Dimension 3: School Leader Quality & Diversity

Diagnostic Blueprint
On the following slides, we share the types of data analyses that districts can conduct to assess resource equity for this dimension.

**Key Questions for this Dimension:**
Does each student in your community have access to strong and diverse school leadership?

3.1 Does each student have access to **strong school leadership**?

3.2 Does the school leadership workforce reflect student and staff **diversity**?

Source: Alliance for Resource Equity
First, district leaders need to understand how school leader effectiveness varies across schools.

For example, in District X:

- Overall, fewer than 1% of the district’s school leaders are rated as “Developing.”
- On average, lower-poverty schools are more likely to have school leaders rated as “Highly Effective” than higher-poverty schools.
- This analysis inspired District X to unpack what is happening in the district’s higher-poverty schools by analyzing school leader retention rates and hiring practices. They also investigated other factors that impact school leader effectiveness, like years of experience.

Note: School leader positions in District X include principals and assistant principals. Poverty quartiles sort the concentrations of poverty experienced at schools in the district. Measure of economically disadvantaged students will depend on the district context (i.e., federal free-and-reduced lunch, direct certification, etc.)

Sources: Example of ERS Resource Equity Diagnostic, Alliance for Resource Equity.
It’s also important for district leaders to understand how school leader experience varies across schools

For example, in District X:

- About one-third of school leaders have fewer than 2 years of experience.
- In middle schools, school leaders with fewer than 2 years of experience make up 40% of all school leaders.
- Based on the larger proportion of novice school leaders in middle schools, District X decided to analyze how school leaders’ years of experience varies by school poverty AND school level. This helped leaders narrow down which schools have the highest concentration of novice school leaders, on average.

Note: School leader positions in District X include principals and assistant principals

Source: Example of ERS Resource Equity Diagnostic, Alliance for Resource Equity
Understanding how school leaders’ years of experience varies by school poverty helps leaders strategically provide resources where they are needed most.

For example, in District X...

Schools: School Leader Average Years of Experience by % Economically Disadvantaged

- Overall, there isn’t a strong correlation between school leaders’ average years of experience and poverty levels.
- However, there is a lot of variation. There are elementary schools with novice school leaders (0-2 years of experience) that serve a range of concentrations of economically disadvantaged students.
- Leaders in District X wanted to further investigate characteristics of school leaders that could impact the student experience, such as the distribution of school leader race/ethnicity as compared to the distribution of student race/ethnicity.

Note: School leader positions in District X include principals and assistant principals; Measure of economically disadvantaged students will depend on the district context (i.e., federal free-and-reduced lunch, direct certification, etc.)

Sources: Example of ERS Resource Equity Diagnostic, Alliance for Resource Equity

3.1 Does each student have access to strong school leadership?
For example, in District X:

- Although 73% of students identify as people of color, only 32% of school leaders identify as people of color.
- Hispanic/Latinx school leaders are particularly underrepresented relative to the composition of the student body. The school leader workforce is 5% Hispanic/Latinx while 37% of students identify as Hispanic/Latinx.
- After reviewing these findings, District X wanted to learn more about the experience of school leaders of color in the district. They engaged school leaders in a series of interviews and focus groups and used this qualitative analysis to inform recruitment and retention best practices.

Note: School leader positions in District X include principals and assistant principals.
Sources: Example of ERS Resource Equity Diagnostic, Alliance for Resource Equity
DIMENSION 3: SCHOOL LEADERSHIP
QUALITY & DIVERSITY

Summary of analyses:

3.1 Does each student have access to strong school leadership?
   • Distribution of School Leader Evaluation Ratings by School Poverty Quartiles
   • Distribution of School Leader Experience by School Level
   • Schools: School Leader Average Years of Experience by % Economically Disadvantaged

3.2 Does the school leadership workforce reflect student and staff diversity?
   • Race/Ethnicity Distribution: Students vs. School Leaders

Now, it’s your turn!

Use our free toolkit to conduct these analyses in your district:

1. Conduct these analyses by plugging in your district’s data into our analysis tool.
2. Engage stakeholders in discussions using our guiding questions and protocols.
3. Prioritize areas for further inquiry and identify potential root causes and actions using our dimension guidebooks.