MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Periodic-Resource Allocation Review (P-RAR)

Guidance to Support Continuous Improvement Leaders, Facilitators, and Team Members

Second Edition 2025

Abstract

Abstract: The Michigan Department of Education (MDE) is required to provide technical assistance and to complete a periodic review of resources for districts with a significant number of schools identified for additional supports. The *Periodic-Resource Allocation Review Process (P-RAR) Guide (second edition)* breaks down the inquiry of resource allocation and utilization into six steps as part of the resource allocation review (RAR) process. The guidance provides information to assist continuous improvement leaders, facilitators, and team members to understand how the P-RAR is embedded within the RAR process to assist in successfully considering how available resources are distributed to ensure that each student receives the necessary resources to be college- and career-ready upon graduation from high school.

MICHIGAN Department of Education

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Periodic–Resource Allocation Review (P-RAR) Roles & Responsibilities

District Team:

- Completes a review of district-wide resource allocation to address inequities in access to resources supporting improvement in academic and other education-related student outcomes.
- Records in the MICIP platform the final determination of the inquiry including any identified inequity and the action plan to address the challenge. *
- Collaborates with the ISD/RESA and the MDE.

Intermediate School District/Regional Education Service Agency (ISD/RESA) Partner:

- Provides technical assistance to the district.
- Collaborates with the district and the MDE.

Michigan Department of Education (MDE):

- Provides technical assistance to the district and ISD/RESA partner.
- Collects state-level data for the P-RAR data dialog meeting.
- Facilitates the P-RAR data dialog meeting.
- Collaborates with the district and ISD/RESA.

**Note: The MDE and district must agree upon the final determinations generated from this inquiry, including, and not limited to, any identified resource inequity and action plan for addressing the identified inequity.*

Estimated Time

Team leader preparation: 2 – 6 hours

Team collaboration (formal data presentation and team analysis): 90 minutes

Team planning: 6 – 12 hours

MICIP platform data entry: 1 – 2 hours

Recommended Participants

- District continuous improvement team
- Representative(s) from the human resource office and finance office
- Leaders representing each identified school
- ISD/RESA partner
- Student/parent/family representatives
- Community partner(s)

General Resources

- Resources for schools identified for CSI, ATS, or TSI
- MI Systems Support - A professional learning and technical assistance resource specific to serving districts with schools identified for support and improvement.
- Resource Equity Diagnostic Tool and Supports
- Access to the following documents can be located on the MDE MICIP Resources website:
  - Applying the Equity Lens to Understanding Resource Planning and Usage
  - *MICIP Process Guide*
  - Forming a Team

Periodic Resource Allocation Overview

An intensive intervention for districts serving a significant number of schools identified for support. (Resources for schools identified for CSI, ATS, or TSI)

A federal requirement of the MDE is to provide technical assistance and to complete a periodic review of resources for districts with a significant number of schools identified for additional supports (ESSA Sec. 1111(d)(1)(B)(iii)); ESSA sec. 1111(d)(1)(B)(iv); ESSA Sec. 1111(d)(2)(C); (ESSA Sec. 1111(d)(3)(A)(ii)(iii)). As part of the resource allocation review (RAR) process described in the *Resource Allocation Review Process Guide (second edition)*, the MDE will serve as a collaborative partner in completing the periodic resource allocation review; an inquiry on district-wide school funding as the first phase of the resource allocation review process. The RAR is required for schools identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support (ATS). Schools identified as Targeted Support and Improvement (TSI) are not required to complete a RAR; however, for districts serving a significant number of schools identified for supports, it is encouraged.

The MDE Periodic-Resource Allocation Review (P-RAR) examines district-wide information based upon state-level data and may include, and not limited to, an analysis of district and school budgets (ESSA Sec. 1111(d)(1)(B)(vi); ESSA Sec. 1111(d)(2)(C)), per-pupil expenditures, the consolidated application, grant drawdown reports, final expenditure reports (FER), year-end reports supporting utilization of specific state categorical funds (e.g., Sec. 31a and Sec. 41), and/or other applicable data requested by the district and agreed upon by the MDE. The data from the periodic review will be shared with the district to inform district decisions related to equitable allocation of resources. The district and the MDE will come to an agreement on the determination of any inequity in resource allocation. The district will develop a plan to address any identified inequity and record the findings and plan of action within the MICIP platform.

Significant Number of Identified Schools

A significant number is determined by identifying the number of identified CSI, ATS, and/or TSI schools within a district. Michigan defines "significant" as being two standard deviations or more from the mean (average) of a dataset. The statewide mean and standard deviation of the number of schools within a district identified for additional supports are determined by the MDE. Therefore, when a district serves an amount of identified schools that are two standard deviations above the statewide mean, it is determined that the district serves a significant number of schools identified for additional support and is required to participate in a Periodic-Resource Allocation Review.

Forming a Review Team

A meaningful inquiry of resource allocation is embedded within the assess needs process and begins with examining how district funds are designated (allocated) to specific schools or programs. Throughout this process, it is important to reflect on the objectives driving the decisions about resource allocation. It is critical that the team understands why resources are allocated and what the anticipated outcomes are. Therefore, teams are encouraged to assess resource allocation through the lens of student needs and the initiatives designed to address those needs. It is important for team members to be familiar with the continuous improvement plan, the status of the plan's implementation, the alignment between the use of resources and the improvement plan, and the outcomes that are being achieved. As the district and school leadership teams consider how to engage in this work, the *MICIP Process Guide* provides information that may be helpful for determining readiness and reviewing team membership to ensure necessary perspectives are represented.

In addition to the considerations found in the *MICIP Process Guide*, the team is encouraged to reflect upon the following items:

- What technical assistance will be needed to support the team for participating in a meaningful review?
- Which team members are most equipped to support understanding of the district budgeting and school finance processes?
- Are team members familiar with the necessary resources needed to implement district/school strategies?
- In what ways are the perspectives of students and families being represented in this inquiry?
- In what ways are the perspectives of fiscal, human, and physical resources represented in this inquiry?
- In what ways would the district/school like to collaborate with outside partners (e.g., ISD/RESA, and/or community organizations) to accomplish this review?
- In what ways will the review team be integrated with a current continuous improvement team(s)?

Team participation will vary based on district/school context, and capacity. It is **not required to create a new team**. A district may determine that all key perspectives can be represented by inviting a few additional individuals, such as the finance or human resource team member, and the leader from each of the identified schools to collaborate with an existing team (e.g., district improvement team or superintendent's cabinet).

Task	Description
Review coordination	Determine the timeline, schedule meetings, prepare agendas, facilitate meetings, and monitor progress.
Data analysis	Synthesize, analyze, and interpret data as a team.
Communicate	Provide communication and training about the P-RAR. Ensure transparency by sharing regular updates including the outcome.
Develop a plan to address any resource inequity or identified challenge	Determine the solution(s) to resolve any challenges identified by the team. Develop a plan to implement the solution that includes interim targets and a monitoring process.
MICIP data entry	Enter P-RAR information into an appropriate dataset and other appropriate locations (e.g., data story, task, activity) within MICIP.

MDE Periodic-Resource Allocation Review Process

Step 1: Notification and support understanding of the process.

a. The MDE notifies the district superintendent and the district primary point of contact if one has already been established.

b. The MDE primary point of contact (PPOC) schedules a meeting to provide details and available technical assistance documentation to district leadership.

c. District leadership identifies a team to participate in the P-RAR.

d. The MDE communicates with district leadership to discuss area(s) of focus for the inquiry. Available data related to the selected focus areas will be included in the MDE P-RAR report.

e. The MDE collaborates with the district and its ISD/RESA partner to schedule the collaborative data dialogue and any additional meetings.

f. District leadership ensures that its team(s) participates in training on the review process. The district may request additional technical assistance from its ISD/RESA partner and/or the MDE.

Step 2: The MDE collects resource allocation and utilization data already available to the MDE and prepares a report for analysis. The MDE **will not** ask the district to produce additional reports or complete data requests.

a. Data points include, and are not limited to, school-level per-pupil expenditure (PPE) for each building served by the district. The report may also include a comparison of PPE and student outcomes across the district and like districts across the state or any other information discussed in step one or the P-RAR overview above.

b. The MDE PPOC works with the district to plan a 90-minute meeting for a presentation and collaborative data dialogue.

   i. Key participants in the meeting include district representatives identified by the superintendent (e.g., CFO, state & federal programs officer, curriculum director, ISD/RESA partner, and building leaders of schools identified for additional support, students, parents/family, and any other community representative(s)), the MDE PPOC, and a limited number of representatives from the MDE.

   ii. This is a collaborative meeting for districts to analyze data presented by the MDE. This is not a compliance or auditing activity and does not generate accountability measures.

   iii. The district may identify areas of opportunity and request technical assistance from its partners (e.g., MDE, ISD/RESA, and community organizations) to be included in the meeting.

   iv. The district facilitator and the MDE PPOC collaboratively develop an agenda utilizing a data protocol for the district team to analyze the information provided by the MDE.

Step 3: The MDE PPOC collaboratively facilitates district data dialogues.

The purpose of these collaborative activities is to discuss the allocation and utilization of the resources available to the district and individual buildings. These activities inform decisions that the district makes concerning addressing any identified resource inequities or other challenges.

a. The MDE PPOC facilitates a team dialogue focused on the data provided regarding the strengths and areas of growth related to allocation and use of funds within the district to support improved student outcomes. Among other questions, the team may consider the following:

   i. What was discovered when analyzing multiple years of the school-level expenditure reports?

   ii. What team questions require collecting additional information?

   iii. What information does the team need to better understand how resources are being used by the district and schools to continuously improve student outcomes?

b. Identified schools (CSI and ATS) complete the required Resource Allocation Review (RAR) [ESEA section 1111(d)(1)(B)(iv) and (2)(C)] utilizing the Resource Allocation Review Process guide (Second edition). Even though schools identified to receive Targeted Supports and Improvement (TSI) are not required to complete the RAR, is it strongly recommended to support understanding of the overall status of resource allocation for all schools identified for additional support.

c. A second data dialogue is held with the district team for each school leader to present the school-level RAR findings. The district team will analyze the collective findings and determine district resource equity.

d. The MDE and district will discuss and agree upon the final determination of equity within resource allocation. If an inequity is determined, the district team will begin the process of determining causation and resolution planning (step four).

Step 4: Address the finding(s) of the P-RAR inquiry.

a. The district team, including leaders/representatives from the identified buildings, will explore causality for the determination made above in step 3.

b. Based upon the root cause analysis, the district team will develop a plan to address the root cause of the team's finding(s).

c. The district will compose a summary statement indicating the finding(s) and plan for addressing the finding(s). Below is a sample summary statement:

    i. As a result of the periodic resource allocation review and school-level resource allocation reviews focused on [name the focus area(s)], the district determined that [name the finding(s)]. To address the finding(s), the district will [plan statement] so that [student outcome improvement statement].

d. The MDE and district will agree upon the plan to resolve the finding(s).

Step 5: MICIP documentation

a. Upload data objects into the appropriate dataset. (e.g., P-RAR data presentation, questionnaire, root cause diagrams, and other data). Instructions for uploading this information is found in the *MICIP Process Guide* and the *Resource Allocation Review Process Guide (second edition)*.

b. The district enters the resource inequity summary statement in the resource equity modal found in the MICIP platform.

c. The district enters action plan activities in the MICIP platform.

The MDE will monitor the progress of addressing the identified resource inequity(inequities) as part of the monitoring process for the required school improvement plan.

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