

TEN DIMENSIONS

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# RESOURCE EQUITY DIAGNOSTIC FOR DISTRICTS

ALLIANCE FOR  
RESOURCE  
EQUITY

Uniting advocates and education leaders  
to unlock excellence for every student



## About Us

**Education Resource Strategies** is a national nonprofit that partners with district, school, and state leaders to transform how they use resources (people, time, and money) so that every school prepares every child for tomorrow—no matter their race or income. Since 2004, ERS has worked with more than 40 school systems and states to improve resource equity for students by analyzing data, exploring trade-offs, planning strategically, building consensus, and monitoring progress.



**The Education Trust** is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income backgrounds. Through research and advocacy, EdTrust supports efforts that expand excellence and equity in education from preschool through college; increase college access and completion, particularly for historically underserved students; engage diverse communities dedicated to education equity; and increase political and public will to act on equity issues.



### WHY AN ALLIANCE?

Across the nation, local decision makers and equity advocates are committed to improving schools—including school board members, state and district leaders, civil rights advocates, families, educators, and even students themselves. However, a lack of coordination can limit the impact of these efforts. The Alliance for Resource Equity works to bring many combinations of stakeholders together around a framework for shared understanding, and a plan for collaborative action.

## ACKNOWLEDGMENTS

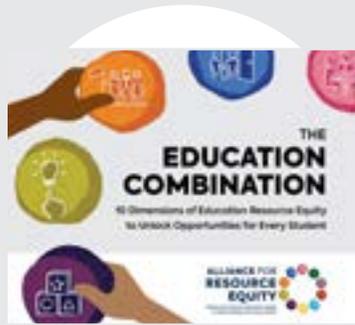
This work is the result of collaborative efforts among dozens of people, both within and outside of Education Resource Strategies and The Education Trust, as part of the Alliance for Resource Equity.

First, we owe our deep thanks to the many people in the field who inspire us by engaging in this difficult (yet rewarding) work each day: Thank you to our partners within the schools, systems, and communities that both organizations have worked with throughout the years; to the leaders and researchers from peer education organizations who served as valuable thought partners; and to the many district and nonprofit leaders, advocates, teachers, and families from across the country who contributed with an ongoing willingness to reflect, share their stories, and help others learn.

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Education Resource Strategies and The Education Trust are solely responsible for the ideas presented in this paper and for any errors.



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## THE EDUCATION COMBINATION

# Learn about the 10 dimensions

This paper turns the spotlight on education resource equity by sharing the 10 dimensions that unlock better, more equitable experiences in school for all students.



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## THE RESOURCE EQUITY DIAGNOSTIC

# Identify strengths and gaps

This tool helps you better understand the current state of education resource equity and excellence for students in *your* school system across all 10 dimensions.

- **Advocates' Guide:** Tailored guidance for advocates on how to use the diagnostic in partnership with your local school system.
- **Sample Meeting Agenda:** An example of a meeting agenda to help community advocates and district leaders work collaboratively to kick off the process of improving education resource equity.



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## THE RESOURCE EQUITY GUIDEBOOKS

# Explore next steps

This series of guidebooks digs deeper into your diagnostic results by probing underlying causes of challenges in your school system and considering ways to improve students' experiences in school.

# INTRODUCTION

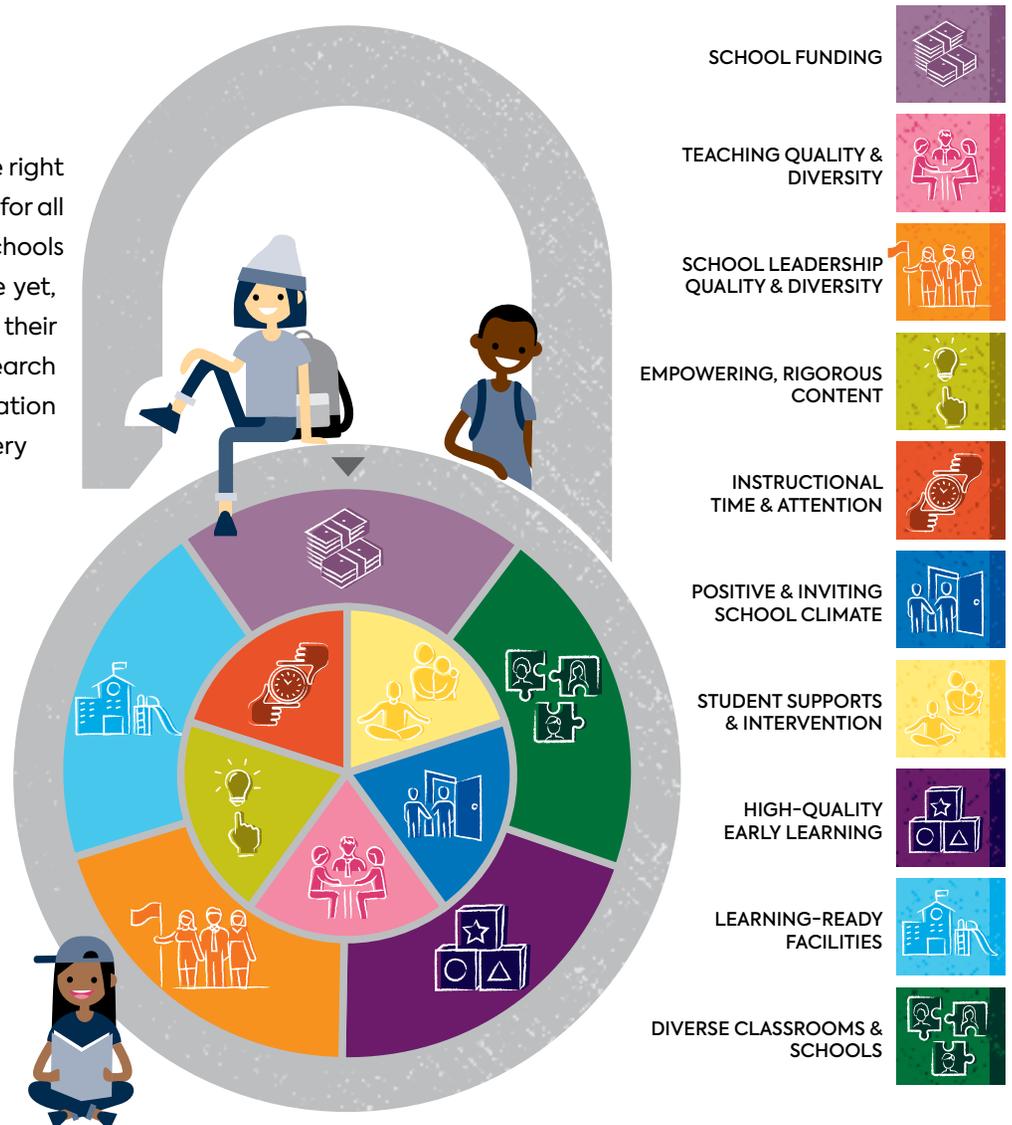
## What is Education Resource Equity?

When schools, systems, and communities work together to mobilize the right combination of resources that create high-quality learning experiences for all students, that is what we call **education resource equity**. Yet many schools and systems are set up as if all students need the same things. Worse yet, students with higher needs and students of color are often *less* likely than their peers to have access to the high-quality learning experiences that research tells us are necessary to prepare them for college and career. Education resource equity is what we need to make sure that school unlocks every child's power to live a life of their choosing—and that race and family income no longer predict a student's life trajectory.

## What is the Purpose of this Diagnostic?

One of the first steps to improving education resource equity in your school system is understanding the current state of equity and excellence for students. This comprehensive diagnostic is designed to help district leaders identify strengths and gaps across all **10 dimensions** of education resource equity—and is part of a larger toolkit to help educators, school system leaders, advocates, and families start conversations, create shared understandings, and build action plans together. After completing this diagnostic, use the **Resource Equity Guidebooks** to dig deeper into your results by probing underlying causes of challenges in your school system and considering ways to improve the experiences that students have in school each day.

### Education Resource Equity Framework



## How Do I Use this Diagnostic?

### 1: GET READY

For each key question, read the descriptions of **Foundations for Excellence** and **Equitable Access**. It will be helpful to have *The Education Combination* on hand to help you fully understand each key question.

### 2: GATHER INFORMATION

To understand the current state of equity and excellence for **students with higher needs** and **students of color** in your school system, you need to know what to look for. Using the examples to guide you, work together to collect quantitative and qualitative data. To help you consider the range of experiences that students in your district might have, many of the look-for questions reference differences **across student groups** and/or **across schools**.

### 3: IDENTIFY STRENGTHS AND GAPS

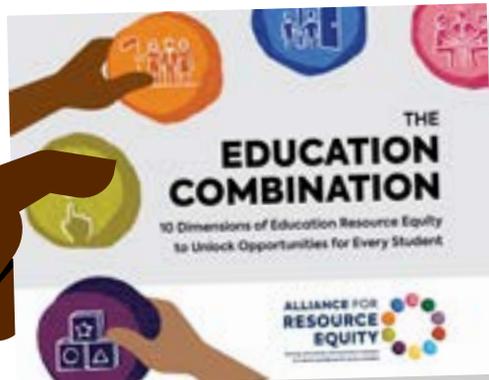
Work together with other system leaders, local advocates, educators, families, and students to determine your school district's score for each key question. This is a valuable opportunity for creating shared understandings and will help to ensure your results reflect a variety of perspectives and experiences. When determining a score, consider the extent to which your district has accomplished all of the components described. For example, when scoring Foundations for Excellence in the School Funding dimension, choose "strongly agree" if your district has adequate funding, a transparent funding formula, and school-level flexibility.

### 4: SUMMARIZE CURRENT TRENDS

On the last page of each section, calculate your average scores for Foundations of Excellence and Equitable Access. This will help you gain a holistic view of your school system's performance for each dimension overall. Use the notes section to record any reflections or questions that your group may have.

### 5: INTERPRET YOUR RESULTS

After completing each of the 10 dimensions, use the last section of the diagnostic to interpret your results and prioritize dimensions for action. Then, use the *Resource Equity Guidebooks* that correspond with the dimensions you prioritized to dig deeper into your results and explore possible action steps.



## Key Terms

**Foundations for Excellence** gauges whether there is enough of a resource available at the system level and whether foundational structures are in place to enable equitable access to the resource for all students.

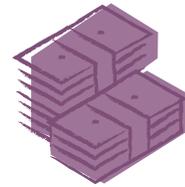
**Equitable Access** assesses whether students with higher needs, students of color, and students with lower academic performance have access to the right amount and combinations of resources necessary to meet their needs. For some resources, equity means that students with higher needs receive *more* of the resource. This may be the case if students without higher needs tend to have greater access to the resource outside of school (e.g., arts and enrichment opportunities), or if there is a strong relationship between the resource and student outcomes (e.g., school funding). For other resources, students with higher needs require the *same* amount of the resource as peers (e.g., safe, well-maintained facilities).

**Students with higher needs** includes students who may face additional barriers to success, such as students from low-income backgrounds; English learners; students with disabilities; and students experiencing foster care, homelessness, or the juvenile justice system.

**Students of color**, in this context, includes Black, Latino, and Native American students, or other historically underserved racial/ethnic groups.

**Across schools** means analyzing how access to a resource varies across schools within the same district—for example, you may compare how access to safe, well-maintained facilities varies between schools in your district that have high proportions of students from low-income backgrounds and schools in your district that have low proportions of students from low-income backgrounds.

**Across student groups** means analyzing how access to a resource varies across students with different levels of need or different racial/ethnic or socioeconomic backgrounds—for example, you may compare how access to advanced courses varies across different racial groups. Because the terms “students with higher needs” and “students of color” include many distinct student groups, when considering your answers to questions about Equitable Access, you should analyze individual student groups’ access to the resource—for example, analyze English learners and students with disabilities separately, rather than as a combined group. Based on your school system’s demographics and challenges, you may choose to complete this diagnostic for only one student group or for several specific student groups.



DIMENSION 1

# SCHOOL FUNDING

KEY QUESTION 1.1

**Does the funding system distribute adequate funding based on student needs and enable flexible use of funds in ways that are clearly understood?**

**FOUNDATIONS FOR EXCELLENCE**

Our district’s overall funding level is adequate. Our funding formula clearly shows how much each school receives, and our schools have the flexibility to use available funding resources to meet students’ needs.

*What to look for:*

- After accounting for differences in student need, how does our district’s overall spending level compare to the state average and other peer districts?
- Are the formulas that govern the resources—such as funding and staff—that each school receives widely shared and understood?
- Do schools have flexibility over how they spend their budget—including class size and staffing ratios? Do schools have the ability to swap staff positions or exchange them for dollars, to better address specific student and school needs?

Score

1 Strongly Disagree
2 Disagree
3 Agree
4 Strongly Agree
? Unsure

**EQUITABLE ACCESS**

In our district, schools that have greater proportions of students with higher needs receive substantially more funding than lower-need schools. Schools with greater proportions of students of color receive at least as much funding as schools that have similar levels of student need. Additional resources for meeting student needs go beyond what is allocated to schools through categorical funding, such as Title I and Title III.

*What to look for:*

- When all funds are included, how does per-pupil spending compare at high-need vs. low-need schools in our district? How does this spending change if federal dollars are excluded?
- If Title I funds are excluded, how does per-pupil spending compare at high-need vs. low-need schools?

Score

1 Strongly Disagree
2 Disagree
3 Agree
4 Strongly Agree
? Unsure

Refer to *The Education Combination* as you complete this section.



## Average Scores

Record your scores for this dimension below.

FOUNDATIONS FOR EXCELLENCE

EQUITABLE ACCESS

Your Notes 

## Use the *School Funding Guidebook* to Move Forward

A strong district funding system is predictable and stable, and it provides resources to schools in an equitable, flexible, and transparent manner. Now that you've identified your district's strengths or challenges in this dimension across Foundations for Excellence and Equitable Access, the *School Funding Guidebook* can help you dig deeper into potential root

causes—for example, are differences in spending across schools driven by factors unrelated to student needs? The *School Funding Guidebook* will also help you explore possible next steps within your district's unique context, such as using student-based budgeting or redesigning the school portfolio.



DIMENSION 2



# TEACHING QUALITY & DIVERSITY

KEY QUESTION 2.1

## Does each student have access to strong teachers?

KEY QUESTION 2.2: Does each student have access to teaching practices that are engaging, culturally relevant, and standards-aligned?

KEY QUESTION 2.3: Does the teacher workforce reflect student diversity?

\* Before completing this key question, see “Strong Teachers, Strong Teaching” on page 10 for an important note about measuring quality.

### FOUNDATIONS FOR EXCELLENCE

Our district has a large supply of strong teachers with enough experience and expertise to directly meet students’ needs and/or provide support to less experienced or effective teaching staff.

What to look for:

- What percentage of teachers in our district are high quality?
- What percentage of teacher vacancies are typically filled three months prior to the start of the school year?

### EQUITABLE ACCESS

See “Equitable Access to Strong Teachers” on page 10 for more.

Across our district, the strongest teachers get to the students who have higher needs within individual schools and get to the schools that have greater proportions of students with higher needs. Students of color are at least as likely to be taught by strong teachers as their peers with similar needs.

What to look for:

- How does student assignment to high-quality teachers differ across student groups and/or across schools in our district?
- How does student assignment to novice teachers, ineffective teachers, or long-term substitutes differ across student groups and/or across schools in our district?

Score

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

Score

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

Refer to *The Education Combination* as you complete this section.



KEY QUESTION 2.1: Does each student have access to strong teachers?

### KEY QUESTION 2.2

## Does each student have access to teaching practices that are engaging, culturally relevant, and standards-aligned?

KEY QUESTION 2.3: Does the teacher workforce reflect student diversity?

### FOUNDATIONS FOR EXCELLENCE

The majority of students across our district are held to high academic expectations and experience instruction that is engaging and culturally relevant, and that aligns with grade-level college- and career-ready standards.

*What to look for:*

- What percentage of students who typically receive As and Bs on their report cards score proficient or better on our state assessment?
- Based on student surveys, what percentage of students report that teachers hold high expectations and provide engaging instruction?
- Based on observations, what proportion of English language arts and math classes consistently display rigorous, grade-level instruction that is aligned with college- and career-ready standards?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

### EQUITABLE ACCESS

In our district, students with higher needs and students of color are at least as likely as their peers to be held to high academic expectations and to experience instruction that is engaging, culturally relevant, and standards-aligned.

*What to look for:*

- To what extent does state assessment proficiency among students who typically receive As and Bs on their report cards vary across student groups and/or across schools in our district?
- Based on student surveys, how do students' reports of teachers' expectations and instructional engagement vary across student groups and/or across schools in our district?
- Based on observations, how does the proportion of English language arts and math classes that consistently display rigorous, standards-aligned, grade-level instruction vary across schools in our district?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure



KEY QUESTION 2.1: Does each student have access to strong teachers?

KEY QUESTION 2.2: Does each student have access to teaching practices that are engaging, culturally relevant, and standards-aligned?

**KEY QUESTION 2.3**

## Does the teacher workforce reflect student diversity?

### FOUNDATIONS FOR EXCELLENCE

Our district’s recruitment and retention policies and practices support teachers of color and linguistically diverse teachers to come to and stay in our district.

What to look for:

- How diverse is the teacher pipeline (relative to the student population) in our district?
- Do retention rates differ for teachers of color and linguistically diverse teachers, compared to other teachers?

Score 



### EQUITABLE ACCESS

 See “Equitable Access to Teacher Diversity” on page 10 for more.

Our district employs a diverse teaching staff that reflects student diversity, including in schools that serve greater proportions of students of color and students from linguistically diverse backgrounds.

What to look for:

- How does the racial, ethnic, and linguistic diversity of teaching staff compare to the racial, ethnic, and linguistic diversity of our student population across all schools in our district? How does it compare within schools that serve greater proportions of students of color or students from linguistically diverse backgrounds?

Score 



## Additional Notes

### \* 2.1: Strong Teachers, Strong Teaching

All students should have access to strong teaching. Strong teaching is about what students experience in their classroom each day and should not be measured by only the experience level or evaluation score of the teacher at the front of the room. For strong *teaching* to take place, *teachers* need to be well-supported to effectively adjust instruction to meet their students' needs.

Ensuring that all students experience great teaching is achieved through a combination of creating the conditions that enable strong teaching to take place—such as safe and supportive working conditions, meaningful professional learning, and time for team collaboration—and supporting individual teachers' growth as they gain the experience and expertise needed to tailor instruction in ways that meet their students' needs. Therefore, in this key question, we focus on access to strong teachers as one indicator of equitable learning experiences.

However, across the education field, there is no singular, agreed-upon way to objectively measure teaching quality.

For these analyses, you should consider a variety of teacher quality measures, such as highly effective evaluation ratings, data indicating strong classroom observations, non-novice status, National Board Certification, and teacher-leadership roles. In isolation, none of these measures are likely to be the perfect proxy for assessing students' access to strong teaching, but a combination of measures can help you identify high-level trends.

### 2.1: Equitable Access to Strong Teachers

Ideally, every student would have an excellent teacher. But because most school systems don't currently have enough strong teachers to ensure access for every student, a powerful strategy for accelerating the performance of students with greater needs to help catch them up may be concentrating the strongest teachers among students with the highest needs. However, in most school systems, this can be complicated for a number of reasons:

- Not all teachers want to teach in every school or classroom, and teachers teach best when they are enthusiastic about where and

what they teach.

- Not every strong teacher is effective with every student or in every setting. Teachers may need additional supports or different types of training—such as training in trauma-informed practices—to be effective in different contexts.
- In some cases, teachers have expertise in a highly specific academic area, which may preclude changing their assignment. For example, a school's strongest math teacher may be the only teacher on staff with the content knowledge to teach AP Calculus, so moving that teacher to instead teach only ninth-grade math intervention may prevent that school from offering AP Calculus at all.

Alternatively, some schools organize resources in innovative ways to enable strong teachers to get to more students—such as using team teaching, blended learning models, and teacher-leader roles, in combination with dedicated time for teacher collaboration and coaching. Overall, given these complexities, students with higher needs should have at least as much

access to strong teachers as their peers with lower levels of need.

### 2.3: Equitable Access to Teacher Diversity

Research shows that students of color and students from linguistically diverse backgrounds benefit from being taught by a teacher of the same race or ethnicity, or with the same linguistic background. However, matching teachers to students by race, ethnicity, or linguistic background may lead to racially segregated classrooms or schools, or could reinforce districts' existing patterns of segregation. You should weigh these tradeoffs when deciding whether to measure Equitable Access to a diverse teaching staff at the *district level* (how the diversity of the teaching staff in the district overall compares to the diversity of the student population in the district overall) or at the *school level* (how the diversity of the teaching staff within each school compares to the diversity of the student population within that school).



## Average Scores

Record your scores for this dimension below.

FOUNDATIONS FOR EXCELLENCE

EQUITABLE ACCESS

Your Notes 

## Use the *Teaching Quality & Diversity Guidebook* to Move Forward

For all students to have access to high-quality teaching, districts and schools must provide teachers with appropriate support throughout their careers, effective learning opportunities, favorable working conditions, and competitive compensation. Now that you've identified your district's strengths or challenges in this dimension across Foundations for Excellence and Equitable Access, the *Teaching Quality & Diversity Guidebook*

can help you dig deeper into potential root causes—for example, do teachers lack the tools or dedicated time for collaborative planning that they need to do great work? *The Teaching Quality & Diversity Guidebook* will also help you explore possible next steps within your district's unique context, such as implementing connected professional learning or building capacity for expert-led collaboration.

DIMENSION 3

# SCHOOL LEADERSHIP QUALITY & DIVERSITY



KEY QUESTION 3.1

## Does each student have access to strong school leadership?

KEY QUESTION 3.2: Does the school leadership workforce reflect student and staff diversity?

\* Before completing this key question, see “Strong School Leadership” on page 14 for an important note about measuring quality.

**FOUNDATIONS FOR EXCELLENCE**

Our district has a large supply of strong school leaders—including principals, assistant principals, deans, instructional coaches, and teacher-leaders—who have the experience and expertise needed to meet the needs of students in their schools.

What to look for:

- What percentage of school leaders in our district—including principals, assistant principals, deans instructional coaches, and teacher-leaders—are high quality?
- What percentage of schools in our district have stable school leadership teams (the same school leadership over a three-year period)?

Score

- 1** Strongly Disagree
- 2** Disagree
- 3** Agree
- 4** Strongly Agree
- ?** Unsure

**EQUITABLE ACCESS**

In our district, schools with greater proportions of students with higher needs are more likely to have strong school leadership than lower-need schools. Schools with greater proportions of students of color are at least as likely to have strong school leadership as schools with similar levels of student need.

What to look for:

- How does school leadership quality differ across schools in our district?
- How does the stability of school leadership vary across schools in our district?

Score

- 1** Strongly Disagree
- 2** Disagree
- 3** Agree
- 4** Strongly Agree
- ?** Unsure



Refer to *The Education Combination* as you complete this section.



KEY QUESTION 3.1: Does each student have access to strong school leadership?

**KEY QUESTION 3.2**

# Does the school leadership workforce reflect student and staff diversity?

**FOUNDATIONS FOR EXCELLENCE**

Our district’s recruitment and retention policies and practices support school leaders of color and linguistically diverse leaders to come to and stay in the district.

*What to look for:*

- How diverse is the school leader pipeline (relative to the student and staff populations) in our district?
- Do retention rates differ for school leaders of color and linguistically diverse school leaders, compared to other school leaders?

Score



**EQUITABLE ACCESS**

*See “Equitable Access to Diverse School Leadership” on page 14 for more.*

Our district employs a diverse school leadership workforce that reflects student and staff diversity, including in schools that serve greater proportions of students of color and students from linguistically diverse backgrounds.

*What to look for:*

- How does the racial, ethnic, and linguistic diversity of the school leader workforce compare to the racial, ethnic, and linguistic diversity of our student and staff populations across all schools in our district? How does it compare within schools that serve greater proportions of students from linguistically diverse backgrounds?

Score



## Additional Notes

### \* 3.1: Strong School Leadership

For these analyses, you should consider a variety of school leadership quality measures, such as highly effective evaluation ratings, non-novice status, strong staff and family survey data, and high levels of teacher and student growth. In isolation, none of these measures are likely to be the perfect proxy for assessing students' access to strong school leadership, but a combination of measures can help you identify high-level trends.

It is also important to note that strong school leadership looks different in different contexts—school leaders who are strong in one school setting may not be strong in a different school setting.

### i 3.2: Equitable Access to Diverse School Leadership

Research shows that students of color and students from linguistically diverse backgrounds benefit from having a principal of the same race or ethnicity, or with the same linguistic background. However, matching principals to students by race, ethnicity, or linguistic background may lead to racially segregated schools or reinforce districts' existing patterns of segregation. You should weigh these tradeoffs when choosing whether to measure Equitable Access to a diverse school leadership workforce at the district level or at the school level.



## Average Scores

Record your scores for this dimension below.

FOUNDATIONS FOR EXCELLENCE

EQUITABLE ACCESS

Your Notes 

## Use the *School Leadership Quality & Diversity Guidebook* to Move Forward

For all students to have access to high-quality school leadership, districts and schools must provide school leaders with appropriate support throughout their careers, effective learning opportunities, favorable working conditions, and competitive compensation. Now that you've identified your district's strengths or challenges in this dimension across Foundations for Excellence and Equitable Access, the *School Leadership Quality & Diversity Guidebook* can help you dig deeper into potential

root causes—for example, do challenging workloads and stressful school climates lower school leaders' job satisfaction and performance? The *School Leadership Quality & Diversity Guidebook* will also help you explore possible next steps within your district's unique context, such as strengthening central office supports for school leaders or improving working conditions through distributed leadership models.



DIMENSION 4

# EMPOWERING, RIGOROUS CONTENT



KEY QUESTION 4.1

## Does each student have access to high-quality and culturally relevant curriculum and instructional materials?

KEY QUESTION 4.2: Is each student enrolled in courses that set them up for success in college and a meaningful career, including equal access to advanced courses?

KEY QUESTION 4.3: Does each student have access to arts and enrichment opportunities beyond core content?

**FOUNDATIONS FOR EXCELLENCE**

Schools across our district have high-quality curricula and instructional materials that are aligned with grade-level, subject-specific content standards and reflect students' racial and cultural backgrounds.

*What to look for:*

- Does our district provide teachers with standards-aligned curricular materials—including scope and sequence guides, lesson plans and materials, and assessments?
- What proportion of classrooms in our district consistently use standards-aligned materials? What proportion of teachers create their own materials from scratch or use online sources (which might not be standards-aligned)?
- To what extent are curriculum and materials culturally relevant and reflective of the diversity of our student population?

Score

- 1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

**EQUITABLE ACCESS**

In our district, students with higher needs and students of color are at least as likely as their peers to have access to curriculum and instructional materials that are high-quality, standards-aligned, and culturally relevant—including differentiated materials designed to meet students' distinct needs.

*What to look for:*

- How do curricular materials—including scope and sequence guides, lesson plans and materials, and assessments—differ across schools in our district?
- Do all schools—and all classrooms within schools—consistently use materials that are aligned with grade-level standards?

Score

- 1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure



Refer to *The Education Combination* as you complete this section.



KEY QUESTION 4.1: Does each student have access to high-quality and culturally relevant curriculum and instructional materials?

**KEY QUESTION 4.2**

**Is each student enrolled in courses that set them up for success in college and a meaningful career, including equal access to advanced courses?**

KEY QUESTION 4.3: Does each student have access to arts and enrichment opportunities beyond core content?

**FOUNDATIONS FOR EXCELLENCE**

Our district’s course pathways are aligned with rigorous graduation requirements. The majority of students are enrolled in and successfully complete college- and career-aligned course sequences. Our district offers multiple advanced courses across grades and subjects, and a significant portion of students are enrolled in these courses.

*What to look for:*

- To what extent do our district’s graduation requirements align with admissions requirements for public universities in our state?
- What percentage of students in our district graduate from high school with an honors/advanced diploma vs. a general/standard diploma?
- What percentage of students who score proficient or advanced on state assessments are enrolled in advanced courses, such as Advanced Placement, International Baccalaureate, gifted and talented, or dual enrollment programs?

Score



**EQUITABLE ACCESS**

In our district, students with higher needs and students of color are at least as likely as their peers to be enrolled in and successfully complete courses that set them up for success in college and a meaningful career.

*What to look for:*

- How do attainment rates for honors/advanced diplomas and general/standard diplomas vary across student groups and/or across schools in our district?
- How do the rates of enrollment for proficient and advanced students in advanced courses differ across student groups and/or across schools?

Score



KEY QUESTION 4.1: Does each student have access to high-quality and culturally relevant curriculum and instructional materials?

KEY QUESTION 4.2: Is each student enrolled in courses that set them up for success in college and a meaningful career, including equal access to advanced courses?

### KEY QUESTION 4.3

## Does each student have access to arts and enrichment opportunities beyond core content?

### FOUNDATIONS FOR EXCELLENCE

Our district has robust arts and enrichment course offerings, and other enrichment opportunities, such as field trips and student clubs. A majority of students engage in these opportunities.

*What to look for:*

- What types of arts and enrichment courses does our district offer?
- On average, how much time do students spend in arts and enrichment courses?
- How frequently do students engage in other types of enrichment opportunities, such as field trips and student clubs?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

### EQUITABLE ACCESS

In our district, students with higher needs are more likely than their peers to experience arts and enrichment course offerings and other enrichment opportunities, such as field trips and student clubs. Students of color are at least as likely as their peers with similar needs to experience arts and enrichment course offerings, and other enrichment opportunities, such as field trips and student clubs.

*What to look for:*

- How does the breadth and quality of arts and enrichment course offerings differ across schools in our district?
- How does the amount of time that students spend in arts and enrichment courses vary across student groups and/or across schools in our district?
- How does the frequency and type of enrichment opportunities, such as field trips and student clubs, differ across schools in our district?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure



## Average Scores

Record your scores for this dimension below.

FOUNDATIONS FOR EXCELLENCE

EQUITABLE ACCESS

Your Notes 

## Use the *Empowering, Rigorous Content Guidebook* to Move Forward

For all students to have access to empowering, rigorous content, districts and schools must have and consistently use culturally relevant, standards-aligned curriculum, and must ensure that students are enrolled in rigorous and enriching courses, including advanced courses. Now that you've identified your district's strengths or challenges in this dimension across Foundations for Excellence and Equitable Access, the *Empowering, Rigorous Content Guidebook* can help you dig deeper into potential root causes—for example, are there barriers to students enrolling in

advanced courses, such as teacher recommendation requirements that may be influenced by implicit or explicit bias? The *Empowering, Rigorous Content Guidebook* will also help you explore possible next steps within your district's unique context, such as changing enrollment practices to include open enrollment for all students or automatic enrollment for students above a certain performance threshold; or providing teacher training to reduce bias.

## DIMENSION 5

## INSTRUCTIONAL TIME &amp; ATTENTION



## KEY QUESTION 5.1

**Does each student who needs more high-quality instructional *time* receive it?**

KEY QUESTION 5.2: Does each student who needs more high-quality instructional *attention* receive it?

## FOUNDATIONS FOR EXCELLENCE

Students in our district have sufficient instructional time each day, and schools are able to vary instructional time (including extending the length of the school day) to provide additional high-quality instruction that meets students' needs.

What to look for:

- On average, how much time do students spend in core subjects?
- What percentage of students across our district are scheduled with full courseloads?
- Do schools in our district have the flexibility to adjust student schedules to better differentiate instructional time?

Score

- 1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

## EQUITABLE ACCESS

Compared to proficient students, lower-performing students receive additional high-quality instructional time in the subjects they are behind in. Students with higher needs and students of color are at least as likely as their peers to have full courseloads.

What to look for:

- How does the amount of instructional time spent in core subjects vary by student proficiency level across student groups and/or across schools in our district?
- How does the percentage of students with full courseloads vary by student proficiency, by student groups, and/or across schools?
- To what extent do schools in our district vary instructional time for individual students, so that students who aren't yet proficient receive more time in relevant subjects?

Score

- 1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure



Refer to *The Education Combination* as you complete this section.



KEY QUESTION 5.1: Does each student who needs more high-quality instructional *time* receive it?

**KEY QUESTION 5.2**

**Does each student who needs more high-quality instructional *attention* receive it?**

**FOUNDATIONS FOR EXCELLENCE**

Students in our district receive sufficient instructional attention. Schools are able to vary instructional attention (including strategic use of staffing) to meet students’ needs by providing high-quality instruction in smaller settings (e.g., class size reductions, push-in supports, and small group instruction).

*What to look for:*

- What is the average elementary school class size in our district?  
What is the average secondary class size in core subjects?
- Do schools in our district have the flexibility to adjust class and/or group size to provide increased instructional attention for students who need it?

Score



**EQUITABLE ACCESS**

Compared to proficient students, lower-performing students receive additional high-quality instructional attention (e.g., smaller class and group sizes and push-in supports) in the subjects they are behind in.

*What to look for:*

- To what extent does average class size vary across student proficiency levels, across student groups, and/or across schools in our district?
- To what extent do schools in our district vary the amount of instructional attention that individual students receive, so that students who aren't yet proficient receive more attention through smaller group sizes in relevant subjects?

Score



## Average Scores

Record your scores for this dimension below.

FOUNDATIONS FOR EXCELLENCE

EQUITABLE ACCESS

Your Notes 

## Use the *Instructional Time & Attention Guidebook* to Move Forward

To reach high standards and thrive, students need to receive sufficient instructional time and attention. Now that you've identified your district's strengths or challenges in this dimension across Foundations for Excellence and Equitable Access, the *Instructional Time & Attention Guidebook* can help you dig deeper into potential root causes—for example, do inflexible

district rules prevent schools from being able to use their resources to better differentiate instructional time? *The Instructional Time & Attention Guidebook* will also help you explore possible next steps within your district's unique context, such as increasing schools' flexibility or providing examples and tools to support strategic school scheduling.





DIMENSION 6

# POSITIVE & INVITING SCHOOL CLIMATE

KEY QUESTION 6.1

**Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?**

KEY QUESTION 6.2: Does each student have positive relationships with staff and other students?

KEY QUESTION 6.3: Does each student have access to effective social-emotional learning opportunities?

KEY QUESTION 6.4: Does each student attend a school that actively and meaningfully engages families?

**FOUNDATIONS FOR EXCELLENCE**

Schools across our district are safe and have policies and rules (e.g., suspension policies and dress code rules) that are transparent, culturally sensitive, and consistently enforced, and that incorporate student and family voice.

*What to look for:*

- Based on student surveys, what percentage of students report feeling safe at school?
- What are our district’s rates of office discipline referrals, suspensions, and expulsions?
- What are our district’s discipline policies, and how were they developed?

Score

1 Strongly Disagree
2 Disagree
3 Agree
4 Strongly Agree
? Unsure

**EQUITABLE ACCESS**

Students with higher needs and students of color are at least as likely as their peers to feel safe at school and experience policies and rules (e.g., suspension policies and dress code rules) that are transparent, culturally sensitive, and consistency enforced, and that incorporate student and family voice.

*What to look for:*

- Based on student surveys, to what extent do students’ reports of school safety differ across student groups and/or across schools in our district?
- How do rates of office discipline referrals, suspensions, and expulsions vary across student groups and/or across schools in our district?
- To what extent are discipline policies and practices implemented consistently and fairly for all students in our district?

Score

1 Strongly Disagree
2 Disagree
3 Agree
4 Strongly Agree
? Unsure



Refer to *The Education Combination* as you complete this section.



KEY QUESTION 6.1: Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?

### KEY QUESTION 6.2

## Does each student have positive relationships with staff and other students?

KEY QUESTION 6.3: Does each student have access to effective social-emotional learning opportunities?

KEY QUESTION 6.4: Does each student attend a school that actively and meaningfully engages families?

### FOUNDATIONS FOR EXCELLENCE

Schools in our district help students build positive relationships with staff and other students, and students feel accepted, supported, and connected to their school community.

*What to look for:*

- Based on student surveys, what percentage of students report feeling a sense of belonging in school and in class?
- What strategies for building strong student-student and student-teacher relationships are used across our district?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

### EQUITABLE ACCESS

In our district, students with higher needs and students of color are at least as likely as their peers to experience positive relationships with staff and other students. To support a sense of belonging, students experiencing foster care or homelessness are more likely than their peers to have positive relationships with school staff.

*What to look for:*

- Based on surveys, how do students' reports about feeling a sense of belonging in school and in class vary across student groups and/or across schools?
- How do strategies for building strong student-student and student-teacher relationships differ across classrooms and across schools?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure



KEY QUESTION 6.1: Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?

KEY QUESTION 6.2: Does each student have positive relationships with staff and other students?

**KEY QUESTION 6.3**

## Does each student have access to effective social-emotional learning opportunities?

KEY QUESTION 6.4: Does each student attend a school that actively and meaningfully engages families?

### FOUNDATIONS FOR EXCELLENCE

Schools across our district use schoolwide structures and classroom instruction to integrate effective social-emotional learning that helps students develop their self-awareness, self-management, social awareness, relationship-building, and decision-making skills.

*What to look for:*

- What schoolwide structures (e.g., explicit time during the school day) exist to help students develop social-emotional skills and competencies?
- In what ways do teachers integrate social-emotional learning into academics?

Score 



### EQUITABLE ACCESS

In our district, students with higher needs and students of color are at least as likely as their peers to have access to effective social-emotional learning opportunities to develop self-awareness, self-management, social awareness, relationship-building, and decision-making skills.

*What to look for:*

- How do programs or practices to teach social-emotional skills and competencies differ across schools in our district?

Score 



KEY QUESTION 6.1: Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?

KEY QUESTION 6.2: Does each student have positive relationships with staff and other students?

KEY QUESTION 6.3: Does each student have access to effective social-emotional learning opportunities?

#### KEY QUESTION 6.4

## Does each student attend a school that actively and meaningfully engages families?

### FOUNDATIONS FOR EXCELLENCE

Schools across our district directly address systemic and personal barriers to family engagement in schools—such as lack of transportation, language barriers, or conflicting work schedules—so that families of all backgrounds are able to meaningfully engage in their students' learning goals.

*What to look for:*

- Based on family surveys, what percentage of families report being informed and consulted about the academic or non-academic lives of their children?
- To what extent does our district encourage and support schools to partner with families around meeting student goals?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

### EQUITABLE ACCESS

In our district, families of students with higher needs and students of color are at least as likely as their peers to be actively and meaningfully engaged by the school in their students' goals.

*What to look for:*

- Based on family surveys, how do families' reports of being informed and consulted about the academic or non-academic lives of their children vary across student groups and/or across schools?
- How do structures that schools use to involve families in students' learning vary across schools in our district?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure



## Average Scores

Record your scores for this dimension below.

FOUNDATIONS FOR EXCELLENCE

EQUITABLE ACCESS

Your Notes 

## Use the *Positive & Inviting School Climate Guidebook* to Move Forward

When students feel safe, supported, and connected to their school community, they are better able to succeed. Now that you've identified your district's strengths or challenges in this dimension across Foundations for Excellence and Equitable Access, the *Positive & Inviting School Climate Guidebook* can help you dig deeper into potential root causes—for example, do school staff lack the knowledge or supports they need

to improve relationships with students? The *Positive & Inviting School Climate Guidebook* will also help you explore possible next steps within your district's unique context, such as dedicating professional learning resources to focus on addressing unconscious bias or building common understandings about the value of meaningful student relationships.



## DIMENSION 7

## STUDENT SUPPORTS &amp; INTERVENTION



## KEY QUESTION 7.1

## Does each student who needs targeted social-emotional support receive it?

KEY QUESTION 7.2: Does each student who needs targeted physical and mental health support receive it?

KEY QUESTION 7.3: Does each student who needs targeted family support receive it?

KEY QUESTION 7.4: Does each student have access to effective guidance to support post-secondary success?

## FOUNDATIONS FOR EXCELLENCE

Schools in our district provide social-emotional supports to students who need them that go beyond what teachers integrate into their instruction—including differentiated strategies and specialized interventions with service providers in or outside of the classroom.

*What to look for:*

- What is the student-to-staff ratio for school psychologists, social workers, and other social-emotional support staff?
- What data, processes, and routines exist to identify when students need targeted social-emotional support and to connect them to the right support?
- What practices does our district use to provide additional or differentiated support for students' social-emotional needs?

Score

- 1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

## EQUITABLE ACCESS

In our district, students with higher needs and students of color who need social-emotional supports are at least as likely as their peers to receive appropriate targeted supports.

*What to look for:*

- How does the student-to-staff ratio for school psychologists, social workers, and other social-emotional support staff vary across schools in our district? Do schools with greater levels of social-emotional needs have lower student-to-support staff ratios?
- To what extent do the processes and rates for identifying students in need of additional social-emotional support differ across student groups and/or across schools?
- To what extent does access to supports or practices for addressing students' social-emotional needs differ across student groups and/or schools in our district?

Score

- 1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

Refer to *The Education Combination* as you complete this section.



KEY QUESTION 7.1: Does each student who needs targeted social-emotional support receive it?

**KEY QUESTION 7.2**

**Does each student who needs targeted physical and mental health support receive it?**

KEY QUESTION 7.3: Does each student who needs targeted family support receive it?

KEY QUESTION 7.4: Does each student have access to effective guidance to support post-secondary success?

**FOUNDATIONS FOR EXCELLENCE**

Schools across our district provide additional physical and mental health supports to students who need it, which may include differentiated strategies and specialized interventions that take place with service providers in or outside of the classroom.

*What to look for:*

- What is the student-to-staff ratio for nurses, occupational therapists, and other health support staff in our district?
- What data, processes, and routines exist to identify when students need targeted physical or mental health support and to connect them to the right support?
- What practices does our district use to provide additional or differentiated support for addressing students' identified physical or mental health needs?

Score



**EQUITABLE ACCESS**

In our district, students with higher needs and students of color who need physical or mental health supports are at least as likely as their peers to receive appropriate targeted supports.

*What to look for:*

- How does the student-to-staff ratio for nurses, occupational therapists, and other health support staff vary across schools in our district?
- To what extent do the processes and rates for identifying students in need of additional physical or mental health support differ across student groups and/or across schools?
- To what extent does access to supports or practices for addressing students' physical or mental health needs differ across student groups and/or schools in our district?

Score



KEY QUESTION 7.1: Does each student who needs targeted social-emotional support receive it?

KEY QUESTION 7.2: Does each student who needs targeted physical and mental health support receive it?

### KEY QUESTION 7.3

## Does each student who needs targeted family support receive it?

KEY QUESTION 7.4: Does each student have access to effective guidance to support post-secondary success?

### FOUNDATIONS FOR EXCELLENCE

Schools across our district provide additional family supports for students who need it, such as parenting classes, job skill trainings, social support groups, or referrals to social and health services in the local community. These supports may include direct support from specialized school personnel or partnerships with external providers.

*What to look for:*

- What is the student-to-staff ratio for family coordinators, social workers, and other family support staff in our district?
- What processes do schools use to determine which students may need additional or differentiated family supports?
- Does our district partner with, or support schools in partnering with, organizations that provide support to families?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

### EQUITABLE ACCESS

In our district, students with higher needs and students of color who need family supports are at least as likely as their peers to receive appropriate targeted supports, such as parenting classes, job skill trainings, social support groups, or referrals to social and health services in the local community.

*What to look for:*

- How does the student-to-staff ratio for family coordinators, social workers, and other family support staff vary across schools in our district?
- To what extent do the processes and rates for identifying students in need of additional family support differ across student groups and/or across schools?
- To what extent does access to supports or practices for addressing family needs differ across student groups and/or schools in our district?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure



KEY QUESTION 7.1: Does each student who needs targeted social-emotional support receive it?

KEY QUESTION 7.2: Does each student who needs targeted physical and mental health support receive it?

KEY QUESTION 7.3: Does each student who needs targeted family support receive it?

**KEY QUESTION 7.4**

## Does each student have access to effective guidance to support post-secondary success?

### FOUNDATIONS FOR EXCELLENCE

Our district has a systematic approach to integrating college and career readiness counseling (that includes aspiration, exploration, and planning) throughout all grade levels. Students have sufficient access to college and career counselors to help them succeed after graduation.

*What to look for:*

- What is the student-to-staff ratio for guidance counselors in our district?
- How do schools in our district integrate college and career support across grade levels, including for students enrolled in vocational or career and technical education programs?

Score 



### EQUITABLE ACCESS

In our district, students with higher needs are more likely than their peers to have access to effective guidance that supports post-secondary success, including dedicated time with college and career counselors. Students of color are at least as likely as their peers with similar needs to have access to effective guidance to support post-secondary success.

*What to look for:*

- How does the student-to-staff ratio for guidance counselors vary across schools in our district?
- How does the way in which schools integrate college and career support vary across student groups and/or across schools, including for students enrolled in vocational or career and technical education programs?

Score 



## Average Scores

Record your scores for this dimension below.

FOUNDATIONS FOR EXCELLENCE

EQUITABLE ACCESS

Your Notes 

## Use the *Student Supports & Intervention Guidebook* to Move Forward

To address their non-academic individualized needs, students need access to an effective integrated system of supports. Now that you've identified your district's strengths or challenges in this dimension across Foundations for Excellence and Equitable Access, the *Student Supports & Intervention Guidebook* can help you dig deeper into potential root causes—for example, do schools lack effective systems for identifying

which students are in need of additional supports? The *Student Supports & Intervention Guidebook* will also help you explore possible next steps within your district's unique context, such as improving data monitoring, scheduling collaborative planning time for teachers who share students, and establishing consistent protocols for reviewing student data.

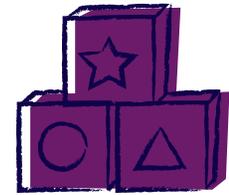


DIMENSION 8

# HIGH-QUALITY EARLY LEARNING

KEY QUESTION 8.1

## Does each student have access to high-quality preschool programs?



**FOUNDATIONS FOR EXCELLENCE**

There are high-quality, full-day preschool programs, including federal-, state-, and district-funded programs, located throughout our district. These programs have enough seats available for all eligible students.

What to look for:

- What are the rates of pre-K enrollment and attendance in our district?
- How many pre-K seats are available in our district? How does this compare to the number of eligible students?
- What are the evaluation scores for pre-K programs in our district, based on standards such as those from the National Association for the Education of Young Children or the National Institute for Early Education Research?

Score

1 Strongly Disagree
2 Disagree
3 Agree
4 Strongly Agree
? Unsure

**EQUITABLE ACCESS**

In our district, students with higher needs are more likely than their peers to have access to high-quality preschool programs. Students of color are at least as likely as their peers with similar needs to have access to high-quality preschool programs.

What to look for:

- How do the rates of pre-K enrollment and attendance vary across student groups in our district?
- How does enrollment in highly rated pre-K programs—based on standards such as those from the National Association for the Education of Young Children or the National Institute for Early Education Research—vary across student groups in our district?

Score

1 Strongly Disagree
2 Disagree
3 Agree
4 Strongly Agree
? Unsure

Refer to *The Education Combination* as you complete this section.



## Average Scores

Record your scores for this dimension below.

FOUNDATIONS FOR EXCELLENCE

EQUITABLE ACCESS

Your Notes 

## Use the *High-Quality Early Learning Guidebook* to Move Forward

Attending a high-quality preschool program helps prepare children for school academically, socially, and emotionally. Now that you've identified your district's strengths or challenges in this dimension across Foundations for Excellence and Equitable Access, the *High-Quality Early Learning Guidebook* can help you dig deeper into potential root causes—for

example, are the types of programs available in your district misaligned with families' needs? The *High-Quality Early Learning Guidebook* will also help you explore possible next steps within your district's unique context, such as conducting needs assessments to determine existing barriers to enrollment or attendance.



DIMENSION 9

# LEARNING-READY FACILITIES



KEY QUESTION 9.1

**Does each student have access to adequate *facilities* that are safe and well-maintained to facilitate student learning and meet student needs?**

KEY QUESTION 9.2: Does each student have access to adequate *equipment* to facilitate student learning and meet student needs?

**FOUNDATIONS FOR EXCELLENCE**

The majority of school buildings in our district are safe and well-maintained.

What to look for:

- What are average scores on district-administered facilities condition assessments?
- Based on surveys, what percentage of students, teachers, and families have a positive perception of their school building's physical space?

Score



**EQUITABLE ACCESS**

In our district, schools with greater proportions of students with higher needs or students of color are at least as likely as other schools to have facilities that are safe and well-maintained.

What to look for:

- How do average scores on district-administered facilities condition assessments differ across schools?
- Based on surveys, how do student, teacher, and family perceptions of their school building's physical space differ across schools in our district?

Score



Refer to *The Education Combination* as you complete this section.



KEY QUESTION 9.1: Does each student have access to adequate *facilities* that are safe and well-maintained to facilitate student learning and meet student needs?

### KEY QUESTION 9.2

## Does each student have access to adequate *equipment* to facilitate student learning and meet student needs?

### FOUNDATIONS FOR EXCELLENCE

Schools across our district have sufficient high-quality equipment that facilitates learning for all students. This includes science labs, technology, and appropriate classroom furniture.

*What to look for:*

- Based on surveys, what percentage of students in our district report access to high-quality equipment?
- Based on surveys, what percentage of teachers in the district report being able to access high-quality equipment for all students who need it?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure

### EQUITABLE ACCESS

In our district, students with higher needs and students of color are at least as likely as their peers to have access to high-quality equipment that facilitates learning. This includes science labs, technology, and appropriate classroom furniture.

*What to look for:*

- Based on surveys, how do students' reports of access to high-quality equipment differ across student groups and/or across schools?
- Based on surveys, how do teachers' reports of access to high-quality equipment differ across student groups and/or across schools?

Score 

1 Strongly Disagree   2 Disagree   3 Agree   4 Strongly Agree   ? Unsure



## Average Scores

Record your scores for this dimension below.

FOUNDATIONS FOR EXCELLENCE

EQUITABLE ACCESS

Your Notes 

## Use the *Learning-Ready Facilities Guidebook* to Move Forward

Safe buildings and effective equipment help create school environments that support student learning. Now that you've identified your district's strengths or challenges in this dimension across Foundations for Excellence and Equitable Access, the *Learning-Ready Facilities Guidebook* can help you dig deeper into potential root causes—for example, do school

building repairs occur haphazardly, resulting in certain schools having many unaddressed repairs? The *Learning-Ready Facilities Guidebook* will also help you explore possible next steps within your district's unique context, such as developing and implementing a building assessment system and prioritizing repairs for buildings with the greatest needs.



DIMENSION 10

# DIVERSE CLASSROOMS & SCHOOLS



KEY QUESTION 10.1

Is each student enrolled in a school and attending classes that are racially/ ethnically and socioeconomically diverse?

**FOUNDATIONS FOR EXCELLENCE**

Our district is composed of a racially/ethnically and socioeconomically diverse student body.

What to look for:

- What is the racial/ethnic and socioeconomic composition of our district’s enrolled students? Are significant percentages of our district’s students from different socioeconomic and racial backgrounds?

Score

- 1** Strongly Disagree
- 2** Disagree
- 3** Agree
- 4** Strongly Agree
- ?** Unsure

**EQUITABLE ACCESS**

In our district, students are enrolled in schools that include a diverse mix of racial/ethnic and socioeconomic backgrounds. Within schools, students are enrolled in racially, ethnically, and socioeconomically diverse classrooms.

What to look for:

- How does the racial/ethnic and socioeconomic composition of school-level student enrollment compare to our district overall?
- What is the racial and socioeconomic composition of classrooms, compared to the composition of their school?

Score

- 1** Strongly Disagree
- 2** Disagree
- 3** Agree
- 4** Strongly Agree
- ?** Unsure



Refer to *The Education Combination* as you complete this section.



## Average Scores

Record your scores for this dimension below.

FOUNDATIONS FOR EXCELLENCE

EQUITABLE ACCESS

Your Notes 

## Use the *Diverse Classrooms & Schools Guidebook* to Move Forward

Attending schools and classes that are racially/ethnically and socioeconomically diverse benefits students academically, socially-emotionally, and civically. Now that you've identified your district's strengths or challenges in this dimension across Foundations for Excellence and Equitable Access, the *Diverse Classrooms & Schools Guidebook* can help you dig

deeper into potential root causes—for example, do school attendance zones reinforce existing patterns of residential segregation? The *Diverse Classrooms & Schools Guidebook* will also help you explore possible next steps within your district's unique context, such as restructuring school assignment policies or designing your district's school portfolio.



# INTERPRETING YOUR RESULTS

Education resource equity necessitates the right combination of people and action steps. Complete this section in collaboration with other school system leaders, local advocates, educators, families, and students. Use the table on page 41 to summarize your scores across all 10 dimensions and note any take-aways or questions that your group may have.

You don't have to—and shouldn't—try to tackle everything at once. Discuss the reflection questions on the next page together to help prioritize which dimension(s) to focus on first. Then, use the *Resource Equity Guidebook(s)* that correspond with your chosen dimension(s) to dig deeper into your diagnostic results by probing the underlying causes of challenges in your school system and exploring possible next steps.

By initiating these new and challenging conversations, deepening your shared understandings of students' most pressing needs, and beginning to mobilize the right combination of resources in response, your school system can help every child achieve their biggest dreams by unlocking their power to live a life of their choosing.



DIMENSION	<i>Average Score</i> FOUNDATIONS FOR EXCELLENCE	<i>Average Score</i> EQUITABLE ACCESS	NOTES
1   School Funding			
2   Teaching Quality & Diversity			
3   School Leadership Quality & Diversity			
4   Empowering, Rigorous Content			
5   Instructional Time & Attention			
6   Positive & Inviting School Climate			
7   Student Supports & Intervention			
8   High-Quality Early Learning			
9   Learning-Ready Facilities			
10   Diverse Classrooms & Schools			

## Reflection Questions

### Consider opportunities that build on **existing strengths...**

#### QUESTION 1A

In which dimension(s) does our district have the *highest* Foundations for Excellence scores?



Notes 

#### QUESTION 1B

In which dimension(s) does our district have the *highest* Equitable Access scores?



Notes 

### Consider opportunities that have the potential to make the **greatest impact...**

#### QUESTION 2A

In which dimension(s) does our district have the *lowest* Foundations for Excellence scores?



Notes 

#### QUESTION 2B

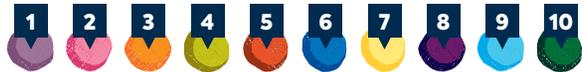
In which dimension(s) does our district have the *lowest* Equitable Access scores?



Notes 

Consider your district's **unique context**, including previous efforts and priorities, local history, and community concerns...

**QUESTION 3A:** Which dimension(s) align with our district's existing goals or initiatives?



Notes 

**QUESTION 3B:** Which dimension(s) might garner the most buy-in, support, and appetite for change in our district?



Notes 

**QUESTION 3C:** Which other groups of stakeholders should our group reach out to as we move forward?

Notes 

Based on these diagnostic scores and group reflections, which dimension(s) should our district prioritize moving forward?



Notes 

Go to [educationresourceequity.org](https://educationresourceequity.org) to explore the guidebooks for your district's priority dimensions.







# ALLIANCE FOR RESOURCE EQUITY

Uniting advocates and education leaders  
to unlock excellence for every student

