**Summary of DESE Resources for Identifying and Addressing Equity Gaps related to Student Assignment**

**What information does the Student Learning Experience (SLE) Report provide?**

**For additional information on using the SLE Report, see DESE’s resources:**

[Accessing and Using the SLE Report](http://www.doe.mass.edu/edwin/gateway/slereport/howto.docx)

[Quick Reference Guide for Using Equitable Access Data](https://www.doe.mass.edu/edeffectiveness/equitableaccess/playbooks/qrg-equitydata.pdf)

[Examples of Questions the SLE Report Can and Cannot Answer](http://www.doe.mass.edu/edwin/gateway/sle-questions.docx)

The [Student Learning Experience (SLE) Report](https://www.doe.mass.edu/edwin/gateway/slereport-supp.html) compares the rates at which groups of students—students of color, economically disadvantaged students, students with disabilities, and English learners—have had experiences with teachers who are highly-rated, experienced, and teaching in their licensure area (in-field). Research has shown that assignment to educators with these various characteristics has a compounding impact on student achievement. Massachusetts students assigned to teachers rated “exemplary” gain 18 to 19 weeks of additional learning, compared to students assigned to teachers rated “unsatisfactory.” And as compared to students of a first-year teacher, Massachusetts students assigned to third-year teachers gain one additional month of learning in a year. [[1]](#footnote-1)

The SLE Report calculates a **risk ratio** to help highlight differences in these students’ experiences with educators by making a comparison to other students in the district or school. A risk ratio shows the difference in rates at which a historically disadvantaged group has been assigned to a teacher with the given characteristic (experienced, highly-rated, in-field) compared to students not in that group. For example, the report compares the number of experiences with experienced teachers of English learners (ELs) relative to other students in the district who are not ELs.

**Equity gaps** are highlighted in **red** in the report. An equity gap is when there is a risk ratio of 1.5 or greater, which means that the historically disadvantaged group has shown to be 1.5 times, or 50% more likely, than their non-historically disadvantaged peers to have experiences with inexperienced, ineffective, or out-of-field educators.

|  | Students | Educators | Learning Experiences | Educator Experience | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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 |
| District A (All Students) | 2,269 | 220 | 17,531 | 83.7 | 16.3 |  |
| District A (Non-Econ. disadvantaged) | 2,068 | 218 | 16,054 | 85.0 | 15.0 |  |
| District A (Econ. disadvantaged) | 201 | 188 | 1,477 | 70.0 | 30.0 | 2.00 |

**What steps should districts and schools take after analyzing the SLE Report?**

The sample district above has a risk ratio related to educator experience for economically disadvantaged students as compared to non-economically disadvantaged students. Economically disadvantaged students are 2 times as likely to have been assigned to an inexperienced teacher (a teacher who has 0-2 years of MA public school teaching experience) as compared to their non-economically disadvantaged peers.

**Note:** The [Equity Roadmap](https://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/roadmap.html) provides more information on the three steps below, including planning templates and suggestions for addressing specific equity gaps.

1. **Use Additional Data**

Your district may have data that is more up-to-date than that found in the SLE report. To augment the SLE report, consider using local data, like new evaluations, student assignments, or local benchmark assessments. The SLE report will help bring to light potential equity issues, but districts’ and schools’ local data will help determine how gaps are impacting students and which gaps to prioritize closing. There are also other Edwin Analytics reports that may support further analyses including:

**Review DESE’s resources for more detail on the strategies mentioned here, as well as additional strategies:**

[Equity Roadmap: Potential Next Steps after the Student Learning Experience Report](https://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/roadmap.html)

[Equity Playbook II](https://www.doe.mass.edu/edeffectiveness/equitableaccess/playbooks/default.html)

[State Equity Plan](https://www.doe.mass.edu/edeffectiveness/equitableaccess/plan/default.html)

* EV319 & 901: Educator Evaluation at the District, School and individual level
* EP903: Teacher Preparation Partnership Pipeline (P3) Report
* ED206: Staff by Federal Funding Source; for comparison to other similar districts see publicly available [District Analysis Review Tools](http://www.doe.mass.edu/dart/) (DARTs)

2. **Ask self-assessment/stakeholder engagement questions to explore root causes**

Different districts may have similar equity gaps but different root causes, making self-assessment and stakeholder engagement questions a key part of determining next steps. [DESE’s District Data Team Toolkit](http://www.doe.mass.edu/accountability/toolkit/district-data-toolkit.pdf) includes various root cause protocols, including [“Why, Why, Why?”](http://www.doe.mass.edu/accountability/toolkit/district-data-toolkit.pdf#page=222) Examples of SLE-specific questions to ask include:

- How are students assigned to teachers each year?

- How does the distribution of our educator evaluation ratings compare to gaps in performance?

3. **Develop strategy starting points and monitor progress**

Since the SLE Report is primarily about student assignment, strategic decisions related to student assignment practices may help districts address equity gaps. In many cases, however, districts may need to implement other strategies to address root causes of equity gaps.

1. **Strategies related to student assignment practices**
   1. Incorporating an equity check into scheduling: Various factors may impact student assignment, including student relationships, course-levels, family input, teacher credentials, and teacher preferences. Incorporating an equity check into the assignment process would help ensure that all students have equitable access to experienced, in-field, and highly rated teachers.

* The [Master Schedule Review](http://www.doe.mass.edu/edeval/guidebook/8b-masterschedreview.pdf), a tool from the [Guidebook for Inclusive Practice,](http://www.doe.mass.edu/edeval/guidebook/) supports scheduling to meet the needs of diverse learners
  1. Use the SLE Report data in the student assignment process: Share the SLE report with guidance counselors, school leaders, teachers, and staff involved in the student assignment process.
  2. Expand pathways for students to a variety of classes: Increase enrollment of economically disadvantaged students, students of color, English learners, and students with disabilities in a range of classes, including advanced classes, to allow for assignment to a wider pool of teachers.

1. **Strategies related to systemic root causes of equity gaps**
   1. Educator Effectiveness
      1. **Establish a** [**common vision for instructional practice**](http://www.doe.mass.edu/edeval/resources/calibration/) and a common set of shared expectations for all students to increase the number of effective educators.
   2. Educator Experience & Licensure
      1. **Improve retention practices** by analyzing teacher workplace satisfaction surveys and exit surveys to learn how to better retain quality teachers, including ESL and special ed. teachers.
      2. **Develop** [**educator preparation partnerships**](http://www.doe.mass.edu/edprep/domains/partnerships/) by targeting high-performing educator preparation programs and those that prepare teacher candidates for hard-to-staff subjects.
      3. **Create pipelines for hard-to-staff subjects** by supporting teachers and paraprofessionals working toward teaching licenses in shortage areas, for instance, using [structured guidance & supports](http://www.doe.mass.edu/licensure/academic-prek12/sgs/) for meeting the licensure competency review.
   3. Special Education & English Language Learners Supports
      1. **Promote inclusive practice** to minimize students being educated in substantially separate settings by utilizing the [Educator Effectiveness Guidebook for Inclusive Practice](http://www.doe.mass.edu/edeval/guidebook/)
      2. The [Leading Educational Access Project](http://www.doe.mass.edu/leap/pd.html) offers training and resources to promote educational access and decrease inappropriate special education eligibility decisions

1. [Teacher Equity Gaps in Massachusetts](http://www.doe.mass.edu/research/reports/2017/10teacher-equity.docx) [↑](#footnote-ref-1)