

Resource Allocation Review Self-Assessment

Background

Section 1111 of the Every Student Succeeds Act (ESSA) requires each state education agency (SEA) to conduct a periodic resource allocation review in each local education agency (LEA) that supports a significant number of comprehensive support and improvement (CSI) or targeted support and improvement (TSI), including additional targeted support and improvement (ATSI), schools.

Pursuant to [703 KAR 5:280](#), any LEA containing two or more schools identified for comprehensive support and improvement or targeted support and improvement, including additional targeted support and improvement, and whose percentage of identified schools exceeds 10 percent of all schools within the district must be designated an LEA supporting a significant number of schools identified for comprehensive support and improvement or targeted support and improvement, including additional targeted support and improvement.

The purpose of the review is to help LEAs and schools connect resource allocations and student outcomes, as well as uncover opportunities for more strategic resource use.

Directions

1. Assemble a team of stakeholders to review and reflect on your allocation processes and their impact across the district. When assembling your team of stakeholders, please consider the following roles for participation:
 - Superintendent
 - Finance officer
 - Federal programs officer
2. Complete and upload the self-assessment into your secure SharePoint folder.
3. Identify and upload into your secure SharePoint folder any relevant documentation to support the responses to each question on the following pages. Districts should refrain from uploading personal identifiable information (PII). Likewise, do not upload links to resources; rather, include the document itself.

Decision Making

1. Beyond staffing allocation requirements established in [702 KAR 3:246](#), how does the LEA use disaggregated data to inform decision-making and allocation of resources to its schools (time, human and fiscal) to improve student achievement?
 - a. What specific data is used to inform decision-making and allocation of resources, including time, human and fiscal, to improve student achievement?
2. Describe the process and/or protocol used to consider needs identified at the school level to inform the LEA resource allocation methods.
3. How is the allocation of all federal funds determined?
4. How does the LEA grant school leaders reasonable autonomy to make decisions to address school priorities?

State and Locally Funded Staffing

1. How many state and locally funded 1.0 full-time equivalent (FTE) teachers are assigned to each school in the district and what is the average salary of these positions at each school? Please respond in chart form.
2. Describe how the district works beyond its required staffing allocation policy to meet the needs identified at the school level.
3. What is the district's average salary for state and locally funded positions?
 - a. How do the average salaries in the schools with the lowest poverty compare to the schools with the highest poverty and the district's average salary?
 - i. To what do you attribute any disparities?

Per-Pupil Spending

1. What is each school's state/local per-pupil spending amount? What is the district's state/local per-pupil spending amount?
 - a. To what do you attribute any disparities?
 - b. If disparities are attributed to differences in teacher salaries, please describe any changes the district has made to address the disparities.
2. What is each school's state/local per-pupil spending amount? What is the district's state/local per-pupil spending amount?
 - a. To what do you attribute any disparities?
 - b. If disparities are attributed to differences in teacher salaries, please describe any changes the district has made to address the disparities.
3. Describe the process for schools to request additional support from the district, beyond traditional site allocations. In your response, include descriptions related to data that is reviewed, needs assessment processes and other evidence.

4. What is the correlation between each school's proficiency in reading and math and per-pupil spending?

Access to Resources

1. How do you ensure all students have access to rigorous curricular materials that are aligned to standards?
2. Describe how the LEA ensures all students are taught by experienced and effective teachers at the same rate, or higher, as other students.
3. How do you ensure all students have access to technology and to functioning and efficient broadband to meet their instructional needs?
4. How do you reduce barriers to ensure all students have the opportunity to access rigorous, grade-level coursework including advanced courses? Include in your response advanced or accelerated coursework, dual or concurrent enrollment in postsecondary coursework, work-based learning opportunities and opportunities to attain industry-recognized credentials, foreign language coursework and career advising and planning.
5. Describe student access to specialized instructional support personnel, including school counselors, nurses, social workers, psychologists, librarians and other qualified professional personnel, and the ratio of students to these staff.
6. Describe student access to additional educational resources such as preschool programs, access to out-of-school time programs, including high-quality afterschool and summer learning. What is the participation rate for any such programs?
7. How do you ensure that a conducive learning environment in a safe facility is available for all students?

Continuous Improvement

1. After reviewing and reflecting on your allocation processes, what can or should district leaders and principals do in terms of resource allocation to improve student performance?
2. Is there anything else that you would like to share?