ILLINOIS STATE BOARD OF EDUCATION

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

Property	Level of Implementation		
	None	**Developing**	**High**
Equity (resource allocation methodology)	Based on available evidence, the district's resource allocation process is not differentiated to meaningfully address the needs of low-income students, English learners (ELs), and students with disabilities (or others identified by district needs assessments) in each school.	The district has started developing a process to differentiate resource allocation to meaningfully address the needs of low-income students, ELs, and students with disabilities (or others identified by district needs assessments) in each school, but the process is not in place to guide allocation decisions.	The district has a clear process for meaningfully differentiating resource allocation to address the needs of low-income students, ELs, and students with disabilities (or others identified by district needs assessments) in each school.
Equity (resource distribution)	Based on available evidence of resource distribution patterns, the district does not differentiate distributions in response to the needs of each school's student population (low-income students, ELs, students with disabilities, or others identified by district needs assessments).	Resource distribution patterns within the district suggest that the district differentiates distributions in response to 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 meaningfully differentiates distributions in response to the needs of each school's student populations (low-income students, ELs, students with disabilities, or others identified by district needs assessments).

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Transparency	The district does not document how resources are allocated to schools and the factors that influence resource levels. Appropriate district and school-level administrators are unable to clearly describe the process for allocating resources to schools and the reasons that some schools receive greater or fewer resources than others.	The district has some documentation describing how resources are allocated to schools and the factors that influence resource levels. Documentation is not clear; is not posted publicly; or is not easily accessed by other staff, community members, and families. The documented process is not used consistently in favor of distributing resources outside the formula. Some district and school-level administrators can describe the process for allocating resources to schools (as appropriate, based on their role), but some staff cannot.	The district has clear documentation describing how resources are allocated to schools and the factors that influence resource levels. Documentation is posted publicly or is easily accessed by district staff, school staff, community members, and families. The documented process for allocating resources to schools is used consistently. District and school-level administrators can clearly describe the process for how resources are allocated to schools and the reasons that some schools receive greater or fewer resources than others (as appropriate, based on their role).
Stakeholder Engagement	Based on available evidence, the district does not have a process in place to gather feedback on budgeting and resource allocation processes from diverse stakeholders,	The district has a process to gather feedback on budgeting and resource allocation processes but uses it inconsistently or with insufficient effort to gather	The district has a process in place to gather feedback on the budgeting and resource allocation process and collects feedback from diverse stakeholders, including school

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	including school staff, families of students, and community members. No principals reported that multiple stakeholders were engaged in the budgeting and resource allocation process.	feedback from multiple stakeholder groups. Some principals reported that multiple stakeholders were engaged in the budgeting and resource allocation process.	staff, families of students, and community members. Most principals reported that multiple stakeholders were engaged in the budgeting and resource allocation process.
Alignment with District Goals and Priorities	Based on available evidence, the district does not align budgetary decisions with School Improvement Plans (SIPs) or district goals and priorities. District and school-level staff are unable to clearly describe how resource allocation decisions are made to support district goals and SIPs.	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 or comprehensive across goals. Some district and school-level staff are aware of some examples of how resources are allocated to support district goals and SIPs but only anecdotally.	There is clear evidence that the district aligns budgetary decisions with SIPs or district goals and priorities. District and school-level staff can clearly describe how resource allocation decisions support district goals and SIPs.