OSSI Examining Resource Inequities Tool

# Introduction

This document is a support tool created by the Office of System and School Improvement (OSSI) and Office of Superintendent of Public Instruction (OSPI) to help schools evaluate resource inequities. Resource Inequities create inequitable opportunities for students. School Improvement Plans (SIPs) and LEA Consolidated Accountability Plans (L-CAPs) must identify resource inequities, as required by ESEA section 1111(d)(1)(B)(iv) and (2)(C), which may include a review of LEA and school-level budgeting, to be addressed through implementation of the improvement plans.

Resource inequities are found by analyzing key data. This includes looking at spending per student, teacher qualifications, access to special staff, participation in challenging courses and more. The findings should help address and reduce inequity and improve learning opportunities.

It’s important to make sure resources align with the goal of giving all students equitable access to education and the supports they need. This tool will help you answer questions in your School Improvement Plan (SIP) through:

* Evaluating how resources, like staff, money, teaching materials, and family involvement, are distributed.
* Comparing your school’s data to understand where your school stands in relation to others.
* Thinking about actions to better match resources with your school’s improvement goals.

Examining resources is a complex task. Adjusting resources requires technical expertise, adaptive strategies, and careful planning. While this tool helps fulfill a requirement for schools identified under the [Every Student Succeeds Act (ESSA](https://www.ed.gov/laws-and-policy/laws-preschool-grade-12-education/every-student-succeeds-act-essa)) to examine resource inequities, teams need to think about the possible side effects or unintended consequences of making changes.

Keep in mind that addressing assumptions, beliefs, practices, and behaviors of adults within your school and district falls within your sphere of influence. However, you cannot change the backgrounds, histories, or actions of parents and families. Focus on what school and district leaders can do to improve the school.

After looking at the enrollment data, this tool will help you explore how resources are distributed in the following areas:

* Access to high-quality and appropriately licensed educators
* High-quality instructional materials (ELA, Math, and Language Proficiency)
* Distribution of funding
* Family engagement

Each section includes a data table which aligns with questions in the SIP designed to inform your school’s planning process.

**Note:** This Resource Inequity Data Tool is intended for schools identified for WSIF Tiered support as part of their school improvement plans under ESSA but can benefit all schools, regardless of tiered identification status.

# SY 2024-2025 Demographics

Awareness of the basic demographics of your student, teacher, and administrator populations will help you examine the data in other sections and identify disparities.

Enter the total number of students, teachers, and administrators in your school during the 2024-25 school year in the fields below. For student enrollment, use the total number of students that were enrolled on the first business day of October.

## Total Count

|  |  |  |
| --- | --- | --- |
| Students | Teachers | Administrators |
|  |  |  |

In the fields below, enter in the number of students, teachers, and administrators that identify with the different federal race and ethnicity categories. Use the total numbers form the table above to calculate the percentage of each group in the following way: number of students in a group/total number of students x 100.

|  | **Number of Students** | **Percent of Total Students (%)** | **Number of Teachers** | **Percent of Total Teachers (%)** | **Number of Administrators** | **Percent of Total Administrators (%)** |
| --- | --- | --- | --- | --- | --- | --- |
| American Indian or Alaskan Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Black or African American |  |  |  |  |  |  |
| Hispanic/Latino |  |  |  |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |  |
| Two or More Races |  |  |  |  |  |  |
| White |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |
| Economically Disadvantaged |  |  |  |  |  |  |
| English Learners |  |  |  |  |  |  |

# Access to High-Quality and Appropriately Licensed Educators

## Teachers

|  | School Code | School Percent | District FTE | District Percent |
| --- | --- | --- | --- | --- |
| Fully licensed |  |  |  |  |
| Out-of-field or licensed with stipulations |  |  |  |  |
| Emergency certification |  |  |  |  |
| 5+ yrs experience in assignment area code |  |  |  |  |
| <5 yrs experience in assignment area code |  |  |  |  |
| Paraeducators |  |  |  |  |
| School Counselors |  |  |  |  |
| School Librarians |  |  |  |  |
| School Nurses |  |  |  |  |
| School Psychologists |  |  |  |  |
| School Social Workers |  |  |  |  |
| Speech Language Pathologists |  |  |  |  |
| Other Specialized Instructional Support Personnel |  |  |  |  |

## School Level Administrators

|  | School Code | School Percent | District FTE | District Percent |
| --- | --- | --- | --- | --- |
| Total  |  |  |  |  |
| 5+ yrs experience  |  |  |  |  |
| <5 yrs experience  |  |  |  |  |

1. Explain the impacts of per-pupil expenditures from Federal, State, and local sources (Title funding, Learning Assistance Program (LAP) funds, Local funding sources, etc.)

Click or tap here to enter text.

1. How are low-income and minority students impacted by teacher effectiveness (are taught by inexperienced, limited certificate status, or out of field teachers)? What are some conditions or practices that contribute to this?

Click or tap here to enter text.

1. Does the school have a high percentage of teachers with less than five years of experience? If so, what are some conditions or practices that may be contributing to this?

Click or tap here to enter text.

1. Are teacher demographics proportionately aligned to the student demographics? If not, what are some conditions or practices that may be contributing to this?

Click or tap here to enter text.

# [High-Quality Instructional Materials](https://ospi.k12.wa.us/student-success/learning-standards-instructional-materials)

## ELA (English Language Arts) INSTRUCTIONAL MATERIALS

| Material | Last Updated | Aligned with WA Learning Standards for ELA | Used for Title I and/or Special Ed |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## MATHEMATICS INSTRUCTIONAL MATERIALS

| Material | Last Updated | Aligned with WA Learning Standards for ELA | Used for Title I and/or Special Ed |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. What is the overall level of [alignment of instructional materials to academic standards in ELA and mathematics](https://ospi.k12.wa.us/student-success/learning-standards-instructional-materials)? If there is misalignment what are some conditions or practices that may be contributing to any lack of alignment?

Click or tap here to enter text.

1. Do all students – including those receiving Title I, Special Education, or English language instruction services – have access to grade-level, standards-based instructional materials? If not, what are some conditions or practices that may be contributing to this lack of access?

Click or tap here to enter text.

1. How do school policies and procedures proportionately offer students access to and participation in comprehensive and rigorous coursework?

Click or tap here to enter text.

1. What are the rates of early learning access to and participation including preschool, transitional kindergarten, and full-day kindergarten programs in your school?

Click or tap here to enter text.

1. How has your school addressed [screening for biased content](https://ospi.k12.wa.us/sites/default/files/2023-08/ethnicstudiesscreeningforbiasedcontent.pdf) and integrating culturally sustaining (meaning culture is viewed as a resource for learning, not a barrier) instructional materials?

Click or tap here to enter text.

1. What are the [professional learning](https://app.leg.wa.gov/rcw/default.aspx?cite=28A.415.430) opportunities that the school provides to teachers to support their use of instructional materials? How is the impact of professional learning measured?

Click or tap here to enter text.

1. Based on per-pupil expenditure and the student demographics in our school, are students receiving supplemental resources at an equitable level? If not, what are some conditions or practices that may be contributing to disparities?

Click or tap here to enter text.

# [FUNDING](https://ospi.k12.wa.us/sites/default/files/2025-03/ospi-report-card-instructions.pdf)

|  |  |  |
| --- | --- | --- |
|  | School | District |
| Per-Pupil Expenditure |  |  |

1. Given the current funding situation, what could be done to counteract the consequences of systemic inequity?

Click or tap here to enter text.

# [Family Engagement](https://ospi.k12.wa.us/student-success/special-education/family-engagement-and-guidance)

In this section, please use the following definitions:

* **Families engaged:** family members who attended two or more learning-related school events and/or communicated on multiple occasions with school staff in the given year
* **Families who participated in shared decision making:** family members who served on school advisory councils, helped devise school mission and vision, or helped plan and conduct school activities in the given year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | School Number | School Percent | District Number | District Percent |
| Total Families |  |  |  |  |
| Families engaged |  |  |  |  |
| Families who participated in shared decision making |  |  |  |  |

## FAMILY SURVEYS

|  | School Number | School Percent | District Number | District Percent |
| --- | --- | --- | --- | --- |
| Families asked to participate in a family survey |  |  |  |  |
| Families responding to the survey |  |  |  |  |
| Families receiving the results of the survey |  |  |  |  |
| Families reported feeling welcomed, honored, and connected to their child’s learning |  |  |  |  |
| Families reported feeling that their contributions are valued |  |  |  |  |
| Families reported receiving information about how their input would be used |  |  |  |  |

1. How does our school ensure that the families we engage with as partners are representative of all student groups?

Click or tap here to enter text.

1. How do we consider barriers such as time, understanding, or access, while using multiple forms of data, to ensure their voices are valued and recognized in the continuous improvement planning processes?

Click or tap here to enter text.

1. Are there other resources that have been considered or need to be?

Click or tap here to enter text.