

ESSA Resource Allocation Review Note Catcher

DESIRED STATE: District leadership teams distribute and utilize resources, including personnel, partnerships, and funds, across the district equitably based on students' needs.

What changes need to be made to our system to meet the DESIRED STATE?

Guidance

Data Element	Analysis (Step 1A)	Data Statements (Step 1B)	Questions (As needed)	Prioritized Inequity Data Statements (Step 1C)
Refer to ESSA Resource Allocation Review (RAR) for the full range of questions and tools for Steps 1A-1C.	Summarize Impressions: Identify information, form conclusions, and generalize. Assess System Needs: Compare, relate, evaluate, and categorize needs. RAR GUIDE PAGE 6-7	Data statements may include: • Observable comparisons among buildings throughout the district. • Observable comparisons highlight themes/patterns within the district. • Summary of collective comparisons outlining overarching needs and strengths. RAR GUIDE PAGE 7-8	Capture questions for further exploration and/or later reference.	Prioritize 2-3 areas of the greatest concern or in need of action. <i>Prioritize checklist:</i> ☐ The greatest urgency, ☐ Those closest to student learning, and/or ☐ Those that are foundational for

				efficient and effective school functioning. ☐ Most closely related to our desired state RAR GUIDE PAGE 8-9
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RAR Note Catcher

Data Element	Analysis (Step 1A)	Data Statements (Step 1B)	Questions (As needed)	Prioritized Inequity Data Statements (Step 1C)
ENROLLMENT • Special Education Enrollment • Gifted Enrollment • Prior Year English Learner Enrollment • Certified Enrollment • Statewide Voluntary Preschool Program (SWVPP) Enrollment • Percent of Kindergarten Students Who Had Preschool the Previous Year	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>
STAFFING • Annual Instructional Hours • Percent of Conditionally Licensed or Improperly Endorsed Teachers; Percent of Teachers Not Meeting Iowa Teaching Standards • FTE Coded to TLC (on the FBS Certification Page) • Pupil-Teacher Ratio	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>

Data Element	Analysis (Step 1A)	Data Statements (Step 1B)	Questions (As needed)	Prioritized Inequity Data Statements (Step 1C)
EXPENDITURES • Special Education Expenditures: State/Federal Funds • Gifted Expenditures: State Funds • English Learner Expenditures • TLC Expenditures • At-Risk Expenditures: State Funds	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>
ADDITIONAL METRICS • ESSA Accountability Score <i>[Current Year]</i> • Staff Retention <i>[Percentage of teachers, administrators and other licensed professionals who remain employed in the same school building.]</i> • Per Pupil Expenditures • Chronic Absenteeism <i>[Percentage of students who missed 10 percent or more school days for any reason, excused or unexcused.]</i>	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>	<i>Summarize Impressions:</i>

Data Element	Analysis (Step 1A)	Data Statements (Step 1B)	Questions (As needed)	Prioritized Inequity Data Statements (Step 1C)
IDENTIFICATION RATE Prior Year Special Education Identification Rate [DE Reporting Attending Building]	Summarize Impressions:	Summarize Impressions:	Summarize Impressions:	Summarize Impressions:

Step 1C:

Prioritize the greatest urgency, those closest to student learning, and/or those that are foundational for efficient and effective school functioning?