Default Question Block

District and Charter/LAB School Annual Resources Allocation Review Self-Assessment Survey

To ensure continued progress to improve student academic achievement and school success in the State, the Every Student Succeeds Act (ESSA) ESSA Section 1111 (d)(3)(A)(ii), requires state education agencies (SEAs) to review resource allocation in districts, and charters, that serve a significant number of schools identified for continuous improvement and a significant number of schools implementing targeted school improvement plans.

In North Carolina, a “significant number” of federally identified schools is defined as:
1. Districts with a percentage rate of 15% or greater schools identified as CSI.
2. Districts with 66% or greater schools identified as Additional Targeted Support and Improvement (ATSI).
3. Charter/LAB Schools identified as Comprehensive Support and Improvement (CSI) at the Tier II status.
4. Charter/LAB Schools with two or more identified TSI-AT subgroups.
The survey must be completed no later than June 30, 2023. The results of this survey will be used to establish baseline data related to resource allocation in PSUs with a significant number of CSI and ATSI-identified schools.

Select the PSU.

Enter the Contact Information for the Preparer

Name (First, Last)

Title or Position

Work Email Address

Which type(s) of federally designated schools are in the PSU?

- Comprehensive Support and Improvement (CSI)
- Additional Targeted Support and Improvement (ATSI)
- Both CSI and ATSI
Number of CSI designated schools in the PSU

Number of ATSI designated schools in the PSU

Comprehensive Support and Improvement Schools (CSI)

Comprehensive Support and Improvement Schools

If there are one or more CSI schools within the PSU, please choose a response of agree or disagree for all statements included in the Comprehensive Support and Improvement Schools (CSI) section.

Dimension #1: School-wide Supports
The PSU identifies and allocates resources available to support the needs of students in CSI - designated schools.

- Agree
- Disagree
- Not Applicable

Dimension #1: School-wide Supports

The PSU has a defined process to review the distribution of resources to CSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #1: School-wide Supports

The PSU has defined, written guidelines to inform CSI school(s) of funding structures and the availability of funding to address targeted subgroups.

- Agree
- Disagree
- Not Applicable
Dimension #1: School-wide Supports

The PSU has a defined process to identify inequities in the allocation of resources to CSI school(s).

☐ Agree
☐ Disagree
☐ Not Applicable

Dimension #1: School-wide Supports

The PSU gives school leadership teams the autonomy and flexibility to determine how federal funding is used to meet students’ needs, in CSI school(s).

☐ Agree
☐ Disagree
☐ Not Applicable

Dimension #1: School-wide Supports

The PSU has a defined process to evaluate the implementation and impact of CSI plan goals to address the needs of students in CSI school(s).

☐ Agree
☐ Disagree
Dimension #1: School-wide Supports

The PSU ensures facilities are safe, well maintained and adequate to facilitate student learning, and meet student needs, in CSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #2: Teacher Quality

The PSU's Professional Development plan includes professional development opportunities to address subgroup performance in CSI-LP school(s).

- Agree
- Disagree
- Not Applicable

Dimension #2: Teacher Quality

The PSU's Professional Development plan includes
professional development opportunities to address subgroup performance in CSI-LG school(s).

- Agree
- Disagree
- Not Applicable

Dimension #2: Teacher Quality

The PSU ensures highly effective teachers are equitably distributed to CSI school(s) to meet the diverse needs of students.

- Agree
- Disagree
- Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures school schedules provide adequate time to address the needs of students in CSI school(s).

- Agree
- Disagree
- Not Applicable
Dimension #3: High Quality Teaching and Learning

The PSU ensures school schedules provide adequate time for interventions to meet the needs of targeted subgroups in CSI school(s).

☐ Agree  
☐ Disagree  
☐ Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures school schedules provide adequate time for arts, STEM and/or other enrichment courses to meet the needs of targeted subgroups in CSI school(s).

☐ Agree  
☐ Disagree  
☐ Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU has access to formative assessment data and regular engages with school leadership teams to progress monitor the
performance of students in targeted subgroups in CSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU regular engages in data based problem solving of defined curriculum and instructional practices with school leadership teams in CSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensure the average class size, in CSI school(s), is less than the state average.

- Agree
- Disagree
- Not Applicable
Dimension #3: High Quality Teaching and Learning

The PSU ensures teachers use standard-aligned curriculum, in CSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures 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 in CSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures curriculum and instructional materials are relevant and reflective of the diversity of our student population in CSI school(s).

- Agree
Dimension #3: High Quality Teaching and Learning

The PSU ensures teachers have adequate personnel supports, instructional coaches, interventionists, and teacher mentors, to address the needs of students in CSI school(s) within the PSU.

- Agree
- Disagree
- Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures teachers do not have to create their own materials from scratch or use online sources in CSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #4: Whole Child Supports

The PSU ensures the student-to-staff ratio is adequate for
support staff such as, guidance counselors, school psychologists, social workers, to address the needs of students in CSI school(s).

- Agree
- Disagree
- Not Applicable

**Dimension #4: Whole Child Supports**

The PSU ensures rates of office discipline referrals, suspensions, and expulsions are proportionate to make-up of the student enrollment is CSI school(s).

- Agree
- Disagree
- Not Applicable

**Dimension #4: Whole Child Supports**

The PSU ensures there are multiple opportunities for meaningful engagement with all families in CSI school(s).

- Agree
- Disagree
- Not Applicable
Additionally Targeted Support and Improvement (ATSI or TSI - AT)

If there are one or more ATSI schools within the PSU, please choose a response of agree or disagree for all statements included in the Additionally Targeted Support and Improvement Schools (ATSI) section.

Dimension #1: School-wide Supports

The PSU has a defined process to review the distribution of resources to ATSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #1: School-wide Supports

The PSU has a defined process to identify inequities in the allocation of resources to ATSI school(s).

- Agree
Dimension #1: School-wide Supports

The PSU identifies and allocates resources available to support the needs of the identified subgroups in ATSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #1: School-wide Supports

The PSU has defined, written guidelines to inform ATSI school(s) of funding structures and the availability of funding to address targeted subgroups.

- Agree
- Disagree
- Not Applicable

Dimension #1: School-wide Supports

The PSU gives school leadership teams, in ATSI school(s), the
autonomy and flexibility to determine how federal funding is used to meet students’ needs.

- Agree
- Disagree
- Not Applicable

Dimension #1: School-wide Supports

The PSU has a defined process to evaluate the implementation and impact of ATSI goals to address the needs of students in ATSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #2: Teacher Quality

The PSU's Professional Development plan includes professional development opportunities to address subgroup performance in ATSI school(s).

- Agree
- Disagree
- Not Applicable
Dimension #2: Teacher Quality

The PSU ensures highly effective teachers are equitably distributed to ATSI school(s) to meet the diverse needs of students.

○ Agree
○ Disagree
○ Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures school schedules provide adequate time to address the needs of students in ATSI school(s).

○ Agree
○ Disagree
○ Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures school schedules provide adequate time for interventions to meet the needs of targeted subgroups in ATSI school(s).

○ Agree
○ Disagree
Dimension #3: High Quality Teaching and Learning

The PSU has access to formative assessment data and regular engages with school leadership teams to progress monitor the performance of students in targeted subgroups in ATSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU regular engages in data based problem solving of defined instruction and curriculum practices with school leadership teams in ATSI school(s).

- Agree
- Disagree
- Not Applicable
The PSU ensure the average class size is less than the state average in ATSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures teachers use standard-aligned curriculum in ATSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures facilities are safe, well maintained and adequate to facilitate student learning and meet student needs in ATSI school(s).

- Agree
- Disagree
- Not Applicable
Dimension #3: High Quality Teaching and Learning

The PSU ensures teachers do not have to create their own materials from scratch or use online sources in ATSI school(s).

☐ Agree
☐ Disagree
☐ Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures teachers have adequate personnel supports, instructional coaches, interventionists, and teacher mentors, to address the needs of students in ATSI school(s).

☐ Agree
☐ Disagree
☐ Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures school schedules provide adequate time for arts, STEM and/or other enrichment courses to meet the needs of targeted subgroups in ATSI school(s).

☐ Agree
☐ Disagree
Dimension #3: High Quality Teaching and Learning

The PSU ensures 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 in ATSI school(s).

○ Agree
○ Disagree
○ Not Applicable

Dimension #3: High Quality Teaching and Learning

The PSU ensures curriculum and instructional materials are culturally relevant and reflective of the diversity of our student population in ATSI school(s).

○ Agree
○ Disagree
○ Not Applicable

Dimension #4: Whole Child Supports
The PSU ensures the student-to-staff ratio is adequate for support staff such as, guidance counselors, school psychologists, social workers, to address the needs of students in ATSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #4: Whole Child Supports

The PSU ensures there are multiple opportunities for meaningful engagement with all families in ATSI school(s).

- Agree
- Disagree
- Not Applicable

Dimension #4: Whole Child Supports

The PSU ensures rates of office discipline referrals, suspensions, and expulsions are proportionate to make-up of the student enrollment is ATSI school(s).

- Agree
- Disagree
- Not Applicable
The Office of Federal Programs would like to know how we can best support you throughout this identification cycle. Please the desired supports below, and describe any additional supports that are needed.

How can the Office of Federal Programs best support CSI and ATSI schools within the PSU? (Select all that apply).

- Provide professional learning opportunities for district staff to learn more about how to support CSI and/or ATSI schools
- Provide professional learning opportunities for school leaders to learn more about how to lead CSI and/or ATSI designated schools
- Provide Technical Assistance on how to incorporate federally required school improvement practices within the NCSTAR platform for district staff
- Provide Technical Assistance on how to incorporate federally required school improvement practices within the NCSTAR platform for school improvement teams
- Provide networking opportunities with other CSI and/or ATSI schools, to learn best practices from across the state

Please describe any additional Office of Federal Programs
supports that would benefit the PSU.