OSSI Resource Allocation Review (RAR) Objective and Purpose

Introduction

This document describes the objective and purpose of Resource Allocation Review (RAR), conducted by the Office of System and School Improvement (OSSI) and Office of Superintendent of Public Instruction (OSPI). Below you will find the objective and purpose, definitions, as well as qualifying criteria around this process.

Objective and Purpose

The objective of RAR is to identify resource inequities that can be addressed with improvement planning and implementation of Evidence-Based Practices (EBPs) as required by (ESSA Sec. 1111(d)(1)(B)); (ESSA Sec.1111(d)(2)(B)) and the ESSA Consolidated Plan for the State of Washington. RAR procedures are clarified through "Dear Colleagues" guidance and other information provided by the Office of Elementary and Secondary Education (OESE) within the Department of Education (ED).

SEA-led Collaboration and Review

RAR will consist of collaboration led by the State Education Agency (SEA) (i.e., OSPI) with LEAs that qualify, to engage in a review process focused on resource allocations and inequities, as well as analyses of various data and system metrics surrounding ongoing improvement efforts.

RAR is a process that supports educational improvement for Local Education Agencies (LEAs) serving a significant number of schools identified as eligible for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) (ESSA section 1111(d)(3)(A)(ii)). The CSI, TSI, and ATSI federal improvement identifications correspond to **Tiers 1, 2, 3**, or **3 Plus** of the Washington School Improvement Framework (WSIF) and as described throughout Washington's ESSA Consolidated Plan.

State of Washington Continuous School Improvement

Comprehensive Needs Assessments (CNAs) require that participants consider a variety of possible causes to arrive at primary contributing factor(s) of resource inequities within schools in an LEA. The CNA process informs School Improvement Plan (SIP) drafting and the selection of Evidence-Based Practices (EBPs) for implementation according to the requirements to support "the goal of basic education" under RCW28A.150.210 (WAC 180-16-220 (2)(b)) and the improvement aims of the state and federal governments.

Washington Office of Superintendent of **PUBLIC INSTRUCTION**

SIP planning informs LEA planning and implementation (i.e., LEA Consolidated Accountability Plans (L-CAPs)) ([ESSA Sec. 1112](#) [[20 U.S.C. 6312](#)]); and, these LEA improvement efforts support the state's most basic legal guarantees as stated in [Article IX Sec. 1 Preamble of Washington state's Constitution](#): "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference…".

Addressing inequities through RAR, from the school level to the state level, is one facet of this important work.

RAR will inform guidance and targeted supports to LEAs to close educational opportunity and achievement gaps, while addressing indicators in the WSIF per the state's long-term improvement goals, as well as encourage a culture of improvement across LEAs based on adjustment, monitoring, and updating of improvement plans and activities.

Definitions

Resource

Fiscal and non-fiscal assets and strategies that have a direct impact on effective student engagement and learning.

Fiscal Resources include (but are not limited to): an examination of expenditures from Sec. 1003 OSSI federally funded grants and any OSSI grants funded through state-matching dollars (i.e., state/federal OSSI grants).

Non-Fiscal Resources include (but are not limited to): human resources, organization of time, materials and supplies, programs and services, community collaborations, and partnerships.

Resource Inequities

Areas where systems, procedures, and resource distribution mechanisms do not create equitable opportunity for all within the learning system.

> *According to OSPI:* **Equity** *goes beyond* **equality** *(which refers to everyone receiving the same resources without accounting for differentiated needs and circumstances).*

> **Equity** *has a focus on eliminating barriers that have prevented the full participation of historically and currently underserved communities, and providing access, opportunities, and resources to those in need of supports. OSPI's intent is to place an "equity lens" on all policies, procedures, and processes to ensure equitable distribution of education related opportunities and resources.*

> *The* [Continuous Improvement Glossary](#) *defines* **Educational Equity** *as follows: "Each child receives what they need to develop to their full social and academic potential."*

Qualifying Criteria

LEAs are required to engage in Resource Allocation Review (RAR) and provide evidence based on the following criteria:

- "The LEA serves a significant number of schools identified for comprehensive support and improvement" (ESSA section 1111(c)(4)(D)(i)); and/or "a significant number of schools implementing targeted support and improvement plans" (ESSA section 1111(c)(4)(D)(i)(§2)).
    - In Washington state's ESSA Consolidated Plan and Title programming, "a significant number" is determined to be 50% of schools identified for Tiered supports through WSIF.
    - If the LEA (i.e., school district) has at least 50% (or more) schools identified as eligible for Tiers 1, 2, 3, and/or 3 Plus supports according to the most recent WSIF identification, they are required to engage in RAR.

Further Reading and Support

- Continuous School Improvement Resources Webpage
- Washington School Improvement Framework
- Washington State Report Card
- Washington State ESSA Consolidated Plan
- Statute: RCW 28A.150.210: Basic education—Goals of school districts.
- Regulation: WAC 180-16-220: Supplemental basic education program approval requirements.
- United States Department of Education (ED)
- United States Office of Elementary and Secondary Education (OESE)
    - Legislation: Every Student Succeeds Act (ESSA), Title I: Improving The Academic Achievement of The Disadvantaged

Contacts

- Ellen Zito
  Program Supervisor of Continuous Improvement – System Processes
  Ellen.Zito@k12.wa.us