

DISTRICT/CHARTER COLLABORATION COMPACT **A Collaboration to Transform Education in Central Falls**

This District/Charter Collaboration Compact (the “Compact”) commits district and charter leaders serving students from Central Falls to improve the ways they will work together and influence each other for the benefit of all students in the city, and to ensure that all children have access to high-quality public schools. The individual responsibilities of each party, including the district superintendent and charter school leaders, are as follows:

1. District superintendent and public charter school leaders serving students from Central Falls agree that they have a collective obligation to ensure that *all* students in the city graduate from high school prepared to succeed in college, work, and life. The children living within Central Falls do not belong to a particular district school or to a particular charter school – we all have a responsibility to provide all children a great public school.
2. Mayoral Academy and Independent Charter leaders agree to support the success of district schools and to be open sources of educational and pedagogical ideas and practices as well as providers of high-quality education options for Central Falls students by:
 - a. Serving all types of students in the city, including redoubling efforts to recruit, serve and retain students in the following categories:
 - Students requiring special education services
 - Students who are English Language Learners
 - Students in other underserved and at-risk populations;
 - b. Ensuring transparency regarding all student demographic data in a way that allows for academically useful distinctions between special populations; while acknowledging that students at high-performing public schools routinely cease to be identified by IEP and/or ELL designations and that this phenomenon should be tracked in order that it not be mistaken for serving a low percentage of these populations
 - c. Ensuring transparency regarding student mobility and achievement, particularly college readiness, including publicly tracking and reporting these data;
 - d. Operating and positioning public charter schools as partners with the district in creating a high-performing system of public school choice;
 - e. While responding to parent demand, also working with the district to locate new schools in highest-need areas, and connected to district feeder patterns
 - f. Actively exchanging demonstrated best practices, and participating in communities of practice between the Central Falls Public Schools, Mayoral Academies and Independent Charter Schools to scale up what works and build capacity;
 - g. Partners under this agreement will support the Learning Community’s goal of reaching 500 teachers and 10,000 students in five years through their Lab School portfolio of services (as articulated in their business plan) so long as the lab proves an effective resource for RI educators and/or educators nationally.

3. The superintendent and the Central Falls Board of Trustees agree to support the success of Mayoral Academies and Independent Charter Schools serving students from Central Falls by:
 - a. Making available, where possible, the benefits of school district economies of scale at the option of public charter schools (e.g., contracts for purchasing supplies, products and services), to increase their efficiency and effectiveness
 - b. Working toward equitable distribution of resources for public charter schools and district schools, including advocating for equitable per-student funding and ensuring access to district facilities for public charter schools
 - c. Removing obstacles and barriers that hinder the success of individual public charter schools or that thwart their expansion and replication (e.g., charter caps)
 - d. Protecting the autonomies of all public charter schools and honoring state public charter school statutes, including public charter school principles of independent governance, operations and open enrollment.
 - e. Actively exchanging demonstrated best practices with all public charter schools to scale up what works and build capacity in all public schools
 - f. Actively promote the Learning Community Lab offerings for teachers and other education professionals.
4. The superintendent, the trustees, and charter leaders accept a mutual obligation to pursue accountability across all schools in the city, including by working to close, reconstitute, or by other means immediately address persistently low-performing schools, whether district or charter.
5. The superintendent and school board and charter leaders embrace and will act enthusiastically to help the most effective schools expand and replicate, whether those schools are district or charter schools, in order to extend quality offerings to larger numbers of students.
6. Work together to influence and inform teacher preparation institutions to ensure graduates are meeting the needs of both district and charter schools; and to assure that all on-site teacher and leader preparation courses are open to employees of all the compact participants whenever space is available.

DISTRICT SUPERINTENDENT AND CHARTER SCHOOL LEADER JOINT COMMITMENTS:

- Agree to treat each other with respect according to an agreed upon professional code of conduct designed to keep conversations civil and productive without sacrificing honest debate about “what works”.
- Establish district and charter school board subcommittees to jointly convene with the Compact signatories on a quarterly basis, and to monitor and validate district and charter performance in executing Compact commitments, including publishing annual reports regarding progress and challenges in implementation

- Hold an “Annual Shared Practices Summit” on specific topics such as academic support for underserved youth to advance practical solutions and strategies for common challenges
- Develop a common approach to operating admission lotteries for all oversubscribed schools, including common forms and common parent information system. Agree to allow Dr. Martin West of Harvard Graduate School of Education and Dr. Kenneth Wong of Brown University to track outcomes of students winning and losing those lotteries and follow-up on lessons learned based on lottery study results
- Co-develop and use formative assessments aligned to Common Core Standards and develop related teacher and student supports
- Jointly commit to transform district and charter teacher evaluation and support systems, including agreeing to: (1) implement teacher evaluation systems as or more rigorous than those being developed as part of Rhode Island’s winning Race to the Top plan; (2) develop a system of cross-LEA teacher observations to promote constructive critical feedback and shared best practices; (3) co-develop a standard parent-student survey of effective classroom practices;
- Explore the possibility of a common school report card and evaluation system to compare school-level results across all public schools in the city
- Share access to longitudinal data systems and data warehouses; share best practices regarding data use and standard operating procedures at all levels (classroom, school, district) to improve student success
- Work together to influence and inform teacher preparation institutions to ensure graduates are meeting the needs of both district and charter schools; and to assure that all on-site teacher and principal preparation and certification offerings at any of the partnering LEAs be open to teachers and leaders at all of them when space is available;
- Commit to a collaborative discussion with state legislators to advance legislation in areas of mutual interest
- Collaborate on coursework requirements for charter and district school students, including for those enrolled in AP, college or community college courses
- Engage teacher focus groups from both district and charter schools, facilitated by an outside provider, to talk about substance (services for Special education/ELL students)
- Coordinate to the extent possible afterschool and summer services provide by the LEAs and their community-based partners.

DISTRICT SUPERINTENDENT COMMITMENTS:

- Provide public charter schools access to adequate facilities.
 - Commit to a mapping study that defines excess space that might be available for use by charter schools.
 - Provide sufficient lease terms for charter schools to secure financing necessary for renovations
 - Secure municipal financing or guarantees for charter renovation projects
 - Partner with a non-profit financing entity to provide district incubator space for public charter start-ups.

- Honor Rhode Island's system for 100% equitable per-pupil funding for monies passed through the district.
- Permit charter schools to purchase food service, transportation, procurement, and back office functions from the district, if they desire
- Identify opportunities to support charter school working capital needs, such as using district borrowing capacity to help fund charters needs.
- Provide charter school students the opportunity to participate in athletics or other after school activities that are unavailable in public charter schools due to smaller enrollment; and agree to mutually lobby the Rhode Island Interscholastic League to develop new regulations that are sensitive to the varied start and end times of each LEA's school day and year.

CHARTER SCHOOL LEADER COMMITMENTS:

- Pursue grant funding in collaboration with the district
- Work with teachers in district schools to develop a visiting instructor residency model or principal residency program, permitting district school employees to work for a year or two in a charter environment
- Participate in the convening of a working group of Special Needs and ELL administrators in order to explore potential operational efficiencies through shared services.

We, the undersigned, agree to the terms of the compact.

District Superintendent Signature	<u>Francis Gallo</u>	Date	<u>6-14-2011</u>
School Board of Trustee Chair Signature	<u>Anna Cava Mor</u>	Date	<u>6-14-2011</u>
Charter 1 Representative's Signature	<u>[Signature]</u>	Date	<u>6/20/2011</u>
Charter 2 Representative's Signature	<u>Carolyn Sheehan</u>	Date	<u>8/22/2011</u>
Charter 3 Representative's Signature	<u>[Signature]</u>	Date	<u>8/22/2011</u>
Charter 4 Representative's Signature	<u>Mr. Tracy</u>	Date	<u>8/22/2011</u>
	<u>Jal</u>		<u>8/26/11</u>
	<u>[Signature]</u>		<u>8/26/11</u>