



ALLIANCE FOR RESOURCE EQUITY



**Dimension 4: Empowering,
Rigorous Content**

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?

- 4.1 Does each student have access to high-quality and culturally relevant curriculum and instructional materials?
- 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?
- 4.3 Does each student have access to arts and enrichment opportunities beyond core content?



**EMPOWERING, RIGOROUS
CONTENT**

Student survey results are a helpful starting point in analyzing student access to high-quality curricula and instructional materials

4.1

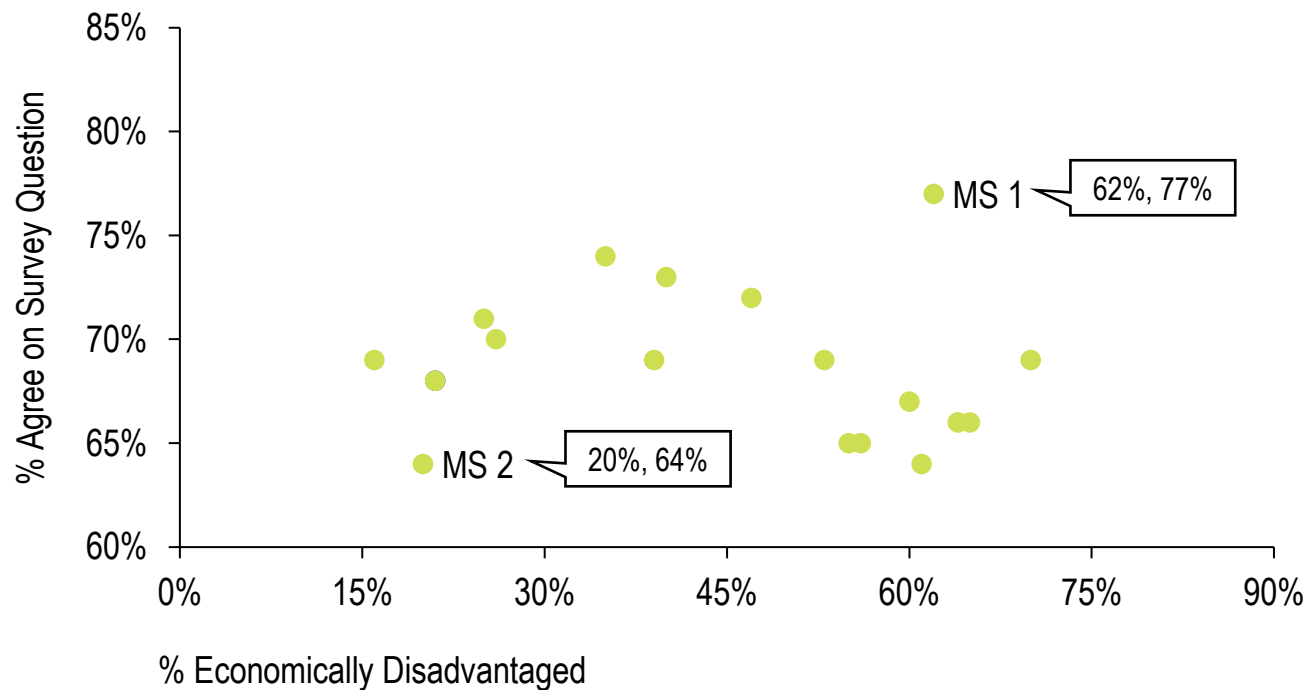
Does each student have access to high-quality and culturally relevant curriculum and instructional materials?

For example, in District X:

- There isn't a strong relationship between student survey scores about challenging curricula and school poverty concentration.
- There is, however, a lot of variation. For example, in MS 2, 64% of students agreed with this statement while 77% of students in MS 1 agreed (highest in district!), even though MS 1 serves a higher percentage of students from economically disadvantaged backgrounds.
- This analysis inspired District X to identify best practices. What can other schools learn from what MS 1 is doing?

 For example, in District X ...

Middle Schools: Student Survey Scores by % Economically Disadvantaged
Survey Question: Is your curriculum challenging, engaging, and culturally relevant?



Note: This analysis looks at the middle school student experience as many of our other dimensions focus on 8th grade; Measure of economically disadvantaged students will depend on the district context (i.e., federal free-and-reduced lunch, direct certification, etc.).

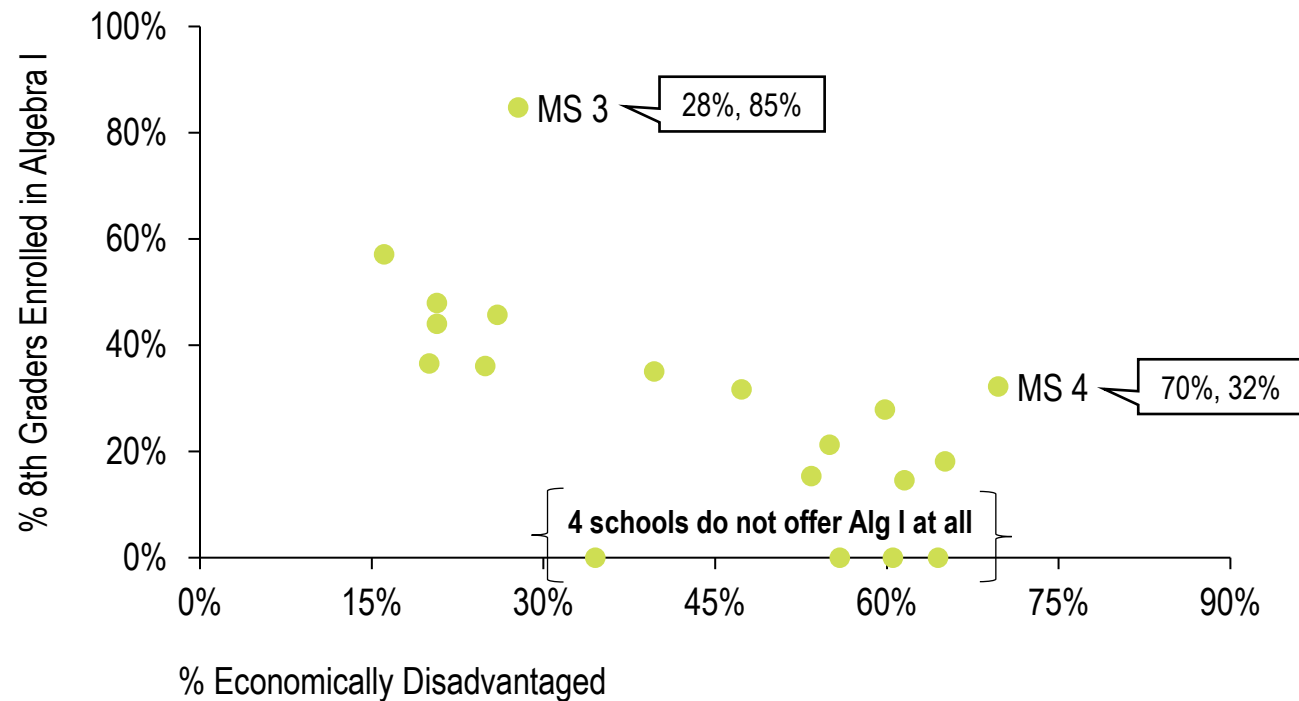
Sources: Example of ERS Resource Equity Diagnostic, Alliance for Resource Equity

Comparing 8th grade access to Algebra I shows the variation in access to advanced math coursework across the district

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?

For example, in District X ...

Middle Schools: % 8th Grade Students Enrolled in Algebra I by % Economically Disadvantaged



For example, in District X:

- Students attending higher poverty schools are less likely to be enrolled in Algebra I.
- There is also a significant range. For example, at MS 3, 85% of 8th grade students are enrolled in Algebra I while there are four middle schools that don't offer Algebra I at all.
- There are bright spots to learn from. For example, at MS 4, 70% of students are economically disadvantaged, yet it has relatively higher Algebra I enrollment (32%) than peer schools. What can other schools learn from MS 4?

Note: This analysis looks at the middle school student experience as many of our other dimensions focus on 8th grade; 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

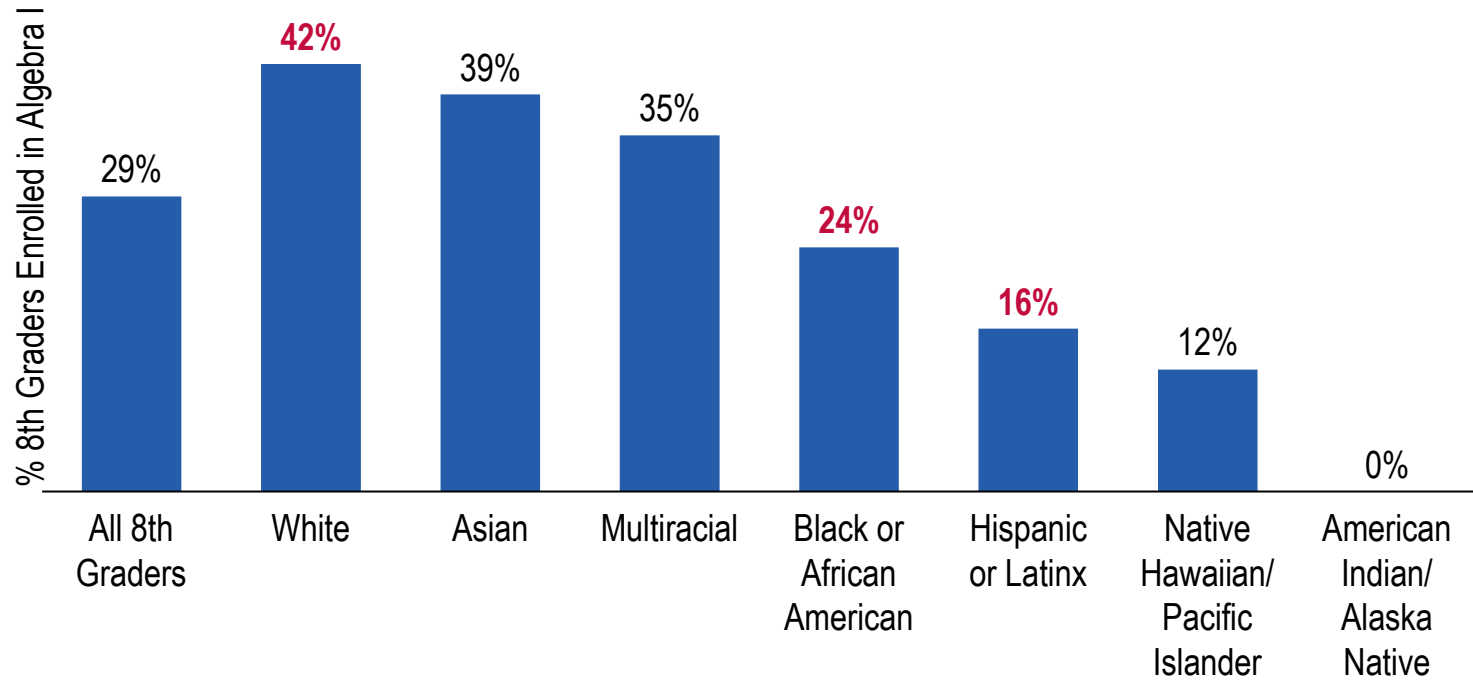
It's also important for district leaders to examine access to Algebra I by student race/ethnicity to better understand differences in student experience

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**?

 For example, in District X ...

% 8th Grade Students Enrolled in Algebra I by Student Race/Ethnicity



For example, in District X:

- White and Asian students are enrolled in Algebra I at the highest rates, while Black/African American and Hispanic/Latinx students are enrolled at much lower rates than the overall 8th grade average.
- District X conducted further analysis to help quantify the impact of three root causes that were driving this gap, and helped district leaders identify specific next steps. See the next slide for more details.

Note: Each bar in this graph shows the percentage of students enrolled in Algebra I by race/ethnicity
Sources: Example of ERS Resource Equity Diagnostic, Alliance for Resource Equity

Further analysis helped district leaders better understand the root causes of the disparities in access to Algebra I

4.2

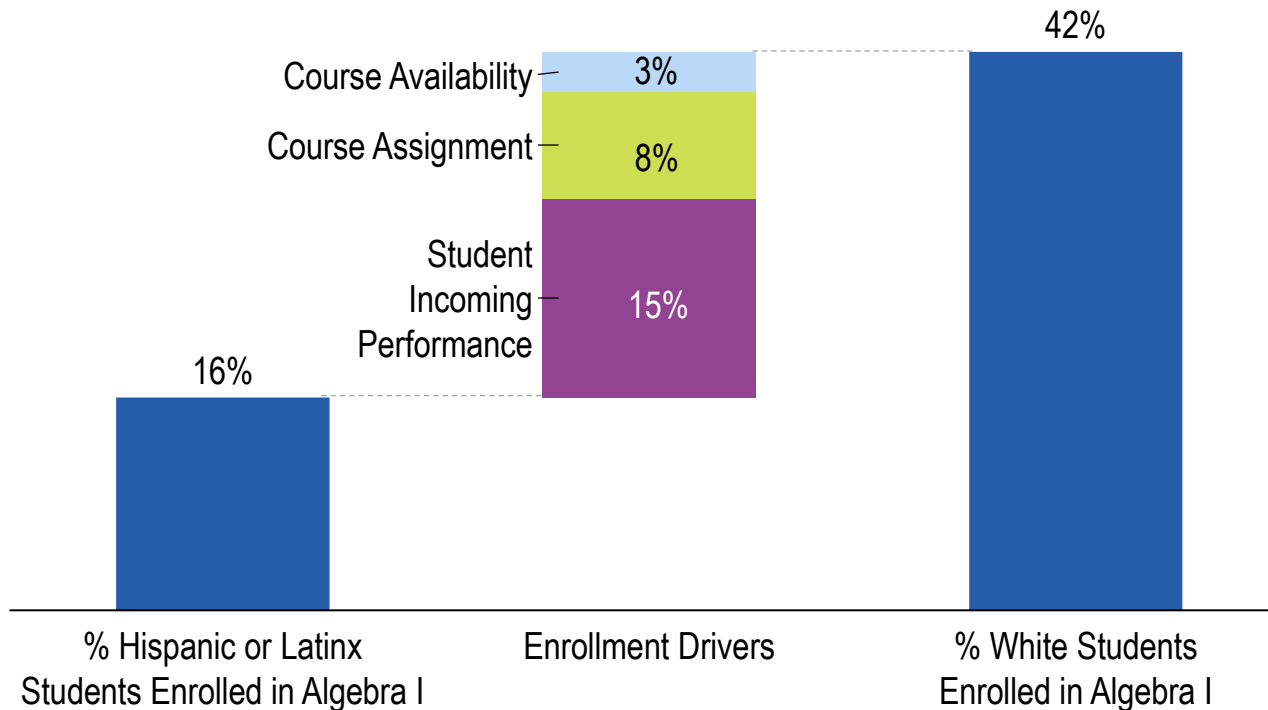
Is each student enrolled in courses that set them up for success in college and a meaningful career, including **equal access to advanced courses**?

For example, in District X:

- Districts often assume that student achievement gaps are the primary driver of differences in access to advanced coursework. However, District X found other factors that limit access, including:
 - *Course availability – students met entrance requirements, but the course was not offered at their school.*
 - *Course assignment practices – students have met the requirements, and the course is offered at their school, but they are not enrolled.*
 - *Student incoming performance – students have not met entrance requirements for the course.*
- District X also conducted this analysis for other classes, grades, and subjects to identify other inequities.

 For example, in District X ...

Drivers of Algebra I Enrollment Differences



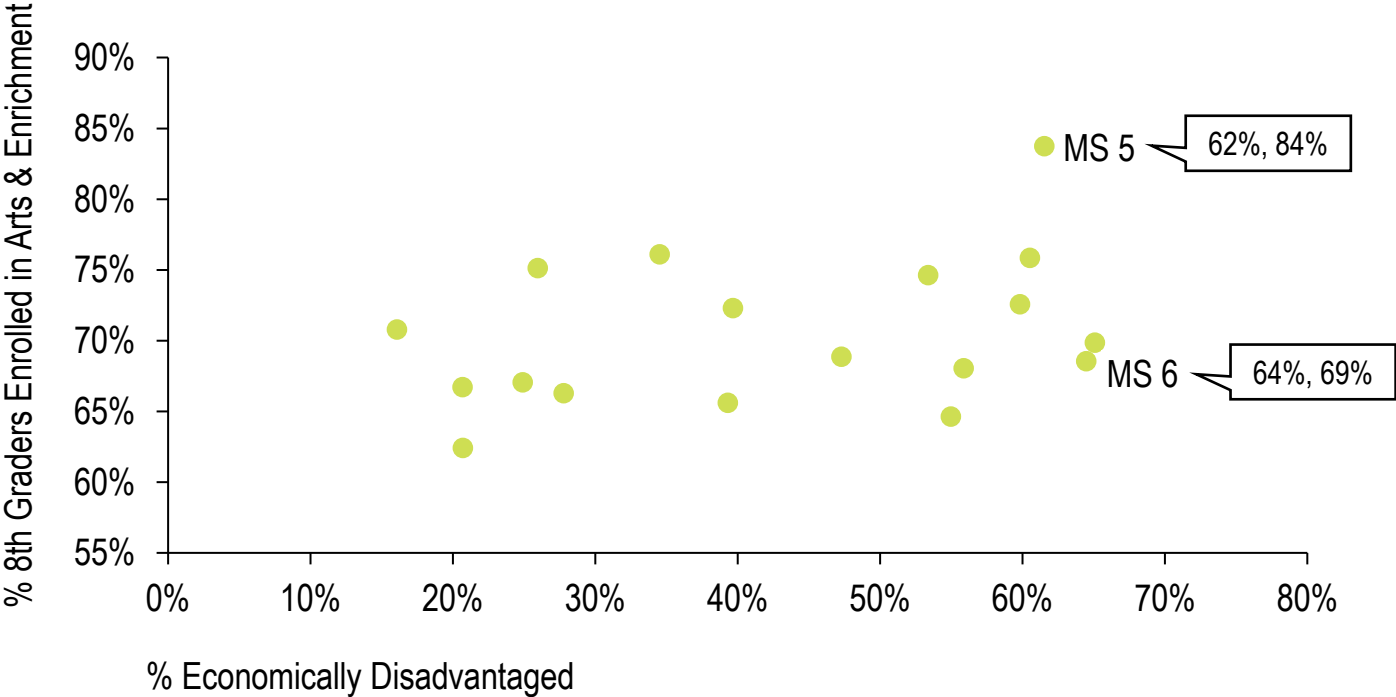
Analyzing access to arts and enrichment across schools also enables district leaders to identify gaps in course offerings

4.3

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

 For example, in District X ...

Middle Schools: % 8th Grade Students Enrolled in Arts & Enrichment Courses by % Economically Disadvantaged



For example, in District X:

- District X found a lot of variation in student access to arts and enrichment courses across schools of different poverty concentrations AND across schools with similar poverty concentrations, like MS 5 and MS 6.
- District X leaders supported schools in establishing and revising their vision for how arts and enrichment courses are provided and integrated into their educational program.

Note: 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



DIMENSION 4: EMPOWERING, RIGOROUS CONTENT

Summary of analyses:

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

- Middle Schools: Student Survey Scores by % Economically Disadvantaged

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?

- Middle Schools: % 8th Grade Students Enrolled in Algebra I by % Economically Disadvantaged
- % 8th Grade Students Enrolled in Algebra I by Student Race/Ethnicity

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

- Middle Schools: % 8th Grade Students Enrolled in Arts & Enrichment by % Economically Disadvantaged

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 tools](#).
- 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](#).

