

## Dimensions of Resource Equity

Adapted from **What Is Resource Equity?** A working paper that explores the dimensions of resource equity that support academic excellence by Jonathan Travers

<file:///Users/234901/Downloads/4039-what-is-resource-equity-oct-2018.pdf>

### Factors That **Directly** Impact the Student Experience

Teaching Quality	Research and experience tell us that consistent access to effective teaching has a dramatic effect on student achievement. However, too often districts have difficulty attracting and retaining their best teachers in high-need schools. Any definition of resource equity must ensure that students with greater needs have at least as much access to excellent teaching, if not more.
Empowering, Rigorous Content	Research has shown a relationship between the level of expectations that systems, schools, or teachers set for their students and their students' subsequent levels of achievement. Those expectations play out in richness and rigor of curriculum material, the way instruction is delivered, what assignments students receive and the rigor with which they are graded, and access to advanced course material. Though we typically find much lower rigor in high-need schools, high-performing schools and systems actively manage the level of intellectual rigor that teachers demand of all students.
Instructional Time and Attention	We typically see very little variation in total student instructional hours. Using time well means differentiating instruction to meet students and then accelerating progress to help students with diverse learning needs learn rigorous, grade-level content. In addition, when time is used effectively, adding instructional hours to the school year can be a powerful lever for improving student outcomes.

<p>Early Intervention</p>	<p>Intervening early to keep students on track is much more effective than trying to “catch” students back up once they have fallen behind. This suggests that ensuring access to academic interventions (e.g., early warning systems and Response to Intervention programs designed to quickly identify specific student needs and address them before they become major problems) for all students is critical to ensuring resource equity. Early Learning Research on early childhood education suggest that access to high-quality pre-K programs are among the highest impact ways to improve outcomes for students. Providing access to early learning opportunities particularly for students coming from families living in poverty or who have special learning needs is critical to ensure that they can achieve at the same levels as their peers later in life.</p>
<p>Whole Child Approach</p>	<p>Research demonstrates that students need certain social, emotional, and academic development (SEAD) skills and competencies in order to participate in rigorous learning. And, students who arrive at school with unmet health, social, or emotional needs are at greater risk of poor performance. Schools that strategically organize resources focus on proactively supporting SEAD skills and competencies for all students and also integrate more intensive supports for students with greater social, emotional, or health needs. Schools that have higher concentrations of students with more intensive needs will need more resources to provide effective support.</p>
<p>Family Academic Engagement</p>	<p>Parent/caregiver interest and involvement in their child’s academic work can have profound effects on behavioral and academic outcomes. However, some parents face physical, linguistic, emotional, and cultural barriers that disproportionately impact the parents of students who already face additional challenges at school. School and system leaders can organize and invest to lower these barriers to better engage with parents.</p>

### Factors That **Indirectly** Impact the Student Experience

<p>School Funding</p>	<p>While the relationship between school funding levels and outcomes is complex, recent studies point to a positive correlation between increased resources and the achievement of low-income students over time. But, we know that extra spending does not necessarily lead to accelerated learning because the dollars aren't always used on strategies likely to accelerate learning. Extra dollars only matter when they are used well.</p>
<p>School Leadership Quality</p>	<p>Strong leaders raise the overall effectiveness of their entire teaching staff by organizing to attract, retain, and develop strong teachers and teams. We consistently find that schools with higher needs have less-experienced leaders and fewer effective teachers to play leadership roles.</p>
<p>Diverse &amp; Inclusive Schools</p>	<p>While it may seem odd to suggest that “who” students attend schools with is a “resource,” the literature on the “peer effect” on student performance suggests that a student’s classmates/schoolmates are an important driver of outcomes. When students have the opportunity to attend a school that enrolls a mix of races and backgrounds, it can promote greater understanding and effectiveness in working with others. Districts and communities can seek to increase school diversity through student assignment and choice or magnet policies, though these practices vary greatly in different communities and contexts.</p>
<p>Learning-Ready Facilities</p>	<p>Capital investments represent a large share of education spending, and inequities can have dramatic impacts on students, including school closings due to lack of heat or dangerous levels of lead in the water supply. However, the research suggests that not all investments in facilities have an equal impact on students. Leaders must weigh investing in new facilities alongside the other dimensions of resource equity to determine which actions will be most impactful for student learning.</p>