

# District-Charter Compacts

- Continued Contention vs. Cooperation
- Compact Cities
  - Indy
  - Denver
  - Chicago
- What leaders can do to support cooperation?
- Steps to Action
  - This Point In Time

*Many leaders who signed  
Compacts reported that the  
documents helped anchor  
the work and provided a  
road map for what would  
be attempted.*

*Citywide Planning and Coordination Leadership Meeting*

*September 6, 2017*

# The Cost of Continued Contention

| FOR COMMUNITIES   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>▪ Fewer school options for families</li><li>▪ Lower likelihood that every child in every neighborhood is served by a quality school</li><li>▪ Lack of clear information for finding best school match for child</li></ul> |   |  |
| FOR SCHOOL DISTRICTS  | FOR CHARTER SCHOOLS   |  |
| <ul style="list-style-type: none"><li>▪ Lost opportunity for change and innovation</li><li>▪ Inability to learn from charter work</li></ul>   | <ul style="list-style-type: none"><li>▪ Time and resources spent fighting with district (or being ignored)</li><li>▪ Persistent marginalized status</li><li>▪ Intractable limits on reach, scale, resources (especially facilities)</li></ul> |  |

# Cooperation Can Result in Tangible Benefits

| FOR COMMUNITIES  |   |
|--|---|
| <ul style="list-style-type: none"><li>• More high-quality seats available for students</li><li>• Higher-quality options available for English language learners and special education students</li><li>• More streamlined information and systems</li></ul>                                |   |
| FOR SCHOOL DISTRICTS   | FOR CHARTER SCHOOLS   |
| <ul style="list-style-type: none"><li>• A partner in the work of ensuring high-quality schools in every neighborhood</li><li>• Sharing burdens like talent pipeline and professional development</li><li>• Access to charter innovation, professional development, and expertise</li></ul> | <ul style="list-style-type: none"><li>• Improved access to facilities, funding, and families</li><li>• Reduced political tensions</li><li>• Exposure to district expertise</li><li>• Increased reach and impact</li></ul> |



# Chicago- Compact 2011

## Defined Shared Beliefs

- Every student can achieve.
- It is the collective responsibility of all schools – district and charter – to ensure all students have access to an excellent education that successfully prepares them for college and career.
- All schools, regardless of whether they are district or charter schools, should be held to the same high performance standard of student achievement
- These opportunities must be available to all students in all parts of the city, and students' access to them must not be limited in any way by socioeconomic status, language, citizenship status, or special needs of students.
- Students and parents should be able to exercise choice among high-performing schools in their neighborhoods and across the city.

## Joint Commitments, District Commitments & Charter Commitments were made in each area:

- 1) Equitable resources for all schools (district and charter) including equitable access to facilities
- 2) Equitable responsibility of all schools through a common accountability system that applies to all schools (district and charter), is fair and transparent, and prioritizes student outcomes
- 3) Equitable access to educational opportunities for students made possible through a student- centered centralized enrollment process that will include all students regardless of grade, geography, or school type (traditional, magnet, military, vocational, charter, etc.), in order to promote true student choice and really understand demand
- 4) Deeper collaboration between the district and charter schools leading to stronger academic integration across schools, without sacrificing charter autonomies

# Denver- Compact 2009

## Equity of... Opportunity, Access and Responsibility and Accountability

### Highlights:

- **School Performance Framework**
  - Via the Compact, the charter sector pushed to revamp the School Performance Framework that measures academic achievements uniformly in both district and charter schools. The new formula reduces the weight on growth, so that generally poor performing schools with modest growth are not able to avoid attention and potential non-renewal of their charter
- **Learning Labs**
  - Cross-sector professional development to better serve English language learners and special education students
- **Facilities & Resources**
  - Via collaboration between the district and a handful of high-performing charter organizations, several district facilities were made available to these charter schools to accommodate strong demand. This was seen as unfair for smaller charter schools that also hoped to scale or locate in a district building. After several years of negotiation, Compact pushed for and got a new and much more transparent facilities allocation policy.

## Denver Collaboration Council- meets monthly, vets initiatives and moves the work

- Convenes Working Groups

# Indianapolis- Compact 2015

## Highlights:

### 1) District as a service provider for schools

- Charter and innovation operators contract with IPS for key operational services including:
  - facilities leases, food-service, transportation and custodial and facilities maintenance and management (e.g. carpentry, masonry, landscaping, snow removal, electrical, HVAC, and technology infrastructure)

### 2) Implementation of a Unified Enrollment (UE) system- Enroll Indy

- Enroll Indy objectives include:
  - development of an information and enrollment portal, creating a one-stop shop for families making school choices
  - inclusion of more robust school quality measures including family, student and staff feedback on school performance;
  - analysis of school quality metrics and supply/demand data to inform long-range school planning across sectors

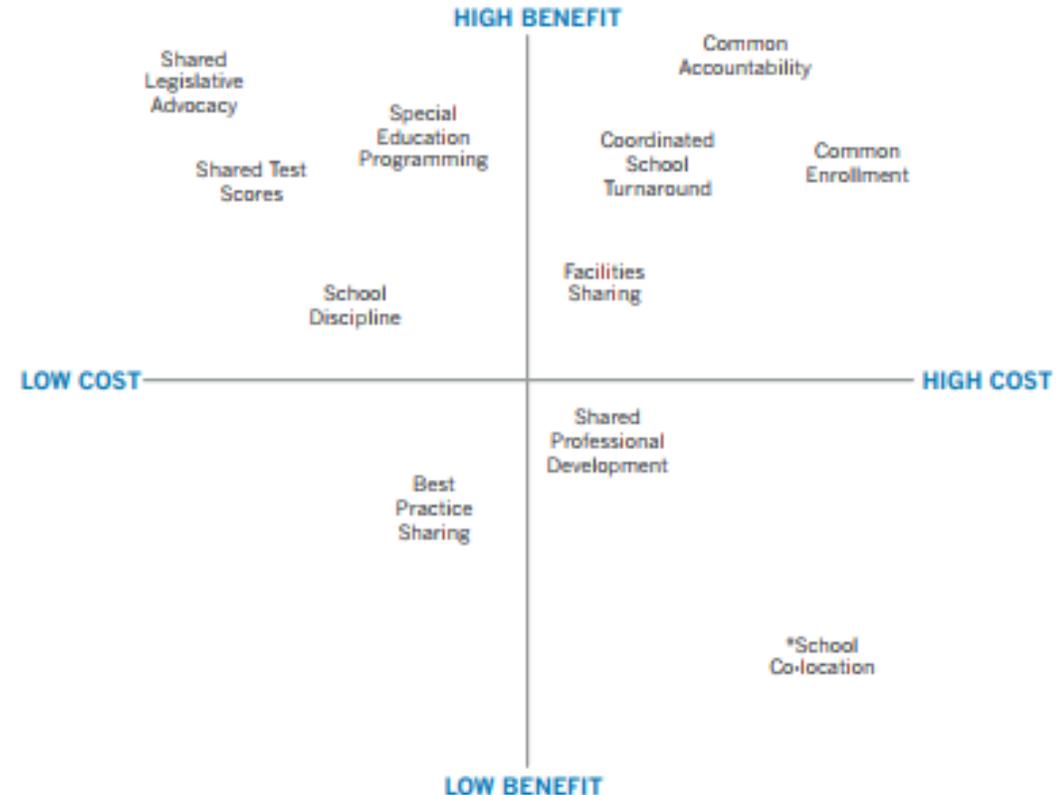
### 3) A Common School Performance Framework (CSPF) and financial analysis of cross-sector resource use through equity reports

- Common Measures Taskforce

# Cooperation Costs & Benefits

- Low Cost/Low Benefit
  - Shared Best Practices
- High Cost/Low Benefit
  - Co-locations
  - Shared Professional Developments
- Low Cost/High Benefit
  - Shared Advocacy
    - Common Definitions
      - School Quality
  - Student Discipline
  - Shared Special Education Efforts
- High Cost/High Benefit
  - Common Accountability Frameworks
  - Coordinated school replacements/turnarounds
  - Common Enrollment Systems

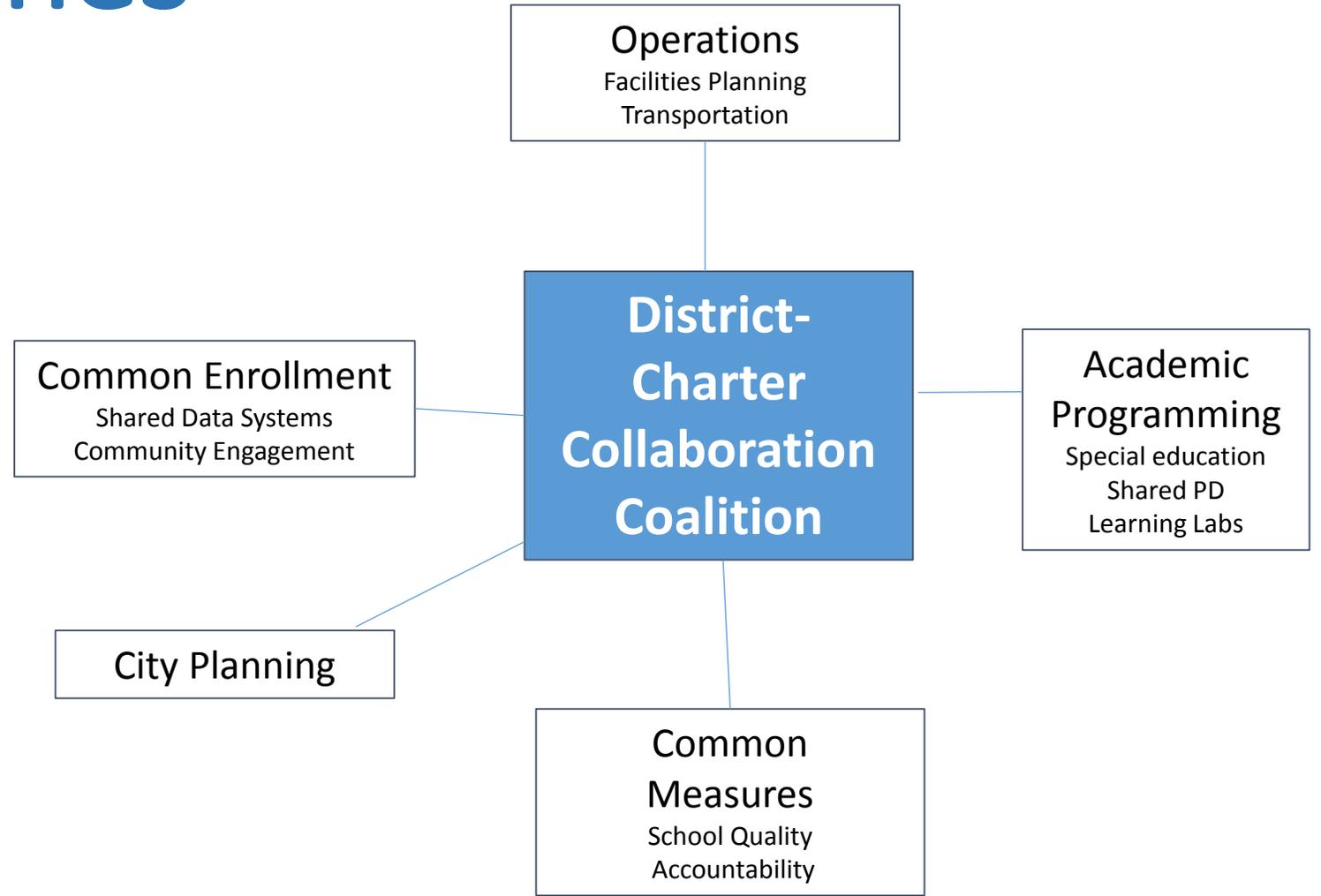
In Compact Cities, Different Costs and Benefits for Different Types of Cooperation



# Common Themes

## • Central Coalition

- Defined Shared Beliefs
- Joint Commitments
- Willingness to Cooperate
- Working Groups
  - Meet regularly
  - Set goals



# What leaders can do to support cooperation

| Goal  | Example   |
|---|---|
| Recognize mutual interests and help others do the same        | Recognizing mutual interests, district and charter leaders worked together to secure state passage of the Cleveland Plan—which set a common vision for education in the city—and voter approval of a subsequent property tax levy that benefits both sectors  |
| Build a strong coalition for a citywide approach to education | Include everyone who wants to see the city succeed. Boston broadened the tent by bringing in Catholic schools and the mayor’s deputy for education.   |
| Find and use boundary spanners                                | As shown in cities or districts such as Denver and Washington, D.C., a boundary spanner can infuse district or citywide strategy with innovative ideas, see both sectors’ perspectives in the gray area of contentious issues, and help gain trust and facilitate cooperation without being seen as beholden to one sector. |

# What leaders can do to support cooperation

| Goal  | Example  |
|---|--|
| Focus on issues that will lead to clear accomplishments         | Identify tangible, concrete goals that benefit both district and charter schools, as Chicago did in its Compact  |
| Make “trades” that give each party a win                        | Hard-nosed bargaining need not diminish the altruism that drives many in education. Leaders should come to the table ready to deal: partnership needs to deliver clear benefits for each party   |
| Develop focused partnerships, but do not stop there             | Commit to it as an ongoing, long-term endeavor, addressing issues with partners as they arise, rather than approaching cooperation as a single, discrete project   |
| Consider creating a dedicated governance entity for cooperation | Denver, and Cleveland have seen continued success as the result of dedicated cooperation committees whose sole mission is to support joint work with clear meeting structures, timelines, and accountability for broad participation and progress in the initiatives |

| Detroit Current Strengths  | Essential Components of a Detroit Compact | Potential Barriers  | What is my team willing to share? |
|--|---|---|-----------------------------------|
| <p>Examples: Organized and influential education stakeholders</p> <p>Willingness to partner, collaborate across sectors. As well as, engage communities in reuse and repurpose process</p> |   | <p>Multiple authorizers with varying timelines and only some accountability</p> |                                   |
|  |   |   |                                   |

# Resources

Bridging the District-Charter Divide to Help More Children Succeed. Center for Reinventing Public Education (CRPE) Jan 2017. Retrieved Sept 2017 from <https://www.crpe.org/research/district-charter-collaboration/compact-cities>

Compact City Reports. CRPE. Retrieved Sept 2017 from <https://www.crpe.org/research/district-charter-collaboration/compact-cities>

District Charter Collaboration Guide. National Charter School Resource Center. Retrieved Sept 2017 from [https://www.charterschoolcenter.org/sites/default/files/files/field\\_publication\\_attachment/District Charter Collaboration A Users Guide.pdf](https://www.charterschoolcenter.org/sites/default/files/files/field_publication_attachment/District_Charter_Collaboration_A_Users_Guide.pdf)

- Compact Cities

- Indy- <https://www.crpe.org/sites/default/files/compact-indianapolis-2015.pdf>
- Denver- [https://www.crpe.org/sites/default/files/city\\_summary\\_denver\\_1.2016.pdf](https://www.crpe.org/sites/default/files/city_summary_denver_1.2016.pdf)
- Chicago- [https://www.crpe.org/sites/default/files/city\\_summary\\_chicago\\_9.2015.pdf](https://www.crpe.org/sites/default/files/city_summary_chicago_9.2015.pdf)