Resource Allocation Review Process Guide 2024

Rhode Island Department of Education
Division of System Transformation
Office of School and District Improvement

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Introduction

The Rhode Island Department of Education (RIDE) Resource Allocation Review (RAR) Process Guide provides technical support to LEAs and school leaders on the process for facilitating a Resource Allocation Review. The goal of the Resource Allocation Review is for LEAs and schools to understand the current state of how their resources are being utilized as part of the continuous improvement process. RIDE, LEAs, and schools all have a level of responsibility when conducting RARs. Going through the RAR process will support LEAs and schools with identifying areas of strength and resource inequities as they prepare students to be college and career ready. This process should be viewed as a part of the continuous improvement process as schools and districts strive to create educational equity for their students.

What is a Resource Allocation Review?

A Resource Allocation Review is a team-based inquiry process in which participants focus on the distribution of resources within a school and/or LEA (see table below). To ensure multiple perspectives are considered regarding the equitable distribution and use of resources, a group of diverse stakeholders with varying roles should engage in the RAR.

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

Legal Requirements

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA), ESEA sec. 1111(d)(3)(A)(ii)" requires SEAs, LEAs and schools to review how resources are allocated. The responsibilities for each under the law are as follows:

For the State Education Agency (SEA)/RIDE: SEAs must conduct periodic resource allocation reviews in each LEA with a significant number of schools identified for CSI, TSI, and ATSI.

For Local Education Agencies: LEAs must ensure schools identified as CSI and ATSI undertake a process to identify resource inequities that are addressed through an improvement plan (CSIP or SIP). Resource inequities are identified through the RAR process.

For Schools: CSI and ATSI schools must identify resource inequities that are addressed through an improvement plan (CSIP or SIP). Resource inequities are identified through the RAR process.

Resource Allocation Review Terminology

ATSI: Additional Targeted Support and Improvement (ATSI) status is based on student subgroup performance and indicates greater needs than subgroups identified as in need of Targeted Support and Improvement (TSI). In Rhode Island, identification occurs annually. Any of the designated student subgroups which meet the minimum n-size of 20 for the relevant measures, and on its own meet the criteria for CSI identification, is identified as ATSI. To exit ATSI, the subgroup must no longer meet the criteria for ATSI, both for the year it was identified and for the current year. Under ESSA, if the same identified subgroup(s) fail to exit ATSI status after four consecutive years, the school shall receive an overall school identification for CSI.

CSIP (Comprehensive School Improvement Plan)/SIP (School Improvement Plan): An annual plan that documents goals, initiatives, and action steps to lead to improved student outcomes. NOTE: CSIPs are ONLY created for schools that are identified as CSI.

CSI: Comprehensive Support and Improvement (CSI) status is based on schoolwide performance for all students. In Rhode Island, CSI identification occurs biennially. Prior to 2022, Rhode Island identified CSI schools annually. Science is newly included for CSI identification and will start with the 2024 Accountability results. Rhode Island identifies schools which meet any of the following criteria for CSI:

1. The lowest performing 5% of all schools – including at least the bottom 5% of Title 1 schools – based on academic achievement in English Language Arts (ELA), mathematics, science, and growth in ELA and mathematics [*Achievement and Growth*].

2. High schools with a four-year graduation rate below 67% [*Graduation*].

3. Any school with the lowest scoring in the lowest category of the Star Chart for all non-graduation indicators, and one or two points for graduation, if applicable [*Overall Low Performance*].

How schools exit CSI identification status:

If a school was identified for:	They may exit CSI by:
Achievement and Growth	No longer performing in the bottom 5% for both the current year and the year of identification
Graduation	Increasing their graduation rate to at least 67%
Overall Low Performance	Improving so that at least one indicator besides graduation is no longer in the lowest category or the Star Chart

Educational Equity: As defined by CCSSO (*States Leading for Equity: Promising Practices Advancing the Equity Commitments*) educational equity means that every student has access to the resources and educational rigor they need, at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income. Educational equity requires the allocation of resources, instruction, and opportunities according to student need. By adopting educational equity, LEAs and districts "remove the predictability of success or failure based on any social or cultural factor and recognize and respond to the differences and needs amongst students." (Adopted from National Equity Project *https://www.nationalequityproject.org/education-equity-definition*)

Educational Resources: A supply of assets that promote effective student outcomes and school operations. Resources do not mean just finances, they also include human resources, the organization of time, equipment, materials, supplies, programs and services, community collaboration, and partnerships.

LEA (Local Education Agency): Entities authorized by the Council on Elementary and Secondary Education to operate public schools, including districts, charters, and state schools.

Resource Inequities: Inequities identified through the RAR process, which must be addressed through an improvement plan.
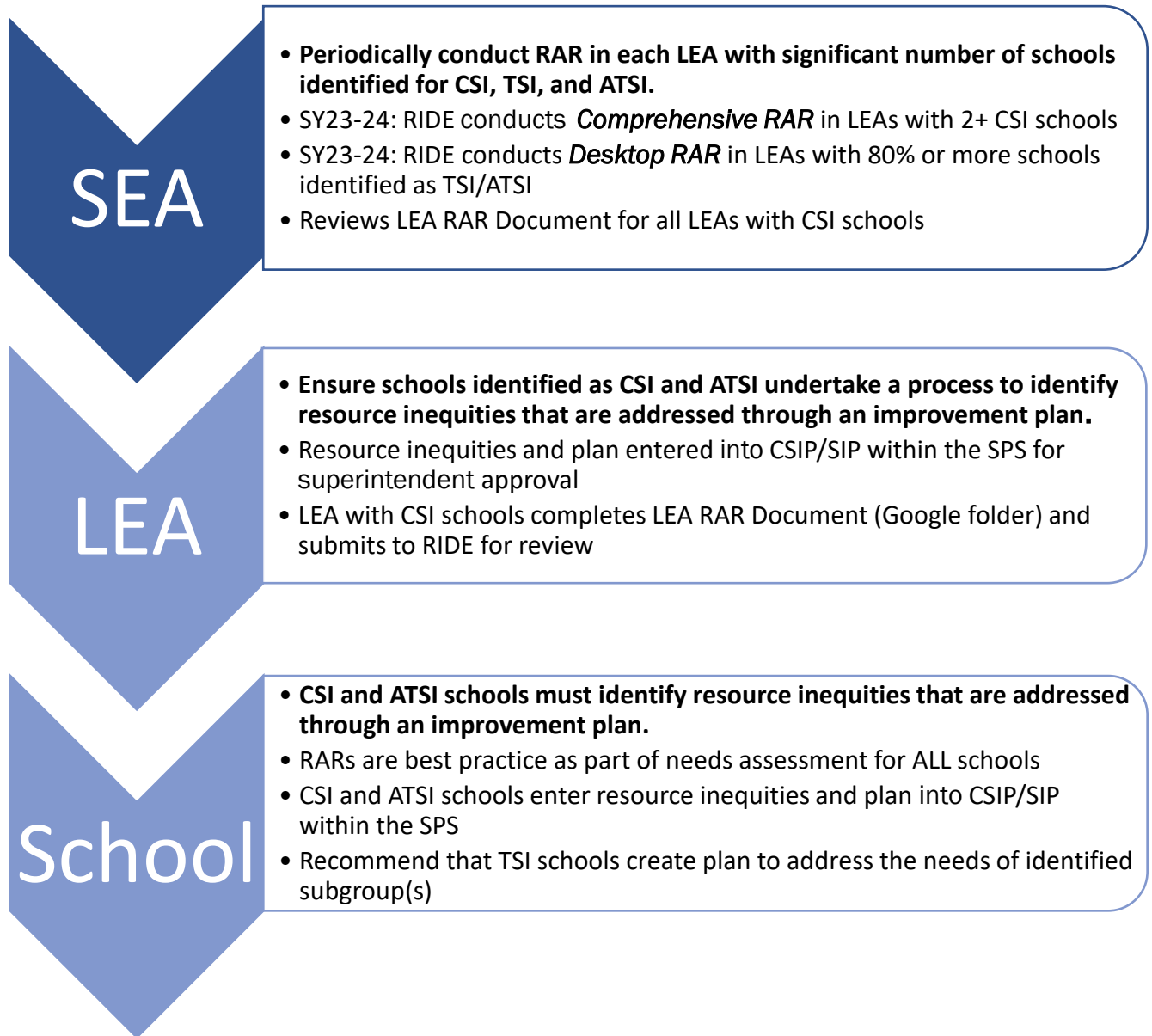
SEA: State Education Agency (RIDE)

Significant Number of Identified Schools: RIDE defines this as a LEA that has two or more CSI schools and/or 80% or more of schools with identified TSI or ATSI subgroups.

TSI: Targeted Support and Improvement (TSI) status is based on student subgroup performance. In Rhode Island, TSI identification occurs annually. Rhode Island identifies a school's subgroup(s) for TSI if the subgroup(s) meet the minimum n-size of 20 and meet the criteria for a one-star rating based on the accountability system as if that subgroup were a school. TSI subgroups do not exit, they are either identified or not identified each year.

## How Rhode Island is Addressing the Resource Allocation Review Requirements

As stated previously, ESSA lays out specific requirements for RARs for each level of the educational system – SEA, LEA, and schools. The figure below describes the federal requirement for each entity, as well as how these requirements will be met in Rhode Island.

SEA

- **Periodically conduct RAR in each LEA with significant number of schools identified for CSI, TSI, and ATSI.**
- SY23-24: RIDE conducts *Comprehensive RAR* in LEAs with 2+ CSI schools
- SY23-24: RIDE conducts *Desktop RAR* in LEAs with 80% or more schools identified as TSI/ATSI
- Reviews LEA RAR Document for all LEAs with CSI schools

LEA

- **Ensure schools identified as CSI and ATSI undertake a process to identify resource inequities that are addressed through an improvement plan.**
- Resource inequities and plan entered into CSIP/SIP within the SPS for superintendent approval
- LEA with CSI schools completes LEA RAR Document (Google folder) and submits to RIDE for review

School

- **CSI and ATSI schools must identify resource inequities that are addressed through an improvement plan.**
- RARs are best practice as part of needs assessment for ALL schools
- CSI and ATSI schools enter resource inequities and plan into CSIP/SIP within the SPS
- Recommend that TSI schools create plan to address the needs of identified subgroup(s)

Conducting a Resource Allocation Review

To conduct a meaningful RAR and to support the work of continuous improvement, it is crucial for all involved to embrace a growth mindset. The RAR is meant to be an informative conversation that supports the professional learning of team members. For the RAR, team members should consider the allocation of resources, with regard to educational equity, within individual schools and across the LEA, paying particular attention to low-performing subgroups and schools.

While RARs are required for some, they are best practice for all. As demonstrated below, RARs should be part of the school and LEA needs assessment and the plan to address these inequities should be evident within the goal(s), initiative(s), and/or action step(s). Schools identified as CSI or ATSI will be required to identify their resource inequities and plan to address these inequities within their CSIP/SIP in the Strategic Planning System (SPS).
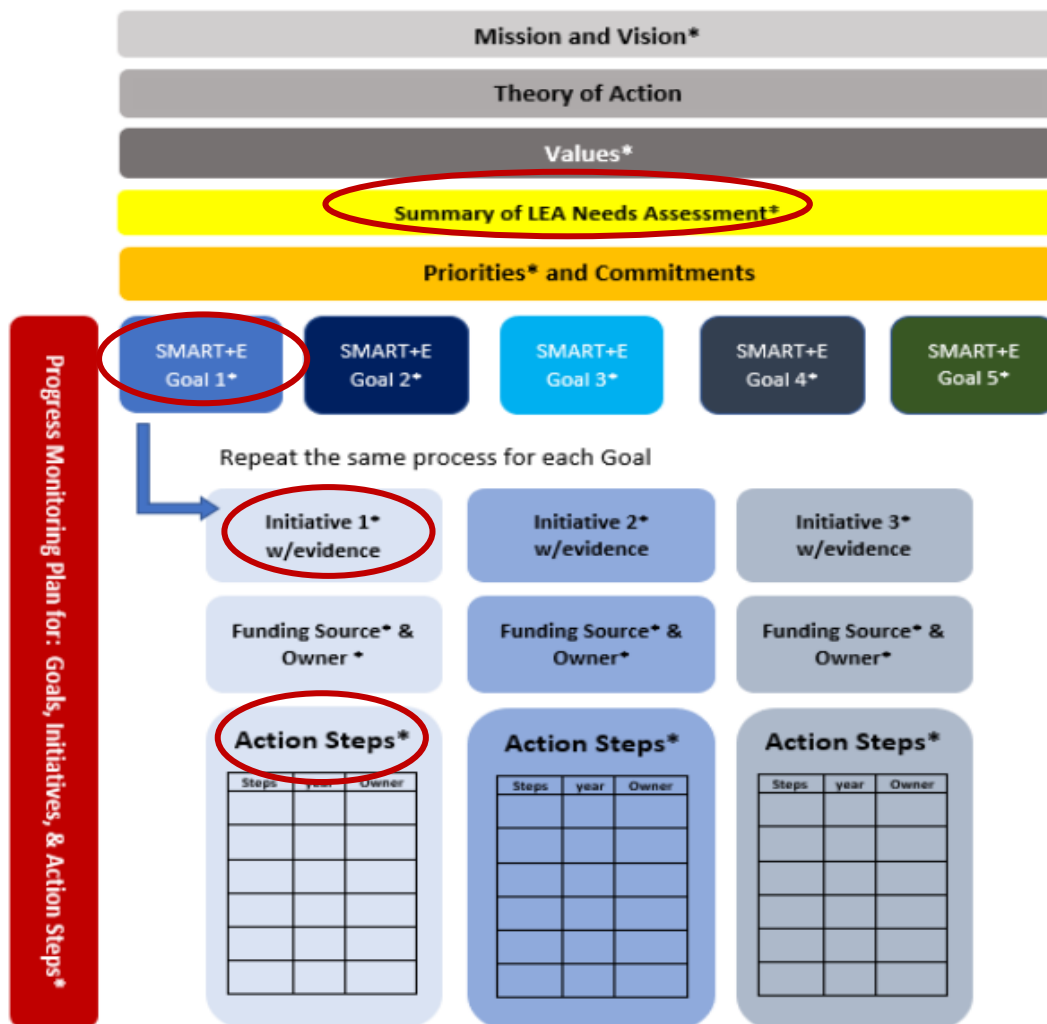
Three Types of Resource Allocation Reviews

RIDE has identified three types of Resource Allocation Reviews – comprehensive, desktop, and LEA. This tiered approach aligns with the federal requirements and allows RIDE and LEAs to prioritize RARs for those that need the most attention and support. Tools to conduct these RARs are shared in the next section.

Review Type	Comprehensive	Desktop	LEA
Conducted by	RIDE	LEAs and RIDE	LEAs
Eligibility	LEAs with 2+ CSI Schools	LEAs with 80% or more of schools with ASTI subgroups	LEAs with any schools identified as CSI and/or with ATSI subgroups
Frequency	Every 2 years (years of CSI identification)	Annually*	Annually
Participants	RIDE - OSDI LEA Leaders School Leaders	RIDE - OSDI LEA Leaders School Leaders	LEA Leaders School Leaders
Actions	RIDE facilitates a meeting with LEA and school leaders to review how resources are allocated within and between all schools in the identified LEA to ensure educational resource inequities have been identified and a plan to address them meets the needs of the CSI schools and ATSI subgroup(s)	LEAs conduct a review of how resources are allocated with any schools with ATSI subgroup(s) to ensure educational resource inequities have been identified and a plan to address them meets the needs of the ATSI subgroup(s) RIDE reviews the SIPs of ATSI identified schools for evidence of the LEA Review	LEAs conduct a review of how resources are allocated with any CSI schools and/or those identified with ATSI subgroup(s) to ensure educational resource inequities have been identified and a plan to address them meets the needs of the CSI school and ATSI subgroup(s)
Outcomes	RIDE provides feedback to LEA and school leaders on the allocation of resources based on the RAR, LEA Strategic Plan, and CSIP/SIPs LEA and school leaders address educational inequities identified by the RAR in the LEA Strategic plan (as appropriate) and CSIP/SIPs, to ensure educational resource inequities have been identified and addressed within their plan	School leaders address educational inequities identified by the RAR in SIPs RIDE provides feedback to LEAs and school leaders on the allocation of resources based on the RAR and SIPs, to ensure educational resource inequities have been identified and addressed within their plan	School leaders address educational inequities identified by the RAR in their CSIP/SIP LEAs provide feedback to school leaders on the allocation of resources based on the RAR and CSIP/SIPs, to ensure educational resource inequities have been identified and addressed within their plan

Single-site LEAs identified will receive a desktop RAR no more than once every two years

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Preparation for the RIDE Comprehensive Resource Allocation Review

1. RIDE notifies the LEA Superintendent and schedules a 90-minute meeting to engage in the RAR. The Superintendent invites team members (recommend the business manager, school improvement officer, Title I Coordinator and impacted school principals as team members).

2. It is recommended that team members meet in advance of the RAR to establish team commitments to the RAR Process. Examples include:
   a. Commit to fully engage in the process with the purpose of discovering and addressing any resource inequities that will improve student outcomes.
   b. Create and follow clear norms that allow the team to operate effectively.
   c. Identify a team member to serve as a facilitator of the process [if LEA-led].
   d. Clarify responsibilities of team members.
   e. Develop a process for collecting, sharing, and analyzing data.
   f. Determine how the team will meet after the RAR to address any identified resource inequities within the school improvement plan.

3. RIDE will share the *Resource Allocation Review: School Level Tool*, *UCOA Resource Allocation Dashboards,* and *Using RIDE's UCOA Resource Allocation Dashboards Guide* in advance of the meeting so LEA leaders and school principals can come to the meeting with the necessary information.

4. **Pre-work for School Principals**: Prior to the Comprehensive Review, school leaders should assemble a team to use their CSIP/ SIP, the *Identifying Educational Resources Handout,* and the school's Report Card data to complete the RAR School Level Tool. Completion of the RAR School Level Tool will take 60-90 minutes and will support the consideration of how equitably resources are allocated to support the CSIP/SIP and the identified student subgroups. *Note: This information will be used by school principals during the Comprehensive Review.*

   Pre-work for LEA Leaders: Referencing the *District Report Card,* LEAs can find the list of schools with student subgroups identified for TSI and/or ATSI. This can be found under the *Accountability* tab, then by clicking the *School Summary* tab. LEAs can preview the *UCOA Resource Allocation Dashboards,* at their discretion, prior to engaging in the RAR.

Steps for a Comprehensive Review (virtual or in-person)

For LEAs with 2 or more CSI Schools:

1. Participants gather for 90 minutes. RIDE welcomes LEA leaders and school leaders.
2. RIDE asks the school leaders to use the information from their *Resource Allocation Review: School Level Tool* to reflect on and respond to the following questions (LEA leaders listen to responses):
   a. What did you notice?
   b. What did you wonder?
   c. Based upon your review, what resource inequities have emerged?
   d. What follow-up thoughts/questions do you have?
   e. What opportunities have presented themselves based on your school building RAR?
   f. Are there additional resources and/or CSIP/SIP revisions (goals, initiatives, action steps) that are needed to address the needs of the identified subgroup(s)?
3. RIDE has LEA leaders reflect on what they heard.
4. RIDE facilitates the review of the UCOA Resource Allocation Dashboards, and asks LEA and school leaders to reflect on and respond to the following questions:
   a. What did you notice?
   b. What did you wonder?
   c. What follow-up thoughts/questions do you have?
   d. Are there additional resources and/or LEA Strategic Plan revisions (goals, initiatives, action steps) that are needed to address the resource inequities?
5. RIDE prompts LEA and school leaders to consider (1) how the distribution and use of resources have impacted student outcomes and (2) what next steps could be implemented to address the inequities.
6. Resource inequities need to be explicitly named, identified, and addressed at the goal, initiative or action step level. A plan for addressing resource inequities is included in the LEA Strategic Plan (as applicable) as well as in the CSIP/SIP for identified schools. All updates to these plans must be made within the Strategic Planning System (SPS).
7. As a result of the Comprehensive RAR, LEA leaders will respond to the following questions in the LEA RAR Document:
   ➢ Who participated in the RAR? Please included their name and role
   ➢ Name the low-performing subgroup(s) and describe the RAR process?
   ➢ What inequities emerged between schools within the LEA? Within the school?
   ➢ Are there additional resources and/or LEA Strategic Plan revisions (goals, initiatives, action steps) that are needed to address the resource inequities?

NOTE: This process can be replicated by the LEA when it is conducting its own Resource Allocation Reviews (see LEA Review process below).

Steps for a RIDE Desktop Review

For LEAs with 80% or more schools with subgroups identified as ATSI

1. LEAs/schools identified as ATSI will conduct a Resource Allocation Review using the tools outlined above or those of their choosing.
2. RIDE notifies the LEAs/schools that will receive the desktop review.
3. RIDE reviews the accountability data for each identified school within the LEA.
4. RIDE reviews the CSIP/SIP within the SPS for each identified school within the LEA to ensure resource inequities have been identified and a plan to address the inequities and meet the needs of the Identified ATSI subgroups has been developed.
5. RIDE provides feedback to the LEA and school(s) on the results of the desktop review.
6. LEAs with CSI schools must complete the LEA RAR Document and submit to RIDE for review.

Steps for a LEA Review

For LEAs that have schools identified for CSI and student subgroups identified for TSI/ATSI (less than 2 CSI and less than 80% of schools with ATSI subgroups)

For this review, LEAs and schools can determine which RAR method works best for their context. They can utilize the tools and processes provided below or create their own RAR process.

1. Participants gather. Superintendent welcomes LEA leaders and school principals.
2. Superintendent asks the principals to use the information from the *Resource Allocation Review: School Level Tool* to reflect on and respond to the following questions (LEA leaders listen to responses):
   a. What did you notice?
   b. What did you wonder?
   c. Based upon your review, what resource inequities have emerged?
   d. What follow-up thoughts/questions do you have?
   e. What opportunities have presented themselves based on your school building RAR?
   f. Are there additional resources and/or SIP revisions (goals, initiatives, action steps) that are needed to address the needs of the identified subgroup(s)?
3. Superintendent has LEA leaders reflect on what they heard.
4. Superintendent facilitates the review of the UCOA Resource Allocation Dashboards, and asks LEA leaders and principals to reflect on and respond to the following questions:
   e. What did you notice?
   f. What did you wonder?
   g. What follow-up thoughts/questions do you have?
   h. Are there additional resources and/or LEA Strategic Plan revisions (goals, initiatives, action steps) that are needed to address the resource inequities?
5. Superintendent prompts LEA leaders and principals to consider (1) how the distribution and use of resources have impacted student outcomes and (2) what next steps could be implemented to address the inequities.

6. School level resource inequities need to be explicitly named, identified, and addressed in the CSIP/SIP at the goal, initiative, and/or action step level. District level resources inequities should be explicitly named, identified, and addressed in the LEA Strategic Plan as appropriate).

NOTE: LEAs with CSI schools must complete RIDE's LEA RAR Document as a final step in their Resource Allocation Review.

Additional Resources:

Rhode Island's Every Student Succeeds Act Plan

Rhode Island Education Accountability Act of 2019: Guidance Document

RIDE's District & School Report Cards

Resource Allocation Review Webinar Deck 2.29.24

RIDE's Resource Allocation Dashboards

Using RIDE's UCOA Resource Allocation Dashboards - v1

Identifying Educational Resources - v1

Resource Allocation Review - School Level Tool - v1

Resource Allocation Review Document for LEAs - v1