November 30, 2011

Charter Leader,

As you know, we have been working diligently over the past two months to finalize a Charter Compact between the Chicago Public Schools and the charter sector. This proposed Compact represents a first, crucial step towards transforming the Chicago Public Schools into a portfolio district. Under a portfolio model, we will empower parents through enhanced school options, provide guidance to school leaders, establish a set of rigorous academic standards by which all schools will be evaluated, and hold all schools accountable for meeting the needs of our students and our neighborhoods.

The charter sector in Chicago is a vital part of our portfolio, and I am writing today to strongly encourage you to enhance our partnership by signing onto the attached Compact. I understand that the past few years have been difficult for the Chicago charter community, but this Compact represents the beginning of a new model, one based on five, key pillars: (1) common accountability for all schools; (2) a streamlined enrollment process designed to maximize parental and student access; (3) a fair and transparent funding system for charters; (4) a capital and facilities funding plan that expressly includes charter schools; and (5) a commitment to sharing promising practices between and among the district and charter schools. In my view, the terms of the Compact represent a new vision for what we can accomplish on behalf of students, and I commit to working collaboratively with you to ensure that happens.

I want to personally thank you for your commitment to Chicago’s children, and I want to thank the entire charter sector for its work over the past three months in developing this Compact. As you will see in the attached Compact, our collective work is just beginning, and I look forward to partnering with you as we develop the systems described more fully in the agreement. To the extent there is any lingering concern about charter autonomy, let me be clear: I believe in the charter model and view the accountability contract at the heart of the Compact as one that will accelerate student performance in all of Chicago’s public schools.

If you have any questions about the Compact, please reach out directly to our Chief Portfolio Officer, Oliver Sicat.

Sincerely,

Jean-Claude Brizard

Jean-Claude Brizard
November 30, 2011

Re: Chicago’s Proposed Gates Compact Agreement

The Chicago charter sector is a critical partner in our city’s ongoing efforts to accelerate student achievement and dramatically decrease achievement gaps that have traditionally limited our students’ life chances in far too many communities. With parents increasingly choosing charter schools and a waiting list approaching 15,000 students, the time for a rigorous, robust charter growth and improvement strategy is here. A crucial component of this strategy is ensuring that the conditions that create strong charter schools are present in Chicago.

We at INCS have worked collaboratively with member schools, the district, and with New Schools for Chicago throughout the Charter Compact process to help create a stronger environment for charters in Chicago. INCS has long advocated for equitable charter school funding, access to public facilities, accurate measures of accountability, and education policy decisions that are student-centered.

The proposed Charter Compact is an important first step in addressing several of these issues. In fact, over the past few months, the charter community has engaged in discussions in each of the five key Compact areas: (1) rigorous, appropriate accountability for all schools; (2) a streamlined enrollment process designed to maximize student access; (3) an equitable funding system for charters; (4) a capital access and facilities funding plan that includes charter schools; and (5) a commitment to sharing promising practices between district and charter schools.

While the Charter Compact represents an initial step in the right direction, more work needs to be done to ensure that students are not disadvantaged because they choose to enroll in a public charter school. The charter sector is collectively committed to continuing this important work and INCS is committed to ensuring that all charter schools are represented as the work evolves, from large networks to single-site campuses.

Finally, a word about quality. We are in this movement for educational equity because we want to see more high-quality schools of all types. We recognize that there are underperforming charter schools and we are actively working to help identify and improve such schools. We also do not oppose the closure, when appropriate, of charter schools that consistently fail their students and do not serve the interests of our communities. To do otherwise would simply make us another interest group protecting turf. That is not what the charter community in Chicago is about. Instead, we know that great public schools can be transformative for our students—that is why the Chicago charter community is impatient about outcomes. But to be serious about school
evaluation, one must get the metrics right and not rely on aggregate performance levels or snapshots in time that do not control for growth among cohorts or incoming performance levels.

Charter schools in Chicago now educate 12% of the district’s total enrollment and we are planning to expand that impact dramatically in the coming years. We pledge to work cooperatively to ensure that funding and other policy decisions are made to drive performance, not to compensate for underperformance.

Very Truly Yours,

Andrew Broy
President
November 29, 2011

Dear Charter Leader,

Over the last several months, New Schools for Chicago has worked with INCS and the new leadership at CPS to develop a Gates District-Charter Collaboration Compact.

During this process, we have seen CPS demonstrate authentic commitment to equity among school models, true transparency when it comes to budgeting, and visionary leadership for performance evaluation and other programs aimed squarely at improving student outcomes.

All parties compromised, yet kept the best interests of students front and center. Our Compact signifies a new phase for Chicago’s charter schools movement, providing a real path to expand choice and high quality charter options throughout our city.

Indeed, the work of the Compact is ahead of us – developing the programs and processes by which the ideals it codifies become real.

We endorse the Compact, and encourage your support. Through your leadership, charter schools will remain a pivotal and key cornerstone of education reform.

Sincerely,

Phyllis Lockett

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Chicago, Illinois 60603
312.853.1212 p
312.853.3413 f
www.newschoolsforchicago.org
COMPACT BETWEEN THE CHICAGO PUBLIC SCHOOLS AND CHARTER SCHOOLS IN CHICAGO

November 2011
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I. Chicago K-12 Educational Context

CPS Strategic Priorities

The new leadership of CPS is fully aligned behind the vision that will drive the Districts’ reforms going forward – that all students, regardless of race, ethnicity and socio-economic status, have access to world class learning and will graduate college- and career-ready. The current system falls short of this standard, as illustrated through the facts below:

- Over 400,000 students attend CPS today. Of these students, almost 125,000 are in low-performing seats;
- While the overall graduation rate has increased steadily over the last decade (from 47% in 2002), it is still only 58%;
- Only 31% of 8th graders tested on the path for college readiness, and only 7.9% of 11th graders last year tested college ready;
- Racial gaps in achievement have increased.

CPS recognizes that this status quo cannot continue. Leadership has set forth a number of strategic priorities to address the issue of underperformance and inequity in the system, and has already embarked on the process of truly aligning practices and resources in support of these priorities:

- A new curriculum, aligned to Common Core standards, will be introduced to prepare students with the knowledge and skills they need to graduate college- and career-ready, and principals and teachers will receive guidance and support in implementing this curriculum;
- A more rigorous accountability system will be put in place and will lay out clear and transparent performance standards for all schools, and will hold principals accountable for meeting and exceeding these standards;
- Investments in new principal pipelines are being made to ensure that every Chicago school has a qualified, committed principal in charge;
- Efforts to build, in every community, a portfolio of high-performing schools to provide parents across Chicago with the choices they desire to assure the academic success of their children;
- Investments in parent-facing and parent-friendly systems to give parents access to information, build transparency of communication and to ensure that parents and families have the data necessary to make the best choices for their children;
- Finally, the District is also streamlining its internal administration in order to free up funds for instructional initiatives such as a longer school day in CPS schools, to allow CPS students more class time to meet their academic goals.

Given this context, the District-Charter Collaboration Compact initiative is happening at a very opportune moment in time. At its core, the CPS strategic framework aims to create a “portfolio district,” a district that manages a diverse portfolio of schools designed to meet particular student

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1 The average difference in 11th grade ACT test scores between all black students and all white students in CPS widened from 3.1 in 2001 (15.3 v. 18.4), to 3.7 in 2005 (16.1 v. 19.7), to 4.0 in 2010 (15.9 v. 19.9). The gap between all Hispanic students and all white students in CPS taking the 11th grade ACT is smaller, but persists: 2.4 in 2001 (16.0 v. 18.4), 2.3 in 2005 (17.4 v. 19.7), and 2.4 in 2010 (17.5 v. 19.9).
needs. Several critical conditions need to be in place in order for a district to truly operate as a portfolio district:

1. **A fair, common, transparent and rigorous accountability system for all schools** that rewards schools with the highest educational impact on students and applies a tiered system of consequences to schools that fail to meet performance standards; this accountability system will be clearly linked to every stage of a school’s life cycle, from authorization to opening to renewal, and if needed, to closure.

2. **Fair and transparent funding system** that allows for funding to follow the student and creates incentives for schools to increase educational impact so as to attract and retain students.

3. **Clear system of supports for school operators**, ranging from professional development opportunities to providing access to facilities (in the case of charter providers).

4. **Centralized enrollment and equitable student assignment** that ensures parents have easy access to all relevant enrollment information and thus provides parents the ability to make informed, data-driven choices through a common and clear process.

5. **Systematic ways of sharing effective practices across operators** to ensure that they learn from one another.

6. **Well developed talent strategy** that allows the District to attract high-performing principals and teachers to its schools, and to retain the best talent.

7. **Mechanisms to engage parents and families** in the district’s decision-making process, and to provide them with all the information they need to make the best educational choices for their children.

The initiatives that the Compact proposes to undertake address all the areas listed above.

**CPS Leadership and Their Engagement with the Charter Community**

The new leadership team has significant experience working in reform-oriented districts (some of which signed district-charter compacts in the first round) and also within or with charters. For instance:

- The **Chief Executive Officer**, Jean-Claude Brizard, worked for 21 years as an educator and administrator with the New York City school system (New York City signed the district-charter compact in Round 1), and most recently, has been Superintendent of Schools for the Rochester City School District, where he drove that city’s district-charter compact (Rochester also signed in Round 1).

- The **Chief Education Officer**, Dr. Noemi Donoso, was Director of the Office of School Reform and Innovation at Denver Public Schools, where she was a critical member of the team that established Denver’s district-charter compact (Denver also signed in Round 1). Before Denver, she was Chief Academic Officer for the high-performing Camino Nuevo Charter Academy network in Los Angeles, and served as founding principal of Camino Nuevo's first middle school. Before that, Dr. Donoso served as the turn-around principal of two K-8 charter schools in MacArthur Park, Los Angeles and East Harlem, New York.

- The **Chief Administrative Officer**, Tim Cawley, was the Managing Director for Finance and Administration at the Academy for Urban School Leadership (AUSL). While not a charter school operator, AUSL oversees “contract schools” that have autonomies similar to those of charter schools.

- The **Chief Portfolio Officer** is a new role recently created in the District. Oliver Sicat, the new Chief Portfolio Officer, was a founding principal of UIC College Prep - Noble Street Charter
School, which in 2011 became the highest-performing non-selective school in Chicago. In his new role, he will lead the District’s overall portfolio strategy, manage initiatives aimed at bringing high-quality education options into neighborhoods throughout Chicago, manage outside school operators and create conditions to enable charter operators to succeed in Chicago.

Charter Schools in the Broader Chicago Context

Recent History of Leadership and Charter Growth. Chicago has a long-standing history of elevating and enriching school choice for parents. Over the past six years in partnership with Chicago’s universities, corporations and K-12 education entrepreneurs, charter school openings increased three-fold, 13 charter networks were cultivated, and a nationally-lauded charter authorization process evolved.

Pace of Growth. Over the last decade, charter school openings have ranged from 1 to 13 per year, with significant acceleration spurred by CPS’s new schools expansion in the recent few years.

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
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<tr>
<td>ES</td>
<td>1</td>
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<td>10</td>
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<td>5</td>
</tr>
<tr>
<td>HS</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>11</td>
<td>4</td>
<td>13</td>
<td>6</td>
</tr>
</tbody>
</table>

*Note: Some schools are ES/HS. Those schools have been counted as HS in the table above.

Percent of Schools and Student Body. In 2011-12, of Chicago’s 689 public schools, 525 are traditional district schools and 85 are charter schools. Charter schools are currently educating 8% of all elementary school students in Chicago Public Schools and 20% of all high schools students.

<table>
<thead>
<tr>
<th></th>
<th>Schools</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>District</td>
<td>Charter</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>452</td>
<td>47</td>
</tr>
<tr>
<td>High Schools</td>
<td>73</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>525</td>
<td>85**</td>
</tr>
</tbody>
</table>

*Note 1: Total excludes schools that are neither charter nor traditional district schools, i.e. contract, performance, alternative, special education, and uncategorized schools. Including all school types, CPS’ total school count = 689, total enrollment = 404,267.
**Note 2: Count of 85 charter schools excludes 23 Youth Connections campuses.

Facilities. As of 2010-11, 61% of charters were in non-CPS buildings, with 39% in CPS buildings.

Students with Disabilities Representation. Overall, as the table below shows, charters serve students with disabilities (SWD) in similar proportion to district schools (12.9% of charter school enrollment are SWD students vs. 13.7% for districts schools). However, students are categorized by the amount of services they receive in the “least restrictive environment” (LRE) and charters serve disproportionately fewer students who require more services, which is called LRE 3. Typically, students with more severe disabilities require additional services in LRE 3 and currently only 0.4% of charter school students provide services for students in LRE3 in comparison to 2.2% of students in district schools. The totals in
the table below exclude all students who require placement in specialized schools or residential facilities. All charter schools should offer a full continuum of services in all disability categories.

<table>
<thead>
<tr>
<th></th>
<th># Students</th>
<th>Percent of All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>District</td>
<td>Charter</td>
</tr>
<tr>
<td>All Students with Disabilities</td>
<td>46,358</td>
<td>5,301</td>
</tr>
<tr>
<td>LRE 1</td>
<td>19,990</td>
<td>3,284</td>
</tr>
<tr>
<td>LRE 2</td>
<td>13,097</td>
<td>1,112</td>
</tr>
<tr>
<td>LRE 3</td>
<td>7,457</td>
<td>154</td>
</tr>
<tr>
<td>All Students</td>
<td>337,936</td>
<td>41,234</td>
</tr>
</tbody>
</table>

Note 1: Figures exclude students enrolled in contract, performance, alternative, special education, and uncategorized schools.
Note 2: “All Students with Disabilities” includes students with 504 plans, who are not categorized as LRE1, 2, or 3.

**ELL Student Representation.** Charter schools educate disproportionately fewer English Language Learners: compared to their 10.9% of total enrollment, charters educate only 6.7% of English Language Learners (ELLs). ELLs comprise 10.2% of the charter student body, versus 17.3% in traditional district schools.

<table>
<thead>
<tr>
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<th>2011-12</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>District</td>
<td>Charter</td>
</tr>
<tr>
<td>ELL Students</td>
<td>58,437</td>
<td>4,191</td>
</tr>
<tr>
<td>All Students</td>
<td>337,936</td>
<td>41,234</td>
</tr>
</tbody>
</table>

Note: Figures exclude students enrolled in contract, performance, alternative, special education, and uncategorized schools.

**FRL Student Representation.** The opposite trend holds for students qualifying for free and reduced lunch (FRL). Compared to their 10.9% of all total enrollment, charter schools enroll 11.5% of CPS’ FRL students. Students qualifying for free and reduced lunch make up 90.6% of the charter student body, versus 85.2% in traditional district schools.

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>District*</td>
<td>Charter**</td>
</tr>
<tr>
<td>FRL Students</td>
<td>287,852</td>
<td>37,341</td>
</tr>
<tr>
<td>All Students</td>
<td>337,936</td>
<td>41,234</td>
</tr>
</tbody>
</table>

Note: Figures exclude students enrolled in contract, performance, alternative, special education, and uncategorized schools.
II. District and Charter Shared Beliefs

The following shared beliefs inspire the commitments outlined in Chicago’s District-Charter Compact:

- Every student can achieve.
- Every student deserves the highest quality public school education and should have the educational opportunities to graduate college and career ready, regardless of the school setting (district or charter).
- 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 socioeconomics, 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.
III. Key Commitments

The purpose of this Compact is to build on the collaboration to date between the District and the charter community. The Compact will focus on four key areas:

1. **Equitable resources for all schools (district and charter) including equitable access to facilities**

   **Joint Commitments**
   - The mutual goal of CPS and charters is to ensure Chicago students have access to high quality education options, wherever they live.
   - CPS and charters recognize that funding is provided to schools in a variety of forms and for a variety of purposes. Each funding stream should be treated equitably. The District and charters commit to a collaborative design process (which has already begun) through which they will jointly establish the methodologies for allocating various funding streams to charter schools.
   - The mutual goal of CPS and charters is to ensure that charters do not have to divert operating funds for facility capital needs.
   - The availability and supply of CPS facilities should not limit the number of quality charter openings in any given year. Independent facilities will be viewed as a viable alternative to serve children if CPS cannot produce viable facilities in communities with severe academic needs.

   **District Commitments:**
   - **Funding:**
     - The District commits to ensuring that funding for a student’s education will be equitable whether enrolled in a charter school or in a CPS-operated school. Every effort will be made to ensure that charters do not have to divert operating funds (meant to support instruction) toward covering facility capital costs.
     - The District commits to respecting the autonomy of charters. Where legal, charter schools should have the autonomy to use their funding to best serve the needs of their students.
   - **Facility Assignment**
     - The District acknowledges that it is agnostic to the type of provider in CPS buildings (governance structures) as long as those providers are high-performing and have a positive educational impact on students.
     - The District commits to developing and implementing an equitable and transparent process for facilities assignment, applicable to all operators – the District will ensure that the process is transparent and that every charter has access to the same information about priority geographic areas, available buildings, etc.), recognizing that the actual assignment of a CPS-owned facility to a specific charter will depend on a variety of factors (including fit between specific charter school facility needs vs. what is available in the CPS facility portfolio).
     - The District commits to identifying the geographic areas of highest need in the District through a comprehensive portfolio analysis and portfolio strategy.

   **Charter Commitments:**
   - To the greatest extent possible and without restricting opportunities for new schools arising outside of district plans, charters commit to locating new schools in the highest-need areas, aligned to district portfolio plans.
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

Joint Commitments:

- The District and charters commit to ensuring that there is a common school accountability framework in which all public schools (district and charter) will participate. The school accountability framework will include both performance and growth metrics (relative weights of various metrics will be determined as part of a joint district-charter design process that has already begun).
- The District and charters accept a mutual obligation to create highly effective schools in Chicago and to pursue accountability across all schools in the City.
- The District and charters commit to participating in a charter authorization process that is streamlined, fact-driven, and aligned with the proposed school accountability framework.
  - In growing charters as part of the portfolio district, in collaboration with all existing partners and potential partners new to Chicago, Charters and CPS will seek to grow the number of quality school options with a heightened sense of urgency. While the charter authorization process currently in place was designed for and excelled at conducting thorough due diligence on single-site school operators, a more streamlined authorization process will be developed to support the replication of high quality local and national CMOs.
  - A focus on innovative single site providers will also remain a priority.

District Commitments:

- The District, with input from charters, commits to adopting common assessments across schools to allow for common measurement of performance.
- The District commits to ensuring transparency and accountability on key metrics by tracking and reporting key data annually, or more often as appropriate
  - Note: By exception, there may be a separate accountability framework for alternative education schools and for special education schools (to the extent that stand-alone special education schools exist). Special education students attending traditional schools will be included in the performance report card of their schools.
- The District commits to ensuring that there is alignment between the school performance framework and other accountability frameworks (e.g., alignment between school scorecard and principal scorecard).
- The District commits to minimizing unnecessary reporting through alignment and streamlining of performance and accountability frameworks and compliance requirements, which would maximize school teams’ capacities to focus on student achievement.
- The District commits to transparently aligning the school accountability frameworks to all stages of a school’s life cycle, from authorization to renewal to, if needed, closing.
- The District commits to ensuring that schools, whether district or charter, are treated equitably based on their performance: The District will publish an annual performance score card for each school; will offer targeted support to schools not meeting these standards; will ensure that successful schools are rewarded (e.g., through greater autonomies, or different approach to renewal process or frequency of evaluations for high performing charters); and will ensure that district and charter schools that persistently fail to meet the performance standards will be subject to corrective action, including closure.
Charter Commitments:

- Charters commit to working collaboratively with the District to provide input on the proposed accountability framework during the initial design phase through Spring 2012 and on an ongoing basis, as frameworks are regularly evaluated and enhanced.
- By signing the Compact, charters are signaling their willingness to adjust their contracts to incorporate the new accountability framework that will be designed by the joint CPS/charter group by spring of 2012.

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.**

Joint Commitments:

- Through the Chicago Compact Enrollment Working Group (described in more detail in Section VI of the Compact), the District and charters will ensure all schools provide equitable access and high-quality supports for all students, including English language learners, high risk students, students transitioning out of alternative schools, students with mild-moderate needs, and students with severe needs as appropriate.
- The District and charters are committed to providing parents access to clear information about all schools, requirements for admissions, and the application process to all schools so our parents can make informed choices for enrollment.
- The District and charters are committed to a process that will help the District calculate demand trends for all schools so informed choices for school openings and closings can be made.
- By the 2013 enrollment cycle, the District will have established a common high school enrollment process that all high schools in the District (traditional, charter, or contract) are permitted to access and use for enrollment through an opt-out process.
- By the 2016 enrollment cycle, the District will have established a common elementary school enrollment process that all elementary schools in the District (traditional, charter, or contract) are permitted to access and use for enrollment through an opt-out process.
- In addition to a common enrollment system, the District and charters are working towards a common calendar that will better serve all students by reducing confusion for families and minimizing loss of instructional time if students transfer between schools.

District Commitments:

- The District commits to broadly informing district and charter school students and families about all of the choice options available to them.
- The District commits to developing and implementing a common enrollment system that allows families to easily exercise those choice options.

Charter Commitments:

- Charter schools commit to a comparable representation of all student populations in charter schools.
- Charter schools commit to partnering with the District to design and implement a common and coordinated choice enrollment system.
- Charters will have the option to participate in a fair and equal enrollment system that ensures they retain visibility and direct access to parents.
- Charter schools that have historically asked for more robust information during the enrollment process will consider a streamlined system that separates the enrollment process from the process through which schools gather useful information about students after enrollment.

### 4. Deeper collaboration between the district and charter schools leading to stronger academic integration across schools, without sacrificing charter autonomies.

**Joint Commitments:**
- The District and charters commit to creating mechanisms to ensure systematic sharing of effective practices across all public schools in Chicago (district or charter). These mechanisms will focus primarily on three areas that have been identified by both the District and charters as the highest-need priorities for deeper integration across district and charter schools: (1) Leadership pipeline development; (2) Data-driven knowledge sharing; and (3) Development of a district-wide high school strategy. More detail on proposed collaboration in each area is provided in Section VII of the Compact.
IV. Equitable Resources for All Schools

Current State

Non-Facility Costs:
- CPS provides charters a per pupil funding stream that is based on CPS revenue received. The current methodology has been difficult to understand and evaluate. Therefore questions about transparency and equity persist.
- However, certain components of the overall funding to charters are allocated either by a common formula applied all schools (e.g. Supplemental General State Aid, state funding which is allocated based on free and reduced lunch count) or as in-kind services provided by CPS (e.g. Food Service). The agreements set forth in this Compact are designed to ensure equitable distribution in these areas.

Facilities-related Costs
- CPS currently provides charters that are not housed in CPS-owned facilities a facilities supplement of $425 per student to cover facilities-related capital costs. This supplement was established a number of years ago and has not been adjusted.
- The $425 per pupil facilities supplement has not been sufficient to cover the cost of acquisition, renovation, and/or capital improvement of charter facilities when in non-CPS buildings.
- Charter operators may also rent facilities (non-CPS buildings). Costs then include rent in addition to renovation costs, which are often paid by the charter operator.
- As a result, charters fundraise or divert money from the per pupil allocation to cover capital costs, thereby decreasing the amount available for core education.
- There is no capital funding beyond the facilities supplement to support the acquisition and renovation costs of a charter moving into a non-CPS building.
- When charters use CPS buildings, the capital costs are shared between CPS and charters.
- CPS provides ADA and life safety improvements.

Facility Assignment:
- CPS does not yet have a comprehensive forward-looking portfolio strategy that would indicate greatest areas of need or a facilities master plan that would guide where buildings might be available for charters.
- New providers applying for charter status or existing providers seeking to replicate have little visibility into CPS facility options within the planning / application cycles.
- The current facilities assignment process is ad hoc and somewhat opaque.
- Many district buildings are in need of serious repairs.
Target Outcomes as a Result of the Compact

Operating Budgets:

1. The District and charters have jointly suggested a detailed formula to allocate funding to charter schools. This formula includes a specific approach to allocating each relevant budget line item and is outlined in the table below.

Draft Allocation Methodology by Funding Category

<table>
<thead>
<tr>
<th>Funding Category</th>
<th>Funding Line Item(s)</th>
<th>Allocation Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Core Allocation</td>
<td>[Non-Pension Share] / [Total K-12 Enrollment]</td>
</tr>
<tr>
<td>Core</td>
<td>Administration</td>
<td>[Non-Pension Share] / [Total PK-12 Enrollment]</td>
</tr>
<tr>
<td>Core</td>
<td>Education Other</td>
<td>[Non-Pension Share] / [Total K-12 Enrollment]</td>
</tr>
<tr>
<td>Core</td>
<td>Facility (excl. supplement)</td>
<td>[Non-Pension Share] / [Total PK-12 Enrollment]. Adjusted by utilization factor (83%)</td>
</tr>
<tr>
<td>Core</td>
<td>Security</td>
<td>[Non-Pension Share] / [Total PK-12 Enrollment]</td>
</tr>
<tr>
<td>Core</td>
<td>Support Other</td>
<td>[Non-Pension Share] / [Total K-12 Enrollment]</td>
</tr>
<tr>
<td>SPED</td>
<td>Special Education</td>
<td>Charters will receive teacher reimbursement as long as average salary is within CPS average and no individual salary exceeds CPS maximum salary</td>
</tr>
<tr>
<td>SPED</td>
<td>SPED – Other Supports</td>
<td>In-Kind Service Provided by CPS</td>
</tr>
<tr>
<td>Food Service</td>
<td>Food Service</td>
<td>In-Kind Service Provided by CPS</td>
</tr>
<tr>
<td>Transportation</td>
<td>Transportation</td>
<td>In-Kind Service Provided by CPS</td>
</tr>
<tr>
<td>Title I</td>
<td>Discretionary, Parent Involvement</td>
<td>Charters currently access eligible funds (existing formula)</td>
</tr>
<tr>
<td>Title I</td>
<td>VPI, School Chief Offices, Instructional Offices, Enrichment Programs, ALO, Contingency, ELL, Instructional, College/Career Prep, Admin Offices</td>
<td>Eligible charters will have access to these funds based on Title formulas</td>
</tr>
<tr>
<td>Title I</td>
<td>SES, Non Public, Delinquent Programs, Early Childhood</td>
<td>Charters are not eligible for these funds</td>
</tr>
<tr>
<td>Pension</td>
<td>Teacher Pension</td>
<td>Provided in-kind for certified teachers</td>
</tr>
<tr>
<td>Pension</td>
<td>ESP Pension</td>
<td>Not included in allocation</td>
</tr>
<tr>
<td>SGSA</td>
<td>SGSA</td>
<td>Provided proportional to FRL students</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Early Childhood</td>
<td>Eligible Providers Only</td>
</tr>
<tr>
<td>Contingency</td>
<td>Support Other</td>
<td>Not included in allocation</td>
</tr>
<tr>
<td>Special Purpose</td>
<td>Restricted Grants</td>
<td>Not included in allocation</td>
</tr>
<tr>
<td>Rollover</td>
<td>Rollover</td>
<td>Not included in allocation</td>
</tr>
<tr>
<td>Title II</td>
<td>Public</td>
<td>Eligible charters will have access to these funds based on Title II formulas</td>
</tr>
<tr>
<td>Title II</td>
<td>Non Public, Carryover</td>
<td>Not included in allocation</td>
</tr>
<tr>
<td>Bilingual</td>
<td>Bilingual</td>
<td>Provided proportional to ELL students</td>
</tr>
<tr>
<td>Facility</td>
<td>Facility Supplement</td>
<td>See Section IV, page 14</td>
</tr>
</tbody>
</table>

Chicago District-Charter Collaboration Compact
2. Based on this formula, and starting in FY13, CPS will allocate a core per pupil amount to charter schools. The per pupil operating amount to charters will be updated annually as part of the usual budget cycle to reflect fluctuations in the CPS budget.

3. The per pupil operating amount to charters will be calculated based on prior year. This will create a one-year lag and will result in more predictability for charters.

4. Also based on the formula, charters will continue to receive Special Education, Title I and Title II, and SGSA funds, but will see an increase in these reimbursements, starting in FY13. The methodologies used to allocate these funds to charters are outlined above. These amounts will also be updated annually as part of the usual budget cycle to reflect fluctuations in the CPS budget.

5. Finally, CPS will also reimburse charters for actual expenses associated with Social Security costs incurred by charters for employees who are not eligible for pension.

Start-up Funding

1. CPS will reserve start-up funding for charters and will adjust the formula for allocating start-up funds:
   1.1. The current formula is tied to grade expansion (number of new students in new grades) rather than the total number of new students entering a charter school in any given year.
   1.2. Going forward, the formula will take into account the total net increase in students in a charter school from year to year, regardless of what grade students are enrolling in (i.e., all grades will be taken into account, not just new grades).
   1.3. The net increase in charter school students will be calculated based on an October to October enrollment comparison (i.e., 20th day enrollment in October of current year vs. 20th day enrollment in October of prior year).
   1.4. This will last only while grades are being added to the charter schools. In “steady state” (i.e., when all grades have been added), the start-up funding will cease even if there is a net increase of students in a given charter schools from year-to-year (e.g., through adding sections or increasing class size).
   1.5. The exact per pupil amount available for start-up funding is still under discussion.

Facility Assignment:

1. When authorizing charter operators (Charter Management Organizations or single site operators), CPS will give preference to high-performing charters (as defined by student outcomes).

2. CPS is agnostic to the type of provider in CPS buildings (governance structures) as long as those providers are high-performing and have a positive educational impact on students. CPS will make reasonable investments in CPS-owned buildings, whether inhabited by district or charter schools, to ensure that buildings meet threshold standards for occupancy.

3. CPS is undertaking a comprehensive portfolio analysis that will ensure the District meets the needs of all students. CPS will identify and communicate priority geographic areas for new charter programs as part of this portfolio analysis.
3.1. CPS will follow an equitable facility assignment process applicable to all operators (ensure that process is transparent and that every charter has access to the same information about priority geographic areas, available buildings, etc.).

3.2. As part of its portfolio analysis, CPS will identify the high-need and low capacity neighborhoods where independent facilities are needed, to enable charter facilities planning to align with the greatest needs.

4. To the extent possible, CPS will identify available buildings, prioritized by community need, and will include these buildings in the RFPs it issues to the charter community.

4.1 CPS but will make every effort to provide this information to charters as far in advance as possible.

5. CPS will ensure that its buildings meet building safety code-compliant standards for Legal Occupancy and will be responsible for baseline occupancy capital improvements that cover ADA, life safety, building security, environmental, building envelope, and mechanical / electrical / plumbing (M/E/P) functionality. This will be defined as the “CPS Capital Investment Package.”

5.1 Threshold standards will provide that buildings are Legal for Occupancy. Legal for Occupancy is defined as buildings that are fully functional for their intended purposes, horizontally and vertically accessible, free of any pending Fire Department citations or complaints, and compliant with CPS and state and federal environmental laws.

6. CPS will agree with each potential charter about capital facility support prior to approving the charter. The “CPS Package” for capital facility support will ensure that the building meets threshold standards for acceptability (ADA, life safety, building security, environmental, building envelope, and mechanical / electrical / plumbing (M/E/P) functionality).

7. CPS and Charters agree that the highest priority and preference will be to authorize (contingent on academic performance) new schools in high-need areas in CPS buildings.

7.1 The “CPS Capital Investment Package” for charters using CPS buildings will ensure that buildings are Legal for Occupancy.

7.2 CPS will make the necessary capital improvements over time to maintain the Legal for Occupancy standards.

7.3 Additional capital investment beyond functional standards will be at the discretion of the charter operator.

7.4 In CPS buildings, by mutual agreement and at the option of the charter, charters and CPS may modify the standard CPS lease so that charters take on the responsibility for all capital investments during the term of the lease, and receive in exchange an additional stream of revenue annually over the term of the lease. The revenue stream will correspond to the condition of the facility and the likely costs of capital repairs, replacements, and other investments. By mutual agreement of the charter and CPS, charters could opt to take on such responsibility prior to their occupancy, or within the first three years of their lease effective on the anniversary of their occupancy.

7.5 Charters have the right to opt out of the CPS facilities operating and maintenance services.

8. Charters may be authorized, contingent on academic performance, in high-need areas in independent buildings if certain conditions are met.
9. If charters are authorized in low-need neighborhoods using CPS buildings, the “CPS Capital Investment Package” will ensure that buildings meet threshold standards Legal for Occupancy and functionality.

9.1 CPS will make the necessary capital improvements over time to maintain the Legal for Occupancy standards.

9.2 Charters can provide discretionary capital investment beyond functional standards, but will be the responsibility of the charter operator.

9.3 In CPS buildings, by mutual agreement and at the option of the charter, charters and CPS may modify the standard CPS lease so that charters take on the responsibility for all capital investments during the term of the lease, and receive in exchange an additional stream of revenue annually over the term of the lease. The revenue stream will correspond to the condition of the facility and the likely costs of capital repairs, replacements, and other investments. By mutual agreement of the charter and CPS, charters could opt to take on such responsibility prior to their occupancy, or within the first three years of their lease effective on the anniversary of their occupancy.

9.4 Charters have the right to opt out of the CPS facilities operating and maintenance services.

10. Charters may be authorized, contingent on academic performance, in low-need neighborhoods in independent buildings if certain conditions are met.

11. CPS will create a process so that charters may choose to manage maintenance and repairs autonomously in charter-occupied buildings that are not co-shares. CPS will inspect buildings periodically to ensure that they are being properly maintained.

Facility Supplement:

1. For all previously approved charters already located in independent buildings and for new charters authorized to open in the Fall of 2012 in independent buildings, the current facilities supplement of $425 per pupil will be reviewed. Any adjustments considered would be one-time adjustments.

2. For all new charters that are authorized, charters will receive a minimum level of a facilities supplement in neighborhoods where there is both a low need for quality seats and a low need to create additional capacity. In all other situations (where neighborhoods exhibit a high need for quality seats; and where neighborhoods do not have a high need for quality seats, but experience a high need for additional capacity), charters will receive an enhanced facilities supplement.

Facility Operating Expense Charged by CPS to Charter Tenants in CPS Buildings:

1. Facilities operating expense charged by CPS to charter tenants in CPS buildings in high-need areas will be calculated using the same methodology outlined under 2.3 in the Operating Budgets section.

2. Facilities operating expense charged by CPS to charter tenants in CPS buildings in low-need areas will be calculated using the same methodology outlined under 2.3 in the Operating Budgets section.
Items to be Addressed after December 5th

The discussions between the District and charters were compressed into an aggressive timeline. Some issues remain open and will be addressed after December 5th by the joint CPS / Charter Funding Subcommittee (described in more detail in Section VIII of the Compact) are. Addressing these items will not necessarily result in incremental funding to charter operators.

Immediate needs to address (first order of priority after December 5th, with an anticipated resolution before the end of the 2011 year):

- **Small School Supplement:**
  - Possible phasing out of small school supplement over several years for those charter operators most adversely impacted by the elimination of the supplement.
  - Potential modification of charter contracts to remove cap on number of students for schools currently receiving the small schools supplement.

- **Operating Items:**
  - Special Education reimbursement flexibility (i.e., reimburse charters for up to agreed upon CPS salary amount, but rather than tying reimbursements to specific FTEs, give charters the flexibility to define teaching model spending. The same amount of funds could be used by charters for a different teaching configuration, e.g., a special ed teacher plus an aide).
  - Reimbursement methodology for paraprofessionals.

Remaining open items:

- **Capital Items:**
  - Feasibility of CPS guaranteeing capital project loans to charters in independent buildings.
  - Bond issuance for charters.
  - Potential facilities supplement for charters in CPS buildings currently paying debt service for CPS building improvements represented in the “CPS Investment Package.”

- **Start-Up Funding:**
  - Per pupil amount of start-up funding for new charter schools.

**Action Plan**

<table>
<thead>
<tr>
<th>Key Milestones</th>
<th>Deadline</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CPS portfolio analysis complete</td>
<td>December 2011</td>
<td>CPS Portfolio Office</td>
</tr>
<tr>
<td>2. RFP: CPS will identify buildings in high priority areas and issue RFP to charter community</td>
<td>April 2012</td>
<td>CPS Portfolio Office</td>
</tr>
<tr>
<td>3. Core Funding: Charters will begin to receive core funding based on new methodology</td>
<td>July 2012</td>
<td>CPS OMB</td>
</tr>
<tr>
<td>4. Facilities Supplement (Phase 1): Existing charters in independent buildings will begin receiving the Phase 1 facilities supplement</td>
<td>July 2012</td>
<td>CPS OMB</td>
</tr>
<tr>
<td>5. Facilities Master Plan: A 10-year facilities master plan will be established, will be updated annually and will inform future RFPs for new schools / charters</td>
<td>January 1, 2013</td>
<td>CPS Facilities Office</td>
</tr>
<tr>
<td>6. Facilities Supplement (Phase 2): Existing charters in independent buildings will begin receiving the full facilities supplement</td>
<td>July 2013</td>
<td>CPS OMB</td>
</tr>
</tbody>
</table>
V. Equitable Responsibility of All Schools through a Common Accountability System

Progress to Date

In the recent months, the Chief Education Officer (CEdO) has spearheaded a district-wide initiative to revamp the current accountability and performance framework, with the following two goals in mind: (1) make the framework more rigorous (higher performance standards in terms of student outcomes), and (2) make the framework common across schools.

- This initiative included reaching out to the charter community for feedback and input into the framework. **The Chief Education Officer has invited the Compact Accountability Subcommittee with diverse representation from the charter community to join the group that is in the process of designing the school accountability framework, school scorecards and principal scorecards.** A draft of the proposed school performance framework, which incorporates input from the charter community, is included in Appendix A.

- **The draft framework is comprised of four components:** (1) academic achievement as measured by student performance on a variety of tests; (2) college readiness; (3) school climate and culture as measured through a survey (e.g., the Consortium’s Five Essentials for School Success); and (4) other climate measures that may include student attendance, teacher attendance, etc.

- At the high school level and in the academic achievement area, the District will rely on **ACT’s Educational Planning and Assessment System (EPAS),** which consists of three testing programs—EXPLORE for ninth grade, PLAN for tenth grade, and the ACT test for eleventh grade. This mirrors the performance framework used in many high school charters and is likely to be accepted as an appropriate growth measure by the charter community.

- At the elementary school level and also in the academic achievement area, the District has not yet determined which common assessments it will utilize. Currently, there are several vendor options. The District will issue an RFP in November 2011 and invite assessment vendors to respond. **The Chief Education Officer has invited charter representatives from the Compact Accountability Subcommittee to be part of an advisory group that will provide input to the RFP review committee on the responding vendor’s proposals.**

- The weights that will be assigned to each of the four key components of the draft framework have not yet been decided, and the weights that will be assigned to specific metrics under each of the four areas are still under discussion as well. **This leaves substantial room for charter schools to provide additional input.**

Target Outcomes as a Result of the Compact

- Common accountability system launched by beginning of SY 2013 (in all district schools and those charter schools that opt in)

- Charters become part of the District’s accountability system. The District will encourage operators to opt into the District’s accountability system by the beginning of 2012-13 school year. At the latest, charters will be included in the Districts’ accountability system within 5 years (to qualify for authorization, each new charter operator will be required to sign on to the District’s accountability system, and existing charters will have to do the same to qualify for renewal).

- Annual publication of school progress reports began in SY2012. Publication will begin to include charter schools as soon as they adopt into the District’s accountability system.
## Action Plan

<table>
<thead>
<tr>
<th>Common Assessments</th>
<th>Dates</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>RFP:</strong> Finalize and issue RFP for assessments to be used in common accountability system</td>
<td>November 2011</td>
<td>Department of Student Assessment in collaboration with Strategy, Research &amp; Accountability</td>
</tr>
<tr>
<td>2. <strong>Vendor Selection:</strong> RFP review committee will select vendors for assessments. The joint district-charter advisory board will be invited to provide feedback; subject to ensuring procurement rules are followed.</td>
<td>TBD</td>
<td>RFP Review Committee</td>
</tr>
<tr>
<td>3. <strong>Launch:</strong> Implement selected assessments in all district elementary schools at the beginning of the school year <em>(high school assessments already in place)</em>, including charter schools that have opted into the system.</td>
<td>Beginning of SY 2013 (Fall 2012)</td>
<td>Department of Student Assessment in collaboration with Strategy, Research &amp; Accountability</td>
</tr>
<tr>
<td>4. <strong>Ongoing Implementation of Assessments:</strong> All district schools continue to implement assessments, Existing charter schools that have opted in continue to implement assessments. Newly authorized charter schools sign onto accountability system.</td>
<td>SY 2014 and beyond</td>
<td>Department of Student Assessment in collaboration with Strategy, Research &amp; Accountability</td>
</tr>
</tbody>
</table>

| Tracking and Publishing of Data                                                                 |
|                                                                                                |
| 5. **Compact Accountability Working Group:** Establish working group that will combine CPS and charter school representatives, and offer design recommendations (school scorecard, principal accountability, etc.) | February 2012               | Noemi Donoso, Chief Education Officer                                |
| 6. **School Performance Scorecards:** Finalize scorecards with input from Compact Accountability Working Group | February 2012               | Strategy, Research & Accountability Officer within CEDO; Compact Accountability Working Group |
| 7. **Publication:** Publish school performance scorecards for all participating schools       | Annually                    | Strategy, Research & Accountability Officer within CEDO             |

| System Application (Rewards & Consequences)                                                  |
|                                                                                                |
| 8. **Design:** Design tiered system of rewards / consequences                                  | TBD                         | Strategy, Research & Accountability Officer within CEDO; Compact Accountability Working Group |
| 9. **Application:** Apply accountability system to identify schools that may need to be closed or turned around | TBD, annually               | Strategy, Research & Accountability Officer within CEDO             |
VI. Equitable Access to Educational Opportunities for Students

Current State of Enrollment

District schools

- CPS has made progress toward a centralized enrollment process for district schools in the last three years. In 2009, CPS centralized applications and processes for selective enrollment high schools, military schools, and most CTE programs. In 2010, CPS centralized applications and processes for elementary magnet schools and most open enrollment schools. CPS is currently in the process of centralizing applications and processes for IB programs, magnet high schools, and magnet programs. Over time, CPS has also introduced online applications for all major enrollment processes.

- However, despite recent process improvements, some challenges remain. Families encounter 50+ applications at the high school; and every year, a substantial number of instructional days are lost by Day 20 because of inefficiencies built into the system (multiple offers, multiple rounds of accept/decline decisions, waitlists), resulting in a number of freshmen off-track before their first class.

- A centralized process for the district schools will help solve for these challenging issues.

Charter schools

- Chicago currently has a fractured enrollment process in place for its charter schools. Under the current approach, individual schools are allowed to set enrollment procedures, enrollment timeframes, and work directly with parents in advance of their enrollment period.

- Parents have a difficult time accessing this enrollment process because of its highly individualized nature. A parent who wants to enroll his or her child in a charter high school, for instance, has to contact each individual school for information about the process.

- A parent currently has no ability to group schools by preference in a systematic way. As a result, a parent may be required to make an enrollment decision at a particular school before that same parent has learned about enrollment at another (possible preferred) school.

- When the current charter enrollment process is coupled with enrollment procedures for magnets, selective-enrollment, and theme schools, the complications multiply and parents have a difficult time accessing the system. The system needs to be externally facing and aligned with CPS priorities.

Features of a Transparent, Accessible Enrollment Process

- Ideally, the District should implement a single enrollment process for all schools within the District. Given the District’s ongoing transition to a more robust enrollment system for traditional public schools and the charter sector’s current individualized enrollment system, this process will need to be phased in.
  - This phase-in should occur collaboratively through the work of the governance team described more fully in this Compact.

- As an initial step, charter schools will consider implementing a common enrollment calendar across schools that will include, among other features, a common enrollment calendar and a timeline for all lotteries.
Note: Alternative schools may need to be treated separately from the single enrollment system as these are for students with exceptional circumstances in the CPS system. They enroll on a weekly or monthly basis rather than annually. Such students should, however, be included in all information about what school options are available to students.

CPS plans to move forward with its phased approach to centralizing enrollment for all district schools regardless of the Chicago Compact. However, the Compact provides an unprecedented opportunity for the District to work collaboratively with charter management organizations to design an enrollment system that will take into account not just the needs of district schools, but also of charter schools.

Given the complex nature of this project, (developing a common enrollment system), it will require a relatively elaborate project governance structure.

**Governance Model**

CPS will establish a standing committee (i.e., the Compact Enrollment Working Group) which will serve as the steering committee on the enrollment project. This group will include both CPS staff (e.g., the Chief Portfolio Officer or designee, the Chief Education Officer or designee, the Chief Academic Officer or designee, Legal, etc.) and charter school representatives. The group will ensure that the District and charter community work collaboratively to understand user needs and to translate those needs into specific design features for any new enrollment system. The group will oversee key components of the process including:

- Algorithm design and testing (to be performed by an external vendor as well as by the IMPACT group within CPS)
- IT infrastructure needed to implement algorithm
- Process and policy redesign
- Communications to schools, families and students

The Committee will develop and implement a common enrollment system that accounts for alternative education campuses and unique programs and that ensures parents will be able to make informed, data-driven choices through a common and clear process. The Committee will also ensure that the enrollment process is independently verifiable, transparent to schools and parents, and auditable so schools can review the process.

Consistent with Illinois charter school law and current district rules, the Committee will ensure that enrollment decisions and subsequent placements are made based on a single set of agreed upon criteria (taking into account any peculiarities unique to the school model). Charter schools that have historically asked for more robust information during the enrollment process will consider a streamlined system that separates the enrollment process from the process through which schools gather useful information about students after enrollment.

**Action Plan**

**Proposed Milestones and Ownership:**
The timeline below assumes a phased approach to implementing a common enrollment system, starting with the 8th to 9th grade transition, to be followed by other key entry grades (i.e., K and Pre-K). The
timeline also assumes a best case scenario, that is that Phase 1 (8th to 9th grade transition) is immediately followed by Phase 2 (enrollment at the K level) and Phase 3 (enrollment at the pre-K level). At the end of Phase 1, the Enrollment Working Group will evaluate Phase 1 and make course corrections as needed (including holding off on implementing Phases 2 and 3 until Phase 1 is implemented to the Working Group’s satisfaction).

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Dates</th>
<th>Owner</th>
</tr>
</thead>
</table>
| **Phase 1: Centralize enrollment/transition from 8th to 9th grade: System Design, Testing and Launch**  
*Applies to All district schools; charter schools can opt in* | | |
<p>| 1. Project Governance Structure: Establish Enrollment System Design Committee (to include charter representatives) | November 2011 | Chicago Compact Enrollment Subcommittee presents recommendation to Chief Portfolio Officer |
| 2. Technical Assistance: Identify technical assistance contractor(s) | November 2011 | Officer of Enrollment and Access within Portfolio Office |
| 3. Technical Assistance: Hire vendor / Negotiate contract | December 2011 | Officer of Enrollment and Access within Portfolio Office on behalf of CPS |
| 4. Design Phase: Understand users’ needs (district schools and charter schools through systematic outreach to schools / stakeholders); translate needs into student assignment algorithm and into business requirements for IT systems; write program; design forms; develop online application, etc. | December 2011 – April 2012 | Officer of Enrollment and Access (chair) and rest of Enrollment System Design Committee. Expert vendor. CPS ITS group (IMPACT). |
| 5. Testing Phase: Test the algorithm to ensure that it is producing desired results (in line with agreed upon design elements). Test data interfaces. | March-May 2012 | Officer of Enrollment and Access (chair) and rest of Enrollment System Design Committee. Expert vendor. ITS group (IMPACT). |
| 6. Communication Phase: Develop communication materials to explain the new process / system to parents and families. Launch communication materials via multiple media (e.g., website, fairs / public meetings, letters to parents/families of affected students) | March-September 2012 | Officer of Enrollment and Access (chair) and rest of Enrollment System Design Committee. Potential third party to create communication materials. |
| 7. Training Phase: Train school principals and counselors | May-August 2012 | Officer of Enrollment and Access Schools |
| 8. Launch: Launch new application process and forms – for parents and families of affected students (students entering 8th grade in Fall 2012 and transitioning to 9th grade in Fall 2013) | October 1, 2012 | Officer of Enrollment and Access |</p>
<table>
<thead>
<tr>
<th>Milestones</th>
<th>Dates</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Auditing: Ongoing audit of results to ensure that original design criteria are being met</td>
<td>Fall 2012-Spring 2013</td>
<td>Officer of Enrollment and Access. Enrollment System Design Committee.</td>
</tr>
<tr>
<td>11. Enrollment: First cohort of students enters 9th grade in Fall 2014 using the new enrollment system</td>
<td>Fall 2014</td>
<td>Officer of Enrollment and Access. Enrollment System Design Committee.</td>
</tr>
<tr>
<td>12. Learnings/ Course Corrections: Tweak the system, resolving any unexpected issues, etc.</td>
<td>Fall 2014 – Summer 2015</td>
<td></td>
</tr>
</tbody>
</table>

**Phase 2: Centralize enrollment for another key transition grade (K): System Design, Testing and Launch. Same Project Governance Structure as before. [Applies to All district schools; charter schools can opt in]**

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Dates</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Application: Similar milestones as during Phase 1, with launch of new application process and forms – for parents and families of affected students (students entering K in Fall 2016)</td>
<td>October 1, 2015</td>
<td>Officer of Enrollment and Access. Enrollment System Design Committee.</td>
</tr>
<tr>
<td>15. Learnings/ Course Corrections: Tweak the system, resolving any unexpected issues, etc.</td>
<td>Fall 2016 – Summer 2017</td>
<td></td>
</tr>
</tbody>
</table>

**Phase 3: Centralize enrollment for another key transition grade (pre-K): System Design, Testing and Launch. Same Project Governance Structure as before. [Applies to All district schools; charter schools can opt in]**

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Dates</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Application: Similar milestones as during Phase 2, with launch of new application process and forms – for parents and families of affected students (students entering pre-K in Fall 2016)</td>
<td>October 1, 2017</td>
<td>Officer of Enrollment and Access. Enrollment System Design Committee.</td>
</tr>
<tr>
<td>17. Enrollment: First cohort of students enters pre-K in Fall 2016 using the new enrollment system</td>
<td>Fall 2018</td>
<td>Officer of Enrollment and Access. Enrollment System Design Committee.</td>
</tr>
<tr>
<td>18. Learnings/ Course Corrections: Tweak the system, resolving any unexpected issues, etc.</td>
<td>Fall 2018 – Summer 2019</td>
<td></td>
</tr>
</tbody>
</table>
VII. Deeper Collaboration Leading to Stronger Academic Integration: Key Areas of Focus

Leadership Pipeline Development

Progress to date

- CPS district schools create demand for ~100 new principals per year and charter schools create demand for ~40; The District’s current program partners – New Leaders for New Schools, University of Chicago, and Teach for America Harvard – prepare ~30 principals per year.
- CPS has recently established the Chicago Leadership Collaborative (CLC) in order to expand leadership pipelines. The CLC is owned and operated by CPS, but has an advisory board of national and local experts – including national charter representatives – that will provide critical input as the new program rolls out.² CPS will expand the advisory board to include local charter representatives by December 1.
- CPS has committed to funding the $10 million program through a combination of philanthropic donations, grants and operational funding.
- The CLC is currently developing an RFP for potential providers of leadership pipelines. Charter representatives will provide input on the leadership competencies to be included in the RFP and will be invited to submit proposals as individual operators or in groups.
- The KIPP Foundation has offered to share its leadership development model with Chicago Public Schools. KIPP will invite district and charter leaders from CPS/CLC to apply to its Leadership Design Academy, which consists of three 2-day summits covering recruitment and selection of school leaders, school leader training, and school leader support and evaluation.

Target Outcomes

- CPS and Chicago Leadership Collaborative (CLC) will create a robust pipeline of highly qualified and skilled leaders who are “ready to take the keys” to schools. The number of leaders produced each year will meet or exceed the growing demands of district schools and will begin to address the needs of charter schools in order to supplement their national search processes.
- CLC will partner with multiple providers to recruit, train, support and retain effective principals, tripling the number of seats in residency programs from 32 to 100.
- Program participants will be eligible for internship placements in both district and charter schools.
- Upon program completion, graduates will be prepared to enter the principal candidate pool for both district and charter schools.
- These programs will also serve to foster collegial relationships and ongoing best practice sharing between district and charter leaders through both formal and informal channels.

² The CLC advisory board currently includes Dr. Brenda Cassellius, Minnesota State Commissioner of Education; Dr. Mahalia Hines, Member of the CPS Board of Education; Paul Bambrick – Santoyo, Managing Director of Uncommon Schools Newark; Dr. Don Shalvey, Deputy Director of the Bill and Melinda Gates Foundation; Dr. Warren Simmon, Executive Director of the Annenberg Institute for School Reform at Brown University; Zipporah Hightower, Principal at Chicago Public Schools; Jason Leahy, Executive Director of Illinois Principals Association
<table>
<thead>
<tr>
<th>Milestones</th>
<th>Dates</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gather Charter Feedback: Charter representatives will provide input on</td>
<td>October 2011</td>
<td>Steve Gering, Officer of Leadership, Development &amp; Support</td>
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<tr>
<td>competencies included in RFP</td>
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<tr>
<td>2. RFP: CPS will issue RFP to potential providers of leadership pipelines</td>
<td>November 1, 2011</td>
<td>Steve Gering</td>
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<td>and will invite members of the charter community to participate / respond</td>
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<tr>
<td>3. Bidders Conference: CPS will hold an information session for</td>
<td>November 15, 2011</td>
<td>Steve Gering</td>
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<td>prospective partners</td>
<td></td>
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<tr>
<td>4. Proposal Deadline: Proposals due from prospective partners</td>
<td>December 15, 2011</td>
<td>Multiple providers including charter operators</td>
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<tr>
<td>5. Partner Selection: RFP review board will select program partners;</td>
<td>January 15, 2012</td>
<td>Steve Gering</td>
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<td>joint district-charter advisory board will be invited to weigh in</td>
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<td>barring any conflict of interest issues</td>
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<tr>
<td>6. Candidate Selection: Program participants for the first CLC cohort</td>
<td>May 2012</td>
<td>Steve Gering</td>
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<td>will be announced</td>
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<td>7. Training Begins: Program partners begin training new cohort of</td>
<td>Summer 2012</td>
<td>Steve Gering</td>
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<tr>
<td>participants</td>
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<tr>
<td>8. Internships Begin: First cohort of CLC participants begins internships</td>
<td>Fall 2012</td>
<td>Steve Gering</td>
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<tr>
<td>in district and charter schools</td>
<td></td>
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<tr>
<td>9. Participants Graduate: First cohort of CLC participants graduate from</td>
<td>May 2013</td>
<td>Steve Gering</td>
</tr>
<tr>
<td>program. Graduates enter principal candidate pool eligible for positions</td>
<td></td>
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<tr>
<td>in district and charter schools for the 2013-14 academic year</td>
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Data-Driven Knowledge Sharing

Progress to date

- As described previously, CPS has created an office of Strategy Research and Accountability under the Chief Education Office that is responsible for ensuring that a consistent accountability framework exists along with a reporting system so that educators at all levels of the system have access to reports that provide actionable data.
- CPS has also created an Office of Professional Learning under the Chief Education Office (CEdO). A new Knowledge Management Department within the Office of Professional Learning will be responsible for developing a knowledge sharing system to foster sharing of effective practices across schools throughout the District.

Target Outcomes

- By sharing and analyzing common sets of data, we jointly commit to promoting and distributing effective tools and practices that cause significant gains in academic achievement. CPS agrees to create a knowledge management system to house these tools and work together to grapple with, and develop solutions to, collective problems of practice.
• An improved data management system that provides access for all schools to actionable, comparative data that will enable teachers and school leaders to answer the questions “How am I doing?” and “Who is doing better?” Once this system is in place, a shared desire to improve student outcomes will drive organic collaboration and continuous improvement among charter schools, networks of district-run schools, and the CPS Chief Education team.

• To spearhead the development of a common and effective data management system, CPS will establish a joint district-charter advisory committee comprised of high performing, data-driven district and charter schools to promote collective sharing and learning that dramatically advances academic improvement throughout Chicago. The advisory committee will develop recommendations by answering the following key questions:
  1. How can we create truly comparable data reports that eliminate excuse-making and promote reflection around continuous improvement?
  2. How can we ensure that data is approachable and useful to all teachers and school leaders?
  3. How can we ensure that assessment scoring and reporting is timely?
  4. How can we promote the right balance of competition and collaboration among schools, especially in a culture of data transparency and high accountability?
  5. Are there implications that surface about the need for collective learning, innovation, or training?

• Strategy Research and Accountability will facilitate the implementation of various interim assessments used across the city and use the data management system to support any school that chooses to share interim assessment data in addition to summative assessment data. The joint district-charter advisory committee will continue to meet regularly to ensure that the data management and knowledge sharing system is implemented effectively.

• In addition to data management, CPS and charter schools will jointly spearhead the identification of effective district, school, and classroom level practices that will be shared through a robust knowledge management system.

• The joint district-charter advisory committee will identify effective practices to highlight in the knowledge management system by reviewing summative assessment data, identifying top performing schools, and analyzing the pedagogy, assessment, professional development, and technology used by these top performers.

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<tr>
<th>Milestones</th>
<th>Dates</th>
<th>Owner</th>
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</thead>
<tbody>
<tr>
<td>1. Create district-charter advisory committee: Committee will meet 6 times per year to design data management and knowledge sharing systems and review data to identify effective practices</td>
<td>December 1, 2011</td>
<td>Charter and CPS Co-Chairs</td>
</tr>
<tr>
<td>2. Propose data management system improvements: The district-charter advisory committee will propose a set of recommendations based on the group’s answers to the five questions mentioned above</td>
<td>May 2012</td>
<td>Jennifer Cheatham</td>
</tr>
<tr>
<td>3. Build Analytical Capacity: In conjunction with the new accountability system, the District will ensure that it has the necessary systems and analytical capabilities in place to publish comparative data reports by June 15th of each school year to facilitate sharing and learning over the summer</td>
<td>September 2012</td>
<td>Peter Godard, Strategy &amp; Research Division within CEDO</td>
</tr>
</tbody>
</table>
4. **Pilot**: Data management and knowledge sharing systems will be piloted in at least 60 schools  
   **Dates**: 2012-13  
   **Owner**: Charters and CPS Co-Chairs

5. **Official launch**: System will launch to all district and charter schools  
   **Dates**: 2013-14  
   **Owner**: Charters and CPS Co-Chairs

### Development of a High School Strategy

#### Progress to date
- CPS has created a High School Strategy Team that includes district leadership and high school Chiefs of School as well as representatives from Noble Network and AUSL. This team has been tasked with developing recommendations for and guiding implementation of a coherent strategy to improve high school performance resulting in every student graduating college and career ready.
- The team has begun to define the attributes of a college and career-ready graduate as well as the elements that must exist in every high school to ensure college and career readiness.

#### Target Outcomes
- While the Portfolio Office focuses on the lowest and highest performing schools in the District through closure, consolidation, and replication, the High School Strategy Team is tasked with developing a solution for the vast majority of schools that fall in the middle of the performance spectrum in order to move the needle on student outcomes across the District.
- Of the District’s 122 non-charter high schools, only about 10 have an average ACT score of 21 or greater (and most of those are selective enrollment high schools). A comprehensive high school strategy will address the widespread underperformance of CPS’ current high schools and begin to move the District towards improved student outcomes. Initial strategy team discussions generated the following elements that need to be in place in order to graduate all students college and career ready:
  - High expectations and structural supports for teacher teams, which are collectively responsible for student success in graduating college and career ready
  - Development and utilization of an “on track” metric for college & career readiness
  - Standards-based teaching, learning, and grading, where grading is based on whether students have learned the standards
  - Transparent ‘hot’ data for students, parents, and teachers that charts progress toward meeting the standards
  - Ongoing intervention system that provides immediate support for student learning when the standards are not met
  - High expectations and structural supports to ensure that students are known well by adults over multiple years
  - Focus on post-secondary goals in 11th and 12th grade: each student will graduate with a “second piece of paper” (e.g. CTE certificate, college transcript from dual enrollment.)

### Milestones

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<tr>
<th>Milestones</th>
<th>Dates</th>
<th>Owner</th>
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<tbody>
<tr>
<td>1. <strong>Increase Charter Representation</strong>: The High School Strategy Group will invite additional charter representatives to join</td>
<td>December 1, 2011</td>
<td>Steve Gering</td>
</tr>
</tbody>
</table>
2. **Issue Recommendations**: Strategy Group will issue a recommended high school strategy and implementation plan, subject to Board approval

   - **Spring 2012**
   - Liz Kirby and Akeshia Craven – HS Strategy Team Co-Chairs

3. **Communication**: Task Force will work with supporting departments to communicate the comprehensive high school strategy to roll out in 2013-14

   - **2012-13**
   - Liz Kirby, Akeshia Craven and FACE

4. **Full Rollout**: Full high school strategy to roll out with along with new enrollment system

   - **2013-14**
   - Noemi Donoso, Chief Education Officer
VIII. Governance Structure to Oversee Implementation

The parties signing this compact agree to make all best efforts to implement the compact according to the timelines outlined in each of the Compact sections. The parties further agree to establish a formal Compact implementation structure.

- The **Compact Steering Committee** will continue to oversee all Compact implementation matters, will provide guidance to Compact Working Groups, invite recommendations from the Working Groups and respond to these recommendations. The Steering Committee will continue to include both district leadership and charter community representation (membership to be finalized by December 1, 2011).
  - To the extent future Compact development translates to changes in Board of Education policy, the Steering Committee will ensure that such changes are put to the Board of Education for approval.
  - To the extent future Compact development translates to amendments of existing charter contracts or the development of new contracts applicable to individual charter schools, the Steering Committee will ensure that those amendments or contracts are separately agreed to by the parties along with applicable opportunities for opting out of individual provisions.

- The **Compact Accountability Working Group** will combine CPS staff and charter representatives, and will work with the Chief Education Officer and the Officer of Strategy and Research within CEDO to finalize the design of a common school performance framework. Charter representatives on this working group will also be able to participate in an advisory capacity in the RFP process to select the common assessment provider.

- The **Compact Enrollment Working Group** will also combine CPS staff and charter representatives, and will make recommendations regarding the design features of the new enrollment that will be phased in over a number of years, starting with 8th to 9th grade transition.

- The **Compact Facilities Assignment Group** will be a small group comprised of CPS staff, charter representatives and City Hall staff, and will oversee / monitor the process of identifying facilities and assigning available facilities to charters.

- In the **Effective Practice Sharing** area:
  - The current **High School Strategy Task Force** that combines CPS staff and charter representatives will continue its work.
  - A **standing advisory group** that includes practitioners from both district schools and charter schools will be established and will serve as an advisor to the Professional Learning Officer and Professional Learning team within CEDO on matters related to knowledge management and sharing of effective practices across district and charter schools.
IX. Signatures

The parties to this Compact recognize that the goals of the Compact are aspirational in nature and subject to further discussion. The parties further recognize that certain goals require the modification of existing agreements between various parties and the possible approval of other parties who have not joined the Compact, such as the Illinois State Board of Education. The parties also understand that all funding decisions and decisions involving the use of Chicago Public Schools facilities are subject to review and approval by the Chicago Board of Education and that some of the other terms of the Compact are subject to the approval of the Chicago Board of Education and the governing boards of the charter organizations which have joined the Compact. All parties agree that the Compact and any agreements that will be entered into or modified by the Chicago Board of Education and the governing boards of the charter schools will comply with all applicable federal and state laws, including the Illinois Charter Schools Act.

District Superintendent’s Signature
Charter Representative’s Signature
School / Organization
Charter Representative’s Signature
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# Proposed School Performance Framework

## Academic Achievement

<table>
<thead>
<tr>
<th>Pre-K - 2nd Grade</th>
<th>3rd - 5th Grade</th>
<th>6th - 8th Grade</th>
<th>College Readiness</th>
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</thead>
<tbody>
<tr>
<td><strong>Early Literacy</strong></td>
<td>% of Students at Benchmark on TBD Early Literacy Assessment (End of Year)</td>
<td>TBD</td>
<td><strong>Grade 8 EXPLORE - Composite</strong></td>
</tr>
<tr>
<td><strong>Early Math</strong></td>
<td>% of Students at Benchmark on TBD Early Math Assessment (End of Year)</td>
<td>TBD</td>
<td>% Taking Algebra</td>
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<td><strong>TBD</strong></td>
<td><strong>TBD</strong></td>
<td><strong>TBD</strong></td>
<td><strong>TBD</strong></td>
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<tr>
<td><strong>Keeping Pace – Reading &amp; Math</strong></td>
<td>% of Students Making Growth Targets on TBD Growth Assessment</td>
<td>TBD</td>
<td><strong>% Passing Algebra</strong></td>
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<tr>
<td><strong>TBD</strong></td>
<td><strong>TBD</strong></td>
<td><strong>TBD</strong></td>
<td><strong>TBD</strong></td>
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<tr>
<td><strong>Catching Up – Reading &amp; Math</strong></td>
<td>% of Students Making Growth Adequate to Catch Up to CCR Targets within 3 Years on TBD Growth Assessment</td>
<td>TBD</td>
<td><strong>Climate &amp; Culture Survey</strong></td>
</tr>
<tr>
<td><strong>Aggressive Growth – Reading &amp; Math</strong></td>
<td>% of Students Making Far Above Average Growth Targets on TBD Growth Assessment</td>
<td>TBD</td>
<td><strong>Involved Families</strong></td>
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<td><strong>TBD</strong></td>
<td><strong>TBD</strong></td>
<td><strong>TBD</strong></td>
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<tr>
<td><strong>Data Notes</strong></td>
<td>An assessment RFP process will launch in fall 2011 with selection of single assessments for reading and math made in spring 2012 for fall 2012 implementation. The RFP process will include an advisory committee comprised of principals, network leaders, and charter operators to provide feedback on assessment options that meet the RFP requirements. The definition of grade-level performance and keeping pace, aggressive growth and catching up metrics is subject to selection of an assessment platform. Climate &amp; Culture Survey: The District is considering utilizing CCSR’s 5 Essentials Survey (integrating student, teacher and parent responses from the survey into this framework). This is under discussion with CCSR.</td>
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## Data Notes

An assessment RFP process will launch in fall 2011 with selection of single assessments for reading and math made in spring 2012 for fall 2012 implementation. The RFP process will include an advisory committee comprised of principals, network leaders, and charter operators to provide feedback on assessment options that meet the RFP requirements.

The definition of grade-level performance and keeping pace, aggressive growth and catching up metrics is subject to selection of an assessment platform.

Climate & Culture Survey: The District is considering utilizing CCSR’s 5 Essentials Survey (integrating student, teacher and parent responses from the survey into this framework). This is under discussion with CCSR.
Data Notes

The District will work with ACT to determine if secure forms of the EXPLORE, PLAN, and ACT assessments can be made available for beginning and end of year administration.

Definition grade-level performance and keeping pace, aggressive growth and catching up metrics is subject to metric development work to be undertaken in collaboration with ACT.

Climate & Culture Survey: The District is considering utilizing CCSR’s 5 Essentials Survey (integrating student, teacher and parent responses from the survey into this framework). This is under discussion with CCSR.

Clearinghouse data currently account for 90% of colleges and universities. The District will assess options for improving the quality of this metric (including a potential RFP for a vendor the calculate the metric). The metric might be considered only toward progress rather than performance of the school.

Charters not submitting freshman and sophomore On-Track metrics could be held harmless (i.e., the metrics would be excluded from the overall performance calculation if a charter chose not to submit data)