

## 2013 Examples of DISTRICT PARTNERSHIPS



## PROJECT

In 2013, CCER partnered with an urban school district serving more than 18,000 Connecticut students and Education Resource Strategies (ERS) to analyze the District's spending. The goal of this project was to "hold a mirror" up to the District's spending and provide the District with a holistic picture of how it currently allocates its resources. As a result, the District will be better able to understand trade-offs and fund its most important priorities.

*This project had two objectives:*

- 1 Understand how the District uses its funds:**  
Use comparison districts as benchmarks to determine where the District's spending is high/low relative to similar districts.
- 2 Identify places where funding is inequitable, and identify whether inequitable allocation is intentional:**  
Use these data to identify opportunities for reprioritizing and reallocating.

## RESULTS

*When resources are allocated in a manner that is aligned with district goals, CCER expects to see improved learning outcomes for students in the District.*

### BASED ON OUR FUNDING ANALYSIS:

- ▶ The District is considering moving towards school-based budgeting to increase principal autonomy and innovation. (Currently, budgets are set by the central office, instead of schools.)
- ▶ The District has learned that it does not spend its professional development funds strategically—a likely cause of the fact that 50% of its teachers leave the District after 4 or fewer years.  
**As a result,** the District has asked CCER to build a 3-year professional development strategy, to help develop and retain teachers.
- ▶ CCER has recommended that the District consider reallocating the significant expenses currently dedicated to special education paraprofessionals. The District should investigate whether there are more effective methods of teaching special education students.