



## Resource Allocation Review Process Summary

### Designed for Multi-Building Districts Serving Schools Identified for CSI and/or ATS

- Phase: 1 View the forty-minute summary [video](#) to gain an understanding of the Resource Allocation Review (RAR).
- a. The [Resources for Schools Identified for CSI, ATS, or TSI](#) provides additional information.
- Phase: 2 District leaders and building-level representatives review high-level district-wide financial data such as the [school-level expenditure report](#) reflecting expenditure and academic performance differences between buildings. (An estimated meeting time of 90 minutes is based upon all suggested personnel being present and actively participating.)
- a. Who: Superintendent, district instructional leader, leader of state and federal programs, district finance officer, finance staff directly supporting schools identified for additional support, school leaders from identified buildings, ISD/RESA partner, and any other district partner(s).
  - b. The following questions and others will guide the team in identifying an inequity or determining a need to seek further information regarding the allocation and use of funds within the school to support improved student outcomes:
    - i. What was discovered when analyzing multiple years of the school-level expenditure reports?
    - ii. What additional questions were generated by the team that require additional information?
    - iii. Which of the additional questions would bring greater clarity to resourcing district and school efforts for continuous improvement of student outcomes?
  - c. Based upon the responses to questions addressed by the team and current MICIP goals guiding the district/school focus for improvement, the team will determine the method for reviewing district/school allocations and expenditures.
    - i. For the review of allocations and expenditures supporting the district/school's primary focus area(s), select one of the following options, or variation of an option, provided in the [Resource Allocation Review Process Guide](#):
      1. Centered on the needs of a specific student group
      2. Centered on a MICIP strategy
      3. Financial resource distribution and utilization
      4. Comprehensive resource review by exploring some or all the dimensions within the [Equitable Resource Diagnostic](#)
- Phase: 3 Complete the Resource Allocation Inquiry as part of the needs assessment process (Estimated time of eight to twelve hours depending upon previous discussions and district processes.)



- a. Who: Building-level team (e.g., school leader, continuous improvement team, finance office representative, ISD/RESA partner, and any other district partner)
- b. Depending on which of the four options selected in Phase Two, the team determines what data needs to be gathered for analysis.
- c. Complete a study of the information utilizing the district data analysis protocol.
- d. The district designee will add the data object(s) used by the team into the MICIP platform.
  - i. The data objects are placed within the corresponding area of inquiry.
    1. Sample file naming convention  
RAR\_Name of Data Set\_YYYY.MM.DD  
**Or**  
YYYY.MM.DD\_ RAR\_Name of Data Set

Phase: 4 Resource equity determination.

- a. The school-level team determines if something needs to be addressed to ensure that equitable resources are provided such that each student receives the necessary resources to meet or exceed state academic standards.
- b. The school-level team confers with the district-level team to reach agreement on the determination of inequity or equity.
  - i. The district designee will modify the data story within the MICIP platform to reflect the agreed-upon equity findings.
- c. The school-level and district-level teams collaborate to develop a plan to address any inequity.
- d. The designated district team member enters the equity determination (inequity or equity) and the plan to address the determination within the MICIP platform as a “task” or “activity” under an aligned goal area. Sample language:
  - i. “To address the inequity () determined by the Resource Allocation Review ...”
  - ii. If an inequity is not determined, the designated district team member will create a task called “Resource Allocation Review” under a MICIP goal and in the description write, “A resource allocation review of () resulted in determining that an inequity does not currently exist.”
- e. The designated district team member tags the “task” or “activity” to the appropriate school to be included in the required school improvement plan.