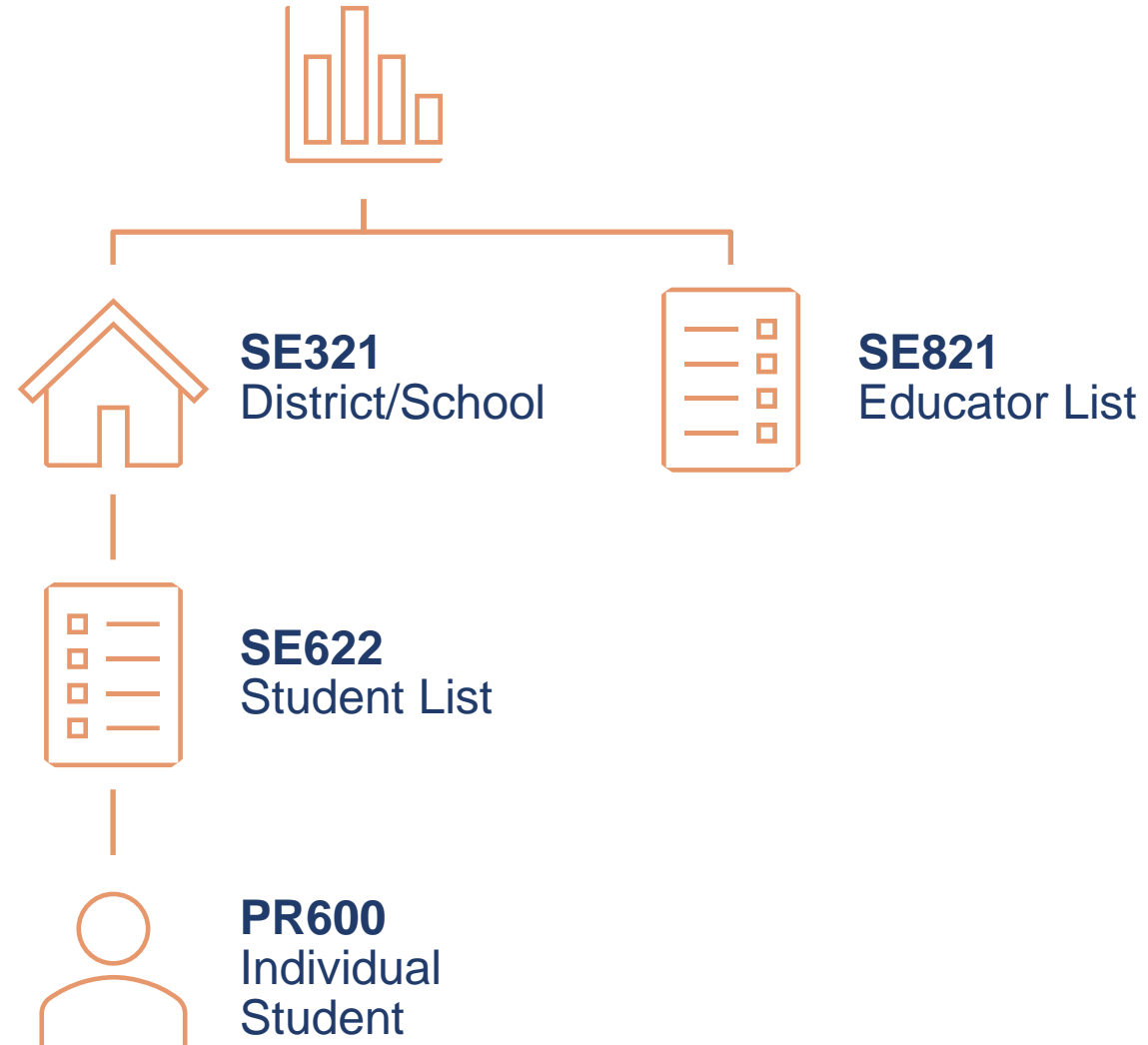
The effects of access to highly effective teachers accumulate over time.





Student Learning Experience (SLE) Reports: Brief Walk Through

STUDENT LEARNING EXPERIENCE (SLE) REPORTS



Variables

STUDENT GROUPS

Low income

Students of color

English learners

Students with disabilities

TEACHERS

Experienced

Qualified

Effective

SE622 – Student Learning Experience Detailed Report

SASID	STUDENTS		EDUCATOR EXPERIENCE				EDUCATOR QUALIFICATIONS					
	# Students	Years w/ Class Data	Years in MA			PTS		% Long Term Subs	% In Field	% Out of Field	% SEI Endorsed	% Non-SEI Endorsed
			% 3+	% 1-2	% 0-1	% PTS	% Non-PTS					

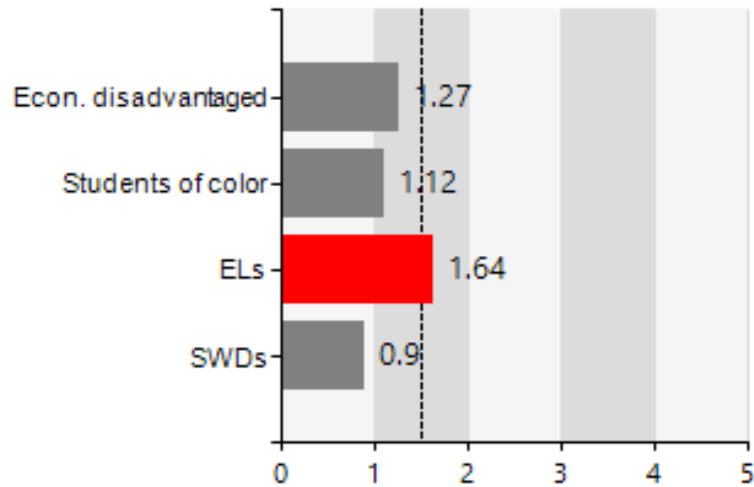
EDUCATOR EFFECTIVENESS													EDUCATOR ATTENDANCE								
Overall		Standard 1		Standard 2		Standard 3		Standard 4		Dev Ed Plan		ELA SGP			Math SGP			Teacher Days Absent			
% E/P	% NI/U	% E/P	% NI/U	% E/P	% NI/U	% E/P	% NI/U	% E/P	% NI/U	% Non-Plan	% Plan	% High	% Mod.	% Low	% High	% Mod.	% Low	% 0-4	% 5-9	% 10+	

SLE321 Report Sample: District Level with Highlights

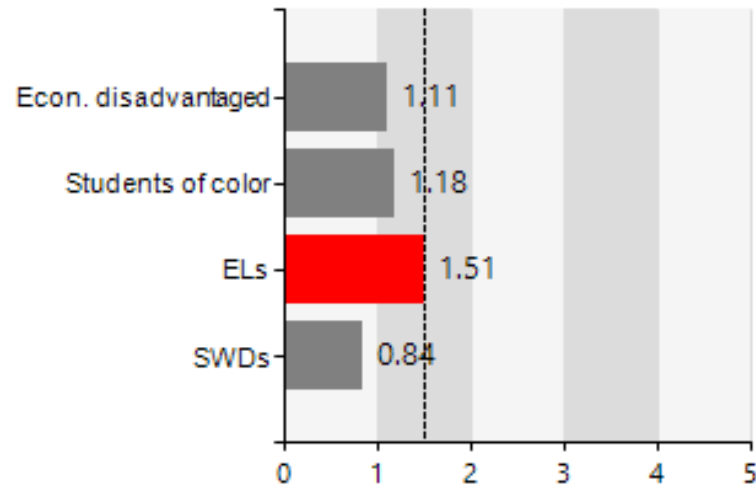
	STUDENTS	EDUCATORS	LEARNING EXPERIENCE	EDUCATOR EXPERIENCE			EDUCATOR QUALIFICATIONS			EDUCATOR EFFECTIVENESS			ELA SGP			MATH SGP		
	Total # of Students	Total # of Educators	Total # of Learning Exp	% L. Exp 3+ Yrs in MA	% L. Exp 0-2 Yrs in MA	Risk Ratio	% L. Exp In Field	% L. Exp Out Of Field	Risk Ratio	% L. Exp Exemp./Pr ofic.	% L. Exp Needs Imp./ Unsat.	Risk Ratio	% L. Exp High	% L. Exp Mod	% L. Exp Low	% L. Exp High	% L. Exp Mod	% L. Exp Low
State (All Students)	62,781	12,229	1,394,112	52.0	10.1		81.60	18.40		93.80	6.20		5.4	82.9	11.8	8.1	71.3	20.6
Average District (All Students)	8,963	2,146	197,778	47.0	7.5		90.10	9.90		96.10	3.90		9.3	85.1	5.6	10.0	85.9	4.1
Non-Econ. disadvantaged	5,608	1,980	126,971	45.1	6.9		90.50	9.60		96.40	3.60		10.5	84.2	5.3	10.5	85.9	3.6
Econ. disadvantaged	3,355	1,957	70,807	50.3	8.7	1.27	89.40	10.60	1.11	95.60	4.40	1.21	7.3	86.5	6.2	9.2	85.9	4.9
White students	4,354	1,943	104,000	48.3	7.2		90.90	9.20		95.80	4.20		9.6	84.7	5.6	10.3	87.3	2.5
Students of color	4,609	2,036	93,778	45.5	8.0	1.12	89.20	10.80	1.18	96.50	3.60	0.85	8.9	85.5	5.6	9.7	84.3	6.0
Non-ELs	6,558	2,078	149,218	44.8	6.5		91.20	8.80		96.30	3.70		10.9	82.8	6.2	10.8	85.5	3.7
ELs	2,405	1,405	48,560	53.6	10.7	1.64	86.70	13.30	1.51	95.70	4.30	1.15	4.4	91.8	3.9	7.7	87.1	5.1
Non-SWDs	7,352	1,959	156,744	46.5	7.7		89.70	10.30		96	4		9.5	85.2	5.3	10.6	85.6	3.8
SWDs	1,611	1,806	41,034	48.9	7.0	0.90	91.40	8.60	0.84	96.50	3.50	0.89	8.4	84.8	6.9	8.1	86.9	5.1

SLE321 Report Sample

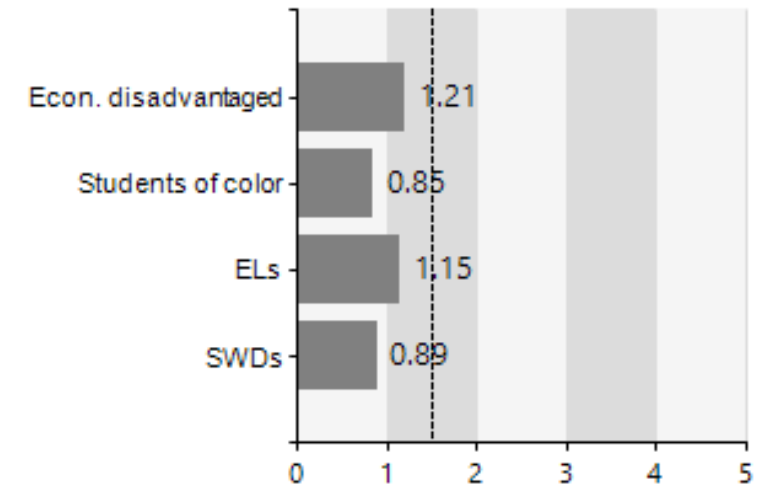
Experience Gap
0-2 Years of Experience



Experience Gap
Out of Field



Experience Gap
Overall NI/U



SLE321 Report Sample: District Level with Highlights

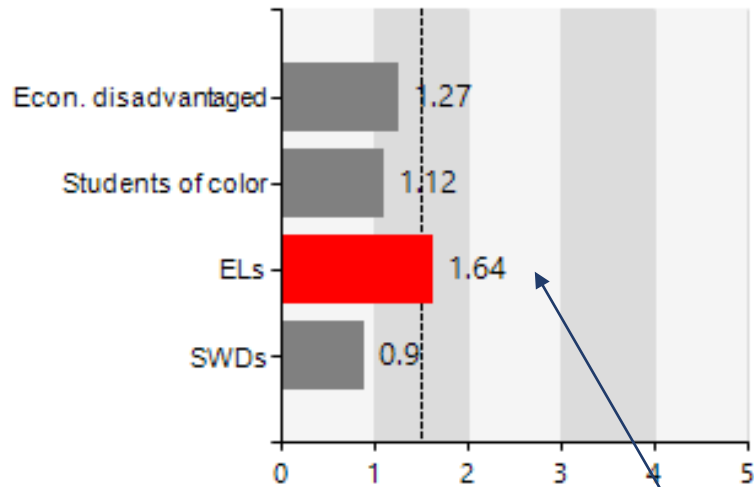
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If we add up each time a student in the district was assigned to a teacher over the past three years, 90.10% of those times was with an in-field teacher.

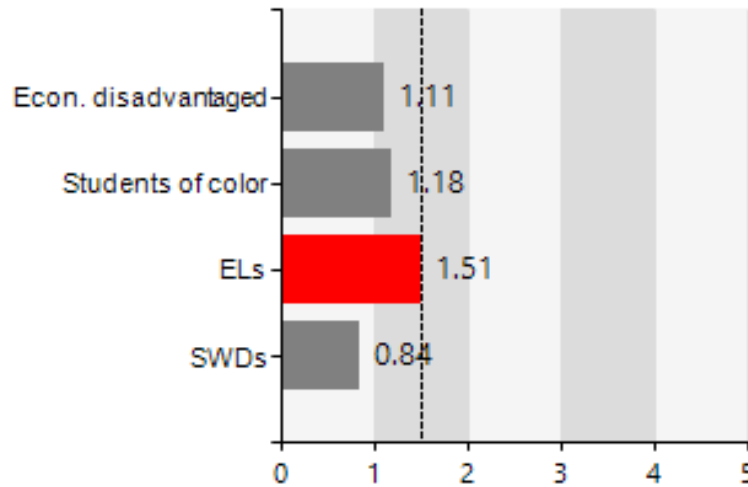
In the past three years, English learners were 1.64 times more likely to be assigned to an educator with 0-2 years of experience in MA than their peers.

SLE321 Report Sample with Highlights

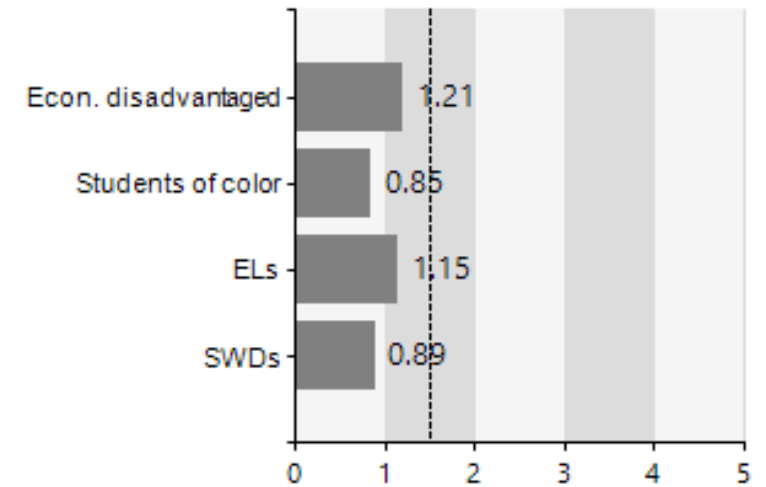
Experience Gap
0-2 Years of Experience



Experience Gap
Out of Field



Experience Gap
Overall NI/U



ELs in this school were 1.64 times as likely to be assigned to a teacher with 0-2 years of experience than their peers.

SE622 – Student Learning Experience Detailed Report from Hyperlink



SE622 Student Learning Experience Detailed Report

Contact Us

District : Average District
School Year : 2019-20

Reset prompts and run

School: Average Middle
Years of Classroom Data: 3

Subgroup: ELs
Compare your district's student subgroup data to statewide data by viewing [statewide learning experiences by subgroup](#).

SASID	# Years w/ Class Data	EDUCATOR EXPERIENCE					EDUCATOR QUALIFICATIONS						EDUCATOR EFFECTIVENESS								ELA SGP			Math SGP			EDUCATOR ATTENDANCE					
		Years in MA			PTS		% Long Term Subs	% In Field	% Out of Field	% SEI Endorsed	% Non-SEI Endorsed	Overall			Standard 1		Standard 2		Standard 3		Standard 4		% High	% Mod.	% Low	% High	% Mod.	% Low	Teacher Days Absent			
		3+	1-2	<1	% PTS	% Non-PTS						% E/P	% NI/U	% N/A	% E/P	% NI/U	% E/P	% NI/U	% E/P	% NI/U	% E/P	% NI/U							% High	% Mod.	% Low	% 0-4
1005055605	1	0.0	0.0	100.0	0.0	100.0	0.0	0.0	100.0	0.0	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0.0	0.0		
1050565016	2	0.0	0.0	100.0	0.0	100.0	0.0	84.6	15.4	61.5	38.5	--	--	--	--	--	--	--	--	--	--	--	0	0	0	0	0	0	0	0.0	0.0	0.0
1039071116	3	0.0	0.0	100.0	0.0	100.0	0.0	90.0	10.0	45.0	55.0	--	--	--	--	--	--	--	--	--	--	--	0	0	0	0	0	0	0	0.0	0.0	0.0
1031912922	2	0.0	0.0	100.0	0.0	100.0	0.0	58.3	41.7	58.3	41.7	--	--	--	--	--	--	--	--	--	--	--	0	0	0	0	0	0	0	0.0	0.0	0.0
1082070315	3	0.0	0.0	100.0	0.0	100.0	0.0	88.5	11.5	65.4	34.6	--	--	--	--	--	--	--	--	--	--	--	0	0	0	0	0	0	0	0.0	0.0	0.0
1029975312	1	0.0	0.0	100.0	0.0	100.0	0.0	0.0	100.0	0.0	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0.0	0.0		
1003308020	0	0.0	0.0	100.0	0.0	100.0	0.0	0.0	100.0	0.0	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0.0	0.0		

SE622 – Student Learning Experience Detailed Report with Highlight



SE622 Student Learning Experience Detailed Report

Contact Us

District : Average Distri
School Year : 2019-2

Reset prompts and run

School: Average Middle
Years of Classroom Data: 3

Subgroup: ELs
Compare your district's student subgroup data to statewide data by viewing [statewide learning experiences by subgroup](#).

SASID	# Years w/ Class Data	EDUCATOR EXPERIENCE					EDUCATOR QUALIFICATIONS						EDUCATOR EFFECTIVENESS								ELA SGP			Math SGP			EDUCATOR ATTENDANCE				
		Years in MA			PTS		% Long Term Subs	% In Field	% Out of Field	% SEI Endorsed	% Non-SEI Endorsed	Overall			Stanadard 1		Stanadard 2		Stanadard 3		Stanadard 4		% High	% Mod.	% Low	% High	% Mod.	% Low	Teacher Days Absent		
		3+	1-2	<1	% PTS	% Non-PTS						% E/P	% NI/U	% N/A	% E/P	% NI/U	% E/P	% NI/U	% E/P	% NI/U	% E/P	% NI/U							% High	% Mod.	% Low
1005055605	1	0.0	0.0	100.0	0.0	100.0	0.0	0.0	100.0	0.0	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0.0	0.0
1050565016	2	0.0	0.0	100.0	0.0	100.0	0.0	84.6	15.4	61.5	38.5	--	--	--	--	--	--	--	--	--	--	--	0	0	0	0	0	0	0.0	0.0	0.0
1039071116	3	0.0	0.0	100.0	0.0	100.0	0.0	90.0	10.0	45.0	55.0	--	--	--	--	--	--	--	--	--	--	--	0	0	0	0	0	0	0.0	0.0	0.0
1031912922	2	0.0	0.0	100.0	0.0	100.0	0.0	58.3	41.7	58.3	41.7	--	--	--	--	--	--	--	--	--	--	--	0	0	0	0	0	0	0.0	0.0	0.0
1082070315	3	0.0	0.0	100.0	0.0	100.0	0.0	88.5	11.5	65.4	34.6	--	--	--	--	--	--	--	--	--	--	--	0	0	0	0	0	0	0.0	0.0	0.0
1029975312	1	0.0	0.0	100.0	0.0	100.0	0.0	0.0	100.0	0.0	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0.0	0.0	
1003308020	0	0.0	0.0	100.0	0.0	100.0	0.0	0.0	100.0	0.0	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0.0	0.0	

Let's look at this student who had 100% of their learning experiences with teachers who have <1 year of experience.

PR600 – Student Profile Report



PR600 Student Profile Report

Contact Us


FAKE STUDENT NAME (000000000)

Most Recent SIMS										
School Year	Collection	City/Town	School	Date of Birth	Gender	Country of Origin	First Language	Race/Ethnicity	Enrollment Status	Reason for Enrollment
2019-20	JUNE	training data (not real)	Average Middle	10-26-06	M	Not an immigrant student	Chinese	Asian	Enrolled	Resident/Member
2019-20	MARCH		Average Middle	10-26-06	M	Not an immigrant student	Chinese	Asian	Enrolled	Resident/Member
2019-20	OCTOBER		Average Middle	10-26-06	M	Not an immigrant student	Chinese	Asian	Enrolled	Resident/Member

History of School Attendance													
School Year	Grade	District	School	EOY Attendance	EOY Membership	Attendance	In-School Suspensions	Out-Of-School Suspensions	Title I	Economically Disadvantaged	LEP	EL Program	Students with Disabilities
2020	07	Average District (AVGE0000)	Average Middle	168	170	98.82%	NA	NA	No	No	No	None	No

EOY Courses and Marks												
School Year	School	Grade Level	Term	Subject	Course Name	Course Level	Enrollment	Letter Mark	Numeric Mark	Credits Available	Credits Earned	
2019-20	Average Middle	Grade 07	Full School Year	Science	Science (grade 7)-MS2071-002-FULL	General	Completed	Ungraded	Not Graded	Not Applicable	Not Applicable	
2019-20	Average Middle	Grade 07	Full School	Social Studies/Social	Social Studies (grade 7)-MS3071-003-	General	Completed	Ungraded	Not Graded	Not Applicable	Not Applicable	

SE821 – Out of Field Teacher Assignments



Executive Office of Education (EOE)

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Home > Edwin Analytics > Educators > Equitable Access > SE821 Out of Field Teacher Assignments

School Year District Schools

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SE821 Out of Field Teacher Assignments

Out of Field Teacher Assignments
Teachers not licensed in the assigned course subject as of October 1st of 2019-20 school year. When used in conjunction with the [licensure lookup tool](#), which lists the licenses that each educator holds, this Out-of-Field Teacher report will provide a more complete picture of an educator's qualifications. This report is part of a statewide pilot mapping course subjects to licenses. Please email educatordevelopment@mass.gov with questions or comments about the data.

Contact Us

District : Average District (AVGE0000)
 School Year: 2019-20

MEPID	License Number	Teacher Name	School Code	School Name	Grade Level	Subject	Course Code	Course Name	School Year	Job Class	Number of Sections
56701249	00	training data (not real)	AVGESCH2	Average Middle	Grade 06	Science	53236	Science (grade 6)	2020	Co Teacher	2
56701249	00		AVGESCH2	Average Middle	Grade 07	Science	53237	Science (grade 7)	2020	Co Teacher	1
56701249	00		AVGESCH2	Average Middle	Grade 06	English/Language Arts	51034	Language Arts (grade 6)	2020	Teacher - support content instruction	1
56701249	00		AVGESCH2	Average Middle	Grade 06	English/Language Arts	51008	English as a Second Language	2020	Teacher	1
53888222	278414		AVGESCH2	Average Middle	Grade 08	Mathematics	52051	Pre-Algebra	2020	Teacher	3
53888222	278414		AVGESCH2	Average Middle	Grade 08	Mathematics	52052	Algebra I	2020	Teacher	1
50963896	392689		AVGESCH2	Average Middle	Grade 07	Foreign Language	56120	French	2020	Co Teacher	2
50963896	392689		AVGESCH2	Average Middle	Grade 06	Foreign	56120	French	2020	Co Teacher	1



What questions can
the SLE Report answer?

SCHOOL LEVEL

- At which schools have students had less access to experienced teachers over the past 3 years?

SCHOOL & STUDENT GROUP LEVEL

- Did the ELs at Middle School A have different learning experiences than the ELs at Middle School B last year?

GRADE LEVEL

- Which students in 11th grade have had the least experience with highly rated math teachers?

STUDENT LEVEL

- What were the last 5 years of learning experiences for a student who transferred into your district?



Common Questions

- How can I learn which students are having the inequitable learning experiences?
- How do I know which teachers are considered out of field in my district?
- If students transfer into my district, (how) do they show up in my SLE Reports?
- If I am not required to report data to DESE, why is there a value in my SLE Reports?

SLE Report Webpage

<https://www.doe.mass.edu/edwin/gateway/SLereport-supp.html>

In-Field Mapping Tool

<https://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/licensetool.html>

SLE Summary [download]

<http://bit.ly/SLEoverview>

Equity Roadmap: Potential Next Steps after the Student Learning Experience Report [download]

<https://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/sle-roadmap/full.docx>

Talent Guide

[Talent Guide - Educator Effectiveness \(mass.edu\)](#)



How does DESE encourage districts to use these data?

TITLE IIA

- Grant recipients must write a response for any equity gaps in the SLE report for their district/schools.

DISTRICT MONITORING

- SLE equity gaps are used in our review of districts.

Title IIA: Submission 5

Questions for the ESSA Monitoring

1) How is the district closing any inequities in the rates at which low-income students, students of color, English learners, and students with disabilities are taught by lower rated, out-of-field, or inexperienced teachers?

Acceptable evidence for question 1 may include: completed templates on developing strategies or monitoring progress; written project plan, timeline, theory of action, and/or goals; description of new practices/policies in response to data.

2) To what extent are the district's plans to address inequities based on data?

Acceptable evidence for question 2 may include: documentation of district data analysis based on the Student Learning Experience (SLE) report in Edwin Analytics; completed templates on using data beyond the SLE Report or engaging stakeholders in root cause analysis.

STRATEGY 1:

- 1. Which equity gap does it address?**
- 2. SMART goal:** An aim that is specific and strategic; measurable; action-oriented; rigorous, realistic, and results-focused; and timed and tracked
- 3. Description of strategy:** Summary (suitable for external stakeholders) of what you are trying to do and how you will do it
- 4. Which root causes are addressed, and how:**
- 5. Project leader:** Individual who has the skill and time to take on this strategy as the lead, and why he or she is the right person for the job
- 6. Team members and roles:** Others who will be integral to advancing the strategy, and their specific responsibilities
- 7. Risks & strategies for mitigation:** Description of what may go wrong or pose an obstacle, and plans for proactively addressing such issues
- 8. Overview of timeline (key milestones and dates):** Five to eight key points in the strategy, which will help indicate whether your strategy is on track or at risk of falling behind

When	What	Who
Winter 2024	Plan to post vacancies due to resignation/retirements	Central Office Team with Building Principals
Spring 2024	Train all staff on our SIS and implementation so our student placement can be more equitable, focusing on our students of color who have an equity gap of	Building Principals
	having educators out-of-field	

EXAMPLE

"...

Additionally, **developing and retaining our staff over time** will ensure that students are receiving academic lessons from experienced teachers who have consistently grown based off of goals set by [name] and evaluated against the state's criteria...

[name] has also **invested in an instructional coach** that will meet with teachers to develop goals and observe teachers' progress towards growth. Outside of the formal evaluation policy, this evaluation cycle will give teachers the opportunity to guide their own growth and allows for multiple points of feedback throughout the year.

By **embedding DEI as a focus of PD** for both all staff and to our new staff onboarding process, our staff develop understanding and skills to uncover historical biases that our student population and specifically EL students have been exposed to throughout their academic careers and lives.

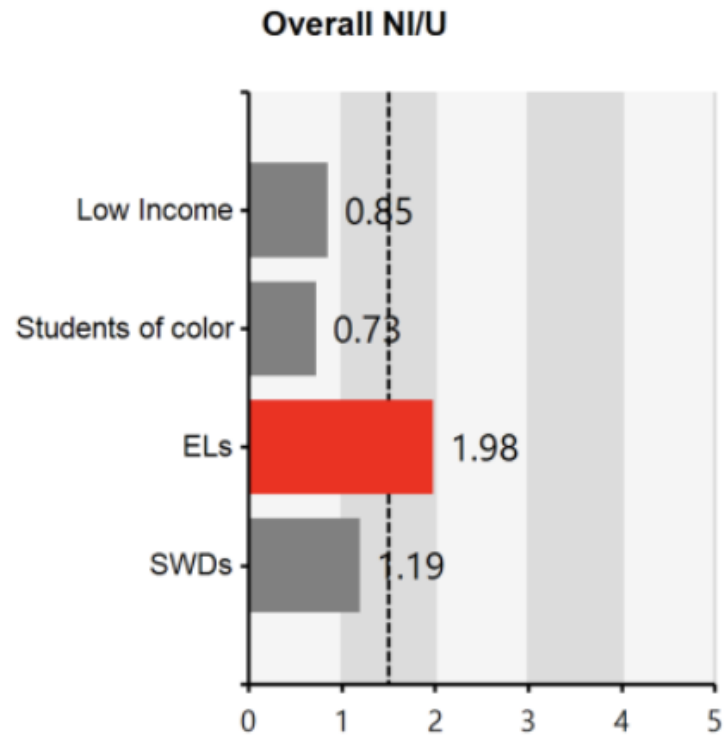
While these speak to the student experience, we believe they also align to our ability to **provide a competitive environment for talent**, especially amongst staff of color, to provide our students with experienced and highly rated teachers."



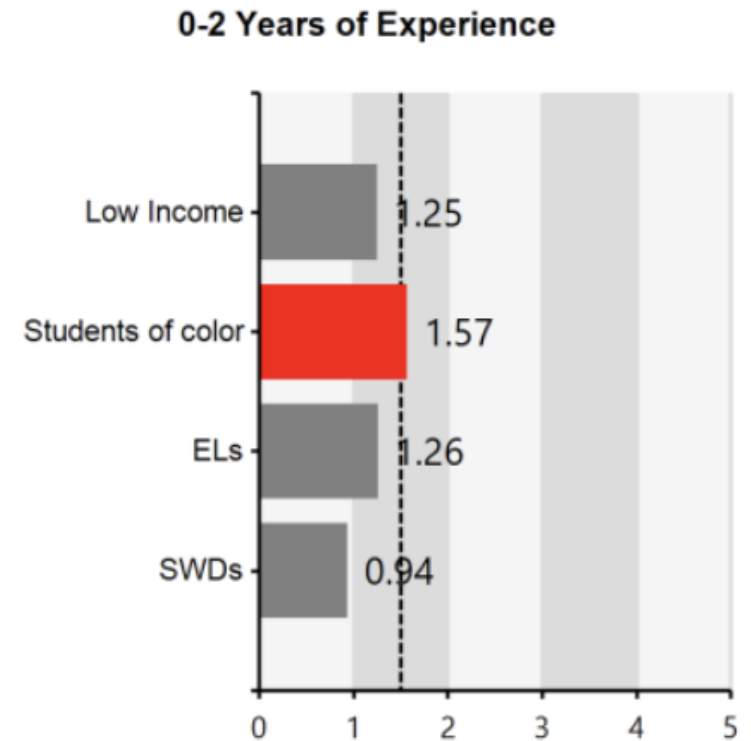
District Experience: **Narragansett Regional School District**

Our Data

English Learners (1%)



Students of Color (15%)



NRSD English Learner Course Overview

Throughout this course, educators will...

- Deepen understanding of the unique backgrounds and needs of EL students;
- Build knowledge of [*DESE's Interactive Blueprint for English Learner Success*](#);
- Strengthen understanding of how to create classroom cultures where **all** students experience a sense of belonging and connection;
- Plan rigorous and engaging lessons and learning activities to meet the needs of all students (with a focus on English Learners);
- Provide opportunities and supports for EL students;
- Consider long term success for EL students (beyond high school).

NRSD English Learner Course Roadmap

Sessions 1 & 2

Classroom Culture

- Sharing responsibility for EL success
- Effective family engagement
- **Asset-based teaching and learning**

Sessions 3 & 4

Classroom Instruction for ELs

- Culturally responsive
- **High standards for ELs**
- Resources

Sessions 5 & 6

Opportunities & Supports for ELs

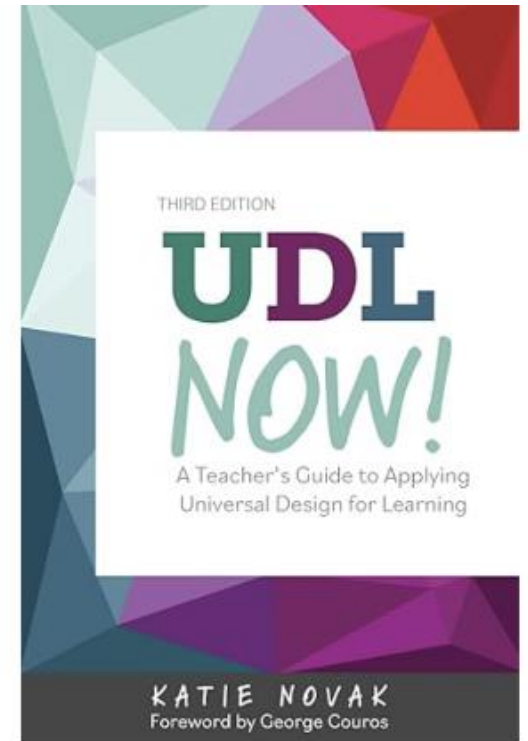
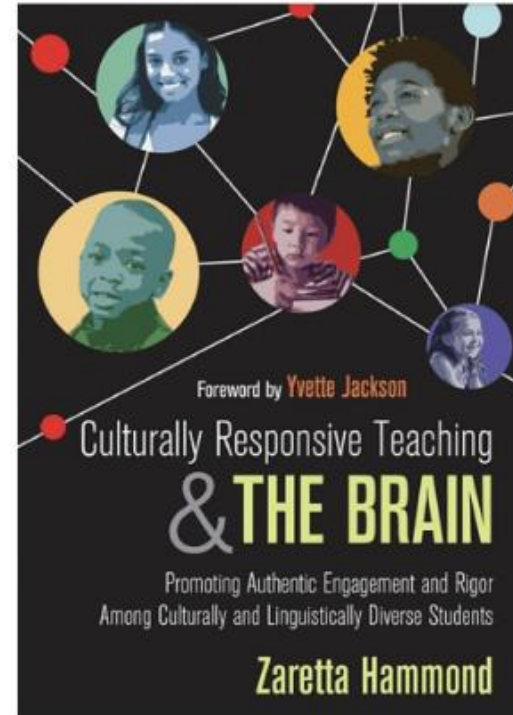
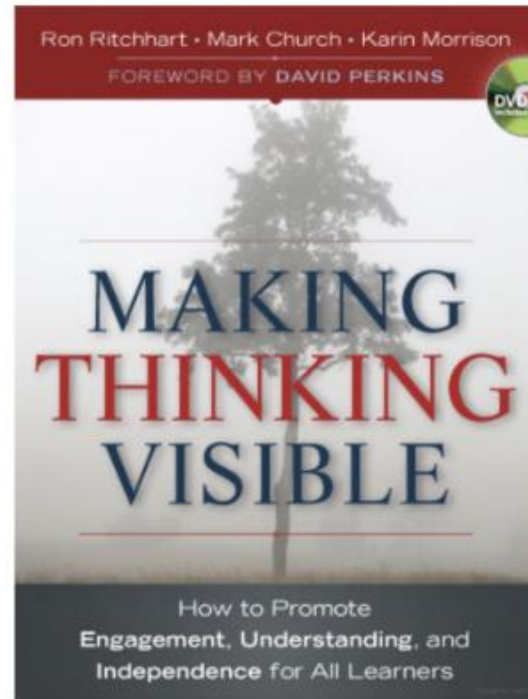
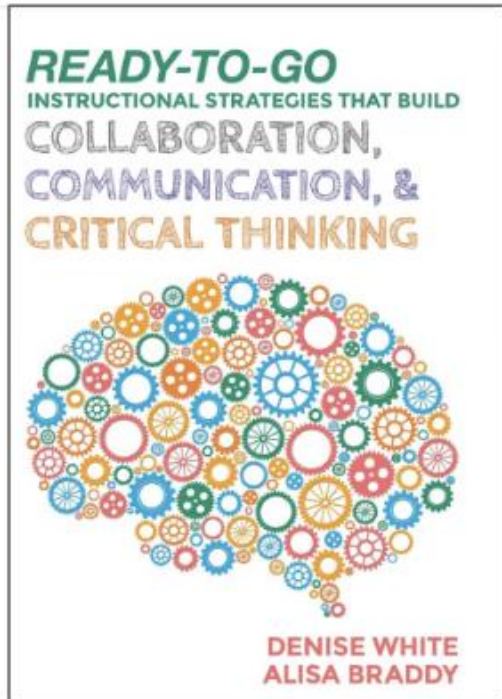
- **Build on EL assets**
- Academic and linguistic supports
- Social and emotional supports

Sessions 7 & 8

Planning for Future Success for ELs

- Thriving in high school
- **Graduating college/career ready**
- Civic life and global community

NRSD Mentor Program & Professional Development



THANK YOU

CONTACT INFORMATION

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