



# ALLIANCE FOR RESOURCE EQUITY

Dimension 9:  
Learning-Ready Facilities

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 learning-ready facilities and high-quality equipment?**

- 9.1** Does each student have access to **adequate facilities that are safe and well-maintained** to facilitate student learning and meet student needs?
- 9.2** Does each student have access to **adequate equipment** to facilitate student learning and meet student needs?



**LEARNING-READY  
FACILITIES**

# First, district leaders need to understand how building conditions vary across schools.

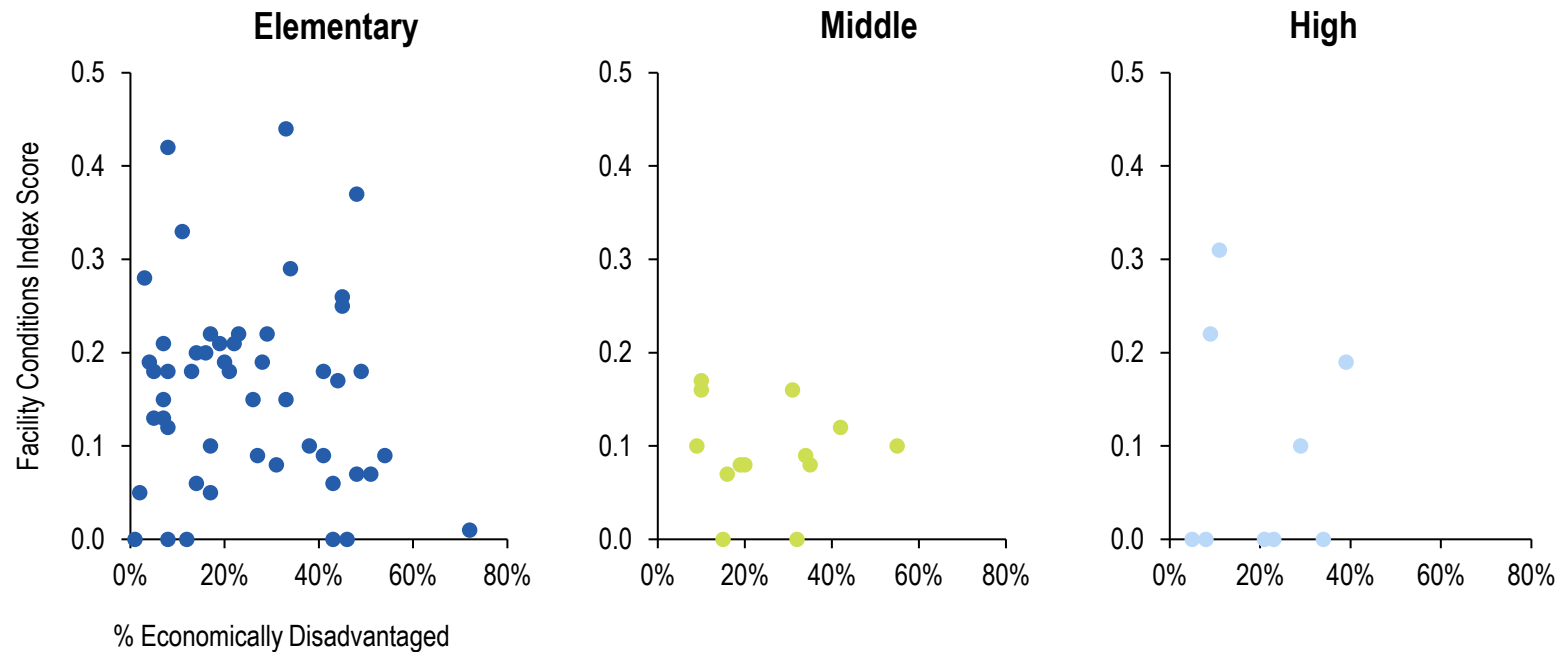
9.1

Does each student have access to adequate facilities that are safe and well-maintained to facilitate student learning and meet student needs?

 For example, in District X ...

## Schools: Facility Condition Score by % Economically Disadvantaged (ED)

District X used Facility Condition Index (FCI) to measure the condition of schools' facilities. FCI is the ratio of the cost to correct deficiencies in a building compared to the current facility replacement value. The lower the FCI, the better the condition of the building.



## For example, in District X:

- Elementary schools tend to have higher Facility Condition Index (FCI) scores than middle and high schools, indicating lower-quality building conditions.
- However, there is significant variation in FCI scores across elementary schools. There is no clear relationship between FCI score and concentration of economically disadvantaged students.
- Next, District X examined building utilization to better understand the relationship between building condition and building utilization. When survey data is not available, utilization can act as a proxy for student experience (i.e., how many students are experiencing overcrowded vs. empty buildings).

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

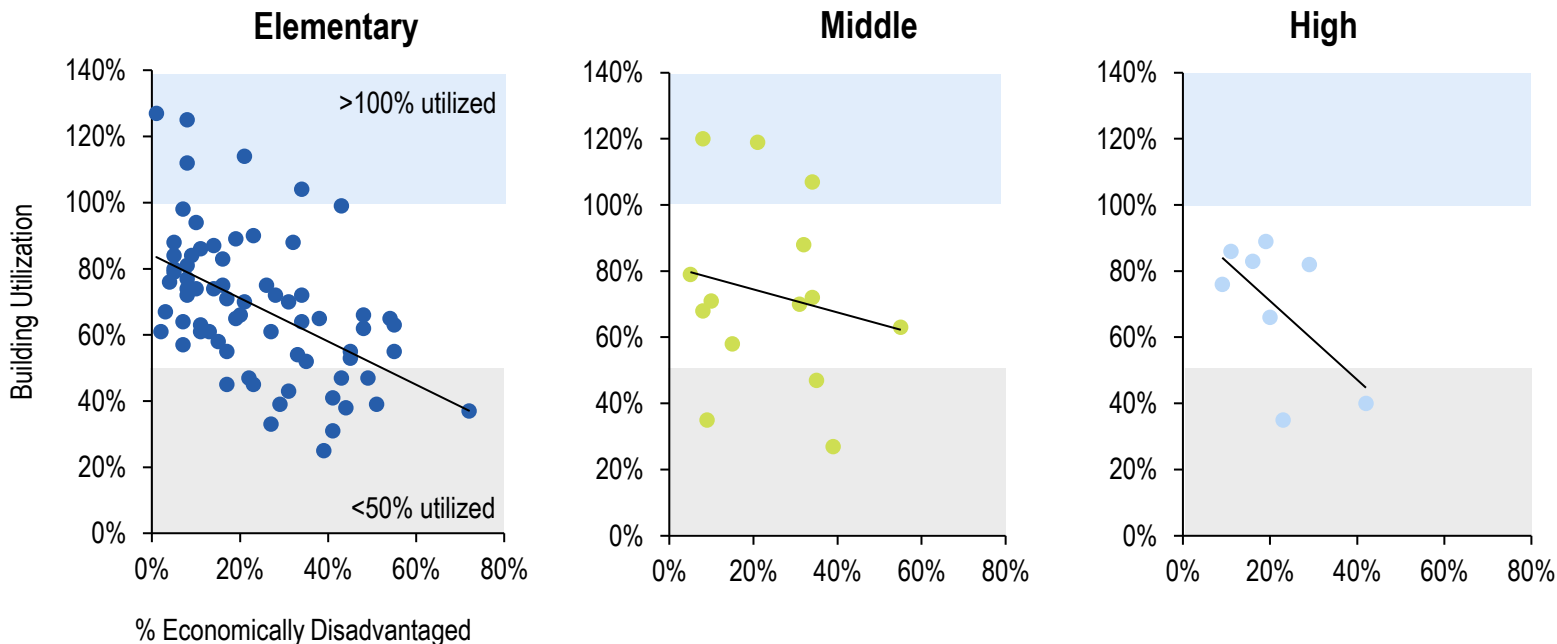
# Analyzing building utilization can help district leaders gain a greater understanding of the student experience

9.1 Does each student have access to adequate facilities that are safe and well-maintained to facilitate student learning and meet student needs?

 For example, in District X ...

## Schools: Building Utilization by % Economically Disadvantaged

Building utilization is defined as the total enrollment at a school divided by total available seats at the school.



## For example, in District X:

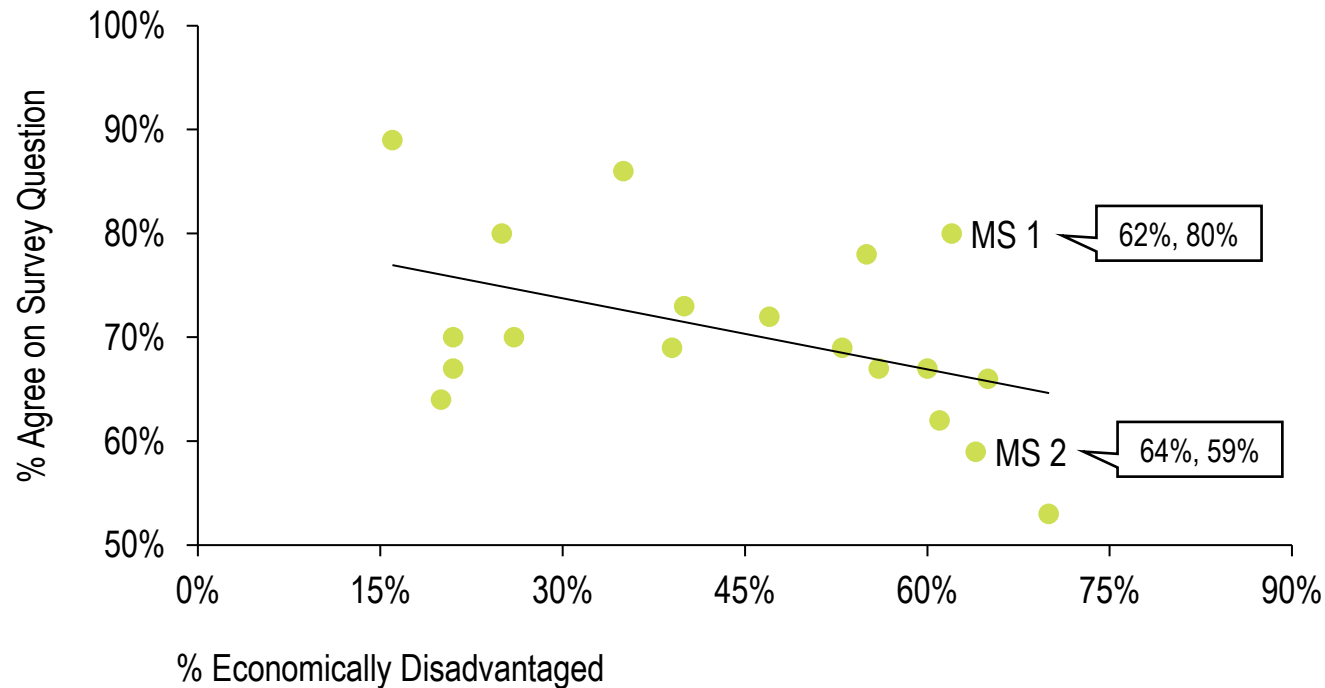
- Across all levels, many school buildings are underutilized, with 14 elementary, 3 middle, and 2 high schools operating at <50% with students experiencing very empty buildings. Higher-poverty schools are also more likely to be underutilized.
- There are a few elementary and middle that are overutilized, including some that are greater than 120% utilization which could impact the student experience.
- The next step for district leaders was to look at schools with high FCI scores (poor building conditions) and high building utilization to prioritize renovations/repairs.

# Student survey results are a helpful starting point in analyzing student access to high-quality equipment

9.2 Does each student have access to **adequate equipment** to facilitate student learning and meet student needs?

 For example, in District X ...

Middle Schools: Student Survey Scores by % Economically Disadvantaged  
Survey Question: Do you have access to high-quality equipment to facilitate learning?



For example, in District X:

- Across middle schools, students attending higher-poverty schools tend to report having lower access to high-quality equipment. However, there is variation. For example, in MS 1, 80% of students agreed with this statement while 59% of students in MS 2 agreed, even though both schools serve similar percentages of economically disadvantaged students.
- The next step for district leaders was to conduct focus groups with students to learn more about how their reports differ across different schools and student groups. Other districts that use equipment scores (i.e., measures of equipment condition, accessibility, and utilization rates) might look at how these scores vary across schools.

Note: This analysis looks at the middle school student experience as many of our other dimensions focus on 8<sup>th</sup> 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 9: LEARNING-READY FACILITIES

Summary of analyses:

### 9.1 Does each student have access to adequate facilities that are safe and well-maintained to facilitate student learning and meet student needs?

- Schools: Facility Condition Score by % Economically Disadvantaged
- Schools: Building Utilization by % Economically Disadvantaged

### 9.2 Does each student have access to adequate equipment to facilitate student learning and meet student needs?

- 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](#).

