MATHEMATICA Policy Research

REPORT

SUMMARY BRIEF

District-Charter Collaboration Grant Implementation: Findings from Teacher and Principal Surveys

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EXECUTIVE SUMMARY

In November 2012, the Bill & Melinda Gates Foundation invested in seven innovative district-charter partnerships that brought traditional public school districts together with committed local charter schools and charter management organizations (CMOs) in Boston, Massachusetts; Denver, Colorado; Hartford, Connecticut; New Orleans, Louisiana; New York City, New York; Philadelphia, Pennsylvania; and Spring Branch, Texas.

The Foundation chose seven grantee sites from among a larger number of cities that had previously entered into district-charter Compacts in 2010 and 2011. These Compacts are public agreements that represent a shared commitment to improving students' college readiness, signed by district superintendents and charter school leaders, and supported by other partners in the cities. Through the Compacts, district and charter partners committed to replicating high-performing charter and traditional public school models and closing ineffective schools. Compact signees also pledged to address tensions between traditional public and charter schools, and identified specific ways to leverage each sector's strengths. The seven Compact sites awarded these additional funds further committed to collaboration in two areas: (1) one or more of the Foundation's strategic priority areas, including human capital strategies, college-ready tools and supports, innovative instructional delivery systems and school models, and rigorous use of data; and (2) equity in school-level accountability and resources, and access for all students to highly effective schools.

As part of the District-Charter Collaboration Grant program, the Foundation contracted with Mathematica Policy Research to conduct an evaluation of its implementation and effects. Our three-year study examines the extent to which any of these pathways might be leading to broader cross-sector collaboration in the grantee sites. A previous report (McCullough et al. 2015) examined the early implementation (from December 2012 through winter 2013–2014) of the collaboration activities in the seven grantee cities through interviews and focus groups with central office-level administrators, school leaders, and teachers, and observations of collaboration activity in each site.

This report builds on the first one, using survey data from educators (both teachers and principals) sampled from 21 cross-sector collaboration activities across the seven grantee cities in 2014–15 to examine their collaboration experiences and perceptions. The following are the three main research questions addressed in this report:

1. How do educators perceive the implementation and usefulness of the grant activity in which they participated, and how do the different types of grantee activities compare on implementation and usefulness ratings?
2. To what extent do cross-sector collaboration and the transfer of practices occur among educators in the seven grantee sites?
3. How do educators describe the climate for collaboration in their cities, and what contextual factors help facilitate or impede cross-sector collaboration?

Across the seven cities, grant implementation has been quite varied, with a wide scope of collaboration initiatives launched in each site. The activities promoting collaboration across different school types fall into five broad categories:

1. **School partnerships**, including specific school-level partnerships and triads that span different sectors (Boston and Denver), as well as co-located schools (Spring Branch)
2. **Leadership training**, including cross-sector aspiring leader residency programs (Hartford and Philadelphia) and cross-sector training for current and aspiring leaders (Boston, New York City, and Spring Branch)
3. **Common Core State Standards (CCSS) transitions**, a cross-sector, collective approach to increasing readiness for Common Core implementation, including shared professional development and collaborative development, and sharing of curriculum and assessment materials related to Common Core implementation (Hartford, New Orleans, New York City, and Philadelphia)
4. **Teacher coaching**, including shared professional development not specific to the Common Core (Boston), as well as district participation in charter coaching or adoption of charter coaching models (Hartford, Philadelphia, and Spring Branch)
5. **Community outreach**, specific to New York City, the New York City Collaborative Council sponsored school study tours to share best practices across sectors.

The implementation of cross-sector activities has been limited in scope—in part by design, and in part due to fewer participants, cohorts, or activities than originally proposed in some instances. Across all seven sites, the proportion of school staff active in collaboration activities relative to the total number of educators is small. This implementation analysis focuses specifically on schools that include staff who have participated in Compact activities. By focusing on these participants, we can identify and understand the activities and contexts that facilitate collaboration and practice sharing across different school types.

Throughout the report, we refer to two types of cities: school-level implementation and participant-level implementation cities. In cities with school-level implementation, we sampled teachers within participating schools; thus, some of the teachers surveyed may not have directly participated in the activities. In cities that offered participant-level activities, we surveyed individuals identified as activity participants. Reported rates of collaboration could be higher in cities with participant-level implementation simply because all of the survey respondents participated in grant activities.

Below we provide short summaries of findings on each of the research questions.

How do educators perceive the implementation and usefulness of the grant activity in which they participated?

- **Respondents perceived grant activities as being well implemented and having high rates of participant engagement.** Across the school partnerships, the vast majority agreed that leadership training, teacher coaching, and facilitating transitions to CCSS activities were well implemented (that is, sufficient amount of time and number of sessions devoted to the

activity) and characterized by high levels of attendance and engagement. Leadership training activities received the highest ratings on these factors relative to the other activity types.

- **Respondents found the grant activities useful to their work and applied and shared the new information in their schools.** The majority of respondents (73 percent) reported that the training they received in their grant activity was useful or very useful for their current job. Even greater percentages indicated that they applied the activity information in their school (95 percent) and shared the activity information with others in their school (86 percent). Again, those in leadership training activities were the most likely to endorse the helpfulness of the activity on these three measures.
- **Grant activities extended participants' professional networks.** More than two-thirds (69 percent) of respondents reported that they stayed in contact professionally with someone who participated in the same activity, but less than half (43 percent) reported staying in contact with someone from the opposite sector.

To what extent do cross-sector collaboration and the transfer of practices occur among educators in the grantee sites?

- **Most respondents reported engaging in cross-sector collaboration, but there was variation by city, sector, and role.** Across the cities with schoolwide grant activities, about half (49 percent) of respondents in the schools collaborated with educators from the opposite sector. Across cities with grant activities targeted to individuals, 79 percent of grant participants collaborated across sectors. Across all cities, a significantly higher percentage of charter respondents compared to district respondents collaborated across sectors, which may be due to differences in the sizes of the sectors. Also, a higher percentage of principals compared to teachers collaborated across sectors.
- **Participating in classroom observations was the most common type of cross-sector collaboration activity for teachers and principals.** In most cities, the most commonly reported focus of cross-sector collaboration involved teachers or principals visiting a school in the opposite sector to observe classrooms. Reviewing student assessment data with educators from a different sector was the least common cross-sector collaboration focus reported by respondents across cities.
- **The majority of respondents reported that their cross-sector collaboration experiences were useful.** More than 70 percent of respondents who engaged in cross-sector collaboration in both school-level and participant-level implementation cities found their experience to be useful or very useful. These perceptions varied from 52 to 100 percent across the cities.
- **Most respondents in cities with participant-level implementation reported adopting or sharing practices.** The rates were highest among those who participated in leadership training activities (73 percent) and school partnerships (70 percent).

How do educators describe the climate for collaboration in their cities and what contextual factors help facilitate or impede cross-sector collaboration?

- **A large share of respondents reported that they did not have enough information to know whether the sectors' visions were aligned (38 percent) or if opposite-sector staff were willing to share practices (50 percent) or open to new ideas (58 percent).** Among

respondents who did have enough information, though, most reported that the sectors were aligned and staff were open to collaboration. These findings suggest that respondents' perceptions that the sectors are misaligned are not major barriers to collaboration, and collaboration efforts should focus instead on increasing awareness across sectors.

- **District respondents were more likely to believe that schools in the opposite sector served a different student population.** More than half of district respondents agreed with the statement "Schools in the other sector serve a different student population." Only one in five charter respondents agreed with this statement.
- **Only 14 percent of respondents described communication between sectors in their city as positive.** City-level averages for respondents describing between-sector communication as positive ranged from 7 percent to 41 percent among cities with participant-level implementation and 7 percent to 28 percent among cities with school-level implementation.
- **Respondents across cities reported that inadequate time, lack of opportunities for collaboration, and lack of financial resources were barriers to collaboration.** Nearly 90 percent of respondents reported that inadequate time dedicated by their school to collaboration and inadequate opportunities for collaboration made cross-sector collaboration more difficult. More than 70 percent reported that inadequate financial resources were a barrier to collaboration. District respondents and teachers were more likely than charter respondents and principals, respectively, to report these factors as barriers.
- **Local foundations, businesses, and community groups may promote cross-sector collaboration, whereas competition, political divisions, and teachers' unions may hinder it.** Charter and district respondents generally agreed that local foundations, businesses, and community groups had a positive influence on cross-sector collaboration, whereas cross-sector competition, teachers' unions, and political divisions on non-education issues had a negative influence. Charter respondents, though, were significantly more likely than district respondents to report that charter networks, the mayor's office or local government, and local foundations were a positive influence.

I. INTRODUCTION

In November 2012, the Bill & Melinda Gates Foundation invested in seven innovative district-charter partnerships that brought traditional public school districts together with committed local charter schools and charter management organizations (CMOs)—and, in some cases, Catholic schools—in the cities of Boston, Massachusetts; Denver, Colorado; Hartford,

Connecticut; New Orleans, Louisiana; New York City, New York; Philadelphia, Pennsylvania; and Spring Branch, Texas. District superintendents and charter school leaders in the seven cities receiving grants had previously demonstrated their commitment to working together to improve college readiness for students by signing district-charter Compacts.

The Foundation chose the seven grantee sites from among a larger number of cities that had previously entered into district-charter Compacts in 2010 and 2011. These Compacts are public agreements that represent a shared commitment to improving students' college readiness, signed by district superintendents and charter school leaders, and supported by other partners in the cities. Through the Compacts, district and charter partners committed to replicating high-performing charter and traditional public school models and closing ineffective schools. Compact signees also pledged to address tensions between traditional public and charter schools, and identified specific ways to leverage each sector's strengths. (For additional information on the contents of the Compacts themselves, please refer to Yatsko et al. 2013.) The seven Compact sites awarded these additional funds further committed to collaboration in two areas: (1) one or more of the Foundation's strategic priority areas, including human capital strategies, college-ready tools and supports, innovative instructional delivery systems and school models, and rigorous use of data; and (2) equity in school-level accountability and resources, and access for all students to highly effective schools.

As part of the District-Charter Collaboration Grant program, the Foundation has contracted with Mathematica Policy Research to conduct an evaluation of its implementation and effects. Our three-year study examines the extent to which any of these pathways might be leading to broader cross-sector collaboration in the grantee sites. A previous report (McCullough et al. 2015) examined the early implementation (from December 2012 through winter 2013–2014) of the collaboration activities in the seven grantee cities through interviews and focus groups with central office-level administrators, school leaders, and teachers, and observations of collaboration activity in each site. A future report will address later implementation (spring 2014 through fall 2015), and a final report will synthesize findings.

This report builds on the first one, using survey data from teachers and principals sampled from 21 cross-sector collaboration activities across the seven grantee cities in 2014–15 to examine their collaboration experiences and perceptions. The following are the three main research questions addressed in this report:

1. How do educators perceive the implementation and usefulness of the grant activity in which they participated, and how do the different types of grantee activities compare on these outcomes?
2. To what extent do cross-sector collaboration and the transfer of practices occur among educators in the seven grantee sites?

3. How do educators describe the climate for collaboration in their cities, and what contextual factors help facilitate or impede cross-sector collaboration?

Across the seven cities, grant implementation has been quite varied, with a wide scope of collaboration initiatives launched in each site. The activities promoting collaboration across different school types fall into five broad categories (listed here and described in Table I.1):

1. **School partnerships**, including specific school-level partnerships and triads that span different sectors (Boston and Denver), as well as co-located schools (Spring Branch)
2. **Leadership training**, including cross-sector aspiring leader residency programs (Hartford and Philadelphia) and cross-sector training for current and aspiring leaders (Boston, New York City, and Spring Branch)
3. **Common Core State Standards (CCSS) transitions**, a cross-sector, collective approach to increasing readiness for Common Core implementation, including shared professional development and collaborative development, and sharing of curriculum and assessment materials related to Common Core implementation (Hartford, New Orleans, New York City, and Philadelphia)
4. **Teacher coaching**, including shared professional development not specific to the Common Core (Boston), as well as district participation in charter coaching or adoption of charter coaching models (Hartford, Philadelphia, and Spring Branch)
5. **Community outreach**, specific to New York City, the New York City Collaborative Council sponsored school study tours to share best practices across sectors. [1]

The implementation of cross-sector activities has been limited in scope—in part by design, and in part due to fewer participants, cohorts, or activities than originally proposed in some instances. Across all seven sites, the proportion of school staff active in collaboration activities relative to the total number of educators is small. This implementation analysis focuses specifically on schools that include staff who have participated in Compact activities. By focusing on these participants, we can identify and understand the activities and contexts that facilitate collaboration and practice sharing across different school types.

[1] Because New York City was the only site to address community outreach as an initiative, we did not include it in the analyses presented in this report.

Table I.1. Overview of types of current grantee collaboration activities

Activity type	City	Activities
School partnership	Boston	**School performance partnerships:** District-charter-Catholic school partnerships and triads focusing on specific areas, such as embedding study skills or using arts for teaching students with disabilities
	Denver	**Peer-to-peer learning labs:** School partnerships, within and across sectors, in the form of teacher and/or leader coaching, focusing on specific areas for improvement, such as interpreting and using data
	Hartford	**Jumoke Academy at Milner:** District partnership with Jumoke/Fuse 180 CMO to manage district turnaround school (discontinued)
	Spring Branch	**School-within-a-school model:** YES Prep middle school located within Texas Public Schools (TPS) middle school (Northbrook), and KIPP middle school located within another TPS middle school (Landrum); teachers participate in some shared PD sessions
Leadership training	Boston	**Boston Compact Fellows:** Leadership networking and shared development for district, charter, and parochial school leaders, facilitated by Boston College's Lynch Leadership program (discontinued)
	Hartford	**Expand Achievement First (AF) Residencies to include Hartford Public Schools (HPS):** Partnership with AF to include up to three slots for HPS principal candidates to participate in yearlong AF residency program
	New York City	**Develop Coro Educational Leadership Collaborative (ELC): Cohort of charter and district teacher leaders participate in yearlong shared leadership development administered by Coro**
	Philadelphia	**Urban School Leadership Residency/Certificate Program:** Philadelphia School Partnership and The New Teacher Project partnering to implement school leader residency program, with district, charter, and Catholic school residents placed in leadership roles
	Spring Branch	**Develop Leadership Competency Model for district, based on KIPP model:** During development phase, school-within-a-school leaders and additional Spring Branch Independent School District (SBISD) school leaders participate in KIPP Leadership Summit
Facilitating CCSS transition	Hartford	**Shared CCSS curricula, assessments, and standards-based report cards:** HPS piloting standards-based report card based on the Jumoke model; offering math and English/Language Arts PD focusing on Common Core standards, with open invitation to charter partners
	New Orleans	**Common Core Lead Fellows** (seven CMOs/charters) lead common core implementation: Assessment item purchasing/analysis and work with the Achievement Network (ANet); uses third-party curricular resources to prepare school-site instructional teams; validates teacher evaluation rubrics to ensure alignment with CCSS; jointly uses BetterLesson for ongoing sharing of resources
	New York City	**New Visions for Public Schools:** Provides in-depth, inquiry-based curricular and assessment support tied to CCSS
	Philadelphia	**Develop benchmark assessments aligned to CCSS-based curricula** **Shared PD on Common Core assessments**

Activity type	City	Activities
Teacher coaching	**Boston**	**Quality Teaching for English Learners:** Shared PD (administered by WestEd) on teaching English language learners, for teachers from district, charter, and parochial schools
		Black and Latino Boys School best practice sharing: Sharing of best practices in teaching literacy to African American and Latino boys by exemplary elementary schools across sectors; originally implemented as peer-to-peer PD but restructured as broader knowledge sharing of best practices
	Hartford	**Implement teacher coaching and evaluation initiative in HPS based on AF model:** High-level input from AF; coaching consultant hired from AF to help oversee peer coaching initiatives in several schools
	New Orleans	**Expand March Charter Public School (Match) teacher training program:** Third-party vendor provides intensive teacher coaching and training of teachers as coaches
		Launch Center for Transformative Teacher Training: CT3 trains teacher leaders trained as coaches
		Incubate local CMO teacher training organizations: CMO residencies at KIPP and Collegiate Academies for 24 early career teachers in 2013–2014
	Philadelphia	**Scale up Mastery's Teacher Effectiveness Institute:** Yearlong training of district instructional coaches via Mastery's "train-the-trainer" program; placed in select schools in December 2013
	Spring Branch	**Develop teacher training model for district based on YES Prep model:** During development phase, noncertified SBISD TFA teachers participate in YES Prep Teaching Excellence program with YES Prep first-year teachers
Community outreach	**New York City**	**Facilities Public Education Campaign:** NYC Collaborates sponsors school study tours and workshops for district and charter staff; convenes collaborative council of charter and district leaders, as well as a broader public relations facilities sharing campaign on successful co-locations

Methods and analytic procedures

Sampling approach. The findings presented in this report are based on a web-based survey of principals and teachers identified by the grantee sites as staff who participated individually in collaboration grant activities or whose schools participated in such activities. [2] We fielded the survey between April and August 2015 across the seven grantee sites. To identify respondents for the survey, we collected participant lists for all activities implemented through the grant in each site and attempted to administer the survey to all participants (principals and teachers) identified as having participated in the activity. In three of the seven sites, we sampled teachers who worked in schools that implemented schoolwide collaboration activities (and who had not been identified individually as participating). We present details of the sampling approach and sample sizes for each city in Table I.2. To protect anonymity, we do not identify individual grantee cities in this brief.

Table I.2. Sampling approach and sampling size, by city

Site	Sample size		
	Teacher	Principal	Total
Survey all program participants			
Grantee City 1	81	15	96
Grantee City 4	105	6	111
Grantee City 6	61	12	73
Grantee City 7	11	44	55
Survey all principals in program schools; survey a sample (n = 3) of teachers in each program school			
Grantee City 2	60	19	79
Grantee City 3	96	33	129
Grantee City 5	72	27	99
Total	486	156	642

Data collection. Across the seven sites, we obtained an overall survey response rate of 62 percent. The response rates differed by grantee city, with the city-level response rates ranging from 52 percent to 71 percent. At the respondent level, 67 percent of sampled principals and 60 percent of sampled teachers completed the survey. Sixty-four percent of staff sampled in traditional district public schools (249 out of 388) and 58 percent sampled in the charter sector (147 out of 254) completed the survey. We did not survey staff in the Catholic school sector.

The web-based survey took approximately 25 minutes to complete and asked questions about a respondent's background; collaboration activities within the school, across schools, and across sectors; transfer of practices across sectors; quality of cross-sector collaboration; facilitators and barriers to collaboration; and district-specific activities. Respondents also had the option to complete the survey over the phone with a trained interviewer but nearly all of them completed their surveys on the web.

[2] In only two cities were we able to collect nonparticipant lists to create a comparison group of teacher and principals who did not participate in the grant collaboration activities. Due to the limited sample and low response rates among those sampled, findings from those data are not included in this report.

Analytic procedures. This report aims to provide descriptive information on the extent to which collaboration is occurring between educators in the traditional district public school and charter school sectors, and to identify the facilitators and barriers to this type of collaboration. We use descriptive analyses of the quantitative survey data, such as means and percentages, to show the responses at the city level. We also report subgroup analyses by respondent type (teachers and principals) and respondent sector (district and charter schools). In addition, we conducted the appropriate significance tests, either chi-square or t-tests, when making comparisons across cities or respondent subgroups.

We used "within-city" weights for generating estimates within a single city. These weights reflected the probability of selection into the sample (for school-based activities) and nonresponse adjustments for principals and teachers within the city, the activity in which they participated, and the sector. When grouping cities together for aggregate analyses, we also applied "between-city" weights that weighted each city equally in the final estimates.

II. RESPONDENTS' EXPERIENCES WITH GRANT ACTIVITIES

Key findings

- Across the four main types of grant activities—school partnerships, leadership training, teacher coaching, and facilitating transitions to CCSS—the vast majority of respondents agreed that these activities were well implemented. Further, they felt that there were high levels of attendance and participation from others in the activities.
- Teachers who participated in leadership training activities reported the highest levels of program usefulness, whereas both teachers and principals found Common Core transition activities to be the least useful compared to others.
- Compared to the other activities, a greater proportion of both teachers and principals in leadership training activities reported staying in contact with colleagues from the opposite sector.

The cities that participated in the district-charter collaboration initiative shared the common goals of facilitating collaboration across sectors and improving school effectiveness across district and charter schools. To achieve these goals, cities implemented various types of activities with the aim of addressing each city's educational needs by intentionally including educators from both the district and charter sectors. This section of the report examines whether activities differed by type in how they were implemented and perceived by their participants, as well as whether there were activities related to greater cross-sector collaboration and building networks of colleagues across sectors.

We examined four main activity types[3] offered through the grants: school partnerships, leadership training, teacher coaching, and facilitating transitions to CCSS. Table II.1 summarizes the grant activities in which survey respondents participated, by type and city. Cities generally took a multifaceted approach, with all but one implementing more than one type of activity. Teacher coaching was the most common activity, with five out of the seven cities implementing such activities, whereas only three sites implemented school partnerships.

[3] For this summary brief, we sampled respondents from 21 different collaboration activities across the seven grantee cities and the four activity types. As mentioned in the Introduction, New York City also implemented a community outreach activity; we did not use this activity for survey sampling, since this was the only city that implemented this type of activity.

Table II.1. Overview of types of grant activities, by city

	School partnerships	Leadership training	Teacher coaching	CCSS transitions
Boston	X		X	
Denver	X			
Hartford		X	X	X
New Orleans			X	X
NYC		X		X
Philadelphia		X	X	X
Spring Branch	X	X	X	

We asked respondents to identify the activity or activities in which they participated in their city. Because nearly all cities offered more than one activity, we determined the number in which a respondent participated and then asked the respondent to identify which activity seemed most beneficial.[4] Among the respondents who indicated that they participated in a collaboration grant activity, approximately one-third participated in more than one. The activity that respondents deemed most beneficial became the target, or primary, activity for subsequent survey questions about their experiences. Table II.2 provides the distribution of teachers and principals for each primary activity type.[5] (The collected sample lists from the grantee cities included any individuals who participated in activities as well as all staff at schools participating in school-based activities.)

In the remainder of this section, we describe respondent impressions of the activities in which they participated. We suggest caution when interpreting the findings, as they reflect the responses only of those who identified their grantee activity (which, for respondents who participated in multiple activities, was the one they deemed as most beneficial). Thus, these findings may reflect a relatively more positive view of the collaboration grant activities than the entire sample of collaboration activity participants may have reported. For example, it may be that respondents' awareness of their activity was related to how favorably or unfavorably they viewed the activity, and we did not capture those for whom the activity was not salient enough to recall its name.

[4] As part of the survey, we wanted to know respondents' experiences with a specific activity; in cases in which they participated in more than one, we wanted to them to focus on a specific activity when answering the question. In the latter scenario, we asked them to choose the most beneficial so they would focus on only one activity for the rest of the section and thus know why they chose one activity over the other. We conducted a comparison between respondents who participated in one activity and those who participated in more than one (and thus chose their most beneficial activity) on the analyses reported in this section and found that the groups were significantly different only on the extent to which they shared activity information with others at their schools and whether they stayed in contact professionally with other activity participants. The groups were comparable on other items discussed in this chapter.

[5] A large proportion of respondents (33 percent) did not identify any grant collaboration activity in which they participated, even though they were identified for the survey because they or their schools participated in a grant activity. We did not ask these respondents about their perceptions of and experiences with that activity.

Table II.2. Percentage of teachers and principals within each activity type

	All	Teachers	Principals
Primary activity type	N	Percentage	Percentage
School partnerships	57	73.7	26.3
Leadership training	68	35.3	64.7
Teacher coaching	106	82.1	17.9
Common Core transitions	44	72.7	27.3

Respondents perceived collaboration activities as being well implemented and having high rates of participant engagement.

Perceptions of program delivery and participant engagement can provide insight into whether the goal of fostering cross-sector collaboration through these grant activities was helped or hindered by how well the activities themselves were implemented. For example, if respondents felt that there was not enough time dedicated to an activity, or that participants were not engaged, it may explain subsequent low levels of cross-sector collaboration. Further, the perceived quality of these activities might also affect respondents' decisions about participating in cross-sector activities in the future.

When asked about indicators of program quality and participation, respondents had positive reports across all activities. The vast majority strongly or somewhat agreed that the amount of allotted time (91 percent) and number of sessions (86 percent) for their activity was sufficient (Table II.3). Respondents also reported that program participants exhibited high levels of involvement. Across all activities, the majority of respondents strongly agreed or somewhat agreed that there was a high level of activity attendance (88 percent) and that other activity participants were actively involved (86 percent).

Although respondent reports were highly positive across the activities, they reviewed some more positively than others. For example, leadership training received the highest ratings across this series of questions, including 100 percent of respondents reporting that the activity provided the opportunity to learn new information.[6] Compared to the other activities, respondents in a leadership training activity were significantly more likely to report that the amount of time and number of sessions were sufficient, and that other attendants were actively involved. Common Core transition activities had the lowest ratings; overall, however, the majority of respondents participating in this activity type (79 to 88 percent across the items) reported positive ratings on implementation and participant buy-in. These findings generally suggest that the activities themselves were well implemented and, although there was some variation, respondents' activity experiences largely were not dictated by the specific type of activity in which they were involved.

[6] This pattern persisted when conducting separate analyses for teachers and principals.

Table II.3. Respondents thought activities were implemented well and had high levels of participation

	N	School partnerships	Leadership training	Teacher coaching	Common Core transitions	All activities
Implementation						
Time allotted was sufficient	266	90.7	98.5*	91.3	81.4*	91.4
Number of sessions were sufficient	265	77.8*	97.0*	87.3	79.1	86.4
The activity provided opportunities to learn new information	262	89.9	100.0	92.1	87.8	90.6
Participant buy-in						
High level of attendance from other participants	266	85.5	94.0	88.2	78.6*	87.6
Other attendants were actively involved	263	80.0	95.5*	85.1	82.5	86.3

Notes: The "All activities" column is an average across activities.

We conducted significance tests for each item, comparing each activity type to the average of the other three activity types.

* Significantly different from the average of the other three activity types at the .05 level, two-tailed test.

Respondents found the grant activities relevant to their work and reported that they transferred the new information to their schools.

The extent to which educators feel that the information they receive during collaboration activities is useful may inform their decision to engage in cross-sector collaboration in the future. Overall, our findings indicate that the majority of respondents felt that the collaboration grant activities in which they participated were useful to their work. As shown in Table II.4, almost three-fourths (73 percent) of respondents reported that the training they received in their primary activity was useful or very useful for their current job. The vast majority of respondents also reported that they applied the activity information in their schools (95 percent) and shared the activity information with others in their schools (86 percent).

Table II.4. The majority of respondents thought their activity was useful and applied and shared the information in their schools

Primary activity type	N	Activity useful/ very useful for their current job	N	Applied activity information in their schools	N	Shared activity information with others in their schools
School partnerships	53	64.2	52	92.3	53	90.6
Leadership training	66	89.4*	63	98.4	66	90.9
Teacher coaching	104	77.9	97	96.9	105	86.7
Common Core transitions	43	51.2*	39	89.7	44	70.5*
All activities	266	72.9	251	95.2	268	85.8

Notes: The "All activities" row is an average across activities.

We conducted significance tests for each item, comparing each activity type to the average of the other three activity types.

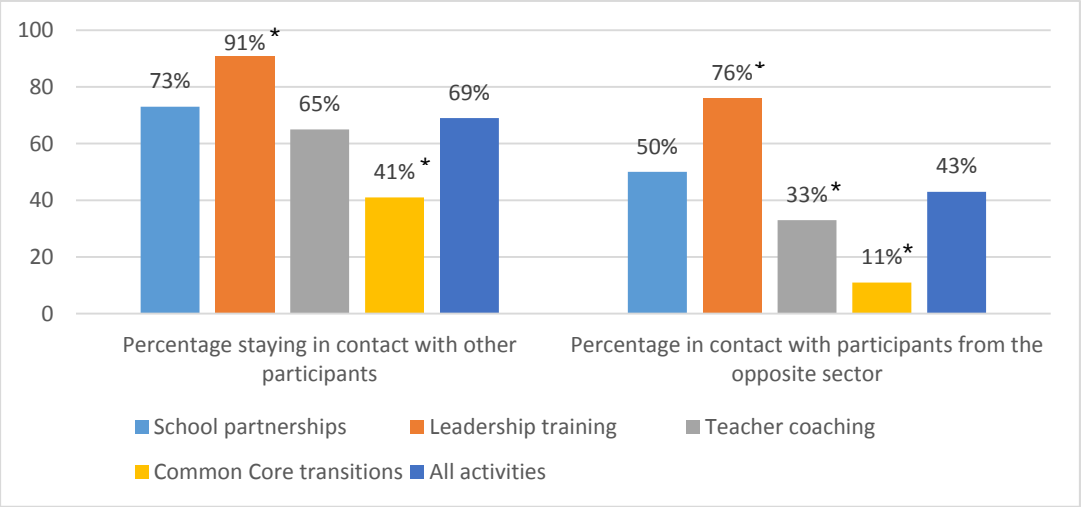
* Significantly different from the average of the other three activity types at the .05 level, two-tailed test.

Similar to previous findings, we see higher levels of usefulness reported for those who participated in the leadership training activities than those who participated in other types of activities. Those in leadership training activities overwhelmingly reported that their activity was useful or very useful for their current job, and significantly more so compared to other activity types. However, it is important to note that this pattern was significant only among teachers, not principals (Appendix A.1). Also, when we control for respondent type and level of activity implementation (individual vs. school level), the difference relative to other activity types was no longer significant (Appendix A.2). In contrast, respondents in a Common Core transition activity had the least favorable responses to these questions; only half (51 percent) reported that the Common Core transition activity was useful or very useful for their current job. This pattern persisted for both teacher and principal respondents (Appendix A.1); those in a Common Core transition activity were significantly less likely to report that the activity was useful or very useful compared to those in other activities, even when respondent type and level of activity implementation were held constant (Appendix A.2).

Grant activities extended participants' professional networks.

A key goal of the grants is to foster cross-sector collaboration and create cross-sector relationships that can potentially maintain and grow such collaboration in the future. To assess progress toward this goal, we asked respondents whether they stayed in touch with colleagues who participated in their collaboration activity and if these colleagues were from schools in the opposite sector. More than two-thirds (69 percent) of respondents reported that they stayed in contact professionally with someone who participated in the same activity; 43 percent reported staying in contact with someone from the opposite sector (Figure II.1).

Figure II.1. Respondents in leadership training activities were the most likely to stay in contact with colleagues in the opposite sector



Source: District-Charter Collaboration Evaluation Survey.

Notes: The "All activities" bar is an average across activities.

We conducted significance tests for each item, comparing each activity type to the average of the other three activity types.

* Significantly different from the average of the other three activity types at the .05 level, two-tailed test.

More than 90 percent of those participating in a leadership training activity stayed in contact with someone professionally, which was significantly larger than the percentages for other types of activities. Similarly, three-quarters (76 percent) of respondents in a leadership training activity reported staying in contact with someone from the opposite sector, which was also significantly larger relative to other types of activities. Conversely, 41 percent of respondents in a Common Core transition activity reported keeping in contact with someone professionally, whereas only 11 percent of respondents reported staying in contact with someone from the opposite sector. Both of these proportions were significantly lower relative to the other activity types.

That the overwhelming majority of respondents in a leadership training activity reported keeping in contact with other activity participants in general, and specifically those from the opposite sector, may be a reflection of the type of activity. As shown in Appendix A.3, significantly greater proportions of both teachers and principals in leadership training activities reported staying in contact with colleagues from the opposite sector compared to those in other grant activities. When conducting a logistic regression controlling for level of activity implementation (individual versus school level) and respondent type (principal versus teacher), respondents in the leadership training activity were significantly more likely to report staying in contact with colleagues from the opposite sector than those in other activities (Appendix A.4). It may be that as the leadership activities help participants take on new roles or responsibilities in their schools, these participants may want to maintain a network of their colleagues as a resource upon which to draw to help in these transitions.

Summary and implications

The grant activities implemented in each city were designed in part to provide educators across the different sectors with opportunities to collaborate with each other and create avenues through which effective practices could be shared among the activity participants. The findings in this section highlight that respondents generally had positive experiences with the activities in which they participated. The majority of respondents reported that their activity was well implemented and had high participation among other participants, and that the information learned was useful and worth sharing with others in their own schools. These findings must be taken in context, however; they include respondents who reported on the activity in which they recalled participating and found most beneficial, and exclude those who did not recall the activity in which they were supposed to have participated.

A clear pattern emerged when examining reactions by activity type. A significantly higher proportion of respondents in leadership training activities provided positive reports on program implementation and usefulness indicators relative to those participating in other activity types. Further, their positive reports of remaining in contact with colleagues from the opposite sector were significantly higher in leadership training than in other types of activities. Taken together, these findings indicate that leadership training activities, whether targeting principals or teachers, may be more conducive to building and sustaining cross-sector relationships than the other activity types.

III. WHAT DOES CROSS-SECTOR COLLABORATION LOOK LIKE IN GRANTEE CITIES?

Key findings

- Across the cities with schoolwide grant activities, about half (49 percent) of respondents collaborated with educators from the opposite sector. Across cities with participant-level grant activities, the cross-sector collaboration rate was 79 percent.
- Across cities, respondents from charter schools reported higher rates of cross-sector collaboration than those from district schools. This difference could reflect that the charter sector typically has fewer schools and teachers than the district sector.
- Across cities, principals reported higher levels of cross-sector collaboration compared to teachers.
- The most commonly reported form of cross-sector collaboration was participating in classroom observations.
- Across all cities, approximately four out of five respondents (78 percent) who engaged in cross-sector collaboration found their experience to be useful or very useful.
- Most respondents who participated in cross-sector collaboration reported adopting and sharing practices. The rates were highest among those who participated in leadership training activities and school partnerships, relative to other activity types.

In this chapter, we provide an overview of cross-sector collaboration in the grantee cities. We define "cross-sector" in most cities as any instance of a district teacher or principal working with a charter school teacher or principal, or vice versa.[7] In New Orleans, however, all public schools participating in the Compact are charter schools. For this grantee site, we define cross-sector collaboration as any instance of (1) an independent charter school working with another charter school or (2) a charter school affiliated with a CMO collaborating with a charter school outside of its network. Throughout this section, we exclude New Orleans from any comparisons between district and charter respondents. Across all cities, cross-sector collaboration may include participation in activities such as visiting other schools or classrooms; working with educators on curriculum, instruction, or assessment; participating in professional development with staff from another sector; or meeting informally, either in person or by phone, email, or message boards.

The chapter begins with a description of the extent of cross-sector collaboration across grantee cities, including the breadth, frequency, scope, and type of collaboration. We then compare the level of cross-sector collaboration in each grantee site to the level of within-sector

[7] Although some cities included the parochial sector in their collaboration grants, the survey respondents included teachers and principals only from the district and charter sectors.

collaboration.[8] This comparison helps situate cross-sector collaboration within the broader context of other types of collaboration occurring in each city. We conclude the chapter with respondent perceptions of the usefulness of cross-sector collaboration and rates of reported cross-sector practice sharing.

Throughout the chapter, we refer to two types of cities: school-level implementation cities and participant-level implementation cities. As described in Chapter I, three of the cities implemented programs in their schools as part of the collaboration grant, and we sampled teachers within these schools. Thus, some of the teachers from schools in these cities may not have been directly involved with the programming. The other four cities offered individual-level activities, and we sought survey responses from all program participants from these cities. Reported rates of collaboration could be higher in cities with participant-level implementation, simply because all of the survey respondents participated in grant activities, which was not necessarily true of all respondents in the school-level implementation cities. Thus, in most cases, we present results from school-level implementation cities separately from those of participant-level implementation cities, making city-level comparisons within—but not across—each of the two groups.

Collaboration rates varied substantially by city, sector, and respondent role.

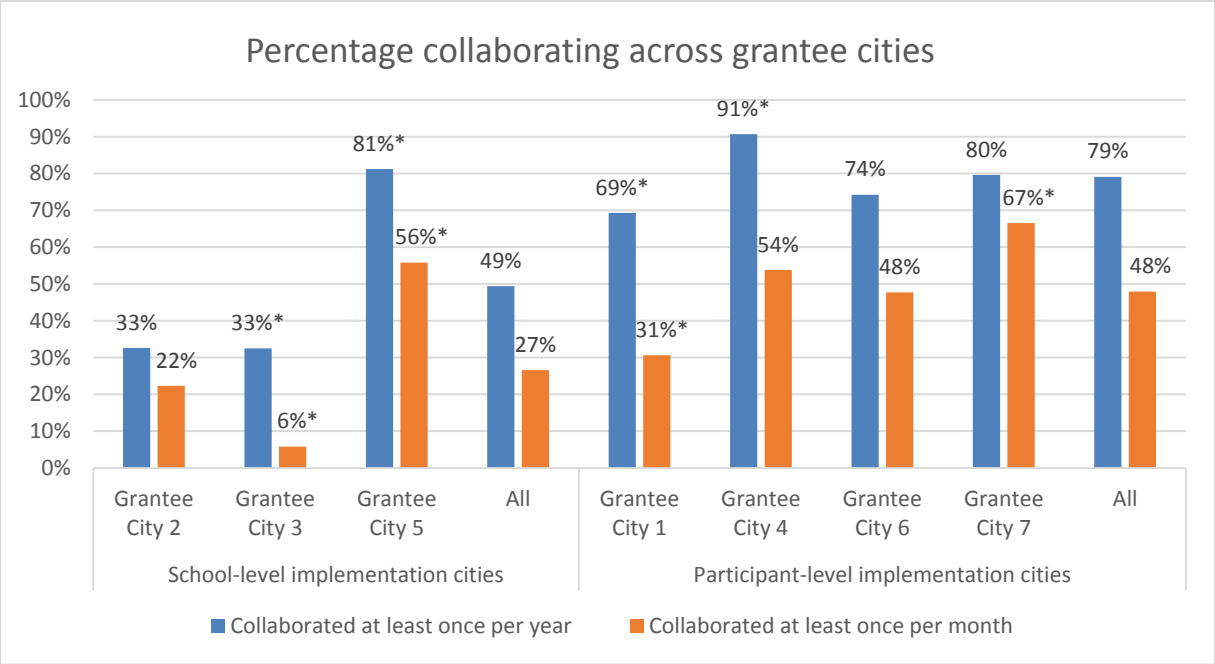
Cross-sector collaboration varied substantially across cities (Figure III.1). Cross-sector collaboration includes any instances of working with a teacher or principal from another sector on specific tasks, such as observing classrooms, developing curriculum materials or instructional activities, or reviewing assessment data; participating in formal events, such as in-person or online PD, with educators from another sector; or participating in informal discussions, whether in person, on the phone, or virtually, with educators from another sector. Across the cities with school-level implementation, about half (49 percent) of respondents reported collaborating at least once during the past year with educators from the opposite sector. However, this percentage varied widely: in Grantee City 5, 81 percent of respondents indicated that they collaborated with educators from the opposite sector, whereas only about one-third of respondents in the other two cities with school-level implementation collaborated. This pattern also holds for the percentage collaborating regularly (at least once per month).

Across cities with participant-level implementation, the average cross-sector collaboration rate was 79 percent, ranging from 69 percent to 91 percent. The two cities with the higher rates of collaboration overall also had the highest rates of regular collaboration. One might expect that all respondents in participant-level cities should have reported collaborating; however, there are several reasons why the reported collaboration rates may be lower than 100 percent. For example, respondents may have participated in the grantee activities in a previous school year and thus would not have reported any collaboration in the current school year. Other grantee activities may not have involved direct collaboration between teachers or principals from opposite sectors or may not have made the cross-sector nature of the activity explicit. For

[8] By "within-sector," we mean collaboration with educators from another school but within the same sector (either charter or district). In New Orleans, within-sector collaboration is defined as collaboration outside of the respondent's school but within the same charter organization. Thus, we did not ask respondents from stand-alone charter schools in New Orleans about within-sector collaboration.

example, some teachers worked with a coach from another sector but may not have considered this work as cross-sector collaboration between teachers.

Figure III.1. Cross-sector collaboration varied substantially across cities[a]



Note: We calculated individual city estimates using within-city weights and all school-level cities, and calculated all participant-level cities estimates using between-city weights so that each city had an equal weight on the overall average.

[a] We also analyzed rates of collaboration outside of the respondent's school but within the same sector. Across cities, the rates of within-sector collaboration were relatively higher than rates of cross-sector collaboration. These analyses can be found in Appendix B.

*Significantly different from the city group average at the .05 level, two-tailed test.

Across all cities, a significantly higher percentage of charter respondents reported collaborating across sectors relative to district respondents (Table III.1). Charter respondents were also more likely to report collaborating regularly. However, this finding may not mean that the charter schools were more willing to collaborate across sectors. These observed differences between levels of district and charter cross-sector collaboration could possibly occur as a result of sector size differences. For example, if charter schools constitute only 20 percent of the local schools, then a random collaboration for a charter school teacher is more likely to occur across sectors than it is for a district school teacher. We are not able to determine whether (or how much) these observed differences may be due to differences in willingness or opportunities to collaborate versus sector size differences.

Table III.1. Respondents from charter schools and principals were more likely to report collaborating across sectors than respondents from district schools and teachers, respectively[a]

	N	Percentage collaborating (at least once per year)	Percentage collaborating regularly (at least once per month)
Sector			
Charter	90	79.9*	48.9*
District	249	43.1*	23.0*
Role			
Principal	105	80.9*	53.1*
Teacher	291	56.2*	33.1*

Notes: We calculated estimates using between-city weights so that each city had an equal weight on the overall average.

We excluded New Orleans respondents from the district-charter subgroup analysis.

[a] We also compared rates of cross-sector collaboration to rates of collaboration outside of the respondent's school but within the same sector. Across sector and role types, the rates of within-sector collaboration were higher than rates of cross-sector collaboration. Rates of within-sector collaboration were similar for charter and district schools but significantly higher for principals than teachers. These analyses can be found in Appendix B.

*Significantly different from the opposite role or sector at the .05 level, two-tailed test.

In addition, principals were more likely than teachers to report collaborating across sectors and collaborating at least once per month (Table III.1).[9] This finding was expected to some extent because, although teachers wishing to collaborate with colleagues in the same role can do so within their schools, principals must go outside of their schools to collaborate with peers in the same role. In this way, since the nature of the principal role already makes them more likely to collaborate outside of their schools, they may be more likely to pursue this collaboration with a principal from a different sector. Yet it is also possible that the grant activities may have had more of an impact on principal cross-sector collaboration than that for teachers.

We further explore the differences observed between cities, sectors, and roles in Chapter IV, which considers barriers and facilitators to collaboration that might have made it easier or more difficult for different groups of respondents.

Participating in classroom observations was the most common type of collaboration for teachers and principals.

In each city, teachers participated in each of five categories of collaboration: observations, curriculum, instruction, assessments, and other. In most cities, classroom observation was the most commonly reported type of cross-sector collaboration (Table III.2). Participation in cross-sector observations included teachers reporting being observed by a teacher from the opposite sector; teachers reporting being observed by a principal from the opposite sector; and teachers or principals reporting observing an opposite sector classroom. Curriculum-related collaboration included locating or developing materials aligned with the CCSS or other materials for particular

[9] We compared principals to teachers separately within the school-level and participant-level implementation cities. The overall pattern of principals having higher rates of collaboration and regular collaboration than teachers was consistent across both subgroups. We also compared the rates of collaboration and regular collaboration between principals from school-level and participant-level implementation cities; these differences were not statistically significant.

classes. Instruction-related collaboration included working with other educators on instructional activities or lessons, including those aligned with the CCSS. Assessment-related collaboration included reviewing assessment data with other educators to make instructional decisions. Other collaboration included anything not covered in the above categories; those who reported participating in other types of collaboration often cited examples of working with others on instruction for special populations, leadership development, and schoolwide improvement.

Table III.2. Classroom observations were the most common type of cross-sector collaboration

	Percentage collaborating on the following activities with educators from another sector					
	N	Observations	Curriculum	Instruction	Assessments	Other
School-level implementation						
Grantee City 2	36	31.3	23.3	27.6	22.7	13.1
Grantee City 3	65	2.0	4.8	3.4	3.9	2.7
Grantee City 5	56	45.9	29.2	33.6	25.2	32.0
All school-level cities	157	23.9	17.2	19.0	15.2	15.7
Participant-level implementation						
Grantee City 1	67	41.7	37.3	36.8	28.4	34.5
Grantee City 4	72	52.4	43.4	52.3	31.2	43.5
Grantee City 6	44	40.7	23.8	27.8	19.6	41.8
Grantee City 7	38	42.8	60.7	58.4	53.3	44.9
All participant-level cities	221	45.2	40.1	43.4	31.5	40.6
Sector						
Charter	88	48.4	34.0	40.0	32.0	38.7
District	234	21.3	19.6	19.6	13.8	15.1
Role						
Principal	103	47.4	40.1	39.1	38.6	47.1
Teacher	275	30.8	23.7	25.9	18.8	22.1

Notes: We calculated individual city estimates using within-city weights and calculated estimates that include multiple cities using between-city weights so that each city had an equal weight on the overall average.

The sample size reflects the total sample size for all questions related to each activity. Sample sizes may differ by activity.

We excluded respondents from New Orleans from the district-charter subgroup analysis.

It should be noted that there was no way to distinguish types of collaboration that occurred as part of the grant-supported activities from those that occurred after the grant activities ended or as part of other initiatives. Some of the types of collaboration reported by respondents may have been built into the initial grant activities, whereas others were not.

The majority of respondents reported that the cross-sector collaboration activities were useful.

Across cities, sectors, and roles, most respondents who participated in the specific types of cross-sector collaboration (observations, curriculum, instruction, assessments, other) reported that these experiences were useful (Table III.3). However, the perceptions varied widely across

cities, ranging from 52 to 100 percent. Overall, principals were more likely to rate the activities as useful compared to teachers. There were no significant differences when comparing district to charter respondents.

Table III.3. Across sectors and roles, respondents reported positively on their cross-sector collaboration experiences

Considered participation in specific types of cross-sector collaboration (e.g., observations, curriculum, instruction, assessments, other) useful					
	N	Percentage		N	Percentage
City			**Sector**		
Grantee City 1	35	76.7	Charter	54	78.8
Grantee City 2	10	-	District	93	77.6
Grantee City 3	6	-			
Grantee City 4	51	52.2*	**Role**		
Grantee City 5	37	76.9	Principal	62	93.4*
Grantee City 6	20	100.0	Teacher	122	76.6*
Grantee City 7	25	91.6			
All cities	184	78.0			

Notes: We calculated individual city estimates using within-city weights and calculated all cities, charter, district, principal, and teacher estimates using between-city weights so that each city had an equal weight on the overall average.

When the city value was 100 percent, a chi-square test could not be conducted.

We did not report estimates for any subgroup with 10 or fewer respondents.

We excluded New Orleans respondents from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test; for sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

The majority of respondents who participated in each type of collaboration with educators from another sector reported that it was useful. The percentage reporting each type of collaboration to be useful ranged from 58 percent for activities related to developing or finding curriculum materials to 80 percent for other activities (Table III.4). Although reviewing assessment data was the least reported collaboration activity, a high percentage of those participating in it reported it was useful.

Table III.4. Most respondents who participated in each type of cross-sector activity felt it was useful

Activity	N	Percentage considering collaboration type useful
Classroom observations	137	73.1
Curriculum materials	117	58.0
Instructional activities	127	70.0
Assessments	91	69.1
Other	96	80.3

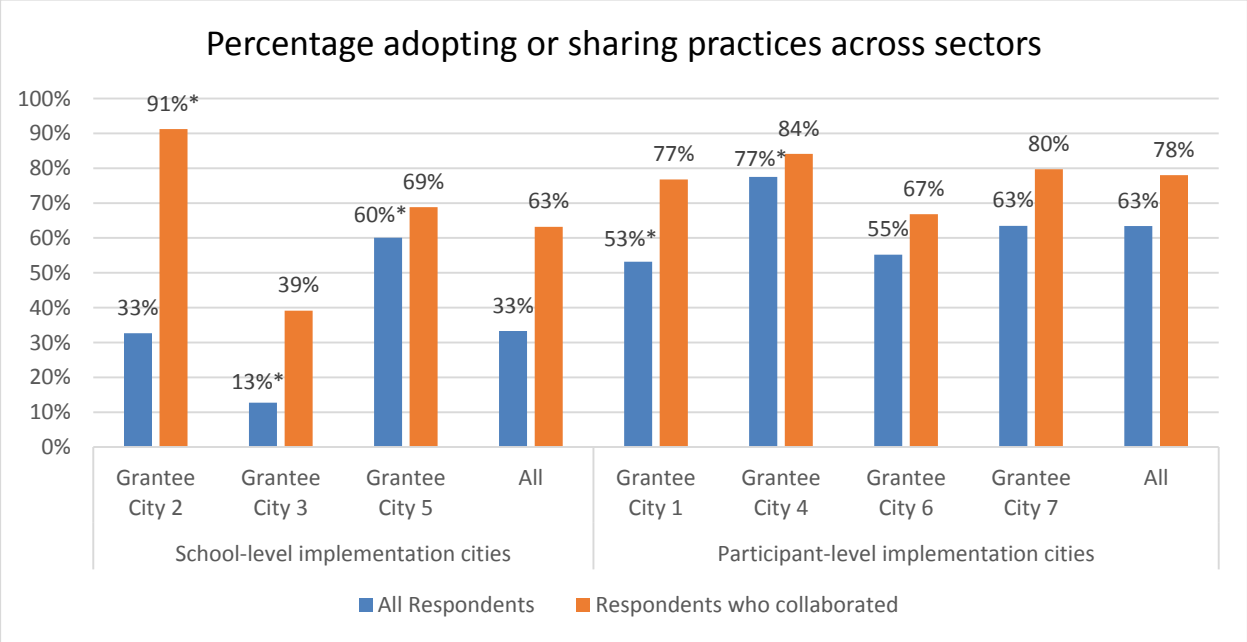
Notes: We calculated the activity estimates using between-city weights so that each city had an equal weight on the overall average. We included all cities in the analysis.

We did not include significance tests in this table because the categories are not mutually exclusive—some respondents participated in multiple types of activities.

Respondents who collaborated in cross-sector activities were likely to adopt or share practices across sectors.

Participation in cross-sector collaboration appeared to spur the transfer of practices across sectors. Since our primary definition of collaboration is broad and includes any instances of participating in formal activities or informal discussions (in person, phone, or virtually) with educators from another sector, it is possible for respondents to report collaborating but not report adopting or sharing practices across sectors. The practices adopted or shared included those related to instructional strategies, curriculum development, school and classroom management, data use, and the CCSS. Across all school-level implementation cities, only 4 percent of respondents who did not collaborate reported adopting or sharing practices, but among those who reported collaborating in those cities, most respondents (63 percent) reported adopting or sharing practices (Figure III.2). The same pattern can be found in the participant-level implementation cities—the rate of adopting or sharing practices was 8 percent among those who did not collaborate but 78 percent among those who reported collaborating. It is possible that the few teachers and principals who did not collaborate but reported adopting or sharing practices from other sectors learned the practices from colleagues who participated in cross-sector collaboration.

Figure III.2. In each city, collaborators were likely to adopt or share practices from another sector



Source: District-Charter Collaboration Evaluation Survey.

Note: We calculated individual city estimates using within-city weights and all school-level cities, and calculated all participant-level cities estimates using between-city weights so that each city had an equal weight on the overall average.

*Significantly different from the city group average at the .05 level, two-tailed test.

Rates of sharing or adopting practices varied by role and sector across grantee cities (Table III.5). Differences between teachers and principals and district and charter respondents were consistent with differences in the percentage reporting cross-sector collaboration. A larger share of principals (74 percent) compared to teachers (41 percent)[10] reported adopting or sharing practices across sectors, as did a larger share of charter respondents (63 percent) than district respondents (31 percent). In the next chapter, we will address factors affecting the ease or difficulty of these groups adopting or sharing practices, which may help to explain these differences.

Table III.5. Across all respondents, the majority of charter respondents and principals reported adopting or sharing practices across sectors

	N	Percentage adopting a practice across sectors	Percentage sharing a practice across sectors	Percentage adopting or sharing a practice across sectors
Sector				
District	249	19.9*	25.0*	31.1*
Charter	90	34.2*	51.6*	63.4*
Role				
Teacher	291	26.1*	33.5*	41.3*
Principal	105	51.0*	61.3*	74.2*

Notes: We calculated charter, district, principal, and teacher estimates using between-city weights so that each city had an equal weight on the overall average.

We excluded New Orleans respondents from the district-charter subgroup analysis.

*Significantly different from the opposite role or sector at the .05 level, two-tailed test.

The extent of cross-sector collaboration and transfer of practices varied across grant activities.

Across the types of grant activities described in Chapter II, those participating in leadership training activities and school partnerships reported the highest rates of cross-sector collaboration and adopting or sharing practices from the opposite sector (Table III.6). Common Core transition activities had the lowest proportions of respondents reporting collaborating and transferring practices. These findings may indicate that activities involving principals are more conducive to encouraging cross-sector collaboration and transferring practices across sectors than other activity types geared more toward teachers. As we will discuss in the next chapter, principals may have more opportunities or time to collaborate with others across sectors or have a greater influence over what practices get shared or adopted across sectors, which may contribute to the higher rates for those participating in leadership training activities.

[10] We compared principals to teachers separately within the school-level and participant-level implementation cities. The overall pattern showing principals having higher rates of adopting or sharing practices than teachers was consistent across both subgroups of cities. We also compared the rates of adopting or sharing practices between principals from school-level and participant-level implementation cities; principals from participant-level implementation cities had higher rates of adopting or sharing.

Table III.6. Respondents in leadership training activities and school partnerships reported among the highest levels of cross-sector collaboration

Activity type	N	Percentage collaborating with the opposite sector	Percentage who adopted or shared a practice with the opposite sector
School partnerships	56	80.4*	69.6*
Leadership training	67	86.6*	73.1*
Teacher coaching	106	70.8	56.6
Common core transitions	44	40.9*	31.8*
All activities	273	67.9	54.0

Note: The "All activities" row is an average across activities.

We conducted significance tests for each item, comparing each activity type to the average of the other three activity types.

*Significantly different from the average of the other activity types at the .05 level, two-tailed test.

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IV. CONTEXT FOR CROSS-SECTOR COLLABORATION

Key findings

- Half or more of respondents reported that they did not have enough information about opposite sector staff to know whether they were willing to share practices (50 percent) or were open to new ideas (58 percent). Thirty-eight percent reported that they did not have enough information to know whether the sectors shared a common educational vision. Among respondents who did have enough information, though, most reported that the sectors were aligned and staff were open to collaboration.
- More than half of district respondents felt that schools in the other sector served a different student population, compared with just one in five charter school respondents.
- Only 14 percent of respondents on average reported that there was positive communication between the sectors in their city, but there was wide variation among cities.
- A lack of time and resources was a common barrier to collaboration for all respondents, especially teacher and district respondents.
- Respondents reported that local foundations, businesses, and community groups had a positive influence on cross-sector collaboration. In contrast, respondents were more likely to identify teachers' unions, political divisions on non-education issues, and cross-sector competition as having a negative influence.

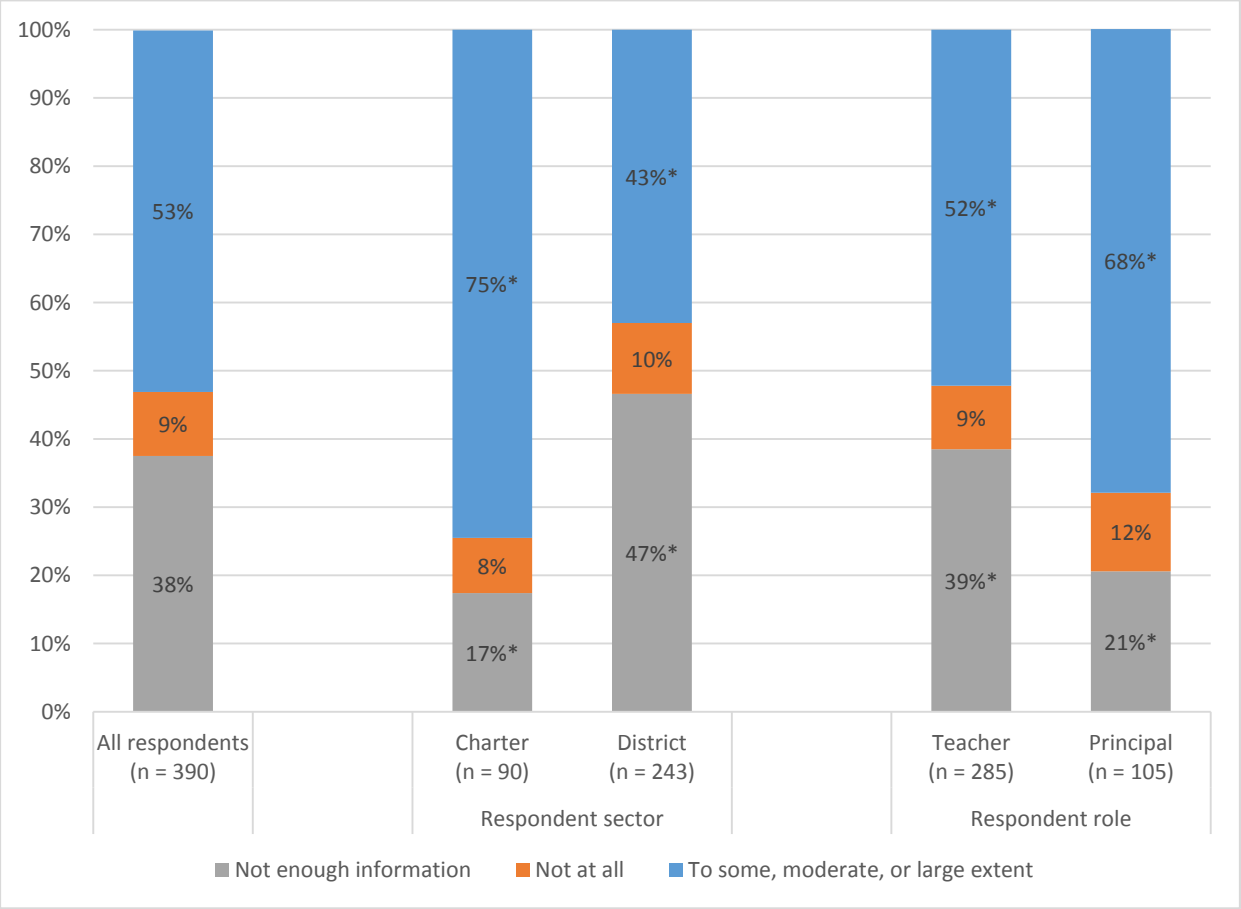
In this section, we examine respondents' perceptions of the opposite sector and the barriers to collaboration they experienced, exploring variation across cities and comparing charter- and district-sector respondents and teacher and principal respondents. Our findings highlight some areas for continued development. For example, despite participating in a cross-sector collaboration activity or working in a school that participated in an activity, a large share of respondents reported that they did not have enough information about the opposite sector to know whether the sectors' educational visions were aligned or that their students or staff were similar. Also, respondents reported low levels of positive communication between sectors. These findings indicate that there is still work to do in cities to improve awareness across sectors and create a more positive climate for collaboration.

Our findings also indicate areas of promise. Only a small percentage of respondents reported that the sectors did not share a common educational vision or that they did not view staff in the opposite sector as partners and colleagues. This finding indicates that future collaboration work may be able to focus on bringing the sectors together to build awareness, rather than first needing to change negative perceptions.

A large share of respondents reported that they did not have enough information to know whether the sectors shared an educational vision.

A common vision for educating students may facilitate collaboration among educators from different sectors. If educators in different sectors feel that they share the same educational vision for their students, they may be more open to sharing practices with and adopting new practices from the opposite sector. Yet 38 percent of all respondents reported that they did not have enough information to know whether the sectors shared the same educational vision (Figure IV.1). This percentage ranged from 32 percent to 48 percent among cities with school-level implementation and 15 percent to 32 percent among cities with participant-level implementation (Appendix C.1). Grantee City 4, with just 15 percent of respondents reporting that they did not have enough information, was significantly lower than other cities with participant-level implementation (Appendix C.1).

Figure IV.1. Nearly 40 percent of respondents did not have enough information to know whether sectors shared the same educational vision



Source: District-Charter Collaboration Evaluation Survey.

Notes: We calculated results using between-city weights so that each city had an equal weight on the overall average. The charter school totals exclude New Orleans.

* Difference between charter and district respondents or teacher and principal respondents is significantly different from zero at the .05 level, two-tailed test.

Among those who did have enough information to respond, most reported that the sectors shared an educational vision to at least some extent, with only 9 percent reporting that the sectors did not share an educational vision. A relatively small percentage of respondents—13 percent—reported that the sectors shared an educational vision to a large extent; most respondents reported that the sectors shared an educational vision to some or a moderate extent (Appendix C.1).

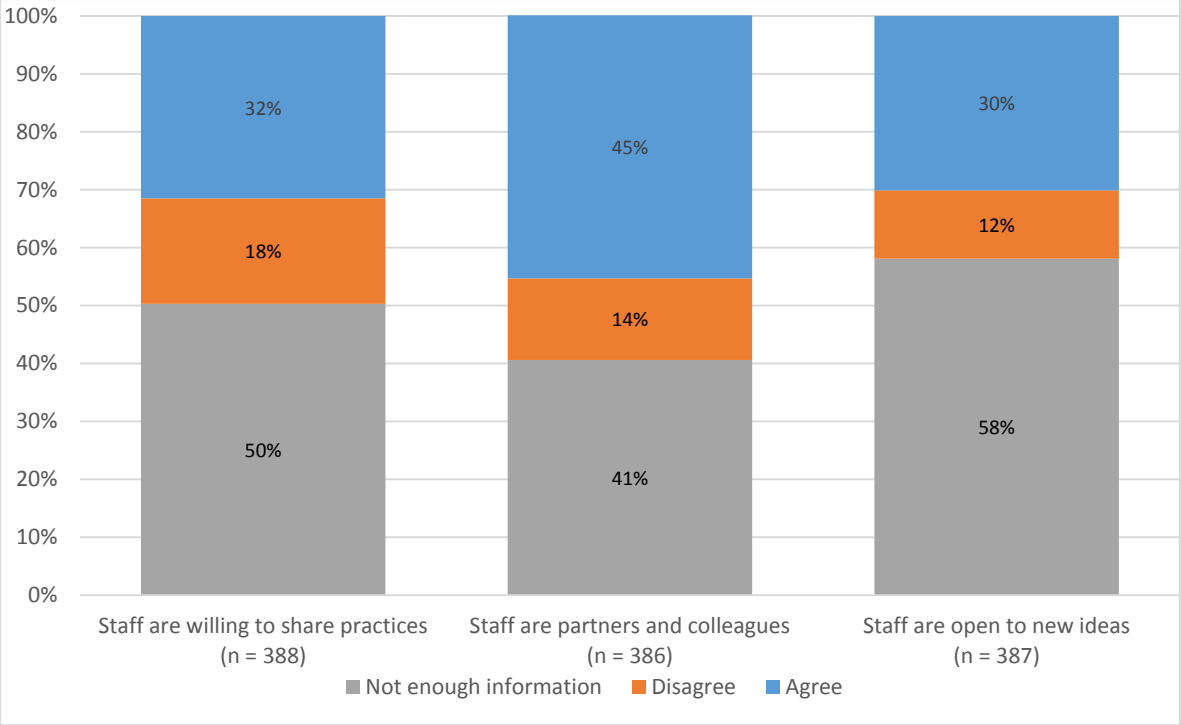
When comparing district and charter respondents, the latter were significantly more likely to report not having enough information to determine whether the sectors shared a common vision (Figure IV.1). This finding may be due to differences in the size of the charter and district sectors. Because the charter sector is smaller, charter sector staff have fewer schools with which to collaborate within their sector and more schools outside of their sector. Thus, their staff may have more opportunity than district staff to interact with and learn about schools in the other sector.

A similar proportion of charter and district respondents (about 10 percent) reported that the two sectors' educational visions were "not at all" aligned, but charter respondents were more likely to report that the sectors' visions were aligned to at least some extent: 75 percent among charter respondents, compared with 43 percent among those from district schools. Most of this difference was between respondents reporting that the sectors aligned to some or to a moderate extent; a similar share of charter and district respondents reported that the sectors aligned to a large extent (Appendix C.1).

Teachers were more likely than principals to report that they did not have enough information to know whether the sectors shared a similar educational vision—39 percent of teachers, compared with 21 percent of principals. Among those with enough information, a larger share of principals—68 percent, compared with 52 percent of teachers—reported that the sectors were aligned, at least to some extent.

Similar to having a shared educational vision, teachers and principals who viewed educators in the opposite sector as colleagues open to sharing ideas and practices can help to create a positive climate that fosters collaboration. At least half of respondents, though, reported that they did not have enough information to know whether staff in the other sector were willing to share practices (50 percent) or open to new ideas (58 percent; Figure IV.2). Slightly less—41 percent—did not have enough information to say whether they viewed staff in the opposite sector as partners and colleagues. Those reporting that they did not have enough information ranged from 34 percent to 75 percent in cities with school-level implementation, and 14 percent to 34 percent in cities with participant-level implementation (Appendix C.2 to Appendix C.4). Again, district respondents and teachers were more likely to report not having enough information, compared with charter respondents and principals (Appendix C.2 and C.4).

Figure IV.2. Half or more of respondents did not have enough information to know whether staff in the other sector were willing to share practices or were open to new ideas



Source: District-Charter Collaboration Evaluation Survey.

Note: We calculated results using between-city weights so that each city had an equal weight.

These findings do not tell us whether increased knowledge of the other sector will lead to a greater sense of shared purpose or to viewing the other sector's staff as colleagues willing to share ideas and practices. The findings do suggest, however, that respondents' perceptions of the sectors being misaligned—that their educational visions are different or their staff are not partners and colleagues—are not major barriers to collaboration. Thus, future cross-sector collaboration work may be able to focus on finding opportunities to bring staff from different sectors together to learn about each other, rather than first needing to change perceptions about the opposite sector.

Charter and district respondents disagreed on whether they serve different student populations, but agreed on differences in staff experience

The extent to which respondents feel that schools in the opposite sector serve a similar student population may contribute to whether they think practices from the other sector are likely to transfer to their own. Table IV.1 shows the extent to which respondents reported that the students served by the opposite sector were different from those served by their own sector. Forty-five percent agreed that the sectors serve different student populations, whereas 29 percent of respondents reported that they did not have enough information to answer. Across cities, the percentage agreeing that the sectors serve different student populations ranged from 24 to 54

percent among cities with participant-level implementation and 33 to 51 percent among cities with school-level implementation (Appendix C.5). Respondents in Grantee City 4 were significantly less likely than those in other cities with participant-level implementation to agree that the sectors serve different student populations.

Table IV.1. More than half of district respondents agreed that charter schools serve a different student population

Do you agree or disagree that schools in the opposite sector serve a different student population?					
		Respondent sector		Respondent role	
	All respondents (n = 388)	Charter (n = 89)	District (n = 242)	Teacher (n = 284)	Principal (n = 104)
Not enough information	28.5	21.2	31.7	29.4*	11.2*
Disagree/strongly disagree	26.9	57.8*	12.1*	25.4*	52.7*
Agree/strongly agree	44.6	20.9*	56.3*	45.1	36.1

Notes: We calculated results using between-city weights so that each city had an equal weight on the overall average. The charter school totals exclude New Orleans.

* Difference between charter and district respondents or teacher and principal respondents is significantly different from zero at the .05 level, two-tailed test.

Fifty-six percent of district respondents agreed with the statement "schools in the opposite sector serve a different student population," compared with just 21 percent of charter school respondents (Table IV.1). This difference indicates that there may be a large disconnect between the sectors in their views of the students they serve; this disconnect could be an important barrier to collaboration. Principals were less likely than teachers to report that the sectors serve different student populations (36 percent, compared with 45 percent).

We also asked respondents about differences between the sectors in staff experience, school success, and staff turnover rates (Appendix C.6–C.9). On these questions, district respondents were significantly more likely to report that they did not have enough information to respond. However, respondents who did have enough information—regardless of sector—were in agreement on differences in staff experience, with both sectors indicating that district staff were more experienced and charter staff less experienced (Appendix C.6–C.9). These perceptions align with national data, which show that teachers in district schools have an average of 14 years of experience, compared with an average of 8 years among charter school teachers (U.S. Department of Education 2013).

Respondents reported low levels of positive communication between sectors.

Cross-sector collaboration may be more difficult if the charter and district sectors do not communicate or if their communications are mostly negative. To address this issue, we asked respondents to describe the nature of communication between the sectors in their city. Thirty percent reported that communication was negative or there was no cross-sector communication; another 32 percent reported that they "don't know" how to describe communication between sectors (Table IV.2). Only 14 percent of respondents described communications as positive in

their city. There were no significant differences between charter and district respondents, but principals were more likely than teachers to report communications as positive or very positive.

Table IV.2. Fourteen percent of respondents reported that communication between the sectors in their city was positive

How would you describe communication between sectors in your city?					
		Respondent sector		Respondent role	
	All respondents (n = 391)	Charter (n = 90)	District (n = 245)	Teacher (n = 287)	Principal (n = 104)
There is no communication	12.7	12.4	14.2	13.1	6.6
Negative/very negative	17.1	17.9	19.0	17.1	16.2
Neutral	24.3	29.7	19.5	24.0	28.3
Positive/very positive	14.0	16.2	9.3	12.9*	33.8*
Don't know	32.0	23.8	38.1	32.9*	15.0*

Notes: We calculated results using between-city weights so that each city had an equal weight on the overall average. The charter school totals exclude New Orleans.

* Difference between teacher and principal respondents is significantly different from zero at the .05 level, two-tailed test.

There was a wide range across cities in the percentage of respondents describing communication as positive (Appendix C.10). Among cities with participant-level implementation, Grantee City 4 was highest in the percentage describing communication as positive (41 percent) and lowest in describing communication as negative (3 percent). Grantee City 7, in comparison, had the highest share of respondents reporting communication as negative (36 percent) and the lowest reporting it as positive (7 percent).

Grantee City 4 was also higher than other cities in the extent to which respondents reported an established sense of trust and respect between the sectors (Appendix C.11–C.12). Shared trust and respect may also be important in establishing a positive climate for collaboration. Overall, about half of respondents reported that the sectors have an established sense of trust between each other and respect for what the other sector is doing, though only 5 percent and 11 percent, respectively, reported that the sectors shared trust and respect to "a large extent" (Appendix C.11–C.12). Overall, there appears to be a base of trust and respect in the collaboration grant cities. These results also indicate, however, that there may still be work to do in increasing the amount of cross-sector communication and building positive communication between the sectors.

A lack of time, opportunities, and resources for collaboration were common barriers for all respondents, especially teachers and district staff.

Much like the sectors' perceptions of each other, structural factors, such as the amount of time and resources available for collaboration, can make it easier or harder for them to collaborate. We found that respondents across cities, sectors, and roles identified similar structural barriers to collaboration. The majority of respondents identified a lack of school time (89 percent), personal time (81 percent), opportunities for collaboration (89 percent), and

financial resources (72 percent) as making it difficult to collaborate across sectors (Table IV.3). Respondents were more likely to identify these issues as barriers to collaboration relative to other potential barriers, such as a lack of support from teachers and administrators or a lack of interest in collaboration. The barriers that respondents identified were consistent across cities, though respondents in Grantee City 4 were significantly less likely to say that inadequate financial resources were a barrier to collaboration in their city, whereas respondents in Grantee City 1 were significantly more likely to report inadequate financial resources as a barrier (Appendix C.13).

Although respondents in both sectors agreed on the top barriers to collaboration, district respondents were more likely to identify inadequate time dedicated by their school (93 percent), inadequate opportunities (93 percent), and inadequate financial resources (80 percent) as barriers, compared with charter sector respondents (75 percent, 79 percent, and 57 percent, respectively, Table IV.3). This finding suggests that educators in district schools feel they encounter more time and resource barriers to collaboration than do educators in charter schools. Significant differences also exist between teachers and principals. A significantly greater proportion of teachers than principals reported that inadequate time dedicated by their school (90 percent and 66 percent, respectively), opportunities and activities (90 percent and 72 percent), and financial resources (74 percent and 50 percent) made it difficult to collaborate across sectors.

Table IV.3. Teachers and district respondents were more likely to report that a lack of time, opportunity, and resources were barriers to collaboration

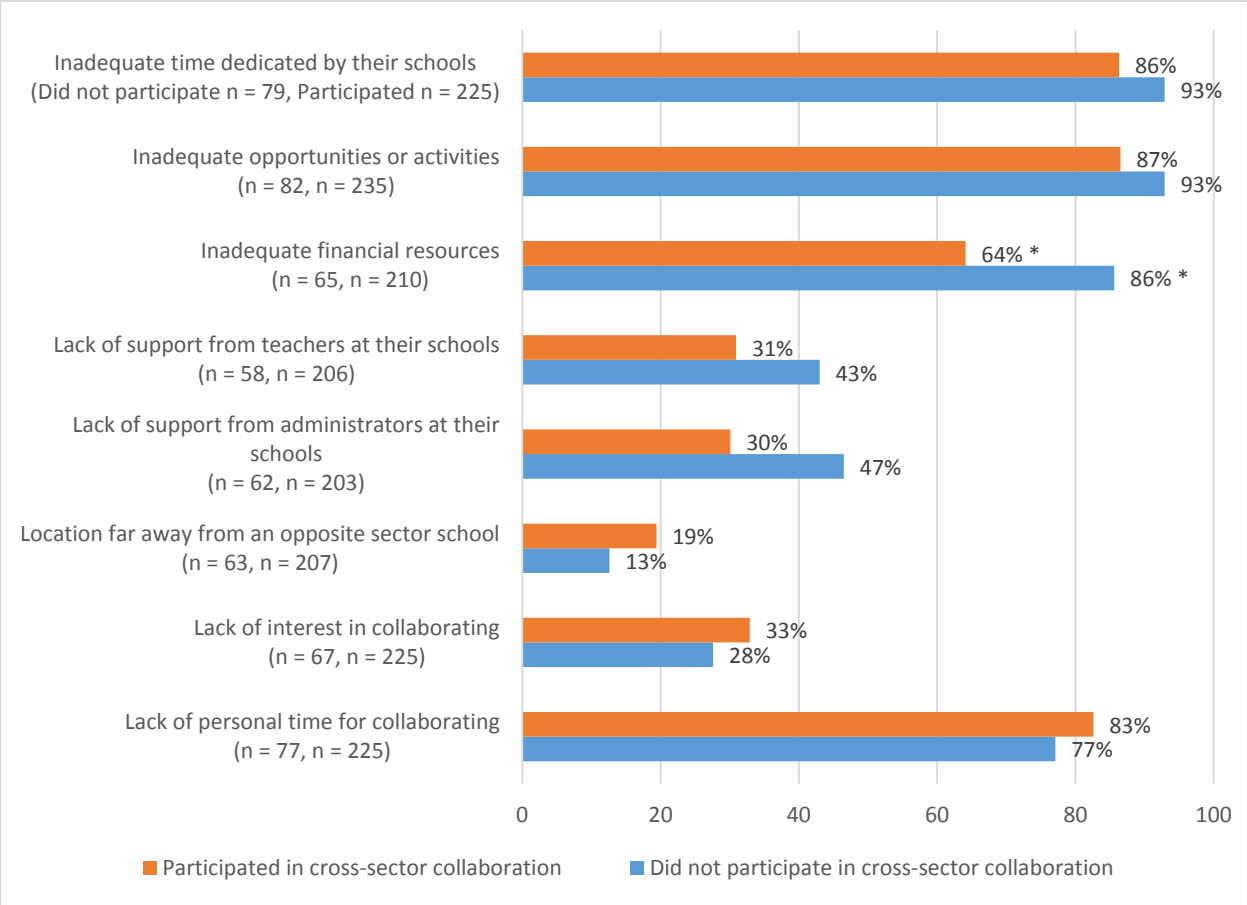
	All cities		Charter		District		Principals		Teachers	
Factors	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes
Inadequate time dedicated by their school	304	88.9	78	74.5*	176	92.5*	77	65.8*	227	90.1*
Inadequate opportunities or activities	317	89.0	81	78.8*	187	92.6*	85	72.4*	232	89.9*
Inadequate financial resources	275	72.4	70	56.6*	165	80.2*	75	50.2*	200	73.7*
Lack of support from teachers at their schools	264	34.6	71	25.4	151	37.7	75	21.6	189	35.5
Lack of support from administrators at their schools	265	35.3	73	26.7	149	36.9	71	13.9*	194	36.6*
Location far away from an opposite sector school	270	16.9	70	7.3	156	17.5	76	9.5	194	17.3
Lack of interest in collaborating	292	31.0	75	19.6	170	31.0	79	20.6	213	31.6
Lack of personal time for collaborating	302	80.5	75	78.4	180	81.3	79	71.1	223	81.0

Notes: We calculated results using between-city weights so that each city had an equal weight on the overall average. The charter school totals exclude New Orleans. Analysis excludes those responding "not applicable."

* Difference between charter and district respondents or teacher and principal respondents is significantly different from zero at the .05 level, two-tailed test.

These findings suggest that a lack of time dedicated to cross-sector collaboration, along with inadequate opportunities for collaboration and inadequate financial resources, may be important barriers to fostering collaboration in the grantee cities. However, when comparing the barriers reported by respondents who did not collaborate with barriers reported by those who did, only the category of inadequate financial resources was significantly different, with 86 percent of non-collaborators reporting it as a barrier, compared with 64 percent of collaborators (Figure IV.3).

Figure IV.3. Respondents who participated in cross-sector collaboration were less likely to report that inadequate financial resources were a barrier to collaboration



Notes: We calculated results using between-city weights so that each city had an equal weight on the overall average. The charter school totals exclude New Orleans. Analysis excludes those responding "not applicable."

* Difference between those who participated in cross-sector collaboration and nonparticipants is significantly different from zero at the .05 level, two-tailed test.

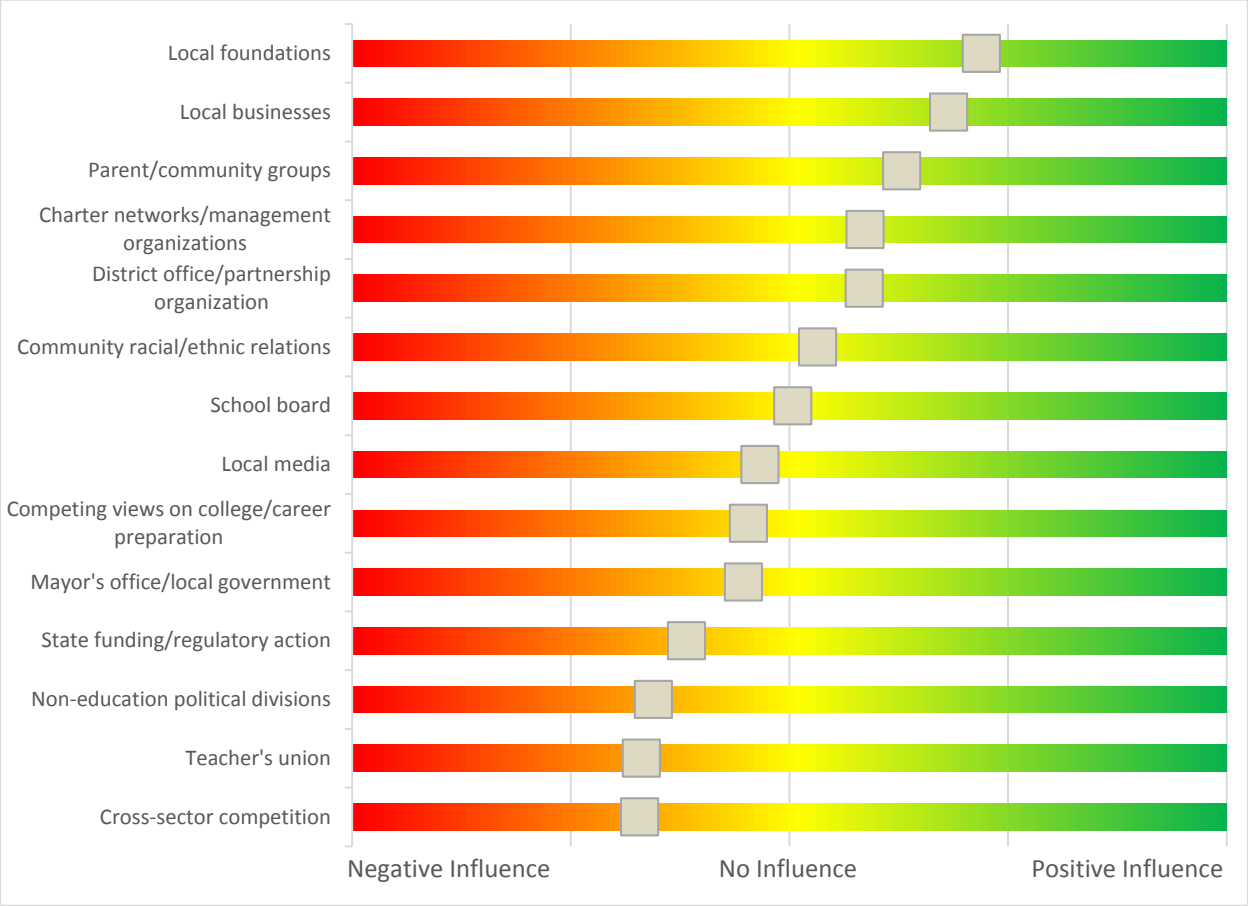
Respondents reported local foundations as having a positive influence on collaboration and cross-sector competition as having a negative influence.

We asked respondents to indicate whether certain factors and groups, such as state regulatory actions, the mayor's office, and community organizations, had a positive, negative, or no influence on cross-sector collaboration. We then coded each "positive influence" response as one, each "no influence" response as zero, and each "negative influence" response as a negative

one. We then averaged these codes to calculate an influence "score" for each factor. Figure IV.4 shows each factor's influence score on a scale from a negative influence (negative one) to a positive influence (one).

Local foundations, local businesses, and parent and community groups had the highest influence scores, with relatively high percentages of respondents indicating that these factors had a positive influence on collaboration and low percentages indicating that they had a negative influence on collaboration (Appendix C.14–C.15). On the opposite end, cross-sector competition, teachers' unions, and political divisions on issues outside of education all had the lowest influence scores. These three factors showed the lowest percentage of respondents reporting that they had a positive influence on collaboration and the highest percentage reporting a negative influence. For factors in the middle, respondents were split almost evenly between reporting the factors as having a positive, negative, or no influence.

Figure IV.4. Respondents reported that local foundations had a positive influence on collaboration but cross-sector competition had a negative influence



Notes: Analysis excludes those responding "not applicable." We calculated results using between-city weights so that each city had an equal weight on the overall average.

There were no significant differences between teachers and principals in the factors they identified as having a positive or negative influence. Charter respondents, though, were more likely to identify charter networks (55 percent positive influence), the mayor's office or local government (27 percent), and local foundations (61 percent) as having a positive influence, compared with district respondents (29 percent, 11 percent, and 39 percent, respectively; Appendix C.24).

Summary and implications

We find that, overall, between 40 and 50 percent of all respondents reported that they did not have enough information to know whether the sectors shared a common educational vision or whether the opposite sector's staff were open to new ideas and willing to share practices. Among those who did have enough information, most reported that the sectors' visions were aligned and the opposite sector staff were open to collaboration. These findings indicate that a lack of knowledge about the opposite sector may be more of a barrier to collaboration than negative perceptions of the opposite sector. Future work could focus on building awareness across sectors as a way to facilitate collaboration.

Our findings also suggest some areas for continued work. Only 14 percent of respondents reported that there was positive communication between sectors, and nearly 90 percent reported that inadequate time and opportunities were barriers to cross-sector collaboration. There was also a large difference between district and charter staff in how they viewed each other's student populations: more than half of district respondents felt that schools in the other sector served a different student population, compared with just one in five charter school respondents. That difference indicates that there may be a large disconnect between the sectors in their views of the students they serve; this disconnect could be an important barrier to collaboration.

V. CONCLUSIONS

As the District-Charter Collaboration Grant program continued during the 2014–2015 school year across the seven grantee sites, approximately half of respondents (49 percent) in cities with school-level activity implementation and three-quarters (79 percent) in cities with participant-level implementation reported that they did engage in collaboration with educators from the opposite sector. Moreover, 33 percent and 63 percent of respondents in school- and participant-level activity implementation cities, respectively, indicated that they transferred practices across sectors. Across the grantee cities, the vast majority of respondents stated that inadequacies in the time dedicated by their schools, opportunities, and financial resources were barriers to collaboration. They reported that local foundations, businesses, and community groups had a positive influence on cross-sector collaboration. Common across each of these findings was that principals and charter respondents reported greater rates of and relatively fewer barriers to cross-sector collaboration than did teachers and district respondents, respectively.

During the next year, the study team will conduct a final round of site visits and interviews with central office and school-level staff. This data collection will examine any changes in the grantee sites since the first site visit and identify any perceived longer-term impacts that the grants had on cross-sector collaboration.

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APPENDIX A

CHAPTER II SUPPLEMENTAL TABLES

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These supplemental tables for Chapter II provide additional detail on the perceived usefulness of each type of grantee activity (Tables A.1 and A.2) and respondents' communications with cross-sector colleagues following participation in the grant activity (Tables A.3 and A.4). For each of these topics, we report frequencies by activity and respondent role (Tables A.1 and A.3) and also the predicted probability for each activity using logistic regression models (Tables A.2 and A.4).

Table A.1. Percentage of teachers and principals who reported that their activity was useful for their current job by activity type

Activity Type	N	Teachers	N	Principals
School Partnerships	39	59.0	14	78.6
Leadership Training	23	91.3*	43	88.4
Teacher Coaching	85	72.9	19	100
Common Core Transitions	32	46.9*	11	63.6*
All activities	179	67.6	87	86.2

Note: The all activities row is an average across activities.

* Significantly different from the average of the other three activity types at the .05 level, two-tailed test.

Table A.2. Predicted probability of a respondent reporting that their activity was useful for their current job by activity type

Activity Type	*b*	SE
School Partnerships	-.09	.07
Leadership Training	.10	.07
Teacher Coaching	.11*	.05
Common Core Transitions	-.20*	.08

Notes: Four separate logistic regression models were conducted, one for each activity type.

The logistic regression models controlled level of activity implementation (1 = individual-level activity implementation, 0 = school-level activity implementation) and respondent type (1 = principal, 0 = teacher). Both variables were significantly different from zero at the .05 level in each regression model.

* Significantly different from zero at the .05 level, two-tailed test.

Table A.3. Percentage of teachers and principals who kept in contact with grant activity colleagues from the opposite sector

Activity Type	N	Teachers	N	Principals
School Partnerships	32	43.6	13	69.2
Leadership Training	23	69.6*	43	79.1*
Teacher Coaching	79	30.4	19	42.1*
Common Core Transitions	31	3.2*	12	33.3*
All activities	172	33.7	87	63.2

Note: The all activities row is an average across activities.

* Significantly different from the average of the other three activity types at the .05 level, two-tailed test.

Table A.4. Predicted probability of a respondent staying in contact professionally with a colleague from the opposite sector by activity type

Activity Type	*b*	SE
School Partnerships	.15*	.07
Leadership Training	.27*	.07
Teacher Coaching	-.14*	.06
Common Core Transitions	-.26*	.08

Notes: Four separate logistic regression models were conducted, one for each activity type.

The logistic regression models controlled level of activity implementation (1 = individual-level activity implementation, 0 = school-level activity implementation) and respondent type (1 = principal, 0 = teacher). Both variables were significantly different from zero at the .05 level in each regression model.

* Significantly different from zero at the .05 level, two-tailed test.

APPENDIX B

CHAPTER III SUPPLEMENTAL TABLES

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These supplemental tables for Chapter III provide additional detail on the breadth, frequency, scope, and types of collaboration by city, respondents' sector, and role (Tables B.1 through B.4). Tables B.1 and B.2 and also show rates of within sector collaboration. Tables B.5 and B.6 provide detail on respondents' views of the usefulness of within-sector and cross-sector collaboration.

Table B.1. Percentage engaging in specific types of collaboration (observations, curriculum, instruction, assessments, other)

	Within Sector		Cross-Sector	
	N	Percentage	N	Percentage
School-level implementation				
Grantee City 2	39	70.3	36	31.3
Grantee City 3	68	51.8*	65	7.3*
Grantee City 5	49	83.5*	56	60.9*
All school-level cities	156	65.8	157	49.4
Participant-level implementation				
Grantee City 1	68	78.8	67	52.1*
Grantee City 4	75	65.0*	72	74.5*
Grantee City 6	45	84.4	44	54.3
Grantee City 7	39	77.8	38	65.8
All participant-level cities	227	75.3	221	79.1
Sector				
Charter	89	64.7	88	56.7*
District	245	60.9	234	29.1*
Role				
Principal	103	96.2*	103	60.0*
Teacher	280	63.3*	275	39.8*

Notes: To be consistent with the way that within sector collaboration was assessed in the survey, we define cross sector collaboration in this analysis as participation in specific types of collaboration (observations, curriculum, instruction, assessment, other) rather than the broader definition of collaboration that includes participation in formal professional development and informal interactions. We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

Within sector collaboration for New Orleans refers to within the CMO and excludes respondents from standalone charters.

We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table B.2. Percentage of respondents who regularly engaged in specific types of collaboration (at least once per month)

	Within Sector		Cross-Sector	
	N	Percentage	N	Percentage
School-level implementation				
Grantee City 2	39	31.6	36	19.9
Grantee City 3	68	29.1	65	0.5*
Grantee City 5	49	56.2*	56	18.5
All school-level cities	156	38.3	157	10.8
Participant-level implementation				
Grantee City 1	68	40.4	67	22.5
Grantee City 4	75	32.8	72	20.1
Grantee City 6	45	38.9	44	29.8
Grantee City 7	39	63.2*	38	43.0*
All participant-level cities	227	41.3	221	26.7
Sector				
Charter	89	32.8	88	27.9
District	245	34.0	234	14.1
Role				
Principal	103	72.3*	103	32.0*
Teacher	280	34.5*	275	17.3*

Notes: To be consistent with the way that within sector collaboration was assessed in the survey, we define cross sector collaboration in this analysis as participation in specific types of collaboration (observations, curriculum, instruction, assessment, other) rather than the broader definition of collaboration that includes participation in formal professional development and informal interactions. We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

Within sector collaboration for New Orleans refers to within the CMO and excludes respondents from standalone charters.

We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table B.3. Percentage of respondents who collaborated with none, 1-2, or 3 or more educators from the opposite sector, among those who reported any cross-sector collaboration

	Sample Size	Percentage None	Percentage 1-2 Educators	Percentage 3 or More Educators
School-level implementation				
Grantee City 2	41	68.6	23.1	8.3
Grantee City 3	69	95.2	3.8	1.0*
Grantee City 5	55	46.9	39.4	13.7
All school-level cities	165	73.1	20.1	6.9
Participant-level implementation				
Grantee City 1	66	56.8	26.1	17.1
Grantee City 4	73	47.9	38.8	13.3*
Grantee City 6	45	42.5	12.0	45.5*
Grantee City 7	39	31.2	24.2	44.6*
All participant-level cities	223	46.4	26.8	26.7
Sector				
Charter	89	47.6	20.8	31.6*
District	244	71.5	18.6	9.8*
Role				
Principal	104	42.9	26.4	30.7*
Teacher	284	63.3	22.2	14.4*

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table B.4. Percentage of respondents who participated in each type of collaboration within and across sectors

	Within-sector		Cross-sector	
Activity	N	Percentage	N	Percentage
Classroom observations	383	51.3	378	31.7
Curriculum materials	383	50.8	377	24.5
Instructional activities	383	50.6	377	26.6
Assessments	382	37.6	377	19.9
Other	321	39.4	333	23.5

Notes: We calculated the activity estimates using between city weights so that each city had an equal weight on the overall average.

We did not include significance tests in this table because the categories overlap. Some people who participated in within-sector collaboration also participated in cross-sector collaboration. Likewise, some people participated in multiple categories of activities.

Table B.5. Percentage of respondents who considered any type of within and cross-sector collaboration to be useful

	Within Sector		Cross-Sector	
	N	Percentage	N	Percentage
School-level implementation				
Grantee City 2	28	81.7	10	-
Grantee City 3	46	84.5	6	-
Grantee City 5	41	91.5	37	76.9
All school-level cities	115	86.8	53	71.2
Participant-level implementation				
Grantee City 1	52	83.2	35	76.7
Grantee City 4	47	81.1	51	52.2*
Grantee City 6	36	94.6	20	100.0
Grantee City 7	28	92.5	25	91.6*
All participant-level cities	163	86.9	131	74.3
Sector				
Charter	58	86.4	54	78.8
District	179	86.9	93	77.6
Role				
Principal	94	92.3	62	93.4*
Teacher	184	87.3	122	76.7*

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

We excluded respondents from New Orleans from the district-charter subgroup analysis.

We did not report estimates for any subgroup with 10 or fewer respondents.

When the city value was 100%, a chi-square test could not be conducted.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table B.6. Percentage of respondents who considered each type of within-sector and cross-sector collaboration to be useful

	Within sector		Cross sector	
Activity	N	Percentage	N	Percentage
Classroom observations	214	80.2	137	73.1
Curriculum materials	204	83.4	117	58.0
Instructional activities	211	85.6	127	70.0
Assessments	169	82.1	91	69.1
Other	134	84.3	96	80.3

Notes: We calculated these estimates using between city weights so that each city had an equal weight on the overall average.

Within school classroom observations only included teachers, whereas within sector and cross sector observations included both principals and teachers.

We did not include significance tests in this table because the categories overlap, since some people participated in multiple types of activities.

APPENDIX C

CHAPTER IV SUPPLEMENTAL TABLES

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These supplemental tables for Chapter IV provide additional detail on respondents' views of the opposite sector, showing responses by city, sector, and role.

Table C.1. Percentage of respondents who think that schools in the opposite sector have a shared vision for how to educate students

	N	Not enough information	Not at all	To some extent	To a moderate extent	To a large extent	To some, moderate or large extent
School-level Implementation							
Grantee City 2	40	38.6	18.7	18.2	20.4	4.2	42.7
Grantee City 3	68	48.4	8.0	29.8	4.7	9.1	43.6
Grantee City 5	57	31.5	7.6	30.7	24.5	5.8	61.0
All school-level cities	165	40.2	10.1	27.7	15.1	6.9	49.7
Participant-level Implementation							
Grantee City 1	67	31.8	12.2	15.4	18.8	21.8	56.0*
Grantee City 4	74	14.5*	7.2	25.3	21.8	31.2	78.3*
Grantee City 6	45	25.1	6.6	23.3	28.9	16.1	68.3
Grantee City 7	39	23.8	11.0	28.4	24.0	12.8	65.2
All participant-level cities	225	23.3	9.1	22.6	22.9	22.2	67.6
Sector							
Charter	90	17.4*	8.1	34.8	26.4	13.4	74.5*
District	243	46.6*	10.4	11.9	15.6	15.5	43.0*
Role							
Principal	105	20.6*	11.5	31.0	17.1	19.9	68.0*
Teacher	285	38.5*	9.3	19.5	19.7	13.0	52.2*
All respondents	390	37.5	9.4	20.1	19.5	13.4	53.0

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools. We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table C.2. Percentage of respondents who agree or disagree that staff from the other sector are willing to share their school's practices

	N	Not enough information	Agree	Disagree
School-level implementation				
Grantee City 2	40	64.4	24.6	11.0
Grantee City 3	68	67.3	12.6	20.1
Grantee City 5	57	39.5*	26.4	34.1
All school-level cities	165	56.7	20.1	23.2
Participant-level implementation				
Grantee City 1	66	36.3*	46.7	16.9
Grantee City 4	74	16.1*	56.7	27.2
Grantee City 6	45	34.6	48.3	17.1
Grantee City 7	38	19.9	50.4	29.6
All participant-level cities	223	26.6	51.0	22.5
Sector				
Charter	89	37.5*	43.8*	18.6
District	242	58.0*	28.4*	13.6
Role				
Principal	104	21.7*	59.0*	19.4
Teacher	284	51.8*	30.0*	18.1

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools. We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table C.3. Percentage of respondents who agree or disagree that they view staff from the other sector as partners and colleagues

	N	Not enough information	Agree	Disagree
School-level implementation				
Grantee City 2	40	63.3	33.6	3.1*
Grantee City 3	67	51.1	20.6*	28.3*
Grantee City 5	57	34.1	49.9*	16.0
All school-level cities	164	47.5	34.0	18.5
Participant-level implementation				
Grantee City 1	66	25.9	57.7	16.3
Grantee City 4	74	13.5	63.7	22.8
Grantee City 6	45	27.0	61.7	11.3
Grantee City 7	37	16.5	66.9	16.6
All participant-level cities	222	20.5	62.1	17.4
Sector				
Charter	89	24.6*	59.0*	16.4
District	240	48.6*	38.7*	12.7
Role				
Principal	104	14.6*	68.0*	17.4
Teacher	282	42.0*	44.1*	14.0

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools. We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table C.4. Percentage of respondents who agree or disagree that school staff from the other sector are open to new ideas

	N	Not enough information	Agree	Disagree
School-level implementation				
Grantee City 2	40	63.5	24.8	11.6
Grantee City 3	68	75.1	9.7*	15.2
Grantee City 5	56	56.5	35.1*	8.4
All school-level cities	164	66.0	22.0	12.0
Participant-level implementation				
Grantee City 1	66	40.2	41.6	18.2
Grantee City 4	74	20.9*	49.5	29.6*
Grantee City 6	45	36.8	52.8	10.4
Grantee City 7	38	41.0	47.1	11.9
All participant-level cities	223	33.2	47.6	19.2
Sector				
Charter	89	37.0*	45.8*	17.2
District	242	66.4*	22.8*	10.8
Role				
Principal	104	26.6*	55.1*	18.3
Teacher	283	59.9*	28.7*	11.4

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools. We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table C.5. Percentage of respondents who agree or disagree that schools in the opposite sector serve a different student population, by city

City	N	Not enough information	Agree	Disagree
All school-level cities	**165**	**37.2**	**39.8**	**23.0**
Grantee City 2	40	40.1	50.9	8.9*
Grantee City 3	68	44.3	39.9	15.8
Grantee City 5	57	26.9	33.3	39.8*
All participant-level cities	**223**	**14.8**	**38.4**	**46.8**
Grantee City 1	66	16.8	54.3*	29.0*
Grantee City 4	74	12.3	24.0*	63.7*
Grantee City 6	45	19.5	42.9	37.5
Grantee City 7	38	10.1	34.1	55.8

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools.

*Significantly different from the city group average at the .05 level, two-tailed test.

Table C.6. Percentage of respondents who agree or disagree that school staff from the other sector are less experienced

	N	Not enough information	Agree	Disagree
School-level implementation				
Grantee City 2	40	56.2	27.7	16.1
Grantee City 3	68	60.9	11.8*	27.3
Grantee City 5	57	40.1	28.1	31.8
All school-level cities	165	52.4	21.0	26.6
Participant-level implementation				
Grantee City 1	66	29.2	30.2	40.6
Grantee City 4	74	21.3	24.1	54.6
Grantee City 6	45	37.3	10.6*	52.1
Grantee City 7	38	21.2	28.5	50.3
All participant-level cities	223	27.1	23.5	49.4
Sector				
Charter	89	27.8*	1.1*	71.0*
District	242	57.8*	25.0*	17.2*
Role				
Principal	104	23.2*	27.0	49.9*
Teacher	284	49.4*	19.9	31.0*
All respondents	388	48.1	20.3	31.7

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools. We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table C.7. Percentage of respondents who agree or disagree that school staff from the other sector are more experienced

	N	Not enough information	Agree	Disagree
School-level implementation				
Grantee City 2	39	56.3	6.9	36.7
Grantee City 3	68	60.4	7.4	32.2
Grantee City 5	57	42.5	15.1	42.4
All school-level cities	164	53.1	10.1	36.8
Participant-level implementation				
Grantee City 1	64	34.6	19.0	46.4
Grantee City 4	73	23.0	30.4*	46.6
Grantee City 6	45	35.0	12.0	53.1
Grantee City 7	38	21.2	18.2	60.5
All participant-level cities	220	28.6	21.1	50.3
Sector				
Charter	87	29.7*	30.2*	40.1
District	240	58.1*	4.2*	37.7
Role				
Principal	102	22.6*	25.5*	51.8
Teacher	282	50.6*	11.0*	38.4
All respondents	384	49.1	11.8	39.1

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools. We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table C.8. Percentage of respondents who agree or disagree that schools in the other sector are less successful

	N	Not enough information	Agree	Disagree
School-level implementation				
Grantee City 2	40	61.6	8.9	29.5
Grantee City 3	68	56.7	13.9	29.4
Grantee City 5	57	45.3	20.4	34.3
All school-level cities	165	53.6	15.2	31.2
Participant-level implementation				
Grantee City 1	66	39.1	11.7	49.3
Grantee City 4	74	23.3*	24.2	52.5
Grantee City 6	44	44.8	19.9	35.3
Grantee City 7	38	35.0	26.4	38.6
All participant-level cities	222	34.4	20.0	45.6
Sector				
Charter	88	31.8*	29.4*	38.8
District	242	62.8*	8.5*	28.7
Role				
Principal	103	24.9*	29.9*	45.2*
Teacher	284	54.5*	31.2*	14.3*
All respondents	387	53.0	15.1	31.9

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools. We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table C.9. Percentage of respondents who agree or disagree that school staff from the other sector have high turnover rates

	N	Not enough information	Agree	Disagree
School-level implementation				
Grantee City 2	40	66.2	33.6	0.2*
Grantee City 3	68	73.0	18.3	8.7
Grantee City 5	57	53.6	34.8	11.5
All school-level cities	165	64.6	27.5	7.9
Participant-level implementation				
Grantee City 1	66	43.0	35.5	21.5
Grantee City 4	74	29.1*	36.4	34.5*
Grantee City 6	45	50.2	26.7	23.2
Grantee City 7	38	38.5	44.1	17.5
All participant-level cities	223	39.2	35.2	25.5
Sector				
Charter	89	48.6	16.7	34.6*
District	242	64.5	29.2	6.3*
Role				
Principal	104	35.9*	42.8*	21.3
Teacher	284	60.4*	26.6*	13.0
All respondents	388	59.1	27.5	13.4

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools. We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table C.10. Percentage of respondents who describe communication between sectors in their city as positive, negative or neutral, by city

City	N	Don't know	No communication	Negative/very negative	Neutral	Positive/very positive
All school-level cities	**166**	**32.0**	**14.5**	**10.5**	**27.7**	**15.3**
Grantee City 2	40	37.6	11.7	11.3	32.6	6.8
Grantee City 3	70	38.6	20.9	11.4	19.8	9.4
Grantee City 5	56	20.3	8.1	9.0	34.8	27.7*
All participant-level cities	**225**	**25.0**	**8.9**	**17.0**	**27.7**	**21.4**
Grantee City 1	67	36.5*	9.3	23.6	16.2	14.5
Grantee City 4	74	16.1*	2.6*	2.8*	37.7	40.8*
Grantee City 6	45	31.5	15.3	15.5	25.7	12.0
Grantee City 7	39	14.4	12.5	35.9*	30.0	7.2*

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools.

*Significantly different from the city group average at the .05 level, two-tailed test.

Table C.11. Percentage of respondents who think that the sectors have an established sense of trust between each other

	N	Not enough information	Not at all	To some extent	To a moderate extent	To a large extent	To some, moderate or large extent
School-level implementation							
Grantee City 2	40	43.9	21.1	14.1	16.4	4.4	34.9
Grantee City 3	68	40.0	25.7	23.6	7.9	2.8	34.3
Grantee City 5	57	31.7	20.0	34.5	10.0	3.7	48.2
All school-level cities	165	37.9	22.7	25.5	10.4	3.5	39.5
Participant-level implementation							
Grantee City 1	67	25.5	22.6	30.1	17.7	4.2	51.9
Grantee City 4	74	16.5	12.4	26.0	24.6	20.6	71.2*
Grantee City 6	44	24.8	17.7	40.1	11.3	6.1	57.5
Grantee City 7	39	21.5	30.2	34.8	8.7	4.9	48.3
All participant-level cities	224	21.7	19.4	31.7	17.1	10.1	58.9
Sector							
Charter	89	18.9*	16.3	42.1	20.6	2.1	64.8*
District	243	43.1*	19.2	19.8	11.1	6.8	37.7*
Role							
Principal	105	19.0*	19.5	39.0	11.3	11.2	61.4*
Teacher	284	36.8*	18.6	26.6	13.1	4.9	44.6*
All respondents	389	35.8	18.6	27.3	13.0	5.3	45.5

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools. We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table C.12. Percentage of respondents who think that the sectors have a sense of respect for what the other sector is doing

	N	Not enough information	Not at all	To some extent	To a moderate extent	To a large extent	To some, moderate or large extent
School-level implementation							
Grantee City 2	40	46.7	7.1	25.6	16.1	4.4	46.2
Grantee City 3	68	39.1	12.0	30.8	13.7	4.6	49.1
Grantee City 5	57	28.5	14.4	31.0	16.1	10.1	57.1
All school-level cities	165	36.9	11.8	29.8	15.1	6.5	51.4
Participant-level implementation							
Grantee City 1	67	24.0	16.1	29.6	18.4	12.0	59.9
Grantee City 4	74	16.5	12.0	24.3	26.5	20.7	71.5
Grantee City 6	45	24.4	15.3	35.0	17.0	8.3	60.3
Grantee City 7	39	21.5	22.5	35.3	14.0	6.6	56.0
All participant-level cities	225	21.2	15.6	30.0	20.0	13.2	63.2
Sector							
Charter	90	18.6*	11.1	37.9	26.1	6.4	70.3*
District	243	42.8*	13.5	19.1	12.5	12.1	43.7*
Role							
Principal	105	17.8*	12.5	37.7	18.1	13.9	69.7*
Teacher	285	35.9*	13.1	24.6	16.0	10.3	51.0*
All respondents	390	35.0	13.1	25.3	16.1	10.5	51.9

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools. We excluded respondents from New Orleans from the district-charter subgroup analysis.

*For cities, significantly different from the city group average at the .05 level, two-tailed test. For sectors or roles, significantly different from the opposite sector or role at the .05 level, two-tailed test.

Table C.13. Percentage of respondents reporting that the following factors make it difficult for them to collaborate with educators in the opposite sector, by city

	Grantee City 2		Grantee City 3		Grantee City 5		All school-level cities		Grantee City 1		Grantee City 4		Grantee City 6		Grantee City 7		All participant-level cities	
Factors	N	Yes	N	Yes	N	Yes	N	Yes	N	Yes	N	Yes	N	Yes	N	Yes	N	Yes
Inadequate time dedicated by my school	28	93.3	42	88.7	50	98.4*	**120**	**93.6**	58	77.3	60	81.0	35	78.3	31	81.5	**184**	**79.4**
Inadequate opportunities/activities	28	94.0	50	93.8	49	91.8	**127**	**93.1**	59	78.8	59	79.0	39	82.7	33	91.5	**190**	**81.8**
Inadequate financial resources	23	73.7	43	75.5	40	64.0	**106**	**71.6**	53	82.3*	53	37.3*	32	63.9	31	72.2	**169**	**62.6**
Lack of support from teachers at my school	24	19.5	41	44.7	42	39.9	**107**	**38.3**	48	29.9	54	20.2	28	25.0	27	35.4	**157**	**26.5**
Lack of support from administrators at my school	26	16.9*	42	54.2	43	44.9	**111**	**43.4**	49	28.3	52	29.0	26	12.4	27	37.9	**154**	**27.1**
School located far from an opposite sector school	22	23.0	38	27.2	44	30.1	**104**	**27.7**	47	8.2	57	4.4	30	12.9	32	11.7	**166**	**8.5**
Degree of interest in collaborating with the opposite sector	25	20.0*	42	44.5	47	47.5	**114**	**41.4**	53	20.2	59	23.6	35	17.7	31	11.5	**178**	**19.3**
Personal time available for collaborating with other sector	27	88.9	44	85.4	47	80.5	**118**	**84.1**	58	71.6	59	78.3	35	74.3	32	73.6	**184**	**74.6**

Notes: We calculated individual city estimates using within city weights. We calculated estimates that include multiple cities using between city weights so that each city had an equal weight on the overall average.

In New Orleans, we asked respondents in CMO charter schools about city charter schools outside of their charter school organization whereas we asked respondents from standalone charter schools in New Orleans about other city charter schools. We excluded respondents from New Orleans from the district-charter subgroup analysis.

*Significantly different from the city group average at the .05 level, two-tailed test.

Table C.14. Percentage of respondents reporting that each factor has a positive, negative or no influence on cross-sector collaboration in their city

Factors	N	Average influence "score"	Positive influence	No Influence	Negative Influence
Local foundations	246	0.44	50.9	42.2	6.9
Local businesses	236	0.36	42.7	51.0	6.3
Parent/community groups	248	0.26	42.1	41.5	16.4
Charter networks/ management orgs.	251	0.17	44.6	28.1	27.3
District office/partnership org.	262	0.17	39.9	37.3	22.8
Community racial/ethnic relations	236	0.06	34.1	38.3	27.6
School board	231	0.01	30.5	39.9	29.7
Local media	253	-0.07	30.1	33.2	36.8
Competing views on college/career preparation	237	-0.09	23.4	43.8	32.8
Mayor's office/local government	219	-0.10	20.9	47.8	31.4
State funding/regulatory action	256	-0.24	29.2	18.1	52.7
Non-education political divisions	237	-0.31	16.1	36.8	47.2
Teachers' union	234	-0.34	12.2	41.8	46.0
Cross-sector competition	239	-0.34	16.7	32.4	50.9

Notes: We excluded those responding "not applicable".

We calculated the estimates using between city weights so that each city had an equal weight on the overall average.

We calculated the influence score by averaging the positive influence (1), no influence (0), and negative influence (-1) responses.

Table C.15. Percentage of respondents reporting that each factor has a positive, negative or no influence on cross-sector collaboration in their city, by respondent sector

Factors	N		Average influence "score"		Positive influence		No Influence		Negative Influence	
	Charter	District	Charter	District	Charter	District	Charter	District	Charter	District
Local foundations	58	144	0.59*	0.29	60.9	39.2	37.6	50.6	1.5	10.2
Local businesses	57	135	0.34	0.27	39.4	35.6	55.0	55.7	5.6	8.8
Parent/community groups	63	142	0.30	0.11	49.4	31.2	30.8	48.5	19.9	20.2
Charter networks/ management orgs.	61	144	0.30*	-0.06	55.3	28.5	19.8	36.6	24.9	34.8
District office/partnership org.	66	152	0.24	0.10	48.6	36.6	26.4	36.9	24.9	26.5
Community racial/ethnic relations	58	136	0.08	-0.05	34.7	24.4	38.7	46.4	26.6	29.2
School board	57	133	0.04	-0.10	27.9	26.7	47.7	36.5	24.4	36.8
Local media	61	150	-0.19	-0.14	28.8	24.4	23.4	36.9	47.8	38.7
Competing views on college/career preparation	56	138	-0.13	-0.12	24.6	21.1	37.3	46.3	38.1	32.6
Mayor's office/local government	56	126	0.02*	-0.28	26.9	11.4	48.2	49.2	24.9	39.4
State funding/regulatory action	62	149	-0.35	-0.29	23.8	25.2	17.3	21.1	58.9	53.7
Non-education political divisions	55	140	-0.34	-0.28	14.5	18.2	37.2	35.4	48.3	46.4
Teachers' union	61	146	-0.47	-0.36	8.2	13.7	35.9	37.0	55.9	49.4
Cross-sector competition	57	142	-0.34	-0.45	12.5	12.6	41.0	29.6	46.5	57.8

Notes: We excluded those responding "not applicable".

We calculated the estimates using between city weights so that each city had an equal weight on the overall average.

We calculated the influence score by averaging the positive influence (1), no influence (0), and negative influence (-1) responses.

We excluded New Orleans from the charter totals.

*Significantly different from the opposite sector at the .05 level, two-tailed test.

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