



ISBE Resource Allocation Review -- Rubric for Properties of Effective Resource Allocation Systems

Property	Level of Implementation		
	Minimal	Developing	High
Equity	Based on available evidence, the district’s resource allocation system does not meaningfully provide resources based on the needs of each school’s student population.	Resource distribution patterns within the district suggest that the district’s resource allocation system provides resources based on the needs of some student populations (low-income students, ELs, students with disabilities, or others identified by district needs assessments) but not all, or for some schools serving identified student groups but not all.	Resource distribution patterns within the district clearly demonstrate that the district’s resource allocation system meaningfully provides resources based on the needs of each school’s student populations (low-income students, ELs, students with disabilities, or others identified by district needs assessments).
Transparency	<p>The district’s method for allocating resources to schools is not well understood outside of a select few district leaders, such that the district struggles to build trust and enable engagement.</p> <p>Opportunities to clarify resource allocation are limited to district-level financial presentations or web postings required by statute.</p>	<p>The district’s method for allocating resources to schools is well understood in some areas and by some stakeholder groups.</p> <p>Some elements of the resource allocation system remain unclear, contributing to a perception of inconsistency for some stakeholder groups.</p>	<p>The district’s method for allocating resources to schools is accessible and tailored to key stakeholder groups.</p> <p>Overall, the district makes a deliberate effort to provide transparency in resource allocation decisions, thereby building trust and enabling engagement.</p>

Property	Level of Implementation		
	Minimal	Developing	High
Stakeholder Engagement	<p>Based on available evidence, the district's resource allocation system provides minimal opportunities for stakeholders, including school staff, families of students, and community members, to provide role-appropriate input on resource decisions.</p> <p>Existing opportunities for input are limited to activities required by federal grants or state statute.</p>	<p>The district's resource allocation system allows opportunities for some but not all stakeholder groups to provide role-appropriate input on resource allocation decisions.</p> <p>Stakeholder input is inconsistently considered in resource allocation decisions, and outcomes are rarely communicated.</p>	<p>The district's resource allocation system integrates specific, regular opportunities to gather role-appropriate input on resource allocation decisions from diverse stakeholders, including school staff, families of students, and community members.</p> <p>Stakeholder input is considered in the decision-making process and outcomes are communicated effectively.</p>
Alignment with District Goals and Priorities	<p>Based on available evidence, the district does not align budgetary decisions with School Improvement Plans (SIPs) or district goals and priorities.</p> <p>Resource usage patterns are not considered in conjunction with school outcomes, and variations in spending and other resources are difficult to explain.</p>	<p>There is evidence that the district has aligned budgetary decisions with some elements of SIPs or district goals and priorities, but the alignment is not consistent across schools.</p> <p>While the district considers resource usage in conjunction with goals, priorities, or feedback, it has not developed clear outcome measures to evaluate those investments.</p>	<p>There is clear evidence that the district aligns budgetary decisions with SIPs or district goals and priorities.</p> <p>The district regularly monitors resource patterns in conjunction with school outcomes to make responsive adjustments based on program performance and impact.</p>