

**Comprehensive Support and Improvement (CSI)**

**School Annual Resource Allocation Review Self-Assessment**

**Rationale for Resource Allocation Reviews**

Resource allocation examines how educational dollars are translated into actions to improve student learning outcomes. Allocating and developing resources to improve teaching and learning is critical to school improvement efforts. Resource allocation involves more than assigning dollar amounts to particular schools or programs. Educational leaders are charged with using resource allocation reviews to assess not only the amount of resources and how they are distributed across districts, schools, and classrooms but also how these investments translate into improved student learning outcomes.

ESSA requires resource allocation reviews at every level to annually identify resource inequities that matter most for disadvantaged students. The requirements in ESSA include:

* **State Resource Allocation Reviews:** State education agencies must review resource allocations to support school improvement in districts with a significant number of schools identified for improvement (§1111(d)(3)(A)(ii)).
* **District Resource Allocation Reviews:** Districts with schools identified for comprehensive and targeted improvement must identify and address resource inequities within their district (§1111(d)(1)(B)(iv)).
* **School Resource Allocation Reviews:** Schools identified for comprehensive and targeted improvement based on low performance for individual groups of students must identify and address resource inequities within their school (§1111(d)(2)(C)).

**Instructions**

Read each statement below. Determine the status of implementation of each action described in the statement. Select the corresponding rating from the dropdown menu for each statement. Calculate the total score based on individual responses at the end of each section and record the score in the *Dimension Total Score* box. Determine the school’s overall resource allocation rating, by checking the appropriate box corresponding to the *Dimension Total Score.* If resource inequities are present, then a description of the current needs must be provided.

The CSI School Annual Resource Allocation Review Self-Assessment can be used as the annual needs assessment for all federally identified schools. The completed self-assessment may be uploaded as evidence for Indicator D1.02 in NCSTAR.

**Demographic Information**

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| **PSU Name and Code** |  |
| **School Name and Code** |  |
| **Principal Name** |  |
| **Team Members**  *List the Name and Positions of Team Members Who Provided Input for the Annual CNA* |  |

**Dimension #1: School-wide Supports for CSI schools**

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| **Support Descriptor** | **Meets Expectations (2)** | **Partially Meets Expectations**  **(1)** | **Does Not Meet Expectations (0)** | **N/A (0)** | **Comments** |
| 1. Our district or charter management's overall funding structure is adequate to meet our school's CSI needs. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our district or charter management organization provides our school with clear, detailed funding guidance. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our school's leadership has the autonomy and flexibility to determine how federal funding meets students’ needs in our building. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our school's leadership team has adequate coaching and support to lead school-wide efforts to exit CSI status. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our school has an established Comprehensive Support and Improvement Plan (CSI) with goals and active action steps to address the needs of students in our CSI school. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our school leadership team assessed Indicator D1.02 and has an established and consistent process to review resource equity in our school annually. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our school leadership team conducts an annual needs assessment to determine the school's needs and revises our CSI plan as necessary by the comprehensive needs assessment. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. All available resources are allocated effectively to address the needs of students in targeted subgroups. | Response Needed | Response Needed | Response Needed | Response Needed |  |

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| **Dimension #1 Total Score:** |  | | | |
| **Dimension #1 Rating:** | **18 Points**   * **Resources are allocated equitably.** | **17 to 8 points**   * **At least one resource inequity is present.** | **7 to 3 points**   * **Several resource inequities are present.** | **2 to 0 points**   * **Resources inequities are prevalent.** |

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| ***If resource inequities are present, describe the current needs below.*** |
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**Dimension #2: Teacher Quality in CSI schools**

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| **Support Descriptor** | **Meets Expectations (2)** | **Partially Meets Expectations**  **(1)** | **Does Not Meet Expectations (0)** | **N/A (0)** | **Comments** |
| 1. Most teachers in our school are certified to teach in their assigned subjects. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Most teachers in our school have more than 3 years of teaching experience. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Most teachers are effective, as determined by EVAAS or NCEES. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. No more than two (2) classes have been taught by a long-term substitute teacher during the 2022-2023 academic year. **NOTE: Long-term is four (4) or more weeks without a certified teacher.** | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Novice teachers receive additional resources and professional learning to meet their needs. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Highly effective teachers are equitably distributed across the school to meet the diverse needs of students. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Teachers are actively engaged in ongoing professional development necessary to support and address the needs of students in CSI-targeted subgroups. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Teachers are actively engaged in ongoing professional development necessary to support and address the needs of students in CSI-targeted subgroups. | Response Needed | Response Needed | Response Needed | Response Needed |  |

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| **Dimension #2 Total Score** |  | | | |
| **Dimension #2 Rating:** | **18 Points**   * **Resources are allocated equitably.** | **17 to 8 points**   * **At least one resource inequity is present.** | **7 to 3 points**   * **Several resource inequities are present.** | **2 to 0 points**   * **Resources inequities are prevalent.** |

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| ***If resource inequities are present, describe the current needs below.*** |
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**Dimension #3: High-Quality Teaching and Learning in CSI schools**

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| **Support Descriptor** | **Meets Expectations (2)** | **Partially Meets Expectations**  **(1)** | **Does Not Meet Expectations (0)** | **N/A (0)** | **Comments** |
| 1. Teachers in our school are provided with standards-aligned curricular materials—including scope and sequence guides, materials, and assessments. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Teachers consistently use standards-aligned materials. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Curriculum and instructional materials are culturally relevant and reflective of the diversity of our student population. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our school has the flexibility to adjust instructional time to better differentiate for individual student needs. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. The amount of instructional time spent in core subjects varies by student proficiency level and subgroups. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. The average class size in our school is below the state average. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. The amount of instructional time spent in core subjects varies by student proficiency level and subgroups. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Staffing and curricula resources are available to offer Advanced Placement or Academically and Intellectually Gifted (AIG) courses for all students who qualify to enroll in such courses. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our school facilities are safe, well-maintained, and adequate to facilitate learning and meet student needs. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our school equipment is safe, well-maintained, and adequate to facilitate learning and meet student needs. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our school partners with families to meet student performance goals. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our teachers do not have to use personal and/or external funding (e.g., parent contributions) to obtain basic classroom necessities. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. The school schedule provides adequate time for professional development for teachers. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. The master schedule provides adequate time for multiple evidence-based instruction and intervention tiers. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. The master schedule provides adequate time for staff to collaborate in data-based problem-solving and decision-making. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Students who fall behind academically have access to evidence-based intervention supports (without having to rely on referral to special education as the means to provide supplemental support). | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Interventionists and teachers regularly collaborate to ensure intervention supports for students who fall behind academically are integrated into and aligned with core instruction. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Technology is used to improve the quality of instruction in our school. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Student enrollment in advanced placement courses reflects the school's demographics. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Each student in our school has an opportunity to enroll in more than two arts and enrichment courses. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Every student has an opportunity to engage in various types of enrichment opportunities, such as field trips and student clubs. | Response Needed | Response Needed | Response Needed | Response Needed |  |

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| **Dimension #3 Total Score** |  | | | |
| **Dimension #3 Rating** | **40 Points**   * **Resources are allocated equitably.** | **39 to 20 Points**   * **At least one resource inequity is present.** | **19 to 11 Points**   * **Several resource inequities are present.** | **10 to 0 Points**   * **Resources inequities are prevalent.** |

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| ***If resource inequities are present, describe the current needs below.*** |
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**Dimension #4: Whole Child Supports in CSI schools**

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| **Support Descriptor** | **Meets Expectations (2)** | **Partially Meets Expectations**  **(1)** | **Does Not Meet Expectations (0)** | **N/A (0)** | **Comments** |
| 1. Students have multiple ways to report feeling safe at school. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. There is a process to ensure each student in our school has positive relationships with staff and other students. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Rates of office discipline referrals, suspensions, and expulsions are proportionate to the make-up of the student enrollment. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. There are multiple opportunities for meaningful engagement with all families. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Student and family voice is incorporated into most decision-making practices in our school. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Schoolwide structures (e.g., explicit time during the school day) exist to help students develop social-emotional skills and competencies. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Teachers incorporate social-emotional learning into core instruction. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Student-to-staff ratio is adequate for nurses, occupational therapists, and other health support. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Student-to-staff ratio is adequate for family coordinators, social workers, guidance counselors, school psychologists, social workers, and other family and social-emotional support staff | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Our school partners with organizations that provide support to families. | Response Needed | Response Needed | Response Needed | Response Needed |  |
| 1. Families receive all correspondence from the school in their native language. | Response Needed | Response Needed | Response Needed | Response Needed |  |

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| **Dimension #4 Total Score** |  | | | |
| **Dimension #4 Rating:** | **20 Points**   * **Resources are allocated equitably.** | **19 to 10 points**   * **At least one resource inequity is present.** | **9 to 6 points**   * **Several resource inequities are present.** | **5 to 0 points**   * **Resources inequities are prevalent.** |

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| ***If resource inequities are present, describe the current needs below.*** |
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