



# ALLIANCE FOR RESOURCE EQUITY



**Dimension 5:  
Instructional Time & Attention**

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 who needs more instructional time and attention receive it?**

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



**INSTRUCTIONAL TIME &  
ATTENTION**



**There are many ways to provide additional instructional time. Our proposed analyses focus on the first option but can be adapted for others.**



### **Within School Day**

By enrolling students in an additional support class, alongside the core class they're also attending.



### **Within (And Beyond) School Day**

By increasing the *amount* of time spent in the core class, through “double-blocking” or extending the school day or school year.



### **Outside the School Day**

By creating additional learning opportunities before or after school, students can learn in smaller group sizes (e.g., tutoring).

# First, district leaders need to understand how student proficiency relates to additional instructional time.

5.1

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

 For example, in District X ...

8<sup>th</sup> Grade Math Enrollment by 7<sup>th</sup> Grade Math Performance

8%

of District X 8<sup>th</sup> grade students are enrolled in more than one math course.

Most of these students (500 students) failed the prior year's 7<sup>th</sup> grade EOY math assessment, so it is important that these students are receiving additional instructional time.

92%

of District X 8<sup>th</sup> grade students are enrolled in only one math course even though one-third of these students also failed the prior year 7<sup>th</sup> grade EOY math assessment. This means there are 2,100 students who are not receiving additional instructional time.

## For example, in District X:

- District leaders found that while *some* of their 8<sup>th</sup> grade students who failed the prior year's 7<sup>th</sup> grade EOY math assessment are receiving additional instructional time through an extra math class (500 students), most of the students who failed are not (2,100 students).
- District leaders wanted to better understand *which* middle schools were providing students with additional time via an extra math class assignment, and what other strategies middle schools might be utilizing.

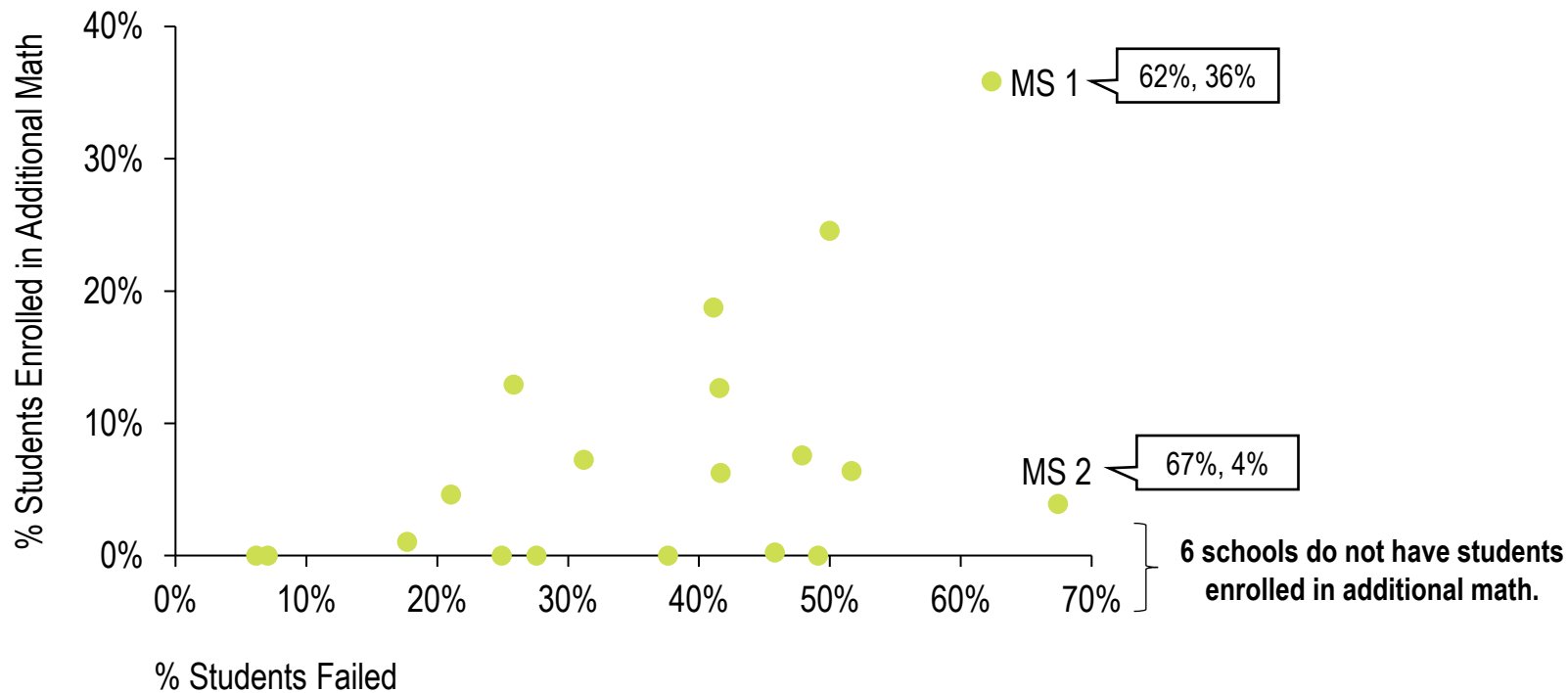
# It's also important for district leaders to understand how access to additional instructional time varies across schools.

5.1

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

 For example, in District X ...

Middle Schools: % 8<sup>th</sup> Grade Students Enrolled in Additional Math by % Students who Failed 7<sup>th</sup> Grade Math Assessment



## For example, in District X:

- District leaders saw that middle schools varied significantly in their use of additional math courses to support students. For example, MS 1 and MS 2 had similar rates of 8<sup>th</sup> graders failing the prior year's 7<sup>th</sup> grade math assessment, but MS 1 is enrolling 36% of students in additional math while MS 2 is enrolling 4%. There are also middle schools who do not enroll any 8<sup>th</sup> graders in additional math despite high failure rates.
- As a result of this analysis, district leaders supported specific middle schools in redesigning their schedules to make time for a math intervention course. District leaders also reexamined district policies and opportunities to promote more scheduling flexibility.



# There are many ways to provide additional instructional attention. Our proposed analyses focus on the first option but can be adapted for others.



## Reducing Class Size

Smaller class and group sizes can allow teachers to provide more individualized attention to students, which can improve student performance. Research shows that the greatest gains are for students from low-income backgrounds and students of color, particularly in grades K-3.



## Within-Class Grouping

Small group instruction *within core classes* can also be used to provide more individualized attention to targeted groups of students. It is most effective when there is sufficient time and attention for each student, consistent support for grade-level teams of teachers, high-quality curriculum, and intervention that is embedded in core instruction.



## Tutoring

Research shows that tutoring leads to learning gains across all grades and subjects, particularly early literacy and high school math. Effective tutoring often takes place during the school day and in-person to maximize student attendance and engagement.

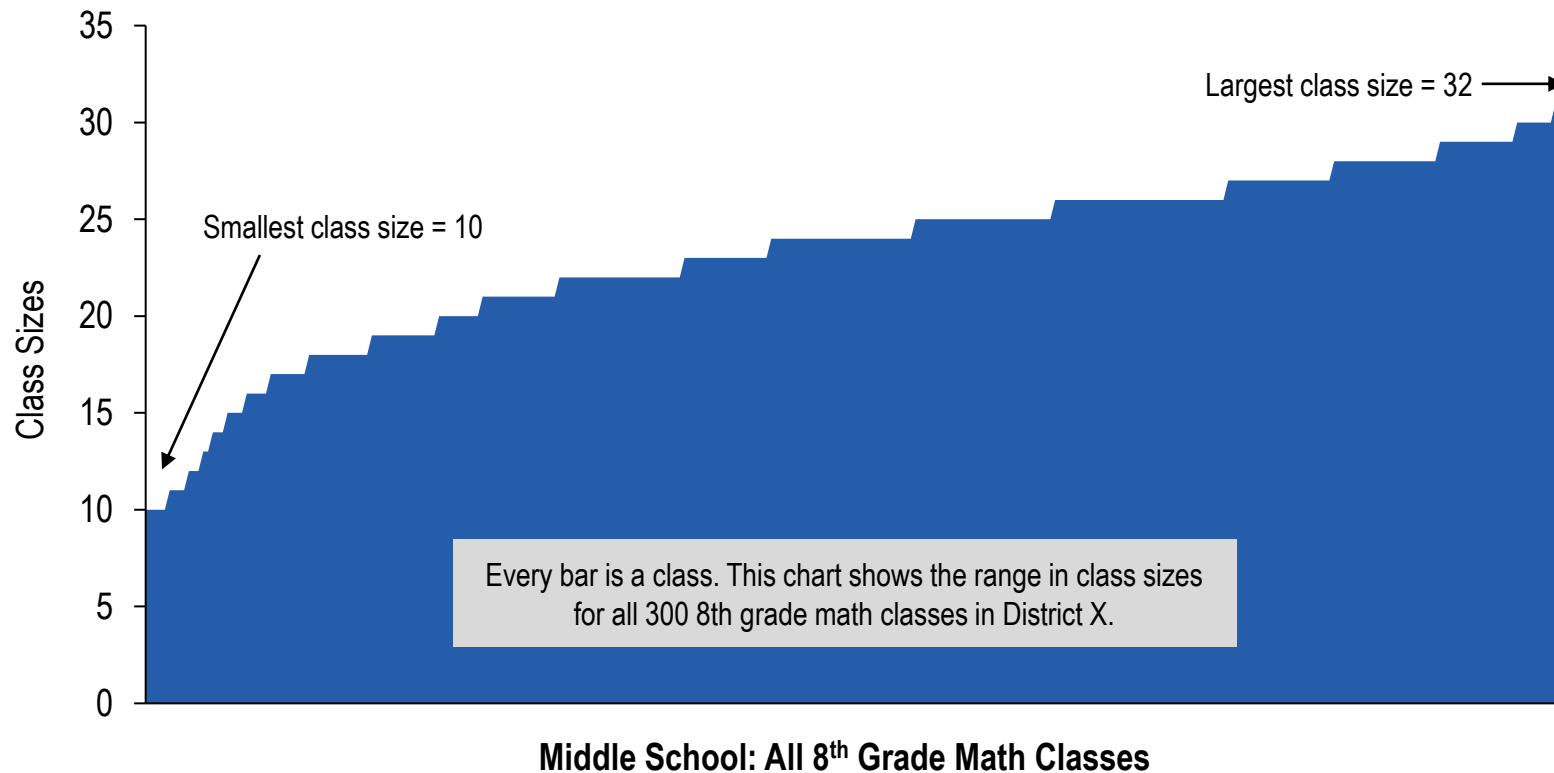
# Analyzing the range in 8<sup>th</sup> grade math class sizes helps district leaders understand how individualized attention varies.

5.2

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

 For example, in District X ...

8<sup>th</sup> Grade Math Classes Sorted by Class Size



## For example, in District X:

- District leaders noticed a pattern where more advanced 8<sup>th</sup> grade math courses (Geometry and Algebra I) tended to have smaller class sizes, while standard 8<sup>th</sup> grade courses (Pre-Algebra) tended to have larger class sizes.
- After noticing these disparities, district leaders investigated whether the small class sizes were driven in part by school size, school type, or something else.

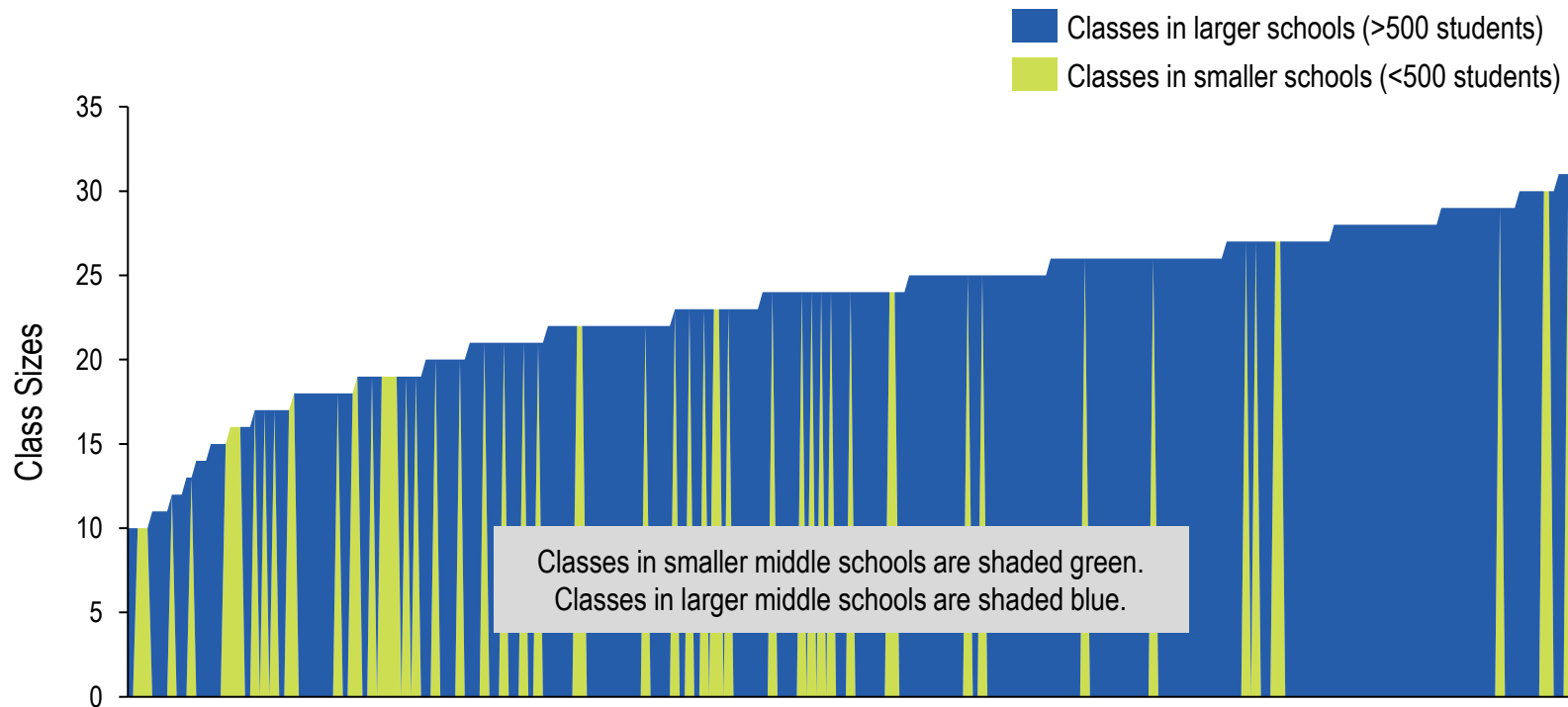
# In many districts, class sizes are partially driven by school size, with smaller schools having smaller class sizes.

5.2

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

 For example, in District X ...

8<sup>th</sup> Grade Math Classes Sorted by Class Size (with School Size View)



Middle School: All 8<sup>th</sup> Grade Math Classes

## For example, in District X:

- District leaders analyzed class size through the lens of school size. District leaders identified that class size was, in part, driven by school size, with smaller middle schools having smaller class sizes (green bars), on average. Other districts might want to consider analyzing class size by school type or school designation to identify other trends.
- As a result of this analysis, district leaders identified a subset of schools to prioritize for schedule redesign efforts to strategically reduce class sizes for math support/intervention courses and raise class sizes for elective and advanced math courses.





## DIMENSION 5: INSTRUCTIONAL TIME AND ATTENTION

Summary of analyses:

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

- 8<sup>th</sup> Grade Math Enrollment by 7<sup>th</sup> Grade Math Performance
- Middle Schools: % 8<sup>th</sup> Grade Students Enrolled in Additional Math by % Students who Failed 7<sup>th</sup> Grade Math Assessment

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

- 8<sup>th</sup> Grade Math Classes Sorted by Class Size
- 8<sup>th</sup> Grade Math Classes Sorted by Class Size (with School Size View)

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](#).

