ALLIANCE FOR RESOURCE EQUITY

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==?

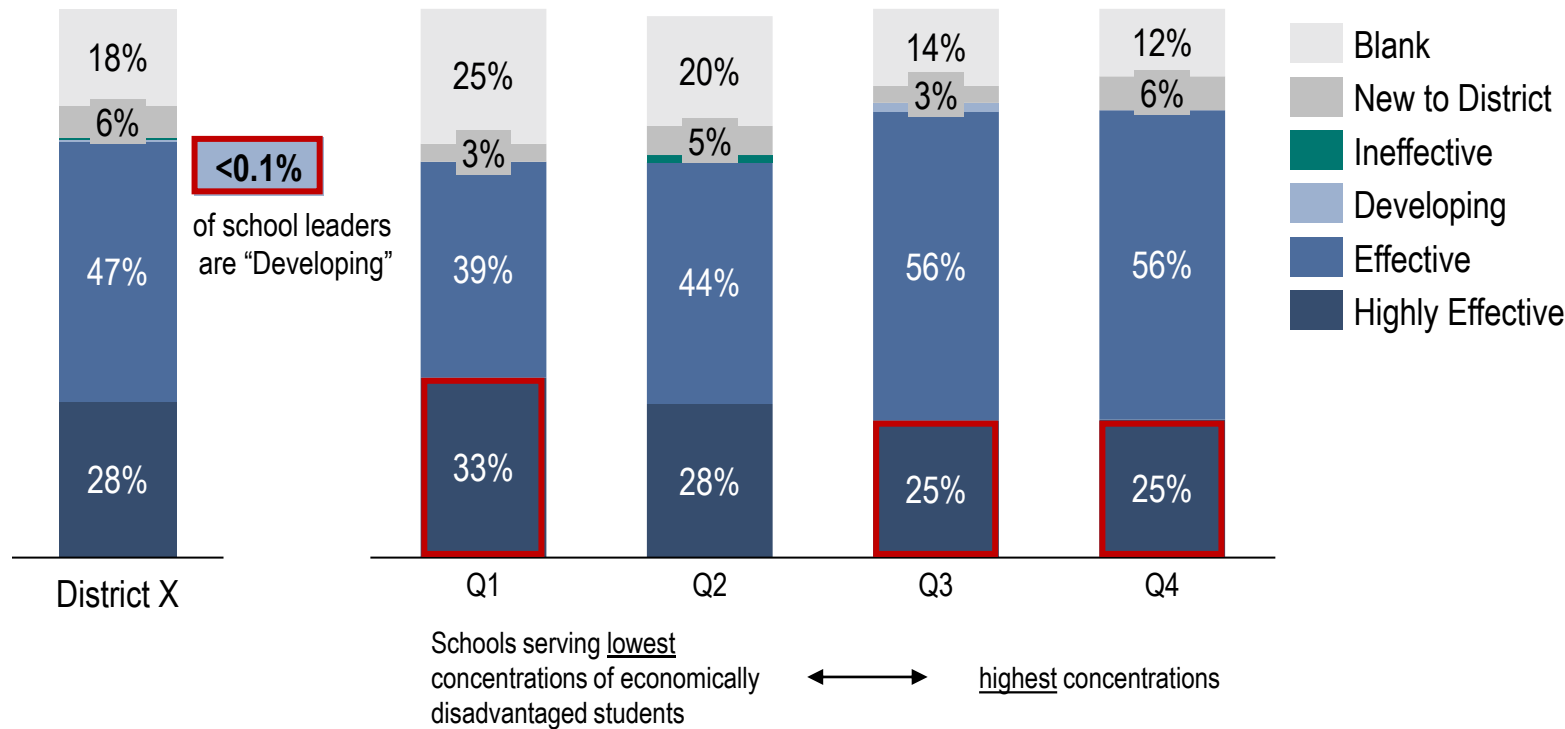**SCHOOL LEADERSHIP QUALITY & DIVERSITY**

First, district leaders need to understand how <u>school leader effectiveness</u> varies across schools

For example, in District X …

Distribution of School Leader Evaluation Ratings by School Poverty Quartiles

District X

Rating	Color
Blank	
New to District	
Ineffective	
Developing	
Effective	
Highly Effective	

<0.1% of school leaders are "Developing"

District X bar: 18% Blank, 6% New to District, 47% Effective, 28% Highly Effective

Q1: 25% Blank, 3%, 39% Effective, 33% Highly Effective

Q2: 20% Blank, 5%, 44% Effective, 28% Highly Effective

Q3: 14% Blank, 3%, 56% Effective, 25% Highly Effective

Q4: 12% Blank, 6%, 56% Effective, 25% Highly Effective

Schools serving <u>lowest</u> concentrations of economically disadvantaged students ⟷ <u>highest</u> concentrations

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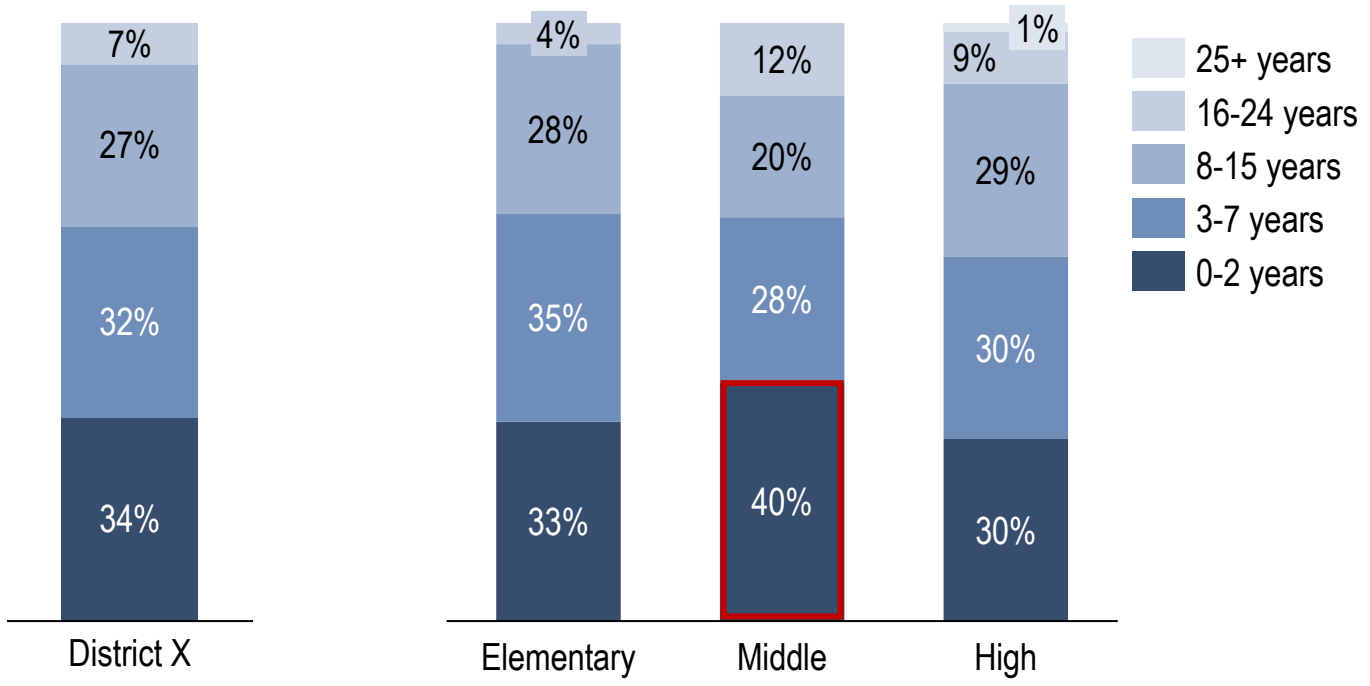Sources: Example of ERS Resource Equity Diagnostic, Alliance for Resource Equity

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

🏫 **For example, in District X …**

Distribution of School Leader Experience by School Level

Legend:
- 25+ years
- 16-24 years
- 8-15 years
- 3-7 years
- 0-2 years

District X: 7%, 27%, 32%, 34%

Elementary: 4%, 28%, 35%, 33%

Middle: 12%, 20%, 28%, 40%

High: 1%, 9%, 29%, 30%, 30%

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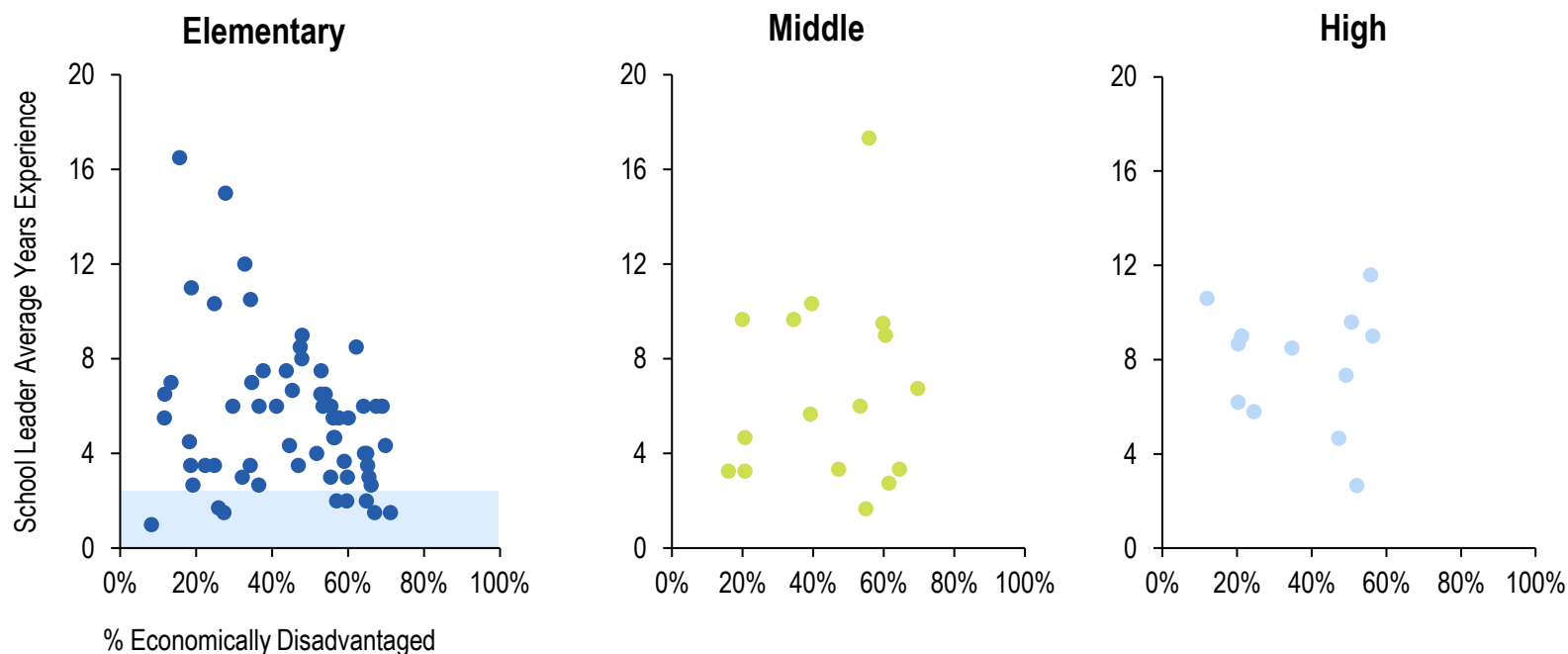
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Understanding how school leaders' years of experience varies by school poverty helps leaders strategically provide resources where they are needed most

🏫 **For example, in District X …**

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

For example, in District X:

- 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.)
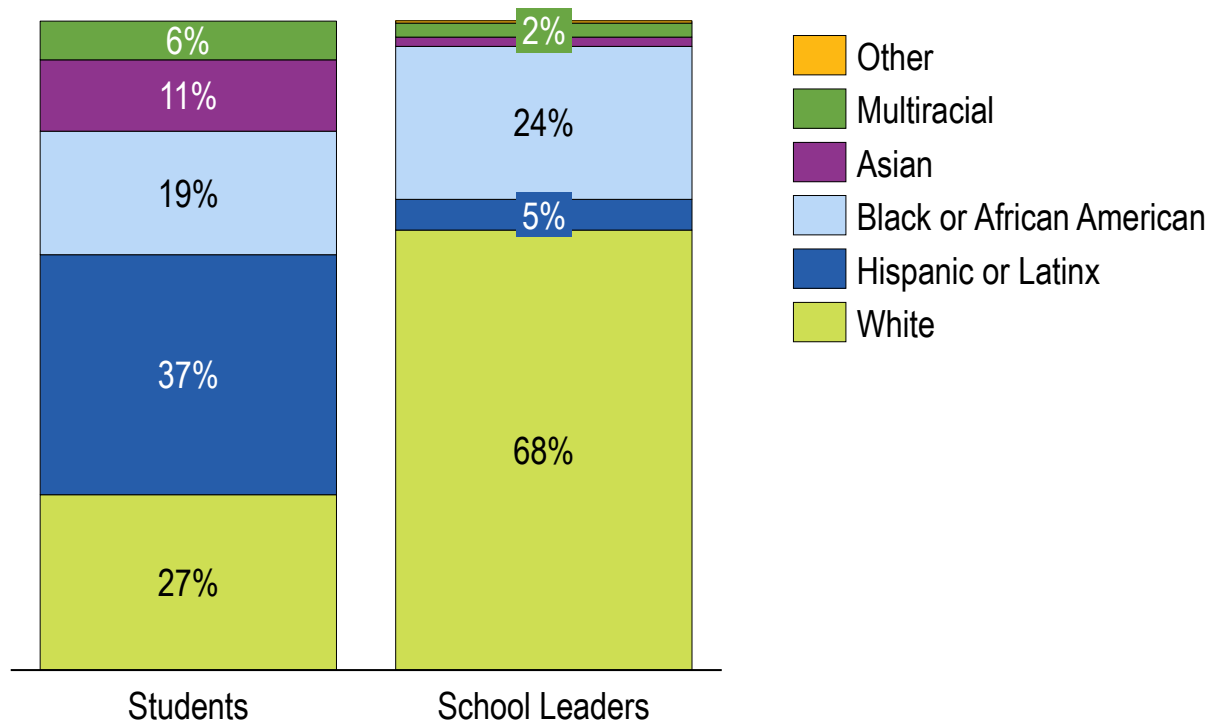Sources: Example of ERS Resource Equity Diagnostic, Alliance for Resource Equity

Comparing students' and school leaders' demographics helps district leaders learn more about the inclusivity of the student experience

For example, in District X …

Race/Ethnicity Distribution: Students vs. School Leaders

Legend:
- Other (Other)
- Multiracial
- Asian
- Black or African American
- Hispanic or Latinx
- White

Students:
- Multiracial: 6%
- Asian: 11%
- Black or African American: 19%
- Hispanic or Latinx: 37%
- White: 27%

School Leaders:
- Multiracial: 2%
- Black or African American: 24%
- Hispanic or Latinx: 5%
- White: 68%

Note: School leader positions in District X include principals and assistant principals.
Sources: Example of ERS Resource Equity Diagnostic, Alliance for Resource Equity

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.

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.

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