



**Indicator:** The district regularly reallocates resources to support school, staff, and instructional improvement. (10)

**Explanation:** Reallocation means looking closely at each school’s budget, staffing, improvement status, progress, and student learning outcomes and moving resources to where they are needed. This is usually done annually, when budgets are prepared, but mid-year course corrections are also valuable.

**Questions:** How, when, and by whom does your district review each school’s budget, staffing, improvement status, progress, and student learning outcomes to reallocate resources of staff, money, and district support? What criteria are used to make the decisions?

Even with the best of planning, needs change. The budgets and staff allocations created at one point in time may need to be reviewed and shifted as needs within the district arise. High performing districts are constantly examining what is working and what is not working in its schools to ensure resources are being used in the most strategic manner.

Time is perhaps the greatest resource and deserves careful attention. Cawelti and Protheroe (2007) state, “Districts—and schools with district encouragement—will need to invest heavily in the use of teacher and other staff time to support instruction by, for example, engaging in efforts to analyze assessment data or realigning class loads to create time for a master teacher to work with other teachers” (p. 43). Time is also needed for teachers to meet as instructional teams to review student data, plan instruction, and share what is working or not working in their classrooms. Districts need to consider the investment of time and money of professional development. What is most needed at the school level to improve outcomes for students? Is the cost of the professional development going to be reasonable compared to the change in professional behavior and habits?

Cawelti and Protheroe (2007) also encourage districts to consider the “trade-offs.” If resources are being allocated in one area, what will not get time, staff, or funding? Is the trade-off worth it in the long run? In some cases, district need to hand over some of the decision making process to the school—giving the school autonomy and flexibility to make some of the reallocation decisions for itself. Lane (2009) found in a study of Kansas City, Kansas schools that districts supported school improvement by giving principals the flexibility and control in areas such as staffing, budget, and scheduling.

The Center for Comprehensive School Reform and Improvement gives the following guidelines for reallocating resources:

1. Use staff efficiently and ensure that the allocation of staff is consistent with school improvement priorities.
2. Consider time as the most valuable resource.
3. Use the community when possible.
4. Use resources proactively instead of reactively.

5. Scheduling should support the school's instructional focus.
6. Embed professional development. (<http://www.centerforcsri.org/pubs/reallocation/principles.html>)

### References and Resources

- Cawelti, G., & Protheroe, N. (2007). The school board and central office in district improvement. In H. J. Walberg (Ed.), *Handbook on restructuring and substantial school improvement* (pp. 37–52). Lincoln, IL: Academic Development Institute. Retrieved from <http://www.adi.org/about/downloads/Restructuring%20Handbook.pdf>
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