



ALLIANCE FOR RESOURCE EQUITY



**Dimension 2: Teaching
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 teachers and engaging, culturally relevant, and standards-aligned instructional content?

- 2.1 Does each student have access to strong teachers?
- 2.2 Does each student have access to teaching practices that are engaging, culturally relevant, and standards-aligned?
- 2.3 Does the teacher workforce reflect student diversity?



TEACHING QUALITY &
DIVERSITY

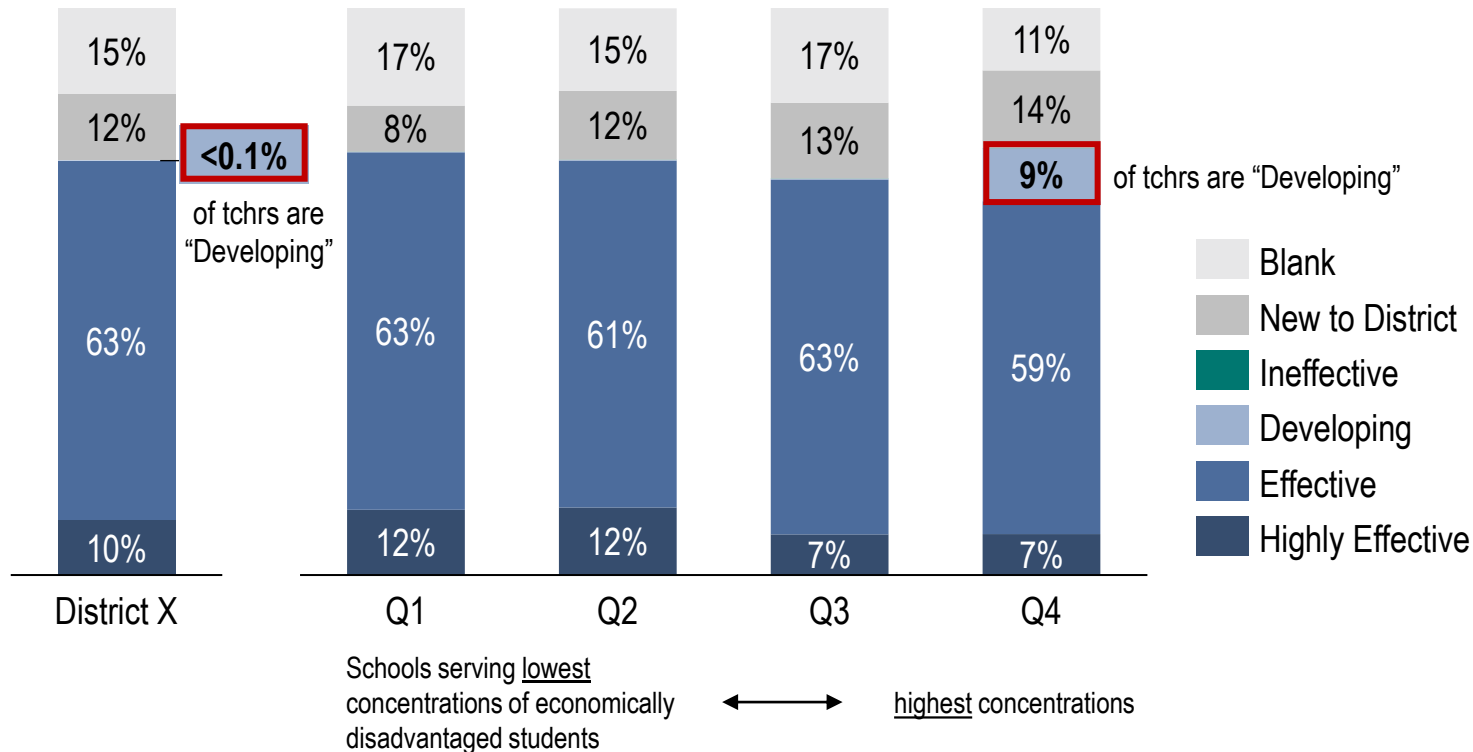
First, district leaders need to understand how teaching effectiveness varies across schools

2.1

Does each student have access to strong teachers?

 For example, in District X ...

Distribution of Teacher Evaluation Ratings by School Poverty Quartiles



For example, in District X:

- Overall, fewer than 0.1% of the district’s teachers are rated as “Developing.”
- However, nearly all the district’s Developing teachers are concentrated in the district’s highest-poverty schools, where 9% of teachers are rated as “Developing.”
- This analysis inspired District X to look deeper into their teacher evaluation systems to understand why there was so little differentiation overall, and to unpack what is happening in the district’s highest-poverty schools. They also investigated other factors that impact teacher effectiveness, like years of experience.

Notes: 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

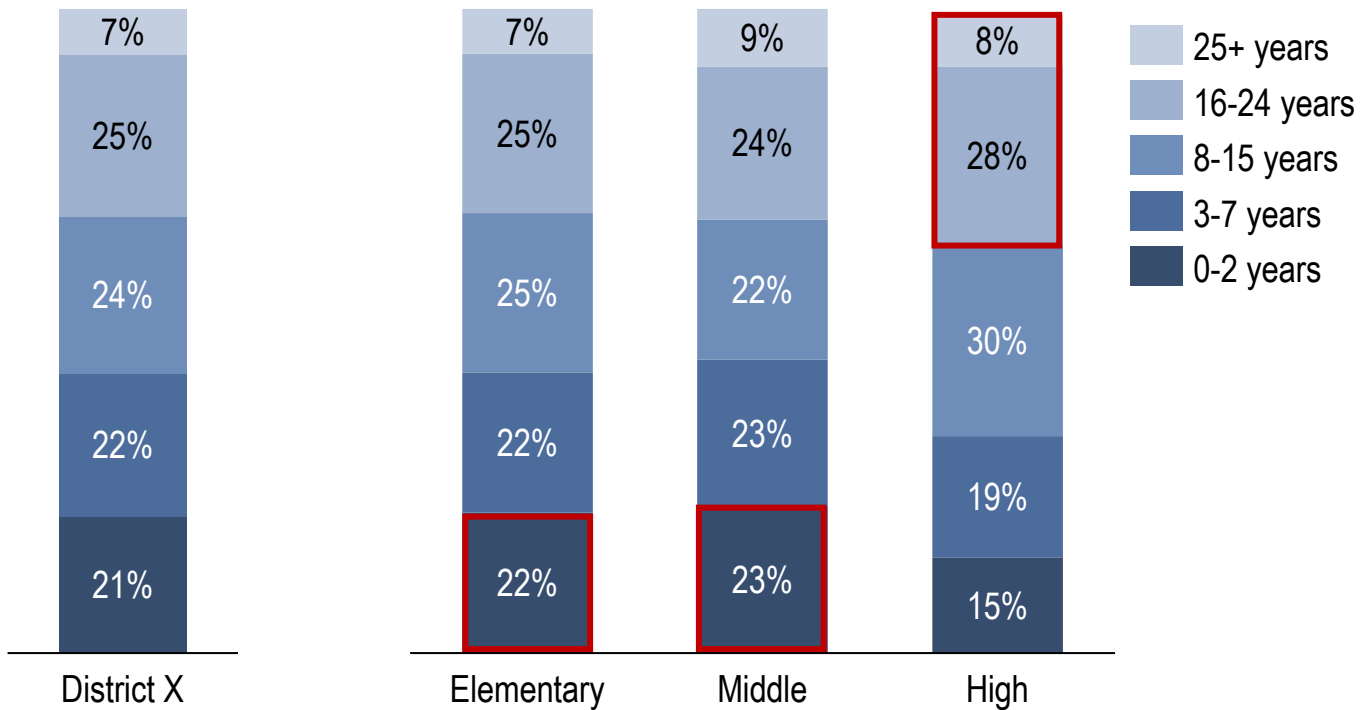
It's also important for district leaders to understand how teaching experience varies across schools

2.1

Does each student have access to strong teachers?

 For example, in District X ...

Distribution of Teacher Experience by School Level



For example, in District X:

- Overall, District X's distribution of teacher experience is reflective of what we see in many districts.
- However, novice teachers (0-2 years of experience) are more likely to be in the district's elementary and middle schools, whereas the high schools tend to have more veteran teachers (16+ years of experience).
- This analysis inspired District X to look deeper into their teacher retention practices to understand why this might be happening, and to identify ways to provide additional support for the elementary and middle schools with large numbers of novice teachers.

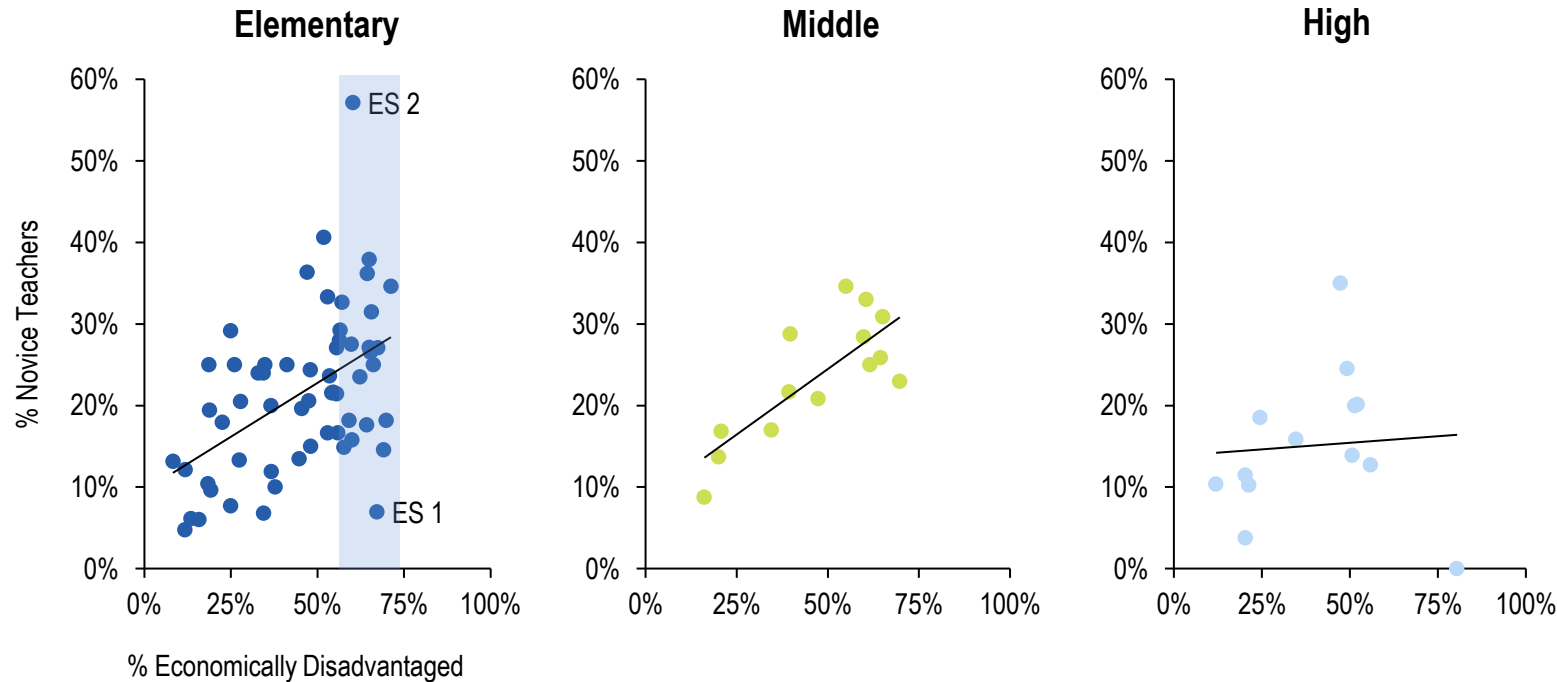
In many districts, the highest poverty schools are more likely to have more novice teachers – what is your pattern?

2.1

Does each student have access to strong teachers?

 For example, in District X ...

Schools: % Novice Teachers by % Economically Disadvantaged



For example, in District X:

- Overall, elementary and middle schools that serve higher concentrations of economically disadvantaged students tend to have higher proportions of novice teachers. There is no such pattern at the high school level.
- However, there is a lot of variation. For example, 57% of teachers in ES 2 are novice while in ES 1, only 7% of teachers are novice, even though the schools serve similar concentrations of economically disadvantaged students.
- This analysis inspired District X to identify specific schools to follow up with, to understand what might be causing higher-than-expected teacher turnover, and to identify best practices that could be shared more broadly.

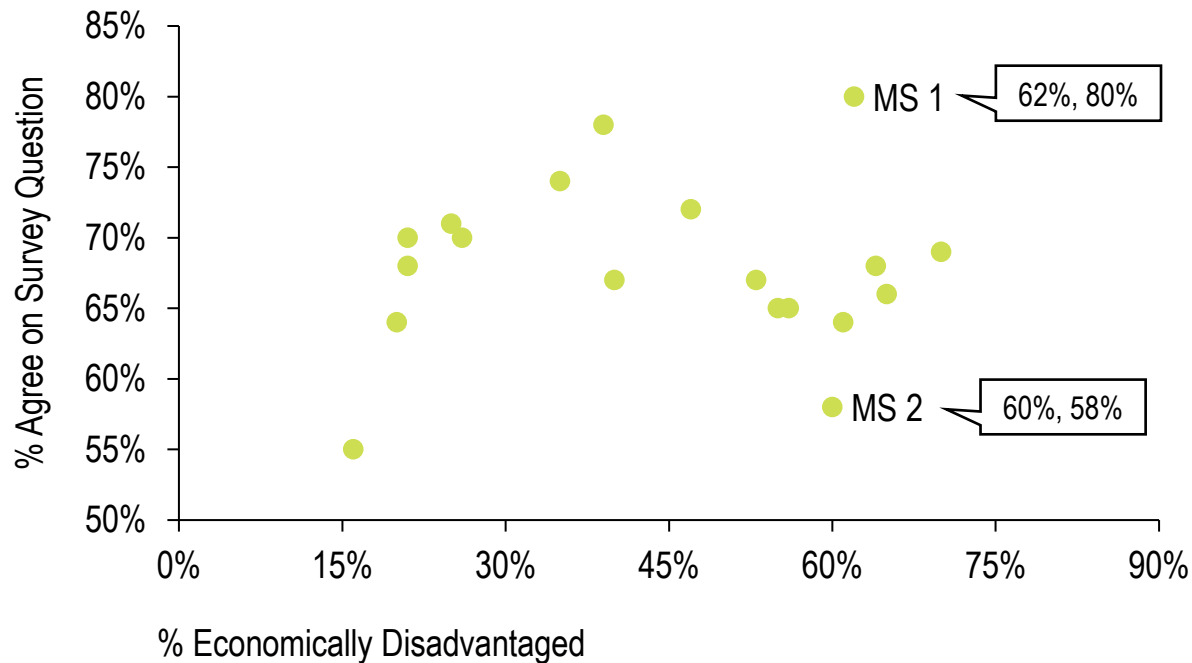
Student survey results are a helpful starting point in analyzing student access to high-quality teaching practices

2.2

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

 For example, in District X ...

Middle Schools: Student Survey Scores by % Economically Disadvantaged
Survey Question: Are your teaching practices challenging, engaging, and culturally relevant?




For example, in District X:

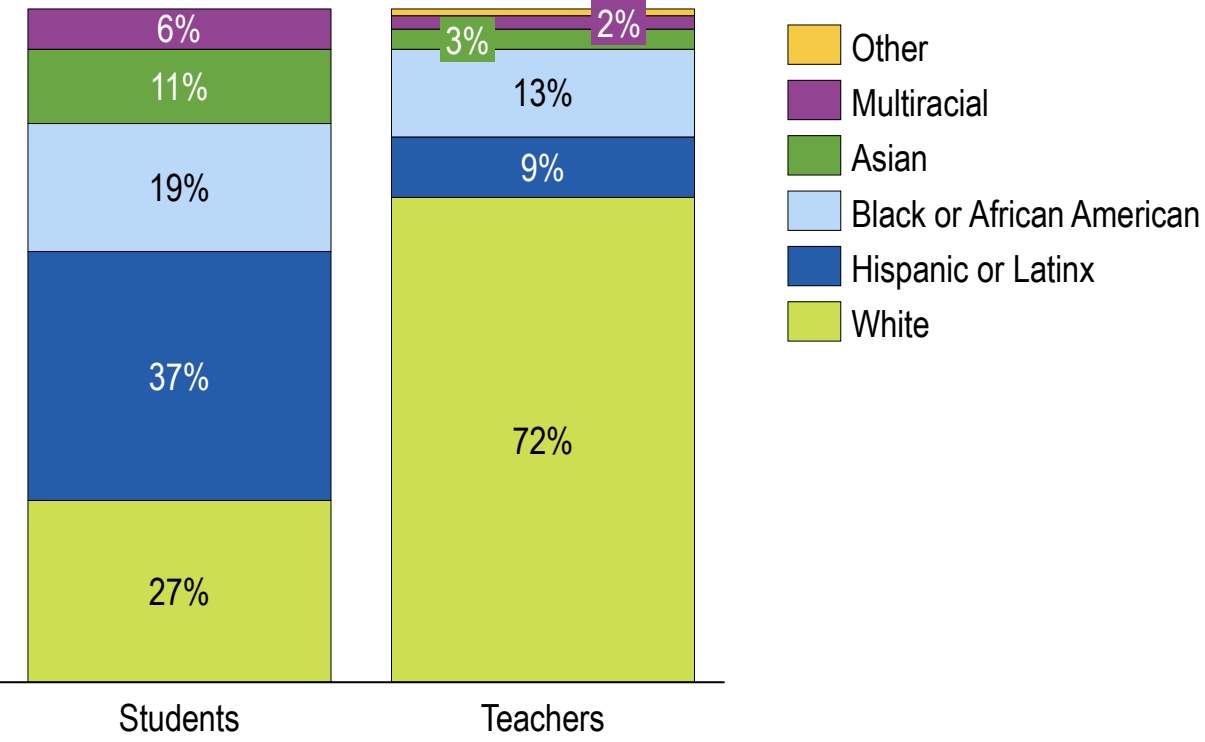
- There isn't a strong relationship between student survey scores about teaching practices and school poverty concentration.
- There is, however, a lot of variation. For example, in MS 1, 80% of students agreed with this statement (highest in district!) while 58% of students in MS 2 agreed, even though the schools serve similar percentages of economically disadvantaged students.
- This analysis inspired District X to identify best practices. What can other schools learn from what MS 1 is doing?

Ensuring that the teacher workforce reflects student diversity helps create inclusive learning experiences

2.3 Does the **teacher workforce** reflect student diversity?

 For example, in District X ...

Race/Ethnicity Distribution: Students vs. Teachers



For example, in District X:

- Although 73% of students identify as people of color, only 28% of teachers identify as people of color.
- Hispanic/Latinx teachers are particularly underrepresented relative to the composition of the student body. The teacher workforce is 9% Hispanic/Latinx while 37% of students identify as Hispanic/Latinx.
- After reviewing these findings, District X conducted additional analysis to understand how this experience varied across its schools, particularly for Black/African American students and Hispanic/Latinx students.

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

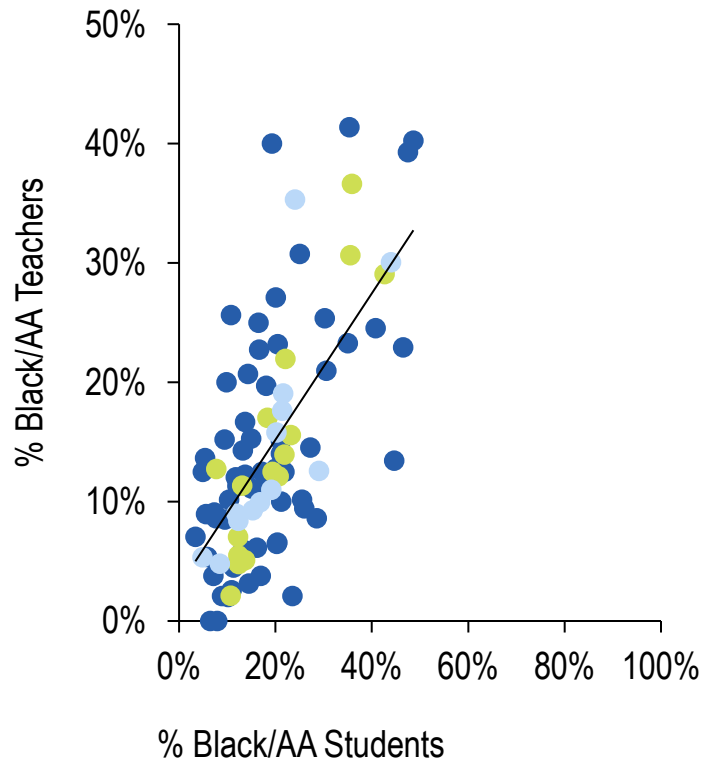
Analyzing the extent to which students have access to teachers of the same race/ethnicity in their school is an important step in understanding how students *experience* teacher diversity

2.3

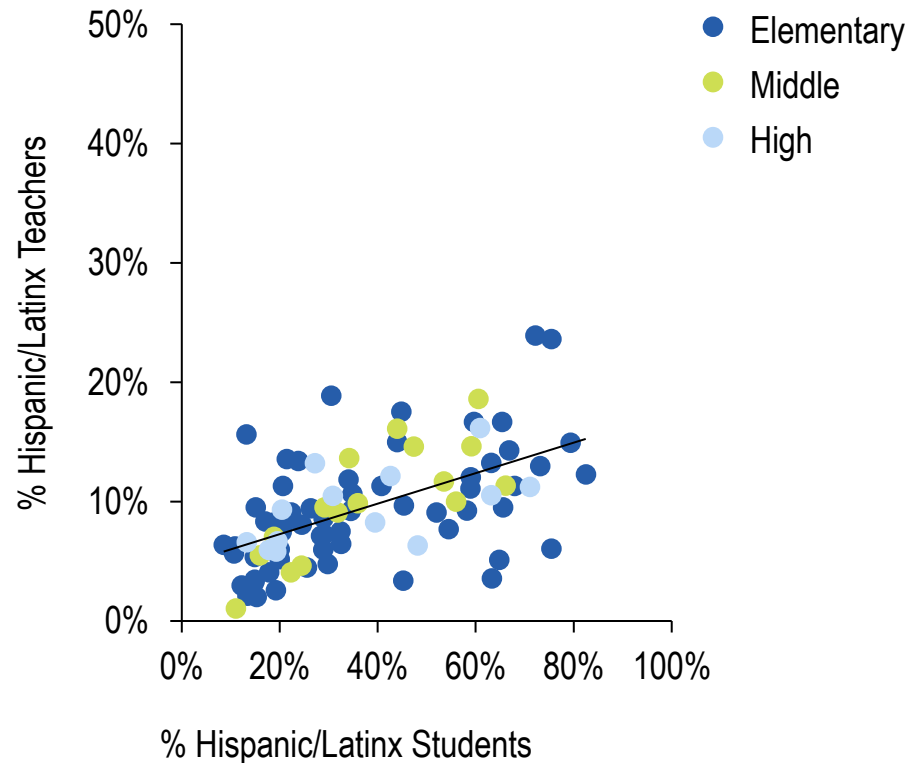
Does the **teacher workforce** reflect student diversity?

 For example, in District X ...

Schools: Black or African American Student vs. Teacher Distribution



Schools: Hispanic or Latinx Student vs. Teacher Distribution



For example, in District X:

- For both student populations, schools serving higher proportions of Black/African American or Hispanic/Latinx students tend to have higher proportions of Black/African American or Hispanic/Latinx teachers, but there are many outliers. The relationship is less strong among Hispanic/Latinx students and teachers.
- As a result of this analysis, District X adapted their teacher hiring and assignment policies and practices to help increase the number of teachers of color in the district.



DIMENSION 2: TEACHING QUALITY AND DIVERSITY

Summary of analyses:

2.1 Does each student have access to strong teachers?

- Distribution of Teacher Evaluation Ratings by School Poverty Quartiles
- Distribution of Teacher Experience by School Level
- Schools: % Novice Teachers by % Economically Disadvantaged

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

- Middle Schools: Student Survey Scores by % Economically Disadvantaged

2.3 Does the teacher workforce reflect student diversity?

- Race/Ethnicity Distribution: Students vs. Teachers
- Schools: Black or African American Student vs. Teacher Distribution
- Schools: Hispanic or Latinx Student vs. Teacher Distribution

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](#).

