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# Equity Trajectories in a Co-Teaching Primary School: A Longitudinal Quantitative Study

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## Abstract

Co-teaching has gained importance as an instructional approach aimed at fostering more inclusive and equitable learning environments. Within this framework, this quantitative longitudinal study examines equity-related trajectories within a co-teaching setting at a primary school. A total of 151 students from 5th and 6th grades were assessed at three points during the school year on three equity-related perception constructs: learning, participation, and social climate. Linear mixed models were applied to test the effect of grade, time, baseline levels, and their interactions. Results showed no significant effect of grades in any of the constructs, and a minimal impact of time only on learning. In fact, the decrease in learning was small but statistically significant (though practically limited) from T1 to T3. In contrast, baseline levels strongly predicted scores throughout the year. Moreover, interactions with time were found, with the influence of baseline level weakening over time. Therefore, the difference between low-baseline students and high-baseline students stabilised over time, reaching convergence in T3. This convergence does not necessarily indicate improvement among students with lower baselines, but rather a reduced predictive power of initial disparities. Given the single-case nature of the study, findings are preliminary and cannot be generalised, however, they offer preliminary evidence that co-teaching may help attenuate initial differences between students, supporting more equitable developmental patterns.

**Keywords:** Diversity; Learning; Participation; Social-Climate; Students