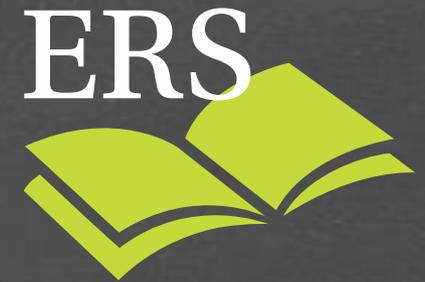


Leveraging Resource Allocation Reviews to Drive Meaningful Change for Students

October 30, 2019



Objectives

- ✓ Understand basic ESSA resource allocation review requirements
- ✓ Identify how states and districts can use resource allocation reviews to drive meaningful change for students



Agenda

1. What is the ESSA Resource Allocation Review requirement?
2. What are “resources” and why do they matter?
3. What are the design principles for Resource Allocation Reviews that can lead to meaningful change?



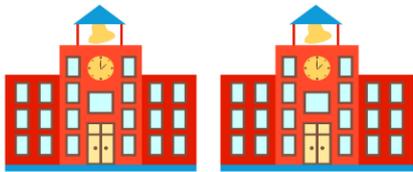


Every School. Every Child. Ready for Tomorrow.

ERS is a national nonprofit that **partners with district, school and state leaders** to transform how they **use resources** (people, time, and money) so that **every school prepares every child for tomorrow**, no matter their race or income.

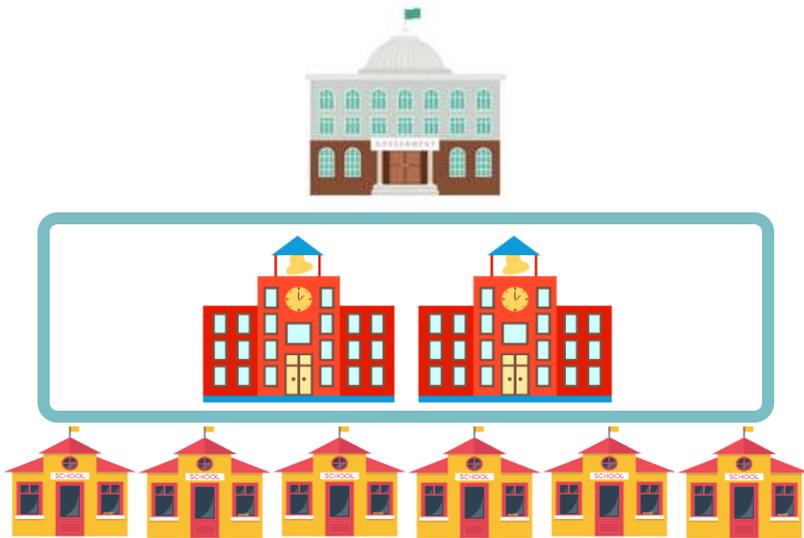
**What is the ESSA Resource
Allocation Review requirement?**

There are 3 separate Resource Allocation Review requirements in ESSA



1. **States** must review resource allocations to support districts with a significant number of schools identified for improvement.
ESSA §1111(d)(3)(A)(ii)

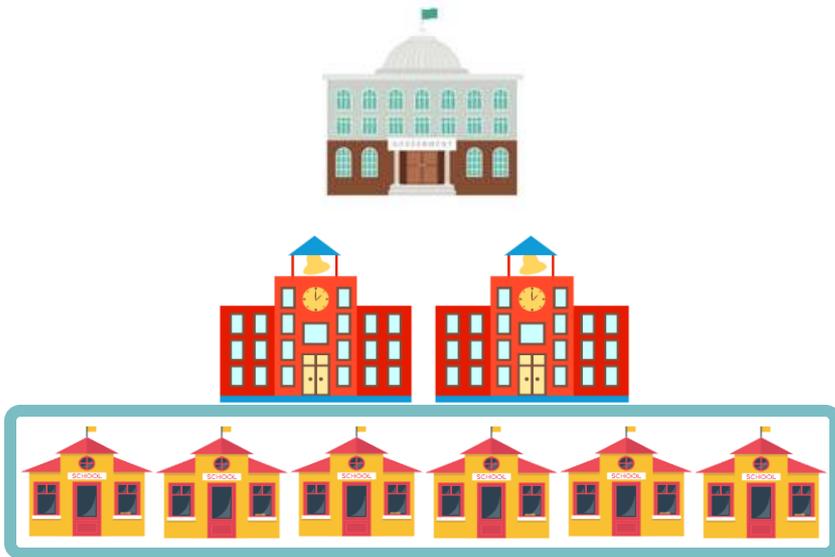
There are 3 separate Resource Allocation Review requirements in ESSA



2. **Districts** with schools identified for improvement must identify and address resource inequities within their district.

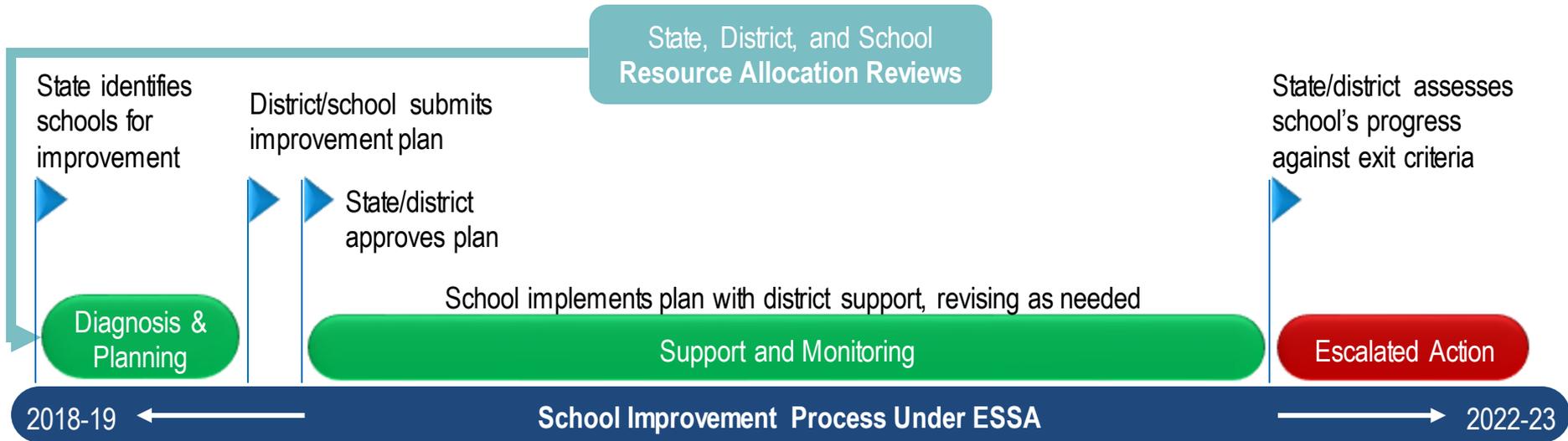
ESSA § 1111(d)(1)(B)(iv)

There are 3 separate Resource Allocation Review requirements in ESSA



3. **Schools** identified for improvement based on low performance for individual groups of students must identify and address resource inequities within their school.
ESSA §1111(d)(2)(C)

Resource allocation reviews are one part of the larger school improvement process



Merely complying with the requirement won't result in transformative change

“...**the State educational agency**...shall...**periodically review resource allocation** to support school improvement in each local educational agency in the State serving...a significant number of schools identified for comprehensive support and improvement...and...a significant number of schools implementing targeted support and improvement plans.”

“...**the local educational agency** shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that...**identifies resource inequities**, which may include a review of local educational agency and school-level budgeting, **to be addressed** through implementation of such comprehensive support and improvement plan.”

“A plan...that is developed and implemented in **any school [identified for improvement based on low performance for individual groups of students]** shall also **identify resource inequities** (which may include a review of local educational agency and school level budgeting), **to be addressed** through implementation of such plan.”

State and district leaders have an opportunity to lead and drive change

From:

Meaningless compliance exercise



To:

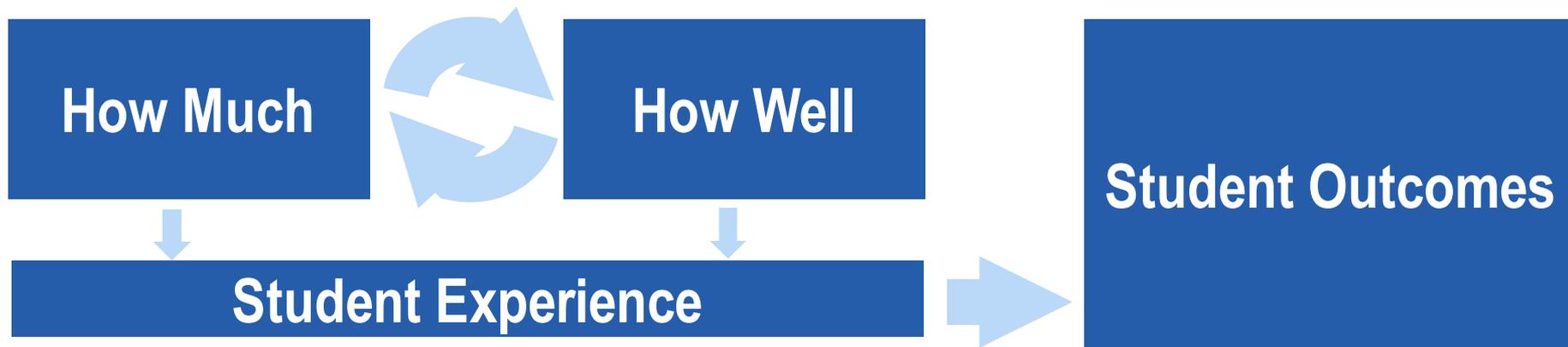
Powerful lever for improvement



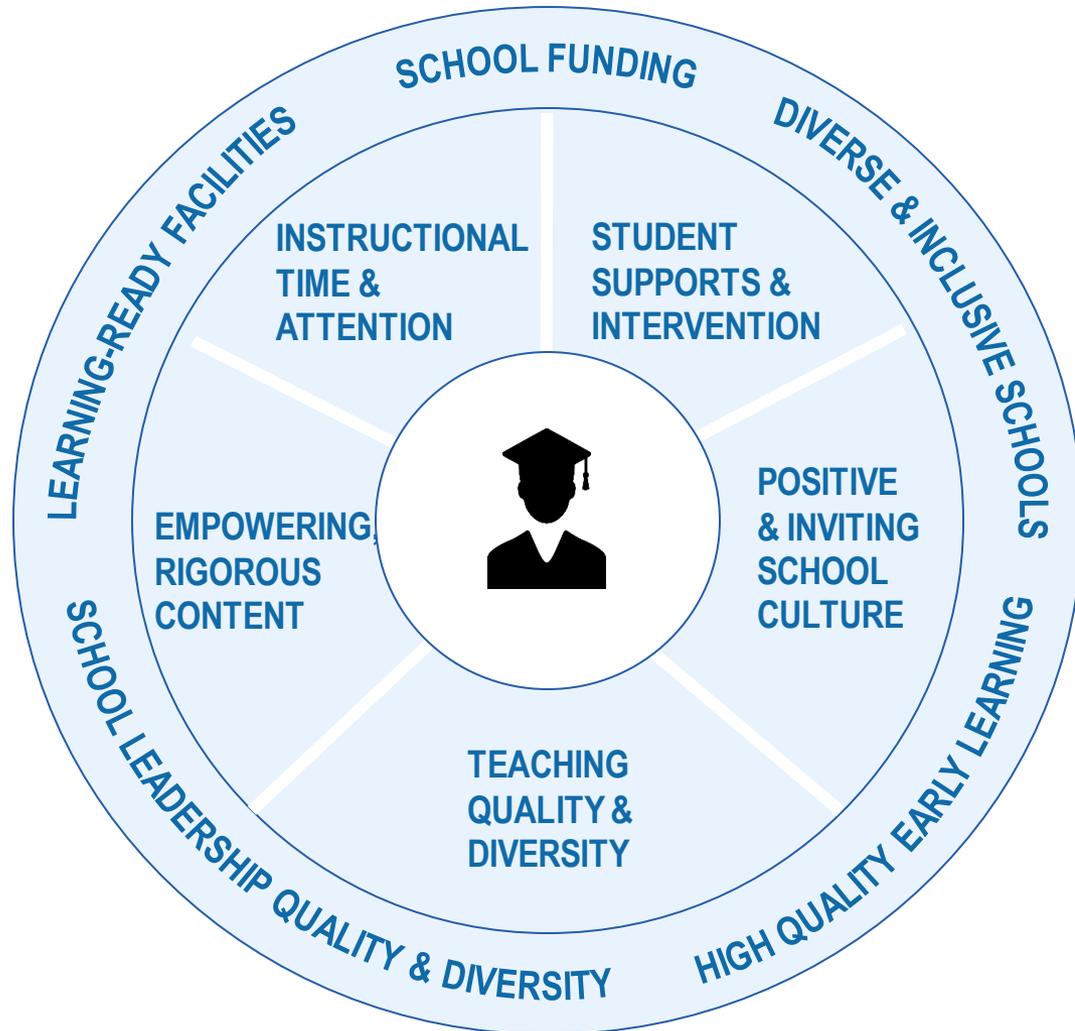
What are “resources” and why do they matter?

Resources aren't just dollars...it's about how much and how well

Opportunity and outcome gaps persist, even when funding increases.
How well those funds are used is critical to improving student outcomes.



We can think of each aspect of the student experience as a resource



Let's talk about equity

The highest needs schools too often get shortchanged when it comes to the resources that matter most

Most equity efforts focus on differences in outcomes or spending

Funding & Staffing



CSI school

\$11,056 funding

116 teachers & staff



Non-CSI school

\$7,769 funding

105 teachers & staff

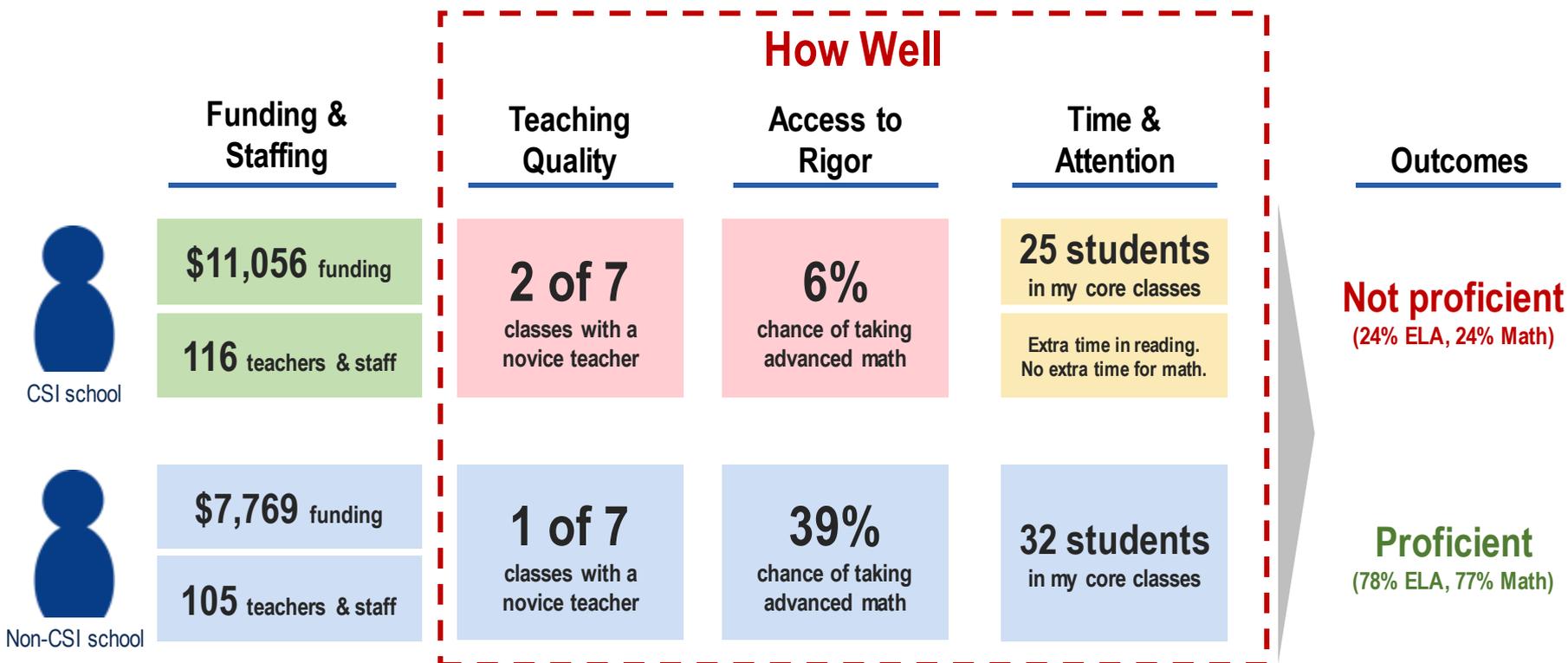


Outcomes

Not proficient
(24% ELA, 24% Math)

Proficient
(78% ELA, 77% Math)

Yet this leaves out many resources that matter for student outcomes



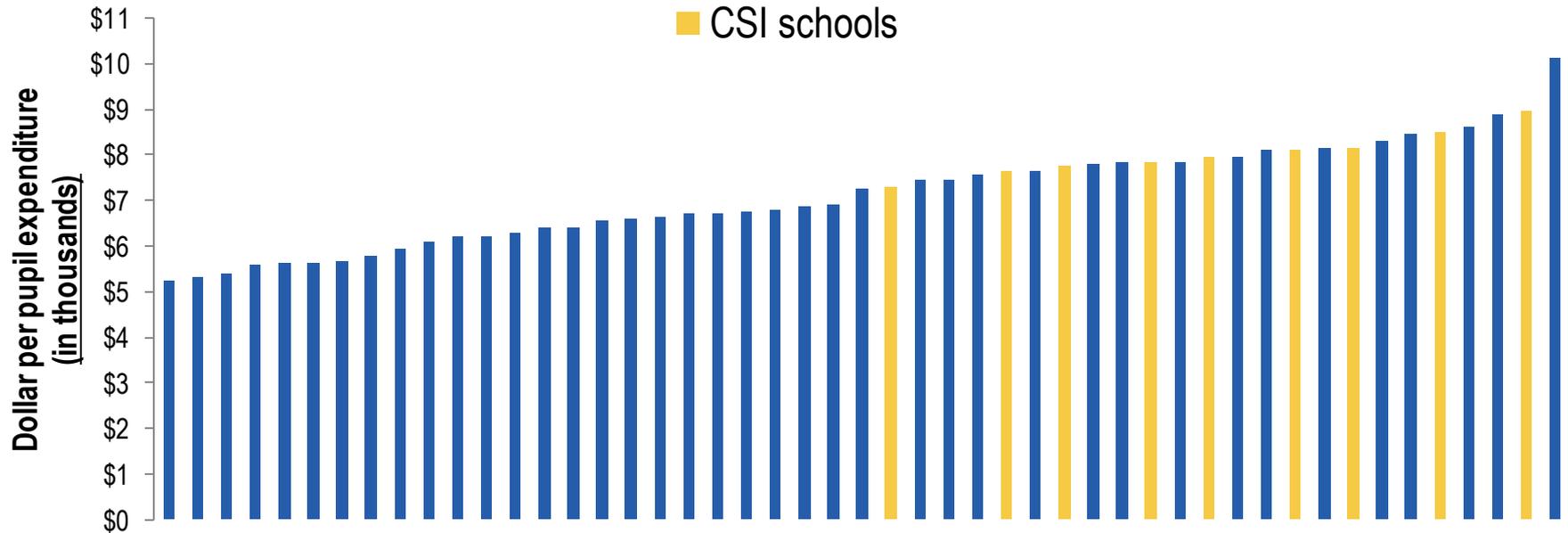
What are the design principles for Resource Allocation Reviews that can lead to meaningful change?

7 Elements of an Effective Resource Allocation Review

1. Examine **all funding** from all sources
2. Assess whether individual school spending levels fully **reflect their need**
3. Review critical **dimensions of resource equity** beyond funding
4. Identify **root causes** of resource inequities
5. Check for **sustainability**
6. **Align** school funding and **planning timelines**
7. Engage a **wide range stakeholders** in the results

1. Examine all funding from all sources

School-reported per pupil expenditures in a large urban district
(elementary only)



This should include federal, state, and local funding, and not just money dedicated to school improvement.

2. Assess whether individual school spending levels fully reflect their need



Equality

Districts get comparable resources based on total enrollment and/or other fixed allocation drivers.



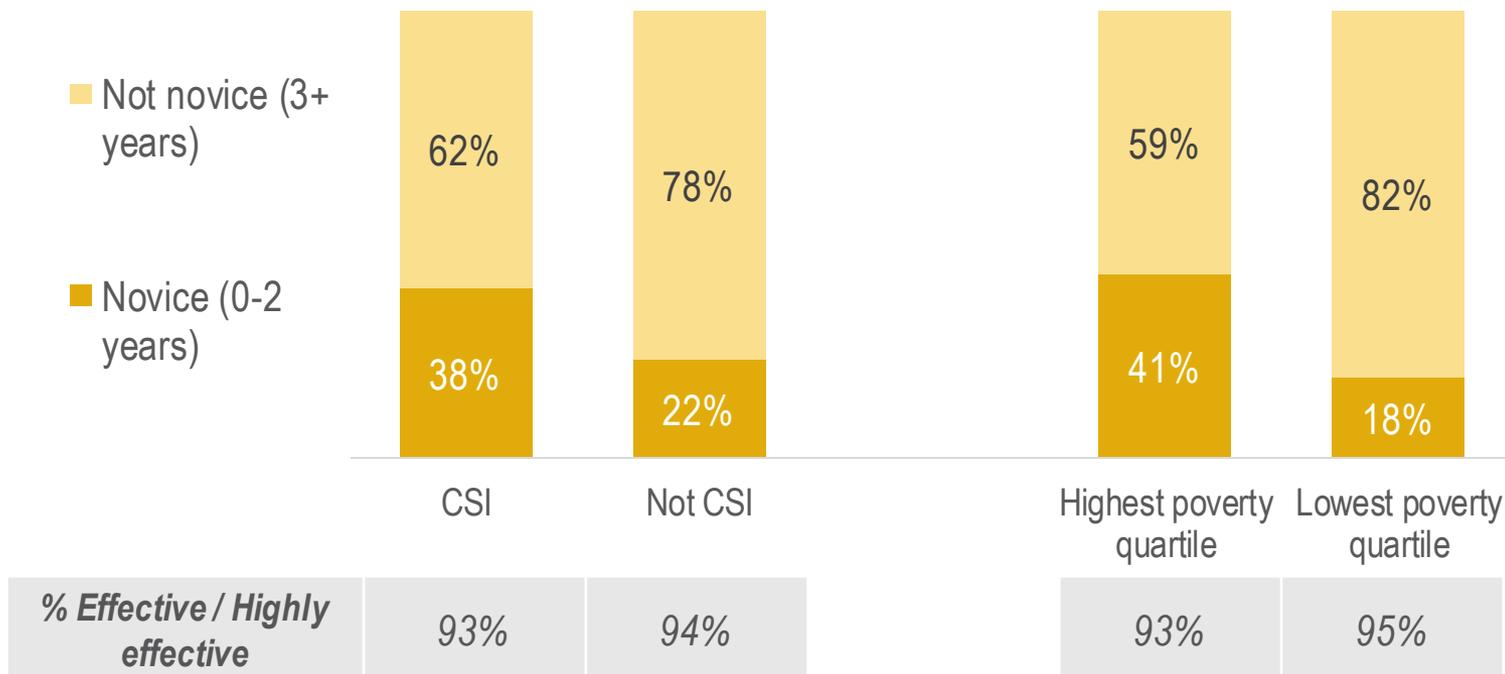
Equity

Districts get resources that are comparable based on student needs and what it will take to reach high learning goals.

“Equal” is not the same as “equitable”—students and schools that need more resources should get them.

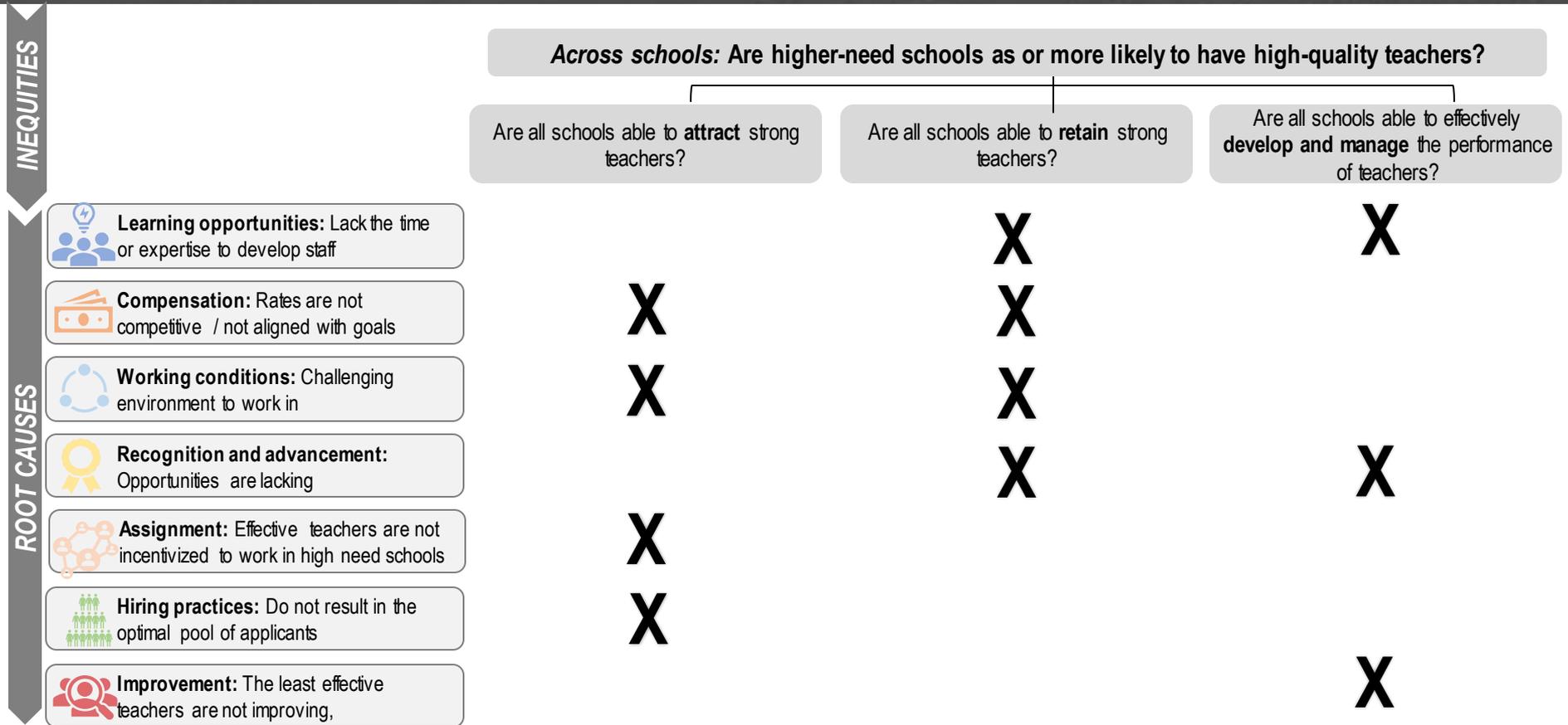
3. Review critical dimensions of resource equity beyond funding

Distribution of Teacher Experience by School CSI Status and % FRL



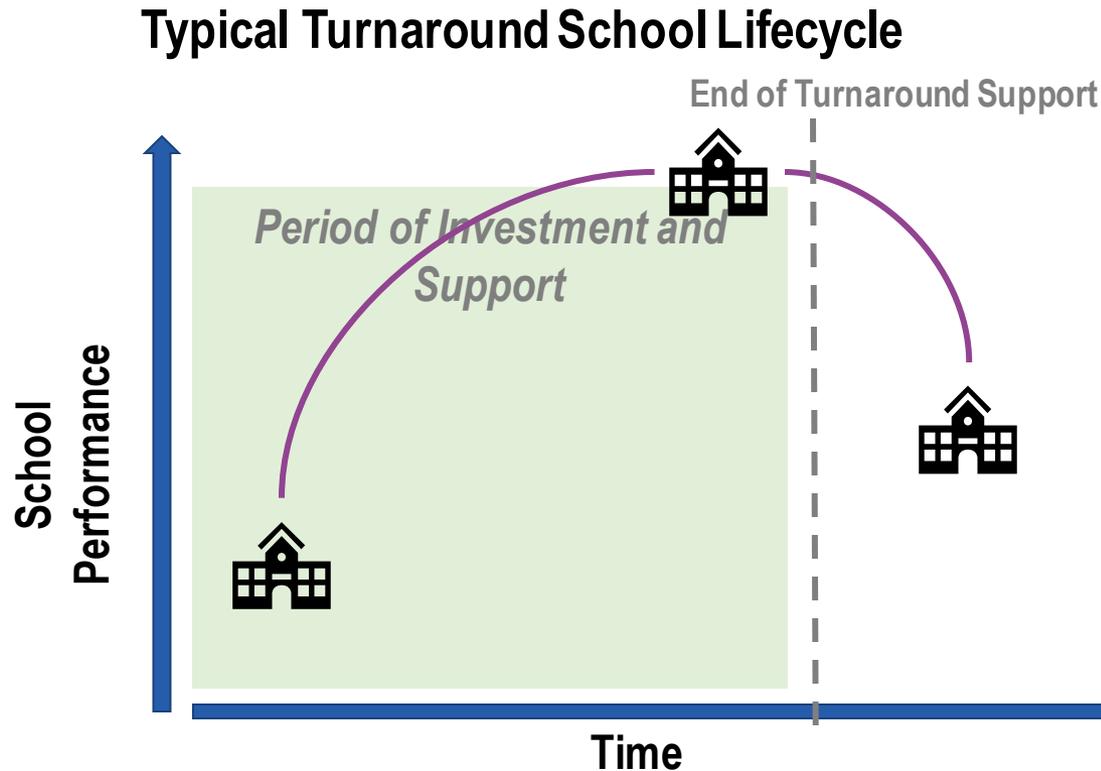
How much is only part of the story—reviews should also capture teaching quality, curricular rigor, whole child supports, and other critical aspects of the student experience.

4. Identify root causes of resource inequities



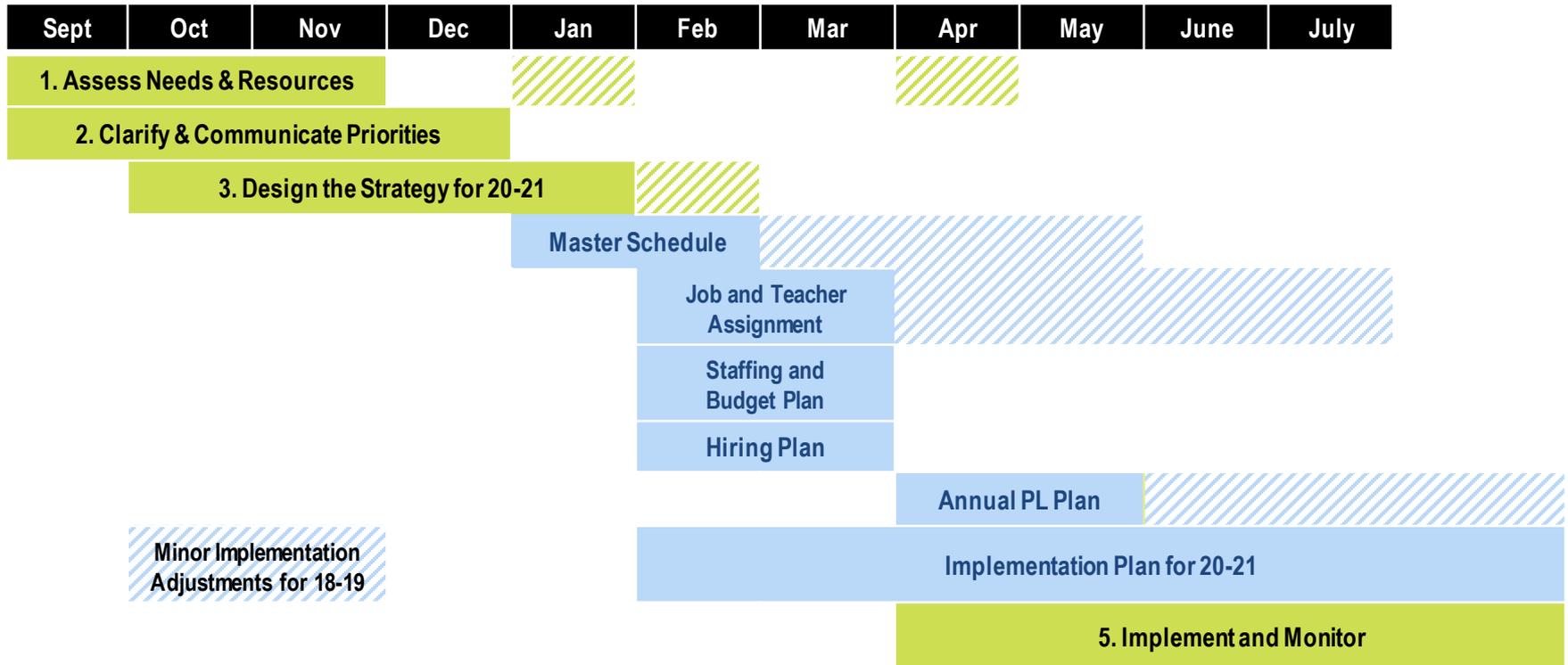
While it's important to know if schools lack access to a critical resource, it's also necessary to know why in order to fix it.

5. Check for sustainability



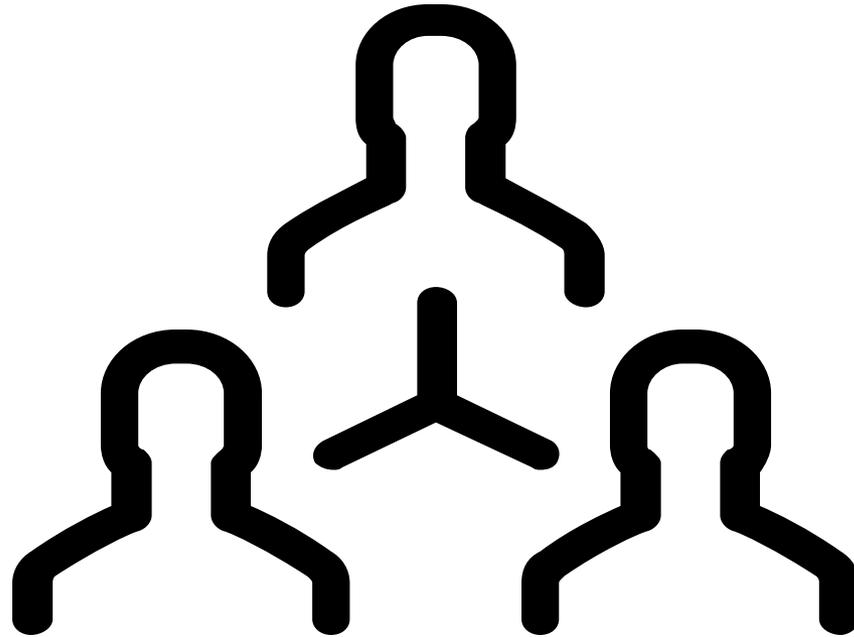
Avoid using short-term funding intended for school turnaround to meet the ongoing, underlying needs of students. Once those funds are gone, the needs are unmet.

6. Align school funding and planning timelines



School system leaders are limited in what they can do to address results of a review if they have already released schools' budgets and staffing allocations or have already created next year's master schedules.

7. Engage a wide range stakeholders in the results



Changes may require difficult trade-offs. Community and stakeholder involvement is not only required by the Every Student Succeeds Act, but can help build support for equity-enhancing changes.

How States Can Support Districts in the Review Process

1. Provide models, **templates**, and **technical assistance**, consistent with these guiding principles.
2. Provide **comparative data**, including the per-pupil spending levels now required by ESSA and state-calculated analytics that districts can supplement with their own data.
3. **Assess similarities and differences in results** across districts to inform state policy and allow for tailored support.

What are you going to do differently now?

- ❑ Examine **all funding** from all sources
- ❑ Assess whether individual school spending levels fully **reflect their need**
- ❑ Review critical **dimensions of resource equity** beyond funding
- ❑ Identify **root causes** of resource inequities
- ❑ Check for **sustainability**
- ❑ **Align** school funding and **planning timelines**
- ❑ Engage a **wide range stakeholders** in the results

Questions?



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