



ALLIANCE FOR RESOURCE EQUITY



**Dimension 7: Student
Supports & Intervention**

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 who needs physical or mental health support receive it?

- 7.1 Does each student who needs targeted social–emotional support receive it?
- 7.2 Does each student who needs targeted physical and mental health support receive it?
- 7.3 Does each student who needs targeted family support receive it?
- 7.4 Does each student have access to effective guidance to support post-secondary success?



**STUDENT SUPPORTS
& INTERVENTION**



There are many ways to measure targeted student supports and intervention. Our proposed analyses focus on the first option but can be adapted for others.



Review Schools' Staffing Ratios

The number of full-time support staff (e.g., guidance counselors, school social workers, nurses, etc.) per 500 students at each school. Note: These analyses focus on a few dedicated student support positions, but in many schools, school leadership staff and teaching staff also provide student supports and intervention. Therefore, consider the context of your district; the following analyses may not be an all-encompassing summary, but rather an at-a-glance view of these supports at your district.



Review Student Climate Survey Data

Questions focused on student experience and access to social-emotional, mental, physical health, family support, and post-secondary guidance.



Review Resource Access Data

The number of student meetings with support staff, percentage of students receiving services, etc.

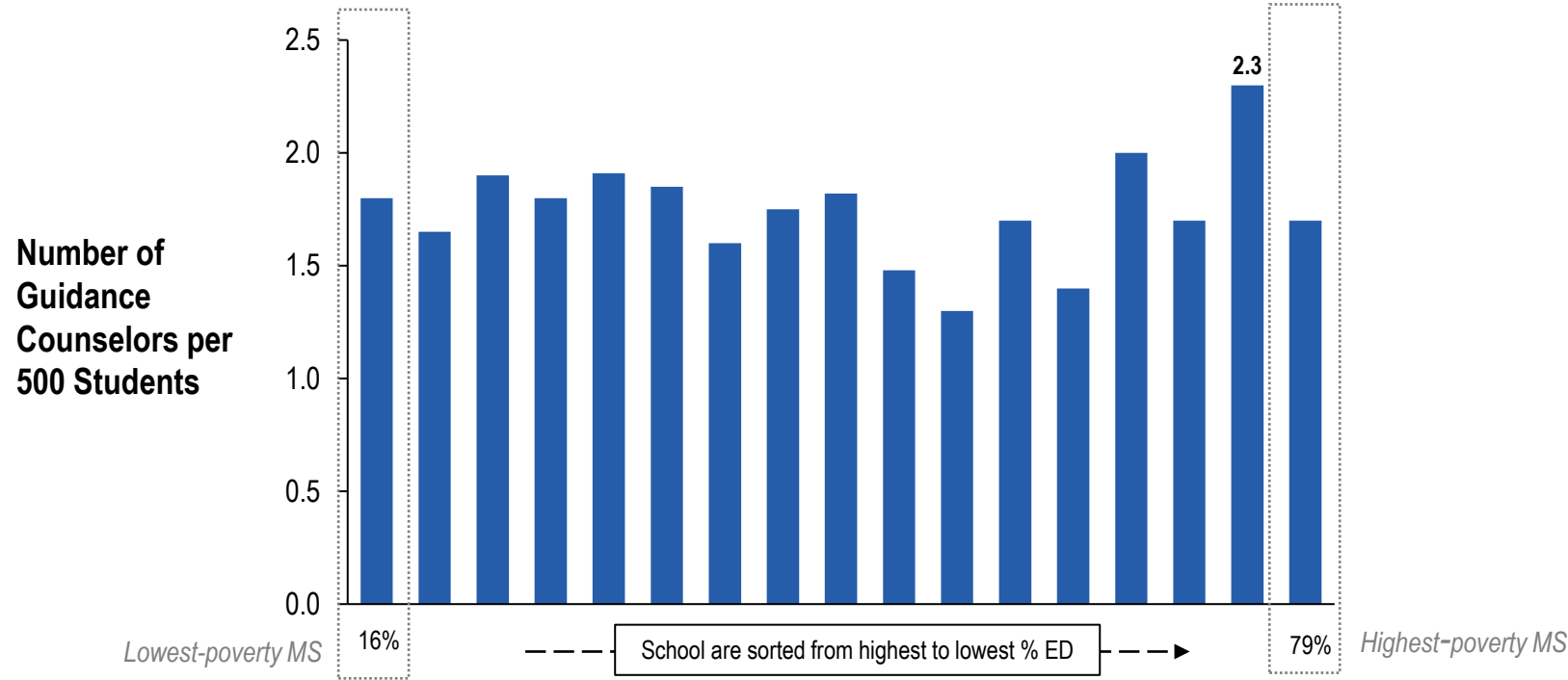
Comparing guidance counselor-to-student ratios helps district leaders understand how student access to school counseling support varies across schools.

7.1-7.4

Does each student who needs (1) targeted social-emotional support, (2) targeted physical and mental health support, (3) targeted family support, and (4) effective guidance to post-secondary success receive it?

For example, in District X ...

Middle Schools: Number of Support Staff per 500 Students Sorted by % Economically Disadvantaged



For example, in District X:

- District X appears to invest in guidance counselors consistently across middle schools with a range of ~1.3-2.3 guidance counselors to every 500 students.
- However, middle schools with higher concentrations of economically disadvantaged (ED) students do not necessarily receive more guidance counselor support than schools with lower concentrations of ED students, even though their students may need additional levels of support.
- Next, district leaders analyzed ratios of other support staff positions to see how investment varied across middle schools.

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

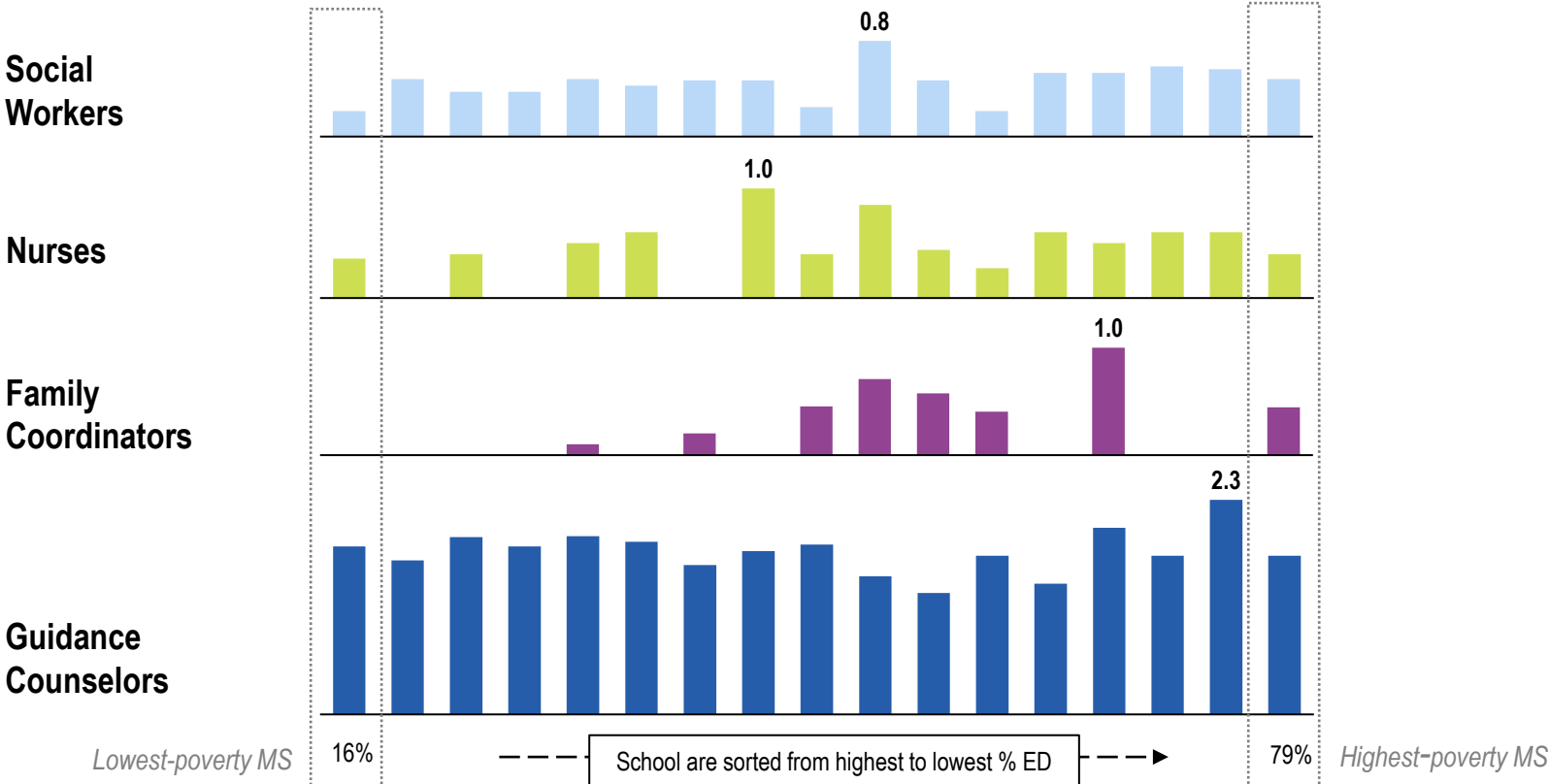
Comparing staff-to-student ratios of other critical student support roles further uncovers inequities in the system

7.1-7.4

Does each student who needs (1) targeted social-emotional support, (2) targeted physical and mental health support, (3) targeted family support, and (4) effective guidance to post-secondary success receive it?

For example, in District X ...

Middle Schools: Number of Support Staff per 500 Students Sorted by % Economically Disadvantaged



For example, in District X:

- Access to nurses and social workers remains low at some schools. And as with guidance counselors, higher-poverty schools don't appear to have increased access.
- There is also inconsistent access to family support liaisons, with many middle schools having none – which may be fine if family engagement supports are being provided by different roles (e.g., assistant principal) but is worth investigating further.
- District leaders decided to dig deeper into service measures (e.g., nursing caseloads, family engagement scores) to help identify which middle schools might need more support and resources from central office.

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 7: STUDENT SUPPORTS AND INTERVENTION

Summary of analyses:

7.1 Does each student who needs targeted social–emotional support receive it?

7.2 Does each student who needs targeted physical and mental health support receive it?

7.3 Does each student who needs targeted family support receive it?

7.4 Does each student have access to effective guidance to support post-secondary success?

- Middle Schools: Number of Support Staff per 500 Students Sorted 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](#).

