

USB E Resource Allocation Review Process

What is a Resource Allocation Review (RAR)?

The RAR is a federal requirement, out of the Every Student Succeeds Act (ESSA), for the State Education Agency (SEA) to conduct RARs with LEAs that have a significant number of schools identified for school improvement (ESSA Section 1111 (d)(3)(A)(ii)).

In addition, for schools that are identified CSI and ATSI, LEAs are required under ESSA to identify and address resource inequities as part of the support and improvement planning process (ESSA Sections 1111(d)(1)(B)(iv), 1111(d)(2)(c)).

The RAR supports LEAs in identifying resource inequities (human, fiscal, time, materials, etc.) and to develop strategies to address those inequities and can be replicated by an LEA with schools to explore resource inequities and develop strategies for addressing those inequities. The RAR is a team-based inquiry process in which the participants focus on the equitable distribution of available assets within a school and/or district to meet the needs of each student.

CONTINUED SUPPORT FOR SCHOOL AND LOCAL EDUCATIONAL AGENCY IMPROVEMENT

To ensure continued progress to improve student academic achievement and school success in the State, the State

Step 1: Selection of LEAs to Participate in a RAR

Every three years, USB E selects 15 LEAs who have a significant number of schools identified for school improvement to participate in a RAR. Schools will be ranked to determine whether a significant number of schools were identified using the following criteria:

District LEA	Charter LEA
10 districts with the greatest number of: • MRI schools • CSI schools • ATSI schools • TSI schools	5 charters with the greatest number of: • MRI schools • CSI schools • ATSI schools • TSI schools • Students served by the charter LEA (specific to single school charter LEAs) <i>USB E will not select a charter school LEA to participate in a RAR in consecutive selections.</i>

Step 2: RAR Invitation and Orientation

The USBE Federal School Improvement Specialist(s) sends a notification to selected LEAs and invites LEAs to participate in a virtual 30-minute RAR orientation meeting to provide background, expectations, intended outcomes, and next steps about the RAR process. Orientation calls will be held annually for the LEAs participating in a RAR.

Step 3: Preparation for the RAR Meeting

USBE Preparation	LEA Preparation
Review LEA and school-level data including: ● Accountability indicators by student groups ● Fiscal data, including spending by program ● Staffing and licensure data	Review LEA and school-level data including: ● Accountability indicators by student groups ● Fiscal data, including spending by program ● Staffing and licensure data ● Academic and behavior data ● Attendance data ● Master schedules ● Instructional minutes
	Review available resources: ● Funding ● Curriculum and materials ● Community and family partnership and participation
Review LEA and school-level CSI plans previously submitted to USBE for resource inequities and actions to address them.	Review current LEA and school-level plans (e.g., CSI and ATSI plans) for any identified resource inequities and actions to address them.
Share guiding questions with LEA.	Prepare to respond to guiding questions.
Coordinate with other USBE staff as needed based on LEA data.	Identify the LEA team members to be present during the RAR conversation.

Step 4: RAR Conversation

Purpose:

What the RAR is	What the RAR is not	What the RAR could be
a process to align resources to improve student outcomes	an evaluation or accountability measure; it does not result in punitive action against a school or LEA	an opportunity to design innovative strategies that leverage resources beyond funding

During a 60- to 90-minute RAR conversation held virtually or onsite, the LEA shares what it has learned and responds to the RAR guiding questions. The USBE team listens and takes notes.

RAR Considerations and Guiding Questions

Considerations	Guiding question(s)
Resource inequities leading to inequitable access or outcomes	What do the data indicate about • the greatest strengths/needs for all students and student groups? • the greatest strengths/needs for all teachers and educators? Do the evidence-based programs included in current improvement plans align with the identified needs? How are resources allocated to support the implementation of these programs? How are any gaps in access or outcomes for student groups connected to the allocation of resources?
Resources that can be eliminated or repurposed	What resources are going toward programs that are not having the intended effect? How do we shift resources that are not working as well to resources that will address our needs and root causes?
Additional resources needed	What else is needed to improve the performance of our target student groups and to address our needs and root causes?
LEA actions taken	What improvement efforts have been taken to address resource inequities and equitable opportunities to improve student outcomes? Are they evidence-based?
LEA actions needed	How will resource inequities be addressed in LEA and school plans? How will the LEA create urgency and communicate the need for changes? How will the impact of new resource allocation methods be measured?

USBE supports needed	Is support needed from USBE including capacity-building for LEAs to identify resource inequities with schools?
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Step 5: RAR Action

The LEA incorporates any needed changes into LEA and school plans, including any CSI and ATSI support and improvement plans as required by ESSA. Through its monitoring of school improvement efforts, USBE will monitor progress of implementation of the strategies to address resource inequities.

RAR Resources:

- <https://compcenternetwork.org/ssos>
- <https://educationresourceequity.org/>
- https://edtrust.org/wp-content/uploads/2014/09/ESSA_FactSheet_Resource-Allocation-Reviews_Hyperlinks-UPDATED.pdf