



ALLIANCE FOR RESOURCE EQUITY

Dimension 6: Positive &
Inviting School Climate

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 experience a safe and supportive environment, fair rules and policies, positive relationships with staff, and meaningful family engagement?

- 6.1 Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?
- 6.2 Does each student have positive relationships with staff and other students?
- 6.3 Does each student have access to effective social emotional learning (SEL) opportunities?
- 6.4 Does each student attend a school that actively and meaningfully engages families?



**POSITIVE AND INVITING
SCHOOL CLIMATE**

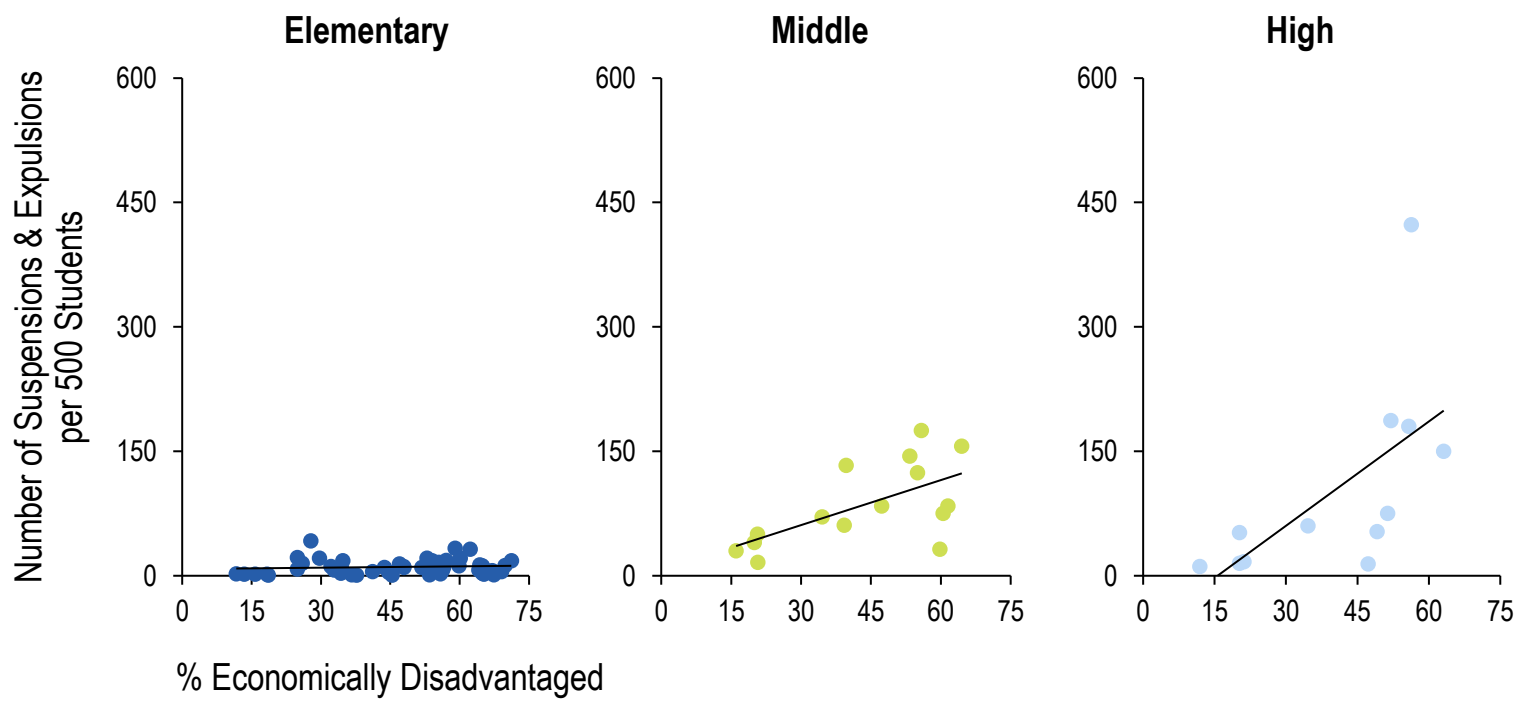
It is helpful for district leaders to understand how suspension and expulsion rates vary across schools.

6.1

Does each student experience a safe school with **transparent, culturally sensitive, and consistently enforced** rules and discipline policies?

 For example, in District X ...

Number of Suspensions & Expulsions per 500 Students by % Economically Disadvantaged



For example, in District X:

- Across all school levels, the number of suspensions and expulsions per 500 students tends to increase as the concentration of economically disadvantaged students at a school increases. High schools tend to experience the highest rates of suspension and expulsion.
- The next step for District X was to analyze how suspension and expulsion rates varied across student racial/ethnic groups to better understand the disparities.

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

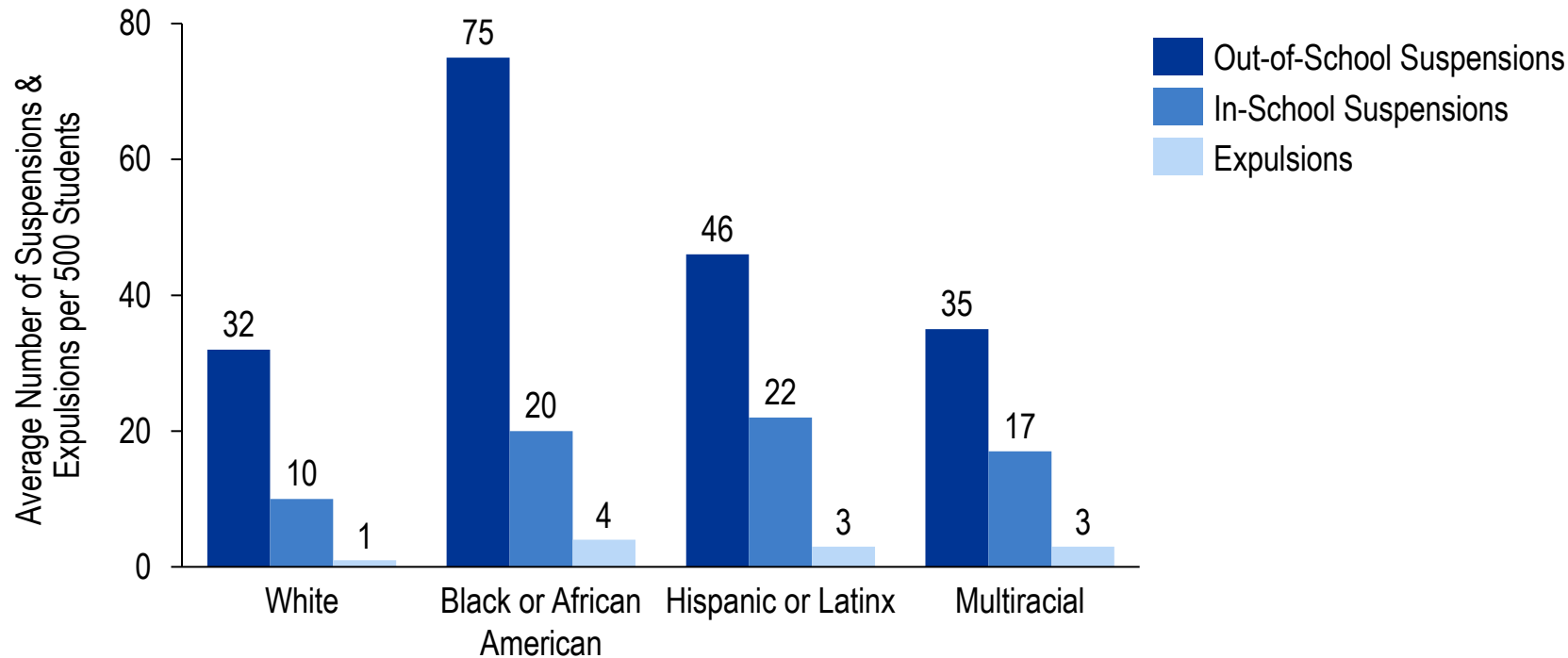
Analyzing suspension and expulsion rates by student race/ethnicity uncovers further inequities within the system.

6.1

Does each student experience a safe school with **transparent, culturally sensitive, and consistently enforced** rules and discipline policies?

 For example, in District X ...

Average Number of Suspensions & Expulsions per 500 Students by Race/Ethnicity



For example, in District X:

- On average, students of color are suspended and expelled at higher rates than white students. Black or African American students are suspended and expelled at the highest rate in District X, at more than double the rate of white students.
- District X worked with school leaders to assess student conduct and discipline policies to determine if they are consistently and equitably enforced across schools. They also investigated other factors that might influence discipline rates, such as student and teacher relationships.

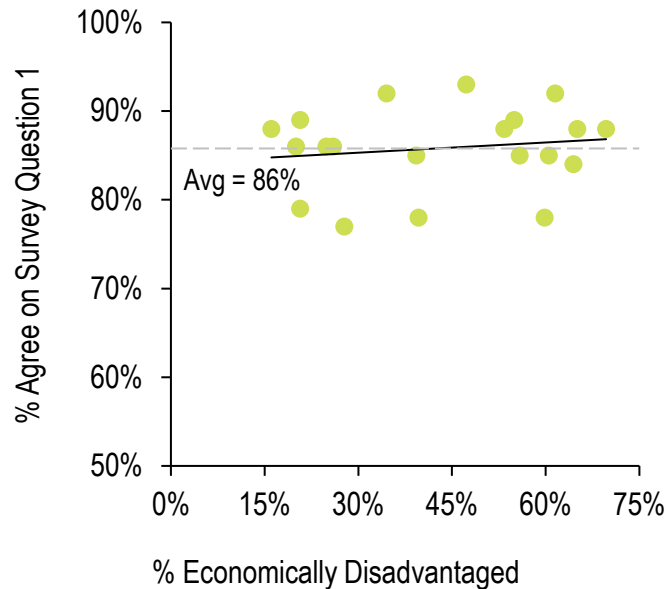
Survey data can help district leaders understand students' experiences in school, including their relationships with teachers and other students.

6.2-6.4

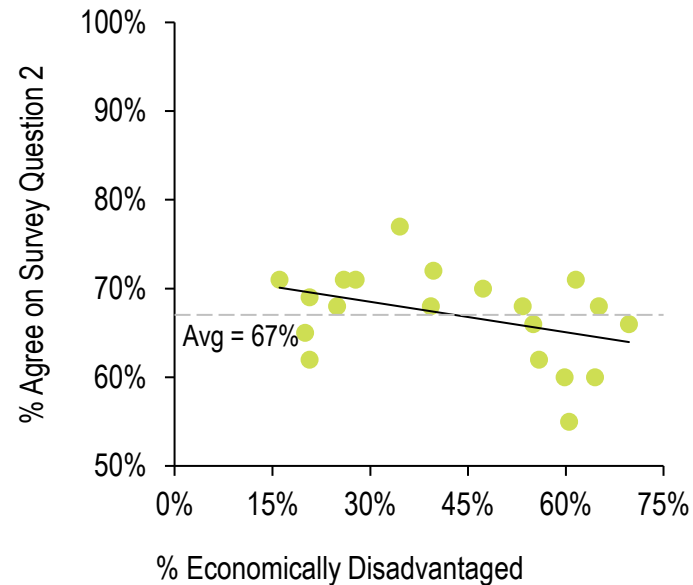
Does each student **have positive relationships** with staff and other students, access to **SEL**, and experience meaningful **family engagement**?

 For example, in District X ...

Middle Schools: Student Survey Scores by % Economically Disadvantaged



Q1: Do you have positive relationships with your teachers?



Q2: Do you have positive relationships with other students?

For example, in District X:

- It was surprising for District X leaders to learn that their middle school students responded more positively to statements about relationships with teachers than with other students. Student-teacher relationship scores are comparable across school poverty levels, but peer relationship scores tended to be higher in lower-poverty schools.
- This analysis inspired District X to conduct focus groups with students at higher-poverty schools to learn more about their experiences interacting with their peers.
- *Note: We also suggest reviewing survey results around social emotional learning and family engagement in a similar way. See Analysis Support Tools for details.*

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



DIMENSION 6: POSITIVE AND INVITING SCHOOL CLIMATE

Summary of analyses:

6.1 Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?

- Number of Suspensions & Expulsions per 500 Students by % Economically Disadvantaged
- Average Number of Suspensions & Expulsions per 500 Students by Race/Ethnicity

6.2 Does each student have positive relationships with staff and other students?

6.3 Does each student have access to effective social emotional learning opportunities?

6.4 Does each student attend a school that actively and meaningfully engages families?

- Middle Schools: Student Survey Scores 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 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](#).

