

Task Force for Promoting Charter-District Collaboration

Background and Examples of Collaboration

September 12, 2013

Purpose:

- The Task Force for Promoting Charter-District Collaboration is established to consider the current state of collaboration between public charter schools and traditional public schools and to develop recommendations for strengthening such collaboration.

Outcomes:

1. Development of an ongoing, sustainable mechanism for sharing effective practices between public charter schools and traditional public schools; and
2. Development of requirements for documenting and sharing effective practices for any recipients of the Charter Performance Fund.

“This chapter is intended to improve student learning;

encourage the use of different and innovative or proven school environments and teaching and learning methods;

provide parents and students with measures of improved school and student performance and greater opportunities in choosing public schools within and outside their school districts; and to provide for a well-educated community.”

-Title 14, Chapter 5, Section 501

Delaware Examples of Charter-District Collaboration and Replication

Best Practice

Activities and/or Replication in Delaware

Charter to Traditional Public School Partnerships

Singapore Math

Kuumba Academy was one of three (two other traditional public schools) original pioneers through the Delaware Science and Math Coalition that since expanded to Brandywine School District, where Kuumba Academy trained educators and parents on its use

Cambridge Education

Newark Charter helped inform Newark High School’s incorporation of Cambridge Education, a program that increases expectations for student performance similar to other rigorous programs (AP, IB, etc.)

Model Schools Alliance

Innovative Schools Model Schools Alliance promotes successful school models used elsewhere. The Models Alliance is a collaborative professional partnership that supports and encourages best practices. Models promoted include: Early College , New Tech High School, Big Picture, Expeditionary Learning, and School-wide Enrichment. Members of the alliance include Academia Antonia Alonso, Delaware New Tech Academy at Seaford High School, Early College High School at Delaware State University, First State Military Academy, Kuumba Academy Charter School, Positive Outcomes Charter School, Sussex Academy of the Arts and Sciences, and the Delaware MET.

Other Partnerships

Personalization

BRINC (Brandywine, Indian River, New River, New Castle County Vo-Tech, and Colonial school districts) is an inter-district collaborative that works to implement programs supporting personalized learning across 10 high schools. They were recently awarded an innovation grant from the DDOE to support their program, Linking to the Future

Collaboration

The Vision Network is composed of both district and charter schools. It seeks to drive student achievement by using a team approach. Principals share decision-making responsibility with their leadership team and teachers. Their work focuses on increasing school leaders’ time on instruction, using student data to refine classroom teaching, and creating a school culture that emphasizes a commitment to excellence for every student.

Questions for Discussion

- Scope:
 - Are we looking to share new ideas or scale ideas that are already in place?
- Successful collaboration:
 - What does successful collaboration look like?
 - What has made collaboration in the state successful thus far?
- Support
 - Who are the key players needed for collaboration? Who drives it?
 - What support and capacity will be needed for successful collaboration (time, resources, etc.)?
- Sustainability:
 - How do we facilitate communication and encourage conversation?
 - How do we maintain this across leadership and political contexts?

National Example: Charter/District Compacts

Ways that charter-district collaboration has been facilitated across the nation, and important concepts considered in this context.

- In February 2010, the Bill & Melinda Gates Foundation brought together a group of superintendents and charter school leaders who had begun to seek common ground. Based on ideas generated by the group, the foundation announced its District-Charter Collaborative Compact initiative in December 2010.
- Since then, 16 cities and rural regions have signed “Compact” documents promising to collaborate in a variety of ways, including the sharing of resources, data, and ideas. The Foundation provided each of the 16 cities with \$100,000 grants to begin following through on those promises.
- All compact cities made inroads towards building or strengthening charter-district relationships, and most made systemic changes to policies and practices in their first year of Compact implementation. However progress has not been uniform across all cities.

National Compact Examples

Examples of how other cities and states are working toward encouraging charter-district collaboration. All examples used have charter schools authorized by the state and have politically appointed or elected school boards.

Location	Key Compact Agreements*	Steps Taken
Philadelphia, PA	<ul style="list-style-type: none"> Provide resources and supports to high-quality schools to encourage their expansion Share best practices on how to provide high-quality options (with a concentration on special education students and English learners) 	<ul style="list-style-type: none"> District expanded enrollment at over a dozen high performing schools by more than 2000 students Mastery Charter Schools developed and piloted the Teacher Effectiveness Institute, a PD program for teachers across the district and sectors
Boston, MA	<ul style="list-style-type: none"> Facilitate learning communities and shared PD for district and charter teachers and leaders 	<ul style="list-style-type: none"> Teachers and leaders from charters and districts participated in Harvard School of Education's instructional rounds network, where they discussed instructional challenges in their schools
Hartford, CT	<ul style="list-style-type: none"> Actively share best practices to build capacity of district schools Jointly pursue accountability across all schools 	<ul style="list-style-type: none"> Achievement First opened up their effective leadership training program to district teachers
**Spring Branch, TX	<ul style="list-style-type: none"> Collaborate across campuses to ensure curricular alignment and share best practices Create avenues for common leadership development 	<ul style="list-style-type: none"> Teachers observe each other and provide feedback, instructional leaders observe some teachers together and calibrate observation metrics District principals participated in KIPP's summer leadership program. YES Prep is training teachers at co-location sites and campuses across the district
**New York City, NY	<ul style="list-style-type: none"> Actively share demonstrated best practices with public schools in NYC 	<ul style="list-style-type: none"> Organized district and charter principals and teachers to visit high-performing schools New Visions for Public Schools will provide Common Core training for a cohort of 16 district and charter middle schools KIPP cohosted What Works in Urban Schools conference to unite district and charter teachers under an instructional focus

*Key agreements relating to sharing instructional practices, resources, replicating high-performing schools, and including district leaders in charter school PD. There are other forms of collaboration not captured here such as: increasing funding and resource access for charter schools, instituting a common enrollment system, among others.

**Charters are authorized by Districts

Source: CRPE, *District-Charter Collaboration Compact: Interim Report* (2013)