

Resource Allocation Review Process Guide

A guide for districts and schools considering resource equity for improving student outcomes.

Fall 2022



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MDE Resources for schools identified for CSI, ATS, or TSI Webpage:

<https://www.michigan.gov/mde/services/school-performance-supports/resources-for-identified-schools>

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Introduction

The Resource Allocation Review Process Guide provides guidance to district and school leaders, educators, Regional Educational Service Agency/ Intermediate School District (RESA/ISD) partners, and other stakeholders to complete the Resource Allocation Review (RAR) identified in Every Student Succeeds Act (ESSA). This document frames the RAR through the Michigan Integrated Continuous Improvement Process (MICIP) to provide an opportunity for the district to identify any resource allocation/utilization inequities and address the finding(s) within the continuous improvement plan.

The organization of this Guide is intentionally like the MICIP Process Guide to assist the user in understanding the content and alignment with the MICIP process. The Resource Allocation Review has been designed in two tiers, universal guidance and intensive supports, based upon the legislative requirements. Within each of the two tiers this Guide follows the same structure, beginning with an overview of the tier followed by a list of data points to consider and helpful resources. The guide concludes with instructions for including the team’s collected information, analytical notes, and final decisions in the MICIP platform.

This tiered approach offers district flexibility to ensure the allocation and utilization of resources are related to identified needs. The process of reviewing the allocation and utilization of resources generates intentional conversation focused on equitably aligning available resources with plans to improve outcomes for each student. The design includes universal guidance containing four options for review focus (serving a specific student group(s), resourcing an identified initiative(s) related to identification, fiscal distribution, and comprehensive system review). Each of the options includes guidance, resources, and tools for collecting and analyzing resource allocation and utilization data. The intensive support guidance is designed for districts with a significant number of schools identified for additional supports. Districts will maintain the flexibility of selecting a focus area identified in the universal tier and receive data collected by the Michigan Department of Education (MDE) as part of the periodic review of allocation required by ESSA. MDE will serve as a collaborative partner in analyzing the presented information. The district/school will make the determination of any resource inequity and address it within the continuous improvement plan.

Table 1: Overview of Resource Allocation Review Process

Tier	Resource Allocation Review Overview
Universal	<ul style="list-style-type: none"> • District/school selects one of the focus areas below: <ul style="list-style-type: none"> Option 1: Centered on the needs of a specific student group Option 2: Centered on a MICIP strategy intended to address a root cause need related to the identification for support Option 3: Financial resource distribution and utilization. Option 4: Comprehensive system review. • The district/school will address any resource inequity within the improvement plan.
Intensive	<ul style="list-style-type: none"> • The MDE collaboration and technical assistance will be provided throughout the process. • The district/school Selects of one of the focus areas above. • MDE conducts the Periodic Resource Allocation Review process. • The district/school will address any resource inequity within the improvement plan.

Key terms

Term	Definition
<i>Adequate Education Funding</i>	The amount of money necessary to sufficiently provide the resources (people, time, materials, and facilities) for ensuring every public-school learner will have equitable opportunities for a rigorous, inspiring, engaging, safe, healthy, and caring learning environment that fosters creative and critical thinking to meet/exceed all State of Michigan academic standards on the journey to becoming college and career ready.
<i>Area of Inquiry</i>	Pre-populated or manually assembled data sets that help identify assets or areas of need.
<i>Educational Equity</i>	When educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people so that each person has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships (Great Lakes Equity Center).
<i>MISchoolData</i>	Michigan's official data portal for managing educational data.
<i>Resource</i>	An asset such as money, material, personnel, or facility.
<i>Resource Allocation</i>	The process of strategically assigning or designating assets to obtain specific outcomes.
<i>Resource Equity</i>	The allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their race or income. Provid[ing] all students with the resources required to create the kind of experiences they need to meet rigorous academic expectations and succeed in our fast-changing information- and technology-based society, so that race, income, and zip code no longer predict success in school and beyond. (Travers, 2018)
<i>Resource Utilization</i>	The actual use of an asset by an entity for a specific innovation, strategy, or activity.
<i>Whole Child</i>	The “whole child” is a unique learner comprised of interacting dimensions, including the cognitive, physical, behavioral, and social-emotional.
<i>Universal Support</i>	Broadly disseminated and widely accessible information available to all independent users
<i>Targeted Support</i>	Supports developed based on needs common to multiple recipients and not extensively individualized.
<i>Intensive Support</i>	Extensive, individualized support requiring an ongoing relationship between provider and recipient to ensure effective adaptation for the local context.
<i>Data Protocol</i>	A structured process guiding dialogue through exploring predictions and observing visualized data to construct inferences and questions that inform the generation and selection of solutions. (Adapted from Wellman & Lipton 2004)

What is a Resource Allocation Review (RAR)?

A Resource Allocation Review (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. The RAR will assist teams in identifying any existing resource inequities that impede the implementation of evidence-based strategies as intended.

Purpose

Districts and/or schools conduct a **RAR** to understand the current state of how district/school assets are designated to be used as part of the continuous improvement process. This review will enable the district to identify areas of strength and opportunities to ensure each student served is provided the necessary resources for meeting or exceeding high-quality whole child objectives to be college and career ready upon graduation. Additionally, the review will assist in examining the utilization of allocated resources.

Primary Objective & Overview

Resource Allocation Review (RAR) Overview

RAR Objective: To identify any existing resource inequities to be addressed within the **improvement plan** as required by ESSA (Sec. 1111(d)(1)(B)(iv); ESSA Sec. 1111(d)(1)(B)(2)(C)). This will occur through **collaborative discussions** focused on available resources and utilizing the **needs assessment process** that informs **evidence-based**

NEEDS

PLANS

FUNDS

Enables sustainable systems and strategies to support desired outcomes for each student.

District and School Continuous Improvement



MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS



Throughout the continuous improvement process, a representation of various perspectives is used to develop a [cohesive improvement and fiscal plan](#). This engagement supports sustainable district-wide systems for implementing evidence-based strategies as intended.

Why must a school or district complete the RAR?

Legal Requirements

Districts with schools identified for receiving additional supports (Comprehensive Support and Improvement (CSI) and/or Additional Targeted Support (ATS)) are required to identify and address any resource inequities within its improvement plan [ESSA sec. 1111(d)(1)(B)(iv); sec. 111(d)(1)(B)(2)(C)]. Furthermore, MDE must review resource allocations to support districts with a significant number of schools identified for improvement [ESSA sec. 111(d)(3)(A)(ii)]. Completing this review provides valuable data for contributing to a collaborative discussion of district resources from the perspective of equitable distribution and use.

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Table 2: ESSA requirements for Resource Allocation Review

Requirements for Resource Allocation Review (RAR)							
Support Category	Is a RAR required?	Where does the RAR Focus?	Can RAR include district-wide resources?	Who is responsible for conducting the RAR?	How often is the RAR required?	Must the RAR identify and address resource inequities?	Is technical assistance from the State for the RAR required? *
CSI	Yes	School	Yes	District	Every 3 years	Yes	No
					(Matches the identification cycle.)		
ATS	Yes	School	Yes	**School	Every 6 Years	Yes	No
					(Matches the identification cycle.)		
TSI	No	N/A	N/A	N/A	N/A	N/A	N/A
Significant # (CSI, ATS, TSI)	Yes	District	Yes	State	***Periodically	Yes	Yes

*Technical assistance is available to all entities seeking support.

** If the RAR expands to include review of district budgets, then the district also is responsible.

*** ESSA leaves the definition of periodically to the states.

General resources:

- [MICIP Web Site](#)
- [MICIP Process Guide](#)

Conducting a meaningful RAR.

Setting the Stage

To gain valuable information for decision-making focused on improving student outcomes, it is important to establish and maintain a mindset of continuous improvement, as opposed to meeting compliance requirements. The following prerequisites are best practices for conducting a meaningful Resource Allocation Review (RAR). RAR leadership teams must:

- Commit to district/school participation with an intention to address any resource inequities leading to improved outcomes for each student.
- Provide professional learning that ensures participants in the RAR have a clear understanding of the purpose, process, and intended outcomes of this review.
- Develop a clear plan that:
 - Appoints the district/school leadership team member that will facilitate the process
 - Identifies important perspectives to be represented by team membership
 - Clarifies key roles and responsibilities
 - Develops a process for collecting, sharing, and analyzing data
 - Creates a timeline for completion
 - Determines how decisions are integrated into district and building improvement plans
- Collaboratively determine the focus (RAR options identified later within the guide), the district and building(s) will have for the RAR.
- Clarify the communication process, including communication between the district and building teams, between members within each team, and with outside partners/stakeholders.

Process Coordination

Forming A Resource Allocation Review Team.

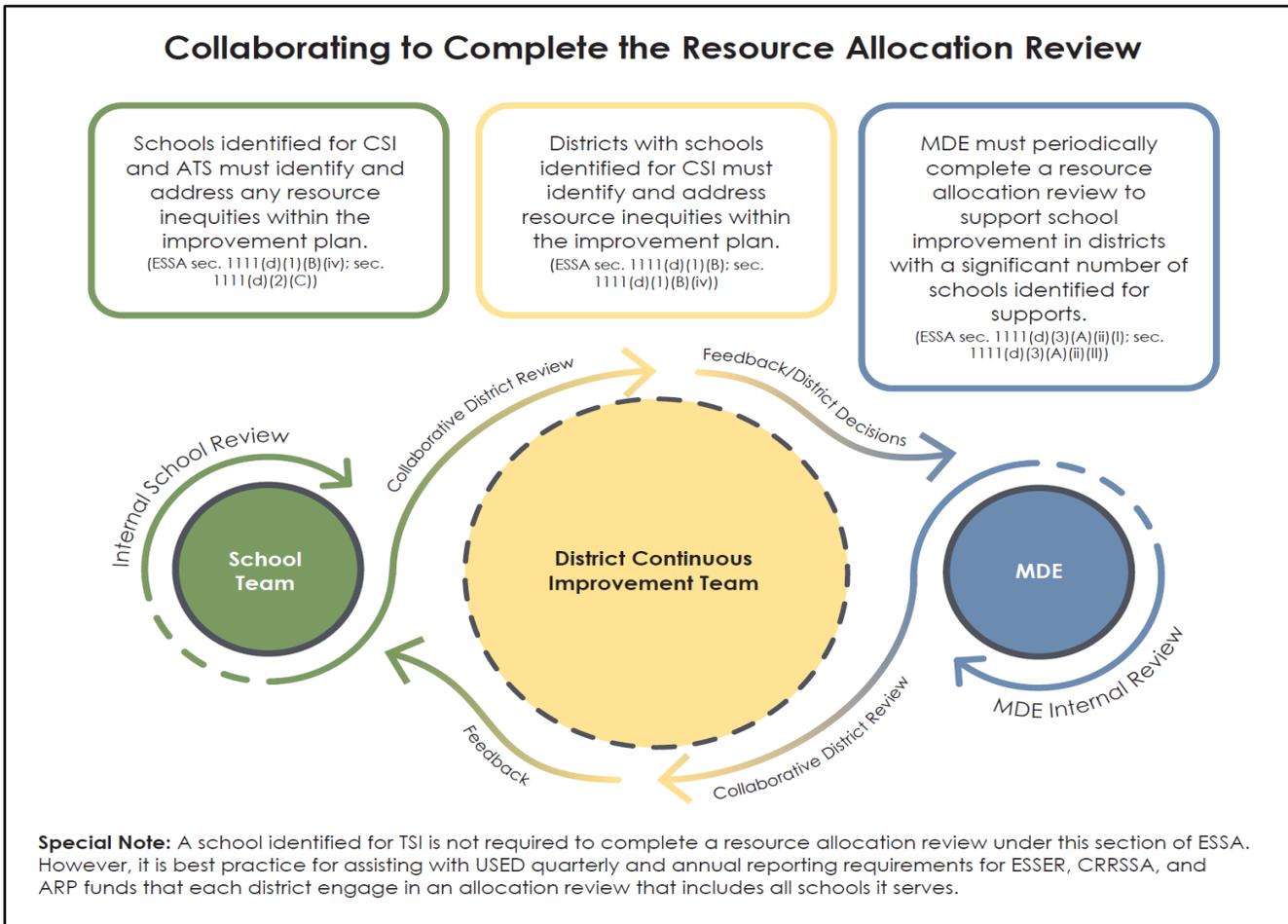
A meaningful Resource Allocation Review begins with examining how district funds are designated (allocated) to specific schools or programs. Throughout this process, it is important to reflect on the purpose or the “why” funds and other resources are allocated. Therefore, teams are encouraged to assess 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 produced. 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 district leadership team is encouraged to reflect upon the following items:

- Based upon district/school needs specific to the Resource Allocation Review, what technical assistance will be needed to support the team(s) in conducting a meaningful review?
- What kinds of professional learning related to district budgeting and school finance processes will team members need?
- In what ways would the district/school like to collaborate with outside partners (e.g., MDE, ISD/RESA, or community organization) to accomplish this review?
- Can team members access budget and other appropriate fiscal data needed to participate in the review?
- Are team members familiar with the necessary resources needed to implement district/school strategies?
- In what ways are the perspectives of fiscal, human, and physical resources represented on the team?
- In what ways will the resource allocation review team(s) be integrated with the current continuous improvement team(s)?

Team participation will vary upon district/school context, capacity, and anticipated RAR focus. It is **not required** to create a new team. A district/school may determine that all key perspectives can be represented by inviting a few additional individuals to collaborate with an existing team (e.g., District Improvement Team, Building Leadership Team, or MTSS committee).

Task	Description
Review Coordination	Determine the timeline, schedule meetings, prepare agendas, facilitate meetings, monitor progress.
Data Collection	Obtain appropriate data points specific to the review (examples found later in this guide) and organize for analysis.
Data Analysis	Synthesize, analyze, and interpret data as a team.
Communicate	Provide communication and training about the RAR. Ensure transparency by providing regular updates and the outcome. Record any resource inequity identified and addressed in the improvement plan.
Develop a plan to address any resource inequity	Determine the solution(s) to resolve any resource inequity identified. Develop a plan to implement the solution that includes interim targets and a monitoring process.
MICIP data entry	Enter RAR information into the data set template and other appropriate locations (e.g., data story) within MICIP.



Implementing the Resource Allocation Review Process

The process for implementing the RAR is designed as an integrated part of the continuous improvement process to engage participants in a collaborative analysis of resource allocation and utilization within a school and/or district. As presented in the above graphic, the school that has been identified for CSI or ATS must complete the RAR process with support from district leadership and selected partners. The school RAR team will determine any resource inequity, address it within the improvement plan and submit the information to district leadership for collaborative discussion, feedback, and approval.

Districts serving schools that have been identified for CSI must identify and address any resource inequity within the CSI plan and receive approval from MDE. This is illustrated above in yellow. The district RAR team will review resource allocation data, including results from the Resource Allocation Review(s) submitted by the school(s) identified for CSI. Any resource inequity determined by the collaborative school and district teams is recorded and addressed within the CSI plan(s).

If a district is serving a significant number of schools identified for supports (CSI, ATS, and TSI), then MDE is required to complete a Periodic Allocation Review. As depicted in blue above, MDE will gather state-level resource allocation and utilization data. This data will be organized by MDE and presented to the district team for analysis. The district will synthesize this information with district and school level data points to determine any resource inequity. Any resource inequity identified by the district and school(s) is required to be addressed in the appropriate CSI, ATS, and district improvement plans.

District-Level Activities

Regardless of the number of schools identified for additional supports a district may serve, its involvement in the resource allocation review is important. The findings from a review conducted by a school can impact district strategies for resource allocation. A district may determine that completing a district-wide review is a best practice to provide a broader context of its resources and how they are utilized to accomplish district goals.

Pre-requisite activities (see setting the stage above):

1. District leadership commitments made and communicated to district employees, partners, and community.
2. District leadership establishes the mindset of continuous improvement and a foundation for collaboration.
3. District leadership develops a clear plan of action that:
 - a. Demonstrates collaboration by including school, community, and other partner representatives throughout the planning process.
 - b. Identifies individuals who will represent the various perspectives of the organization while participating in the review and clarifies their roles. This may be the entire district leadership team. As noted above, it is important to include the individual(s) responsible for overseeing state and federal programs, finances, and human resources to participate in each RAR meeting. (See also: Forming a Continuous Improvement Team – MICIP process guide).
 - c. Establishes a timeline for completion and a process for monitoring progress.
 - d. Ensures training for all participants is available (e.g., RAR: purpose, process, desired outcome, district data protocol, MICIP).
 - e. Provides a clear communication plan to ensure staff members and partners are informed throughout the process.

Conducting a District-level RAR:

1. Select an area of focus from the Resource Allocation Review options listed later in this document (see Resource Allocation Review Options). The following considerations may be helpful as the district examines the available options:
 - a. In what ways might a review of resource allocation and utilization impact the district data story?
 - b. Considering the district challenge statement(s) written in MICIP, what might need to be understood about resource allocation and utilization?
 - c. In what ways is a particular student group impacted by the school(s) identified for additional support?
 - d. How might the consideration of resource allocation and utilization through the lens of a particular student population impact improving student outcomes and accomplishing district goals?
 - e. How might the consideration of resource allocation and utilization through the lens of a particular district strategy have a positive impact on student outcomes and accomplish district goals?
 - f. Considering the school(s) identified for additional support, what common themes or unique features appear? This is informed by evaluating data consistent with the school(s) identification, student outcomes, demographics, and previously identified needs.
 - g. Upon reviewing the ten dimensions of the Resource Equity Diagnostic, which dimension(s) can provide additional insight about resource allocation and utilization related to the district data story, challenge statement, and/or data related to the school(s) identified for additional support?
2. Create a list of the various data points that will provide a well-rounded perspective on resource allocation and utilization for analysis. There is a list for consideration in the *Resource Allocation Review Options* section.

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3. Assign the individual(s) to collect, organize, and present the data to the review team.
4. Using the district data protocol, analyze the data and determine if more data is necessary.
5. Elaborate on the current data story to include appropriate information from this data analysis. (See MICIP Process Guide – needs assessment).
6. Conduct a root cause analysis for the resource inequity (See MICIP Process Guide – needs assessment).
7. Create a challenge statement specific to the resource inequity (See MICIP Process Guide – needs assessment).
8. Develop a solution for addressing the identified resource inequity.
9. Include the identified inequity and detailed solution in the required improvement plan.

School-Level Activities

Schools identified for CSI and ATS are required to complete a Resource Allocation Review. A district may determine that completing a district-wide review is a best practice to provide a broader context of its resource allocation and utilization. Therefore, a district may choose to have each school, regardless of identification, complete a RAR. The school-level RAR focuses on the resources that are provided to and allocated within the school to ensure improved student outcomes. The findings from a review conducted by a school are shared with the district leadership team for collaborative analysis. Any inequity that exists is recorded along with the detailed solution in the required improvement plan.

Pre-requisite activities (see setting the stage above):

1. School leadership commitments are made and communicated to school employees, partners, and community.
2. School leadership establishes the mindset of continuous improvement and a foundation for collaboration.
3. School leadership develops a clear plan of action based upon guidance from the district leadership team that:
 - a. Demonstrates collaboration by including school, community, and other partner representatives in the planning process.
 - b. Identifies who will represent the various perspectives of the school while participating in the review and clarifies their roles. This may be the entire school leadership or another team. As noted above, it is important to include the individual(s) responsible for overseeing state and federal programs, finances, and human resources to represent district-wide perspectives. (See also: Forming a Continuous Improvement Team – MICIP process guide).
 - c. Clarifies the roles and responsibilities of each participating team member.
 - d. Establishes a timeline for completion and a process for monitoring progress.
 - e. Ensures training for all participants (e.g., RAR: purpose, process, desired outcome; district data protocol; MICIP).
 - f. Provides a clear communication plan to ensure staff members and other school partners are informed throughout the process.

Conducting a School-level RAR

1. Select an area of focus from the Resource Allocation Review Options listed later in this document (see Resource Allocation Review Options). The following considerations may be helpful as the school examines the available options:
 - a. In what ways might a review of resource allocation and utilization impact the school data story?
 - b. Considering the school’s challenge statement(s) written in MICIP, what might need to be understood about resource allocation and utilization?
 - c. Based upon the school’s identification for additional supports, what common themes or unique features appear? This is informed by evaluating data consistent with the school identification, student outcomes, demographics, and previously identified needs.
 - d. In what ways is a particular student group impacted by the school’s identification for support?
 - e. How might the consideration of resource allocation and utilization through the lens of a particular student population impact improving the school’s student outcomes?
 - f. How might the consideration of resource allocation and utilization through the lens of a particular school or district strategy have a positive impact on the school’s student outcomes?
 - g. In what ways might the school and district goals be realized through a greater understanding of resource allocation and utilization?
 - h. Upon reviewing the ten dimensions of the Resource Equity Diagnostic, which dimension(s) can provide additional insight about resource allocation and utilization related to the school’s data story, challenge statement, and/or data related to the school’s identified for additional support?
2. Create a list of the various data points that will provide a well-rounded perspective on resource allocation and utilization for analysis. There is a list for consideration in the *Resource Allocation Review Options* section.
3. Assign the individual(s) to collect, organize and present the data to the review team.
4. Using the district data protocol, analyze the data and determine if more data is necessary.
5. Develop a data story specific to the findings about resource allocation and utilization (See MICIP Process Guide – needs assessment). The district leadership team may incorporate this information into the existing data story found in the MICIP platform.
6. Conduct a root cause analysis of any identified resource inequity (See MICIP Process Guide – needs assessment).
7. Create a challenge statement based upon the results of the root cause analysis (See MICIP Process Guide – needs assessment).
8. Develop a solution for addressing the challenge statement.
9. Include the identified inequity and detailed solution in the required improvement plan.
10. Share the findings of this review with the district leadership team for collaborative feedback and final approval.

Resources for conducting a meaningful RAR:

- [MICIP Process Guide](#)
- School Budget Template
- [Resource Equity Diagnostic](#)
- RAR Process Organizer
- District Budget Summary Table Template
- [Budget Hold’EM](#) (Training resource for discussing the challenges of budgetary trade-offs)

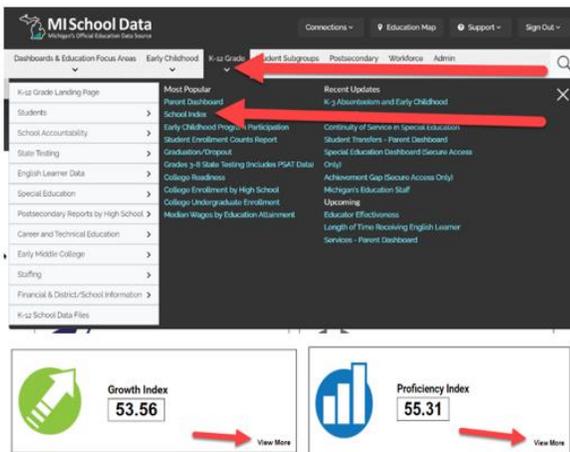
Resource Allocation Review options

Universal Guidance

The universal guidance may be utilized by any district as an area of inquiry within the continuous improvement process. Engaging in a resource equity review assists a district in obtaining a view of how available resources are being assigned (allocated) to meet the identified needs of the students. As the district understands how resources are being assigned, it is important to determine the alignment between resource assignment and utilization. This includes looking at data from numerous district-wide and school-level data sources to gain a comprehensive understanding of an organization’s resource allocation and utilization. As part of the assess needs process, completing a root cause analysis asks participants to consider the variety of possible causes to arrive at the primary contributing factor(s) for any resource inequity. Through collaboration, a plan for addressing the team’s finding is articulated within the school improvement plan [ESSA sec. 1111(d)(1)(B)(iv); sec. 111(d)(1)(B)(2)(C)]

The context of the district and school will impact the approach employed to complete the resource allocation review. MDE provides four options to assist districts in considering the focus of its review. The first option provides an opportunity for the district and school to consider resource allocation and utilization centered on the needs of a specific student group (e.g., English Learners in grades K-5, racial/ethnic group, economically disadvantaged, students with disabilities). The second option provides the opportunity to evaluate resource allocation through the lens of a particular strategy selected to improve student outcomes. By comparing the necessary elements required to implement the strategy as intended with the use of available resources, the team may identify additional resource needs or an alternative strategy for allocating resources. The third option focuses upon financial resources. As part of this option, participants are guided to collect financial data via the [School-Level Expenditure](#) Report found in MI School Data and other relevant resources. Finally, the fourth option includes a focus on systems, human capacity, and programming through the use of the [Equitable Resources Diagnostic](#) developed by the Alliance for Resource Equity.

RAR Option 1: Centered on the needs of a specific student group



MISchoolData. Select “view more” on the bottom right of the growth index or proficiency index boxes and select one of the subject tabs to view additional data details. The team may then elect to have student, parent, and community representation from that population on the team to assist with understanding their perspectives. The following information is critical to understand for a meaningful review:

- Current strategies designed to serve the focus population of students
- Resources currently utilized to serve the focus population of students
- Identify allowable funding sources that are not currently being utilized to implement strategies intended to improve learner outcomes for the focus group(s) (e.g., [Coordination of Funds for English learners](#)).

When conducting a Resource Allocation Review from the perspective of a specific student population, there are additional items to consider. One way a team can determine the specific student group that underperformed across the components is by reviewing the [school index score](#) information within

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There are many other items that can be considered when focusing the RAR for a particular student population. The district and school context significantly impact what information is examined. In addition to student outcome data related to the school being identified for additional supports, the following considerations will assist in selecting the data points to begin the review. The team may choose a limited number of items for initial examination. During the analysis of the data, it may be determined that additional information is required, which may or may not appear on this list.

- School-level expenditure report (Mi School Data)
- District methodology for allocation resources
- School detailed budget
 - General Funds
 - Section 31a (State categorical funds)
 - Section 41 (State categorical funds)
 - Special Education Funding
 - Funding to support Career and Technical Education (CTE)
 - Consolidated Application (Federal Title funds)
- School improvement plan
- Year-end Fiscal reports for state categorical funds
- Demographic data
- Attendance and behavior data
- Participation by the focus population of students in various support programs
- Staffing and course offerings

RAR Option 2: Centered on a MICIP strategy intended to address a root cause need related to the identification for support

When conducting a Resource Allocation Review from the perspective of a specific strategy, resources specific to that strategy need to be assessed. The team will first determine which evidence-based strategy intended to address a root cause is most directly related to the identification for additional supports. If there are more than one, the team may consider the strategy with the greatest probability to rapidly improve student outcomes. The following items will assist the team in collecting data that will contribute to a meaningful review:

- Identify all funding and other resources that are available to directly support the specific evidence-based strategy identified in MICIP.
- Identify the resources necessary to implement the strategy as intended.
- Identify the resources that are currently allocated to support the strategy as intended:
 - Assess if the allocated resources are utilized as allocated.
 - Are funds allocated to positions that are difficult to fill?
- Does a contingency plan exist for when funding is available for a resource not acquired?
- Identify the necessary resources that are not currently available to ensure the strategy is implemented as intended:
 - Assess the impact of unavailable resources on strategy implementation and student outcomes.
- Identify allowable funding sources that are not currently being utilized to implement the strategy intended to improve learner outcomes:
 - Are resources being utilized for other items?
 - Are there any resources that can be reallocated?

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As the team responds to the above list, it may consider the following items to obtain the necessary data points:

- Detailed District Budget
- Detailed School Budget
- Consolidated application (federal Title grants)
- Interim fiscal reports
- Final Expenditure reports
- Year-end Fiscal reports for state categorical funds
- Strategy implementation plan/ monitoring reports
- MICIP (District/School Continuous Improvement Plan)

RAR Option 3: Financial resource distribution and utilization

When conducting a Resource Allocation Review focused on the allocation and utilization of the various funds available to the district, it is important to consider every funding source received by the district and how they are allocated. The team may elect to assess items such as the district method for allocating funds to each school prior to examining how the school allocates its resources within the building. The following items will assist the team in collecting data that will contribute to a meaningful review.

- [School-Level Expenditure](#) Report from MI School Data
- Detailed District Budget
- Detailed School Budget
- Consolidated application (federal Title grants)
- Interim fiscal reports
- Final Expenditure reports
- Year-end Fiscal reports for state categorical funds
- Academic data (state and local)

RAR Option 4: Comprehensive system review

A comprehensive system review can be utilized to analyze how aspects of the district system contribute to high quality instruction for each student. The [Equitable Resources Diagnostic](#) is the foundational resource for completing this type of review. A team may choose to respond to the questions from the School Funding dimension and any other dimension(s) that it determines provides additional insight on elements contributing to the identification for additional supports. To complete this review, the team will record various data points that inform responses to the questions for each of the chosen dimensions in the Equitable Resources Diagnostic. The team will then respond to the “Key Question” for each selected dimension and complete the reflection questions. In addition to previous lists, the following items may assist the team in collecting data:

- Student/teacher ratio
- Count One-to-one devices compared to student count:
 - Identify what students may not have access to devices or reliable home internet
- Teacher experience (certification types, number of permits, years of experience, placement):
 - Does the identified school(s) have a higher percentage of inexperienced or permitted teachers?
 - Identify patterns of teacher placement and student performance.
- Identify the number and type of support staff per building:
 - Identify patterns of support staff and student performance.

Resources for RAR options:

- [Coordination of Funds for English learners](#)
- [MTSS Practice Profile](#)
- [Initiative inventory \(NIRN\)](#)
- [Equitable Resources Diagnostic:](#)
 - [Teaching Quality & Diversity](#)
 - [School Leadership Quality & Diversity](#)
 - [Instructional Time & Attention](#)
 - [Student Support & Intervention](#)
 - [Learning-Ready Facilities](#)
- School Budget template
- [MTSS Financial Guidance Document](#)
- [Initiative Inventory Learning Module](#)
- [Empowering Rigorous Content](#)
- [Positive & Inviting School Climate](#)
- [High-Quality Early Learning](#)
- [Diverse Classrooms & Schools](#)

District Scenarios

The four following scenarios are fictional district situations designed to be as realistic as possible. The intent of the scenarios is to assist district/school teams in the process of considering and selecting one of the Resource Allocation Review Options listed above.

District Scenario selecting Option 1: Centered on the needs of a specific student group

This narrative represents a medium-sized district that consists of 3,934 students across eight buildings (four elementary, two middle, and two high schools). Demographically, the district serves 2,834 (72%) students who are economically disadvantaged, 650 (16.5%) students with an IEP, and 629 (16%) students who are ELs. Alpha High School was identified for ATS (Underperforming group, overall (5th %ile), English Learners). The Alpha High School serves 878 students with a population of 182 (20.7%) English Language Learners.

District and high school leadership teams collaborated to organize the process for writing the required improvement plan as part of the MICIP process with the assistance of various partners from the Local ISD/RESA and MDE. During the initial stage of team development, the leadership team ensured that the continuous improvement team consisted of individuals representing English Learners. To assist the team in reviewing resource allocation from the district and within the high school, the leadership teams agreed to include business and human resource officers. Additionally, because the identification for additional supports directly impacts English Learners, the team elected to approach the development of the ATS plan, including the Resource Allocation Review, from the perspective of English Learners.

Below is an outline of the activities the continuous improvement team completed:

1. A needs assessment inquiry focused on the needs of English Learners being served at the high school.
 - a. In addition to the many questions the team considered related to implementing strategies serving English Learners with fidelity, the team recorded its responses to questions related to resource allocation and utilization. The following is an example of some of the questions the team considered.
 - i. In what way is the district and school allocating resources to support English Learners?
(Across the district vs. high school)
 1. The financial officer provided [financial data](#) (budgets and actual spending) from sources such as:
 - a. General Funds
 - b. Section 31a (state categorical)
 - c. Section 41 (state categorical)
 - d. Federal Funds (Title III- A & Title II-A)
 - e. ESSER funds

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2. The Human Resource Officer provided staffing data such as:
 - a. Staff (FTE) dedicated to serving English Learners
 - b. Staff qualifications (inventory of endorsements for current staff)
 - c. Inventory of bilingual employees
 - d. Student-to-staff ratios
 - e. “Grow Your Own” program
 - f. Professional learning opportunities for staff (English Language Learning focus)
3. Instructional Programming
 - a. Tier I core instruction
 - b. Tier II instructional support opportunities
 - ii. The team considered if the allocated resources were adequate to implement current strategies designed to support English Learners.
2. Determine a possible root cause. ([MICIP Resource](#) – see assessed needs [root cause PPT slides](#))
 - a. If implemented with fidelity, are current strategies designed to address the identified root cause?
 - b. If not, what is needed to address the identified root cause?
 - i. What resources are necessary?
3. Utilizing the information collected, the team considered any inequities in resource allocation that needed to be addressed and developed a plan to ensure available resources were made available to support English Learners. Additionally, any strategy for acquiring additional resources, such as grants and additional trained staff, is included in the ATS plan.

District Scenario selecting Option 2: Centered on a MICIP strategy intended to address a root cause need related to the identification for support

This narrative represents a large district that consists of 14,040 students across 21 buildings (twelve elementary, six middle, and three high schools). Demographically, the district serves 10,530 (75%) students who are economically disadvantaged, 1,966 (14%) students with IEPs, and 2,106 (15%) students who are English Learners. The district serves an elementary school identified for Additional Targeted Supports (ATS) [Underperforming group overall, Economically Disadvantaged] and a middle school identified for Comprehensive Intervention and Supports (CSI) [low index].

The district completed an academic area of inquiry focused on the Tier 1 reading components for grades K-12 within an MTSS framework during the previous year. The district chose to address training and coaching to successfully deliver core instruction (Elementary) and content area reading strategies (Secondary) to improve ELA proficiency (See [MTSS Fiscal Guidance](#) Narrative 3 on page 33 for further details). During initial continuous improvement planning for the two schools identified for supports, teams considered the questions listed under Conducting a Meaningful RAR. The team then elected to review the allocation and utilization of resources specific to training and coaching to successfully deliver core instruction (Elementary) and content area reading strategies (Secondary) to improve ELA proficiency.

Below is an outline of the activities the continuous improvement team completed:

1. Completed a needs assessment inquiry focused on core tier 1 reading instruction across the district while highlighting each identified building.
 - a. In addition to the many questions the team considered related to implementing training and coaching for successful delivery of reading instruction (Elementary) and content area reading strategies (Secondary) with fidelity, the team recorded its responses to questions related to

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resource allocation and utilization. The following is an example of some of the questions the team considered.

- i. In what way is the district and school allocating resources to support reading instruction?
 1. The financial officer provided financial data (budgets and actual spending) from sources such as:
 - a. General Funds
 - b. Section 31a (state categorical)
 - c. Section 35a
 - d. Title I-A, Title II-A, Title IV-A (Federal funds)
 - e. ESSER funds (multiple funding streams related addressing learning loss)
 - f. Consultant contracts (external coaches & trainers)
 2. The Human Resource Officer provided staffing data such as:
 - a. Staff (FTE) dedicated to reading instruction
 - a. Staff qualifications (inventory of endorsements for current staff)
 - b. Student-to-staff ratios
 - c. Professional learning opportunities focused on reading instruction and strategies.
 - ii. The team considered if the allocated resources were adequate to implement current strategies designed to support teachers providing reading instruction.
2. Determine a possible root cause. – ([MICIP Resource](#) – see assessed needs [root cause PPT slides](#))
 - a. The team considered if current strategies, implemented with fidelity, were designed to address the identified root cause.
 - b. If not, they considered the various resources needed to address the identified root cause.
 3. Utilizing the information collected, the team considered any inequities in resource allocation that needed to be addressed and developed a plan to ensure available resources were made for each school to support the delivery of effective tier 1 reading instruction. Additionally, any strategy for acquiring additional resources such as grants, additional coaches, and trained staff was included in the improvement plans.

District Scenario selecting Option 3: Financial resource distribution and utilization

This narrative represents a district of 1,994 students across four schools (1 elementary[K-5], 1 elementary/middle requiring an application [K-8], 1 middle, and 1 high school). The middle school is identified for Comprehensive Supports and Intervention due to a low index score in the Michigan School Index System.

Location	Student Count	Percent of District enrollment	ELA (*EBRW) % proficient	Math % Proficient	Identification	Identification Reason	Identified group(s)
K-8 elem. School	362	18%	62%	47%	None	N/A	
K-5 elem. school	685	34%	27%	20%	None	N/A	
Middle School	403	20%	18%	9%	CSI	Low index	
High School	544	27%	56%	33%	None	N/A	
Total	1,994						

Percent proficient represents advanced and proficient together.

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Student Group	Percent of K-8 School enrollment	Percent of K-5 School enrollment	Percent of Middle School School enrollment	Percent of High School enrollment
Economically Disadvantaged	42%	76%	79%	57%
Students / an IEP	1%	16%	20%	19%
White/ not Hispanic	66%	54%	48%	47%
Black or African American	11%	18%	26%	27%
Hispanic or Latino	5%	14%	11%	12%
Two or more races	12%	13%	14%	8%
Asian	6%	1%	1%	7%

The Continuous Improvement Team reviewed each of the options for conducting a Resource Allocation Review and selected to use the [School Funding Resource Equity Guide Book](#) (dimension 1) of the [Resource Equity Diagnostic](#) to review the district methodology for allocating resources. Additionally, the team reviewed the allocation process of resources received by the middle school to meet the needs of the students most impacted by the identification for additional support.

Below is an outline of the activities the continuous improvement team completed:

1. Completed a needs assessment inquiry focused on the methodology of allocating resources to schools within the district and how the middle school allocates resources to ensure the needs of the students most impacted by the identification for additional support are met.
 - a. In addition to reflecting on the questions provided in the [School Funding Resource Equity Guide Book](#), the team reviewed fiscal data such as:
 - i. Detailed District Budget (all funding streams)
 1. General funds
 2. Consolidated application (federal Title grants)
 3. 31a (state categorical funds)
 - ii. Detailed School Budget
 - iii. Interim fiscal reports
 - iv. Final Expenditure reports,
 - v. Staffing reports (teachers, support staff, administration):
 1. Roles & responsibilities
 2. Staff-to-student ratio
 3. Endorsements & placement
 4. Part-time vs. full-time (FTE/hours)
 5. Service schedules
 - vi. Intervention inventory
2. Utilizing the information collected, the team considered any inequities in resource allocation that needed to be addressed to ensure the allocation of resources was equitable across the district. Any identified inequities were explained within the CSI plan with a plan to resolve the challenge.

District Scenario selecting Option 4: Comprehensive System Review

This narrative represents a small district that consists of 721 students across three schools (an elementary, middle, and high school) within two different buildings. Demographically, the district serves 391 students (54%) who are economically disadvantaged, 88 (12%) students with IEPs, and 16 students (2%) who are English Learners. The district high school is identified for Comprehensive Supports and Intervention for both low index and graduation rate. In response to continuous improvement planning within MICIP, the district goals focus on implementing the behavioral components of an MTSS through Positive Behavioral Interventions and Supports (PBIS), grades K-12. (see [MTSS guidance](#) narrative 1 on page 21).

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After considering the various options available for conducting a resource allocation review, the district elected to utilize the [Resource Equity Diagnostic](#). The Continuous Improvement Team reviewed the diagnostic and selected to use the [School Funding Resource Equity Guide Book](#) (dimension 1) and [Positive & Inviting School Climate Guide Book](#) (dimension 6) to assist in completing its inquiry.

Below is an outline of the activities the continuous improvement team completed:

1. Completed a needs assessment inquiry focused on climate and culture of the district and the district school funding system.
 - a. In addition to the many questions the team considered related to observations, surveys, and PBIS implementation data (see [MTSS guidance](#) narrative 1 on page 21), the team utilized the [Positive & Inviting School Climate Guide Book](#) to determine if an equitable learning environment exists. To accomplish this task, the team studied the guide and carefully answered the questions utilizing data that existed and, in some instances, seeking out additional information from students, parents, and staff members.
 - b. In collaboration with the finance office, the team also considered the district's revenue sources and methodology for allocating resources with special attention to efforts to improve the climate and culture of the learning environment. The team utilized the [School Funding Resource Equity Guide Book](#) to assist with this process. In addition to reflecting on the questions provided in the guidebook, the team reviewed fiscal data such as:
 - i. District methodology for allocated resources
 - ii. District and school level budgets – (focus on efforts to improve PBIS/ Climate and culture):
 1. General funds
 2. Section 31a (state categorical funds)
 3. Title I-A, Title II-A, Title IV-A, Title V (Consolidated application – Federal funds)
 4. Any additional philanthropic grants
2. Utilizing the information collected, the team considered any inequities in resource allocation that needed to be addressed to ensure an equitable learning environment supporting improved academic outcomes for students exists. The team then included their findings and proposed solution within the required CSI plan and uploaded it to the MICIP platform.

[Intensive Support Guidance: Districts with a Significant Number of Schools Identified for Support](#) MDE is required to provide technical assistance and 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)). Through the Resource Allocation Review Process described above, MDE will serve as a partner aiding the district and schools identified for additional support as they consider readiness, RAR options, and analyze data for making its resource equity determination. Additionally, a periodic resource allocation review will be conducted by MDE. This review may include an analysis of district and school level budgets, the consolidated application, grant drawdown reports, final expenditure reports, year-end reports supporting utilization of specific state categorical funds (e.g., sec. 31a and sec. 41), and/or other applicable grant utilization summaries. As part of the district assess needs process, the data from the periodic review will be shared with the district to inform district decisions related to equitable allocation of resources. The district team(s) will determine any resource inequities that need to be addressed with the improvement plans.

MDE Periodic Resource Allocation Review

MDE will “conduct a periodic review of allocation” (ESSA Sec. 1111(d)(3)(A)(ii)) and utilization of resources intended for continuous improvement for districts with a significant number of schools identified for additional supports. The intent of the review is to provide high-level data for district consideration as part of the continuous improvement process. The review may include and not be limited to the following items:

- Through collaboration with the district continuous improvement team, MDE will review the process and outcomes of the Resource Allocation Review.
- District and school-level budgeting (ESSA Sec. 1111(d)(1)(B)(vi); ESSA Sec. 1111(d)(2)(C))
- Utilization of grant funds may be reviewed via the following processes:
 - Drawdown reports generated in NexSys.
 - An annual review of Final Expenditure Reports for applicable grants
 - An annual review of relevant state categorical fund year-end reports (e.g., sec. 31a and sec. 41) and/or other applicable grant utilization summaries.
- As part of the technical assistance provided by MDE, a data analysis protocol will be utilized to collaboratively examine the information collected. This analysis will inform district decisions regarding the identification of resource inequities and how they will be addressed in the improvement plans mentioned above ((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)).

Periodic Resource Allocation Review Process:

1. MDE identifies districts serving a significant number of schools identified for additional support (CSI, ATS, and/or TSI). A significant number is determined by identifying the number of identified CSI, ATS, and/or TSI schools within a district. The mean and standard deviation of the number of schools within a district identified for additional supports are determined. When a district serves an amount of identified schools that are two standard deviations above the mean, it is determined that the district serves a significant number of schools identified for additional support.
2. A team including the MDE Primary Point of Contact will convene to collect resource allocation and utilization data. Only data currently available to MDE will be utilized in this review. Furthermore, a district will not be asked to provide any additional data to MDE for this review.
 - a. Data points may include demographic, staffing, academic, and financial data such as the following:
 - i. Student enrollment & demographics
 - ii. Student MSTEP data
 - iii. Graduation rates
 - iv. Per pupil spending
 - v. Staff evaluation, student-to-teacher ratios, staff certifications, vacancies
 - vi. Financial Data
 1. District and/or school level budgets
 2. Sec. 31a financial reports
 3. Sec. 41 financial reports
 4. Other applicable state categorical funds or grants received by the district
 5. Consolidated application for federal funds
 - a. Budgets
 - b. Drawdown reports
 - c. Final Expenditure Reports
 - d. Recaptured funds
 6. Other Federal Grants received by the district
 - a. IDEA

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3. A collaborative meeting will be scheduled with the district to analyze the data compiled by MDE.
 - a. The MDE Primary Point of Contact will work with the district to schedule a 90-minute collaborative meeting for the presentation and discussion.
 - i. Key participants in the meeting will include district leaders identified by the Superintendent (e.g., CFO, State & Federal Programs Officer, Curriculum Director, and/or ISD/RESA partner), the MDE Primary Point of Contact, and limited number of MDE representatives.
 - ii. This is a collaborative meeting for districts to analyze data presented by 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, IDS/RESA, and community organizations) to be included in the meeting.
 - iv. The district facilitator and the MDE primary point of contact will collaboratively develop an agenda utilizing a district data protocol for the district team to analyze the information provided by MDE.
 - b. The interactive presentation of the data will be facilitated by the MDE Primary Point of Contact.
 - i. The purpose of this collaborative activity is to discuss the allocation and utilization of the resources available to the district.
 - ii. This information informs decisions that the district makes concerning addressing any identified resource inequities.
 - iii. Final decisions are made by the district and addressed in the improvement plan.
4. MDE will continue to periodically review resource allocation and utilization throughout the time that a district is serving a significant number of schools identified for supports.
 - a. As data is collected, the district will be provided reports and opportunities to participate in collaborative discussions with the intent of supporting districts in the continuous improvement process.