

District-Charter Collaborative: Program Overview

The District-Charter Collaborative (DCC) is designed to facilitate collaboration between district and charter schools with the goals of improving instructional practices and student outcomes while building schools' capacity to solve their own problems of practice and eliminate achievement disparities along the lines of race. The DCC is an extension of the Learning Partners Program that has been created in collaboration with District-Charter Partnerships, an [Equity and Excellence initiative](#).

District and charter schools form learning communities of four schools ("quads") and work together over two academic years to improve their practices in a particular Learning Focus Area (LFA) by engaging in a series of intervisitations, professional development, and regular school planning meetings that utilize an inquiry process to drive collective learning.

The Learning Focus Areas offered in the 2019-2020 and 2020-2021 school years will be:

- Addressing the Needs of **Individual Learners Through Specially Designed Instruction**
- Addressing the Needs of **Multilingual Learners**
- Building a Student-Centered Community through **Restorative Practices**
- Building College and Career Readiness through **Career and Technical Education**
- Culturally Responsive **Math Instruction**
- Facilitating **Family and Community Empowerment** to Create Equitable Schools
- Promoting **Literacy Across the Content Areas**
- **STEAM**

Goals

The District-Charter Collaborative seeks to:

- improve educator practices and student outcomes: DCC schools share, adapt, and adopt strong practices and make measurable improvements toward meeting year-long goals, with a particular emphasis on improving outcomes for Black and Latino students
- strengthen school capacity to engage in continuous improvement: DCC schools develop requisite skills and tools to engage in disciplined inquiry as a vehicle for school improvement
- leverage the unique strengths of district and charter schools to help each other improve on shared issues and contribute to the establishment of a system-wide culture of collaboration: DCC schools utilize collaborative structures within and across schools and sectors as a vehicle for school improvement and forge relationships sustained beyond participation in the program

Program Structure

Participating schools assemble school teams that consist of the school principal and up to four additional staff members that are committed to fostering improvement in the school's chosen LFA, including one who will be identified as the DCC School Team Coordinator (STC).

School teams and quads are supported by a dedicated Facilitator from the DCC team who:

- facilitates regular meetings with each school team, guiding them through an inquiry process to drive improvement within their LFA and building their capacity to do this work independently in the second year
- coordinates a series of structured school intervisitations that:
 - highlight promising practices in the group's focus area
 - allow each school to seek feedback relating to its own practices
 - leverage the expertise of the quad to problem-solve challenges identified by each school in its inquiry work
- partners with providers that will deliver tailored professional development within each group's LFA; quads receive up to ten days of professional development in the first year of the program and up to five days of professional development in the second year of the program

The District-Charter Collaborative is structured to provide schools with more intensive support from the Facilitator in the first year of the program. With the continued support of the Facilitator, each STC will lead the school's inquiry work in the second year of the program. In addition, STCs from each school will form a quad coordinating committee to plan and lead the intervisitations in the second year.

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