Charter School Study
Prepared for the
Maryland State Department of Education
November 1, 2014

university of baltimore
Schaefer Center for Public Policy

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Submitted to:

The Maryland State Department of Education

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MARYLAND PUBLIC CHARTER SCHOOL STUDY – SUMMARY FINDINGS

In 2013, the Maryland legislature asked that a series of issues related to public charter schools be studied. The Schaefer Center for Public Policy of the University of Baltimore was tasked by the Maryland State Department of Education with investigating these questions. This report details the findings and specifies the recommendations of the Schaefer Center's research team. Every public charter school operator was contacted and the research team was able to interview at least one person associated with each operator. The team also interviewed district liaisons in every district that now has, has had, or is scheduled to have a public charter school operating in the district or Local Education Agency (LEA). In addition, the team interviewed a variety of interested parties including district superintendents, union representatives, school board members, elected officials, and interested advocates. Over 90 people participated in interviews and/or public discussions of the findings.

In addition, the research team identified schools that are demographically similar to the existing public charter schools and analyzed the existing school assessment data, the Baltimore City climate survey data, and other existing data using those other schools as a tool for comparison. A more complete description of these methods used can be found in Appendix A.

DESCRIPTION OF THE MARYLAND PUBLIC CHARTER SCHOOL LAW

Maryland's current public charter school law was enacted in 2003. It enables establishment of charter schools "to provide innovative learning opportunities and creative educational approaches to improve the education of students."[1]

Like other public schools, public charter schools are required to be non-sectarian, tuition-free, compliant with health and safety law, subject to state and federal law prohibiting discrimination, and to operate "under the provisions of law and regulation governing other public schools." Public charters differ from other public schools in that they are schools of choice. When there are more applicants than spaces they must employ a lottery in admitting students. Current policy requires that, for newly opened public charter schools, the lotteries be district wide.

In Maryland, public charter school principals and teachers are employees of the local school district and are represented by the local bargaining units. In some cases special arrangements have been negotiated between the public charter school operators and the bargaining units. In the absence of these special negotiations, all conditions of the collective bargaining agreement between the district and the bargaining unit apply to the operation of the public charter school.

The law requires that county boards "disburse to a public charter school an amount of county, state and federal money for elementary, middle, and secondary students that is commensurate with the amount disbursed to other public schools in the local jurisdiction."[2] It makes no provision for facilities funding.

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[1] Maryland State Department of Education (2014)."MD Charter School Law 2003." Retrieved 25 September 2014 from http://www.marylandpublicschools.org/msde/programs/charter_schools/docs/md_charter_school_laws.htm

Some aspects of Maryland's charter law contribute to it being rated as "weak" relative to those in other states.[3] The requirement that public charter school staff members are school district employees is one provision that is highlighted in the state rankings, for example. Some local stakeholders point to the same law and deem it "strong" as it reflects the strong tradition of local school board control in Maryland Public Education.

PERFORMANCE OF THE CURRENT LAW

Outcomes of the current law

The current charter school law has allowed the local school districts to provide a more diverse set of learning environments and to give families more autonomy in their children's education.

The law has allowed individuals, small groups of citizens, and concerned donor organizations to bring energy and innovation to the public education system in Maryland. Public charter schools have brought additional resources and commitment to the public education system in Maryland.

As a whole, public charter schools serve a higher percentage of Free and Reduced Meals Students (FARMS) and other "at risk" students than do other public schools in the state. In some districts, public charter schools have contributed to reducing achievement gaps. Some public charter schools have done very well in creating conditions which have led to higher performance for children of families from demographics that have often been underserved in the past. Taken as a whole, public charter schools have similar performance profiles as non-charter schools in the same districts with the same demographics. Some charter schools have consistently performed better than comparable schools and are examples of success that may be used in non-charter schools, or expanded through the growth of public charter schools themselves.

Studies conducted by the Center for Education Policy Research at Harvard University and the Center for Research on Education Outcomes of Stanford University looked at data from states with a longer history of public charter schools. Those researchers had access to the data about individual students including students who had not been selected through the lottery process. They found that African American students and students in poverty have benefitted from attending charter schools.[4] The data from Maryland is consistent with those findings.

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[2] Maryland State Department of Education (2014)."MD Charter School Law 2003." Retrieved 25 September 2014 from http://www.marylandpublicschools.org/msde/programs/charter_schools/docs/md_charter_school_laws.htm

[3] Ziebath, T. (2014) Measuring Up to the Model: A Ranking of State Charter School Laws, 2014. National Alliance for Public Charter Schools.

[4] Cremata, E., Davis, D., Dickey, K., *et al.* (2013). "National Charter School Study.". Center for Research on Education Outcomes. Retrieved 25 September 2014 from http://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf

Notably, public charter schools in Maryland have not experienced financial and administrative problems from mismanagement or worse, misappropriation, that have made headlines in some other states. This is a credit to the community based operators of public charter schools and the high standards for approval and oversight of Maryland's authorizing school districts (Local Education Agencies or LEAs).

In the interviews and forums the opinion was often expressed that the availability of public charter schools had encouraged families to remain in neighborhoods that they might have otherwise left. No in-depth study was found that could verify this opinion, but one report linked the turnaround in the enrollment trend in Baltimore City to the existence of charter and contract schools: "[D]istrict enrollment increased 3% (in FY 2011). This is significant given that enrollment had been trending downward for the past seven years (a 17% decrease from 2001 to 2008). Nearly all of the increase in enrollment was at the public charter and contract schools, which had grown by 41%."[5]

This relationship between public charter schools and the districts has proved fruitful in many cases. For example, the expansion of the number of schools operated by The Children's Guild was welcomed by district officials in Anne Arundel County. Prince George's County has worked with the Chesapeake Lighthouse Foundation to increase the number of schools the organization operates in that county.

If the administration of the district shares a vision for charter schools that aligns with that of the charter school operators and leadership, both sides are often satisfied with the results of the negotiations. In these cases, public charter schools are another tool that district officials can use to implement their vision for the school system. Any revision of the current law should not endanger these ongoing relationships.

Operational challenges of the current law

In the interviews, stakeholders from many different perspectives agreed that the current law should better specify the relationship between the public charter schools and the school districts in which they are located. One stakeholder who was not associated with the operation of a public charter school put this perspective well: "It is a very good law. We are happy with it. It has served the people of Maryland very well." But then the advocate added "The law should provide more guidance and more specificity. We need more longitudinal data.... The state should play a role in creating transparency in the per pupil funding."

Operators are worried that the momentum for public charter schools is fading. One operator said that "more and more of [her] time" is now spent trying to work productively with her district officials. She asserted that new directives of the school system may not be directly applicable to her school. Another operator said, "The (district) people don't know who we are." In the interviews done for this report, many stakeholders said that the initial higher level of energy is dissipating as some bureaucratic hurdles persist.

[5] Frank, S. (2012). "Fair Student Funding in Baltimore City." ER Strategies. Retrieved 25 September 2014 from http://www.erstrategies.org/cms/files/1372-baltimore-city-schools-final-report.pdf

While not every stakeholder agreed, many did echo the stakeholder who identified these perceived shortcomings in the implementation of the Maryland Charter Law:

- The law or the State Board of Education should provide more specificity and guidance.
- Policy makers need more data to determine what is working, and ways to evaluate what works over time and not just on tests at one point in time.
- Transparency in the calculation of per pupil funding would help charter-district relations.

Many stakeholders recommended investment in research to assess the performance of public charter schools in multiple ways. An analysis of the data made available for this review in Maryland is consistent with research findings from other states. Our analysis compared similar *schools*, based on several demographic indicators. Research elsewhere has used *student* level data to make more precise comparisons. More data should be made available to outside researchers so that more robust measurements of these effects can be made. Maryland's recent implementation of a statewide longitudinal data system can facilitate rich analyses on the effectiveness of public charter schools over time. The information from public charter school innovations could then be better used to serve educationally disadvantaged students.

The original legislation's goal is to provide "alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students."[6] The Maryland State Board of Education elaborated on Maryland's Public Charter School Program, declaring that the purpose of charter schools is to: improve student learning, close achievement gaps, increase high-quality education opportunities, and encourage the replication of successful public charter schools.[7] In the current environment, the initiative and the energy of charter school administrators and their supporters could be used more effectively to help achieve these aims.

One stakeholder pointed out another way that momentum is fading is the lack of availability of U.S. Department of Education grant funds for the startup costs of public charter schools (which Maryland had in the past). There has been very little activity of national private funders.

Governance differences between charter and traditional schools

The interviews and the forums showed that the accountability relationships of a public charter school to the parent of a student at the school and to officials of the local jurisdiction are different than a traditional school's relationship with those groups. A public charter school is managed by a non-profit operator with a governing board. This operator is responsible for meeting the goals of the public charter school. A public charter school can have its charter revoked or not renewed. The parents of children in charter schools have chosen the school, often because of its distinctive program. Public

[6] Maryland Education Article, §9-101
[7] Maryland State Board of Education Policy: The Charter School Program, 2010

charter schools are accountable to parents as well, as they can choose to withdraw their children from the public charter school.

Charter-District relations under the current law

The relationship between public charter schools and the school districts vary widely. Some charter operators see their role as providing innovation completely within the existing district structure so that any insights their work provides can be easily integrated into the district's other schools. Other operators believe that the administrators in their district are on the wrong path and that worthwhile innovation is very difficult as long as they are "micromanaged" by those administrators.

Some of the tension has dissipated as the system has matured. One operator explained that he was "forced to take a teacher for two to three years" and couldn't dismiss that teacher even when the teacher did not perform simple required duties. The frequency of such problems has decreased as both groups have become more sophisticated in dealing with each other. Under the current law, such problems might reoccur as district administrations change or as when charters are granted in jurisdictions that have had no previous experience with public charter schools.

Change in district leadership presents a new challenge to charters and to district officials. One operator of a successful public charter school explained that "who you know at (the district office) is important." He explained that this is because the unique position of public charter schools may be forgotten as policies are adopted and promulgated. Another operator of a successful school observed that "we are subject to their whims." He also observed that "we are ignored in every decision."

The Maryland public charter school law is in some cases vague or broadly stated. Interpretation falls to state and local education agencies. This has generated confusion and, in some cases, hostile working relationships between charters and local school systems. The current law has worked well for those operators who prefer to work within the district's system and to adapt to the district's administrative changes. It has also contributed to tensions between districts and charter schools with more distinct models.

PER PUPIL FUNDING DISPARITIES

Lack of consensus about per pupil funding

The lack of transparency in calculating the per pupil allotment that many stakeholders remarked upon contributed to a lack of consensus regarding the implementation of the public charter funding formula. Calculating the per pupil allotment is not straightforward.

Funding per student that goes through a charter school operator is less than 98% of the funding per student that goes through the district administrators. The Maryland State Board of Education determined that the funding calculation should start with the school system's total operating revenue

minus adult education and debt service divided by the district's total enrollment. This amount is reduced by 2% for the central administrative costs necessary for oversight of public charter schools. For some revenue sources (e.g. Title I, Transportation, FARMs, special education) funding flows according to eligibility, as it does for all public school students.[8] Adjustments to this framework for per pupil funding are made in each chartering school district. The district and the public charter school leaders may negotiate the provision of some services centrally, for example. District officials and public charter school leaders can have competing views about which services ought to be managed centrally and which not. Baltimore City does a budget analysis that classifies expenditures in a way that indicates the amount of money that flows through the school system for each school, and then the amount under the direct management of the school. By this accounting, more money is directly managed by a public charter school. For traditionally managed public schools, less is directly managed by the principal and more by the central office. On the other hand, national studies of the Maryland system that use the total revenue coming into a system and compare that to the total revenue available to public charter schools indicate that traditional public schools are better funded. These studies acknowledge that the data necessary to make good comparisons in Maryland are not available and that a factor in any such calculation is facilities funding.

But in these studies, the expenditures required for services such as special education and transportation are not always proportionally allocated between charter and traditional schools. There is a strong argument that these simple formulas do not account for these kinds of expenses.

These different perspectives are illustrated in the different opinions about how the money a school system spends for debt service should be handled in any funding formula. Much of that debt service was contracted in acquiring or renovating facilities. Maryland law requires that public charter schools be funded "commensurate with the amount disbursed to other public schools." Most Maryland public charter schools do not use public facilities. (Those that occupy school system buildings pay rent out of their per pupil allotment.) Payments for debt service are "not disbursed to other public schools" as other funds are. All school system students in traditional schools can be said to benefit from the centralized management of capital expenditure and debt. At the same time, public charter school students do not see that benefit, while their operators use operating funds to lease or finance facilities. The legislature should move toward creating more clarity about such issues.

In implementation of the State Board of Education's guidance, there is no consistent method used across jurisdictions to calculate commensurate funding for charter schools. Justifications for different methods vary with each district's vision of the role of public charter schools. Some district leaders believe public charter schools should be more closely integrated into the school system as a whole. Some charter school operators resist this integration because it conflicts with the vision they have for their school. Complicating this relationship is the fact that new administrations in each district may have new visions that allow for greater or lesser integration of public charter schools.

Likelihood of less public funding for public charter schools

[8] Maryland State Board of Education, Opinion No. 05-17. May 26, 2005

The information available, though limited, suggests that public charter school operators have less of the public education funds per student than do non-charter schools. At the same time, the administrative mandates on public school districts are many and complex. Charter schools in Maryland are required to negotiate revenue allocation processes and administrative support services and, in some cases, facility availability with the districts. They have little leverage in these negotiations.

One knowledgeable district official put it this way, "It is rare that the PPA (per pupil allotment) is going to cover the full cost. It certainly doesn't include the start-up costs."

This conforms with the opinion about charter schools nationwide expressed by the National Conference of State Legislatures, "Charter schools generally receive less public funding under state laws."[9]

CAUSES OF PUBLIC CHARTER SCHOOL SUCCESSES AND FAILURES

Success and school culture

There is no single model for a successful public charter school. In Maryland, many different charter school models have been successful. The one characteristic that all successful charter schools in Maryland share is their ability to build a unique culture that motivates students and engages families.

To illustrate the diverse models that have been successful this report highlights six schools:

- Hampstead Hill Academy
- Chesapeake Science Point
- The Crossroads School
- KIPP Baltimore
- Patterson Park Public Charter School
- Rosemont Elementary School

The report could have highlighted many more, but these suffice to show the diversity of models that have worked.

To better analyze the existing data, this report took each public charter school operating in 2014 (and for which 2013 data was available) and matched it with a set of two comparison schools that under a mathematical formula best matched the demographics of the charter school.

If we define successful schools as those that did well in comparison with the schools that best matched their demographics, we find an interesting variety of approaches among successful public charters.

In interviews, some stakeholders speculated that enhanced public charter school performance was due primarily to the fact that families who applied for the lotteries were more involved than other families. Maryland does not collect the data that would allow this hypothesis to be tested, the lottery waiting lists

[9]Shen, Y. & Berger, A. (2011). Charter School Finance. National Conference of State Legislatures. Retrieved 25 September 2014 from http://www.ncsl.org/documents/educ/charterschoolfinance.pdf

of students who entered lotteries but did not gain a seat. Researchers in other states have tested this hypothesis and found it not to be the case. A Harvard University study of Massachusetts's public charter schools concluded that "Comparisons of charter lottery winners and losers show mostly significant positive effects of charter attendance at oversubscribed middle schools and high schools."[10] The report also said that "The results from the observational study of middle school students are broadly consistent with the lottery results in showing substantial and statistically significant score gains for urban charter students."[11]

Failure and school leadership

In general, success takes informed, energetic, and committed leadership. When public charter schools have not been sustained, the leadership was not able to overcome barriers. Some barriers included not finding the right administrators within the pool of principals that were offered by the school district. Other barriers included lack of experience with the school system's requirements and thus not asking for the right waivers, or not realizing that the district felt it did not have the authority to grant a waiver that was requested.

When the applicants lacked a governing board with broad experience in a variety of specialties, they were handicapped in meeting and overcoming such barriers. Lack of experience in administration and governance was the trait most often cited by district officials when they were asked about the causes of lack of success of public charter schools. This might help explain why the national studies have found that in those states with older systems of public charter schools, these schools do better in later years of operation than in their earlier years.

In some cases, the lack of success of a school appears to have been caused by the operators and other school administrators being misinformed about the level of commitment and understanding that would be required. In other cases, it appears that even the most energetic, committed, and informed leadership would not have been able to overcome the barriers that charter schools face in many jurisdictions.

Some districts have little direct incentive to help sustain public charter schools. Most of the benefits to a school district of chartering a new school are tentative and long term while most costs are real and immediate. For example, while a charter school may, in the long run, decrease demand for new school construction in a jurisdiction, such a decrease is not felt in the near term. The district has "fixed costs," such as teacher salaries, that, in the immediate future, are not decreased by the opening or the continuation of a charter school.

Success and personnel and school autonomy

[10] Angriest, J., Cohodes, S., Dynarski, S., *et al.* (2011). *Student Achievement in Massachusetts' Charter Schools*, p.13. Harvard University. Retrievd 25 September 2014 from http://economics.mit.edu/files/6493

[11] *Ibid,* p. 1.

Interviews with charter school operators indicated that many of their most frustrating dealings with their district's administration were occasioned by personnel issues.

Some reported having to hire staff that was not committed to the mission of the school. Some told of difficulties of removing teachers who had not performed satisfactorily. Others related incidents where they believe they had lost people that they wished to hire because the district's administration took a long time to process the hiring and the prospect could not wait.

Another personnel problem emerged for schools that have particular missions that require a certification or expertise not required by the school district or the State. Montessori programs or language immersion programs are examples. In these situations, a charter may hire someone provisionally, but some charter operators feel that such hires should have more than the usual time to obtain the state's required certification.

One public administration textbook notes that, "Having an engaged workforce will not ensure success, but not having one will produce failure; personnel *is* policy, as ultimate success depends on the ability to act effectively."[12] It is not surprising then that many charter school operators feel the relative lack of control of their personnel combined with their greater accountability puts them in a difficult situation.

These personnel relationships play a key part in the perceived lack of autonomy of public charter school operators. Collective bargaining agreements that bind them can be made without their assent. They can be given a list of principals, teachers and other staff from which they are to choose with no assurance that anyone on that list (or on the next list, if they reject them all) will meet the needs of their school.

If they do not work with the district on other issues, they may fear the district will not be as cooperative in this key area of personnel where they have little hope of winning an appeal.

"No one can serve two masters, but our teachers have to try," said one representative of an operator. Professional Development was the particular context of that quote. A public charter may want to provide Professional Development training that will better integrate the teacher into the culture of the school. But the teacher also should know about the kind of professional development opportunities that will allow the teacher to advance in the district's system. Some collective bargaining agreements that have been implemented without the charter operator's approval have specified those advancement criteria for charter as well as for traditional public schools.

The lack of autonomy over personnel issues is a key factor in the national perception that Maryland's charter law is insufficient. One of the federal reviewers who rejected Maryland's grant renewal proposal to the U.S. Department of Education (see the section below for details) wrote:

> MD's charter law is one of the weakest in the nation, and this is an area it is especially lacking. Schools are not given autonomies, they are under the collective bargaining unless

[12] Manzel, D. & White H. (Eds.). (2011). *The State of Public Administration: Issues, Challenges, and Opportunities*, p. 31. Armonk, NY: M.E. Sharpe.

they NEGOTIATE out via their authorizer, they have no guaranteed flexibility around hiring, and the employees are employees of the LEA not the school.

There are five key points to be made about personnel autonomy and public charter schools in Maryland:

- Not all charter school operators are unhappy with the situation. Many believe that their district treats them fairly and they would be happy to continue the existing relationship.
- The right of staff to bargain collectively is supported by a broad consensus in the community of Maryland's charter school operators. But some of them would very much like to see the bargaining be done by the operators themselves.
- As long as personnel autonomy is not addressed, autonomies in other areas cannot be permanently achieved.
- There is no consensus over how much autonomy public charter schools in Maryland should have.
- Personnel autonomy cannot be attained without some key changes in the law.

These points lead to the key recommendation in the next section. If the legislature agrees that public charter schools have demonstrated promise as an important tool that can strengthen the public education system in Maryland, then it should start the research that will be necessary to move to an Independent Chartering Board. Such a board would create an alternative structure for ensuring autonomy of personnel management, while ensuring consistent and high standards. Alternately, this area of the law should be clarified through guidance from the state or increased options for waivers under the law.

ACCESSING FEDERAL CHARTER SCHOOL GRANTS

Maryland's Charter School Law is perceived by many national charter school advocates to be less friendly to innovative charter schools than the laws in most other states. As noted above, this appears to have been the critical factor in Maryland's failure to have a key federal charter school program grant renewed. The Maryland State Department of Education received federal funding for subgrants to charter schools in 2004 and 2007. Maryland was declined in 2011. This grant is competitive and was awarded under Part B, Section 5201 of the Elementary and Secondary Education Act.[13] Grants are given for the purpose of:

(1) providing financial assistance for the planning, program design, and initial implementation of charter schools;
(2) evaluating the effects of such schools, including the effects on students, student academic achievement, staff, and parents;
(3) expanding the number of high-quality charter schools available to students across the Nation; and

[13] U.S. Department of Education (2014). Part B—Public Charter Schools. Retrieved 25 September 2014 from http://www2.ed.gov/policy/elsec/leg/esea02/pg62.html

(4) encouraging the States to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount the States have typically provided for traditional public schools.

Over 30 Maryland public charter schools received start up support through this grant.

As detailed below in the "Issue Four" section, federal reviewers had the perception that Maryland either did not meet the letter or did not meet the spirit of the "Priority Criteria" listed in the law. Especially problematic for these reviewers was this criterion: "The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures."

BEST PRACTICE INTEGRATION

Many public charter school operators, and some district administrators, believe that there is too little migration of good practices between charter and non-charter schools. But coercive integration of those practices deemed "best" at any given time would often undermine the diversity that a system needs to continue to improve. One way to address this tension between diversity and best practices is timely research.

Integrating best practices would also be better accomplished in an atmosphere of cooperation between charter schools and traditional schools. There is evidence that the current law and the subsequent procedures do not foster such a spirit. Any recommendation for changes in policy should take this into consideration.

EXTRA-CURRICULAR ACTIVITIES

Providing access to athletics and extracurricular activities for public charter school students at their home zoned schools is a feature of charter laws in other states. This is a problem that impacts high schools more than other schools.

Some high school athletic activities require extensive facilities and facilities reimbursement is not a feature of the funding formula in any Maryland jurisdiction. This may be one factor contributing to the scarcity of charter high schools in Maryland.

A large majority of charter schools in Maryland are satisfied with the extra-curricular activities they are able to offer their students. In fact, staff at charter schools in Baltimore City were more likely to agree with the statement "Students have the chance to participate in music, art, dance, or plays at this school" than were staff at demographically comparable traditional public schools. There is no evidence that fewer extracurricular activities are available to public charter school students.

Maryland only had six public charter schools teaching ninth graders in the school year 2012- 2013 and 4 charter schools teaching eleventh graders in 2012-2013. Four more authorized charter schools plan to expand to the high school grades. The current relative lack of public charter schools teaching high school students may be due to the lack of differentiation between elementary, middle and high schools in the funding formulas used by the districts. With more public charter high schools, the challenge of providing a rich menu of extra-curricular activities, especially in athletics, may emerge as a problem.

EXECUTIVE SUMMARY – RECOMMENDATIONS

Many recommendations were put forward in the interviews that were conducted. We list here some of those which after analysis seem most promising. They can be classified into two categories.

First, if the legislature decides that the current system shows enough promise to be sustained but not enough to be expanded, then it should consider actions that will:

1) Adjust the lottery requirement to allow for exceptions that accommodate educationally disadvantaged students; or to permit a geographic or regional weight;
2) Provide more clarity about what constitutes "commensurate" funding;
3) Promulgate information about innovations in charter schools and in other schools by fostering research and publicizing that research, including allowing some researchers access to individual student level data;
4) Systematize the statewide collection, storage, and analysis of important charter school related information;
5) Provide more clarity about the terms and conditions of performance contracts, time limits, and waiver policies; and
6) Provide additional technical assistance for new charter school applicants.

Second, if the legislature agrees with the conclusion of this report that the current system shows enough promise to be expanded, then it should also consider actions, that would:

1) Create a state level Independent Chartering Board (ICB) that would be an additional, active statewide authorizer of charter schools;
2) Institute a time-limited subsidy to the LEA that partially subsidizes the per pupil cost of a new student entering a charter school; and
3) Create a state or local addition to the per pupil allotment of a charter school student to compensate for the facilities expenses that the charter school's existence relieves the state and locality from providing.

A discussion of each of these recommendations follows.

INSERT FLEXIBILITY INTO THE LOTTERY-BASED ADMISSIONS PROCESS

Recommendation: specify that charter schools may be allowed to focus on educationally disadvantaged students and/or propose a geographic preference.

Maryland's charter law includes in its definition of a public charter school, that it "is open to all students on a space available basis and admits students on a lottery basis if more students apply than can be accommodated." (§9-102 (3)) This provision has largely been interpreted by Maryland school districts as requiring a district wide lottery in all cases. In Baltimore City, neighborhood zones have been preserved for schools that converted to public charter school status. In New York City, charter schools provide a preference within a "community education council" area – a region of the vast New York City public school system. Recently the U.S. Department of Education provided guidance to explain the conditions

under which a public charter school could provide a preference in its lottery for "educationally disadvantaged" students.

Policy makers should consider a process that, through negotiation with the public charter school, would allow for the admissions lottery to be weighted by geographic location or other factors. This would allow flexibility in a school's mission to meet specific needs while still preserving access for all students.

The relevant language in the Federal government's guidance on weighting lotteries for disadvantaged students reads, in part:

> Third, consistent with section 5204(a)(1) of the ESEA[14], a charter school may weight its lottery to give slightly better chances for admission to all or a subset of educationally disadvantaged students if State law permits the use of weighted lotteries in favor of such students. Permission could be evidenced by the fact that weighted lotteries for such students are expressly permitted under the State charter school law, a State regulation, or a written State policy consistent with the State charter school law or regulation, or, in the absence of express authorization, confirmation from the State's Attorney General, in writing, that State law permits the use of weighted lotteries in favor of such students. Thus, if a State's charter school law permits charter schools to give additional weight to educationally disadvantaged students (or a subset thereof), a charter school in that State could weight its lottery in favor of such students or participate in a centralized lottery for multiple public schools that is weighted in favor of such students and remain eligible for CSP funding. For the purpose of this guidance, educationally disadvantaged students are students in the categories described in section 1115(b)(2) of the ESEA, which include students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students.
>
> Weighted lotteries may not be used for the purpose of creating schools exclusively to serve a particular subset of students. In addition, the Department strongly encourages charter schools that use weighted lotteries to do so as part of a broader strategy that includes fulfillment of their existing responsibilities related to outreach, recruitment, and retention for all students, including educationally disadvantaged students.[15]

The issue of a public charter school including in its mission a preference or weight for students in a certain geographic range or to focus on a particular need has been raised by public charter school operators, school district staff and community members. It may be of particular interest in Maryland's larger school systems (by area). For public charter school leaders, the key will be preservation of the

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[14] Section 5204(a)(1) of the ESEA is the provision of the CSP statute regarding selection criteria for State educational agencies that focuses on the contribution that the CSP will make to assisting educationally disadvantaged and other students in meeting State academic content and achievement standards.

[15] U.S. Department of Education (2014). "Charter School Program Nonregulatory Guidance." Retrieved 25 September 2014 from http://www2.ed.gov/programs/charter/fy14cspnonregguidance.doc

charter school's autonomy to execute its mission. For new public charter schools consultation with the U.S. Department of Education will be required to ensure that the charter school remains eligible for federal charter school funds. Districts must ensure that any accommodation in this area preserves access.

The Legislature should review this aspect of the law.

CLARIFY COMMENSURATE FUNDING

Recommendation: Provide more clarity about what constitutes "commensurate" funding.

The law requires that "A county board shall disburse to a public charter school an amount of county, State, and federal money for elementary, middle, and secondary students that is commensurate with the amount disbursed to other public schools in the local jurisdiction."

Those jurisdictions with charter schools have each interpreted this provision differently. None has calculated the disbursement amount for elementary students and then calculated a different amount for middle school or secondary students. Each LEA has a different interpretation of the "amount dispersed to other public schools." Although the State Board has provided guidance and its approach has been upheld by the Court of Appeals, practice remains inconsistent.

A strict formula may not take into account local variations in service provision and facility availability. A statewide authorizer's formula could act as a standard and allow for local variation while still giving public charter schools a choice to opt for the standard interpretation.

Sometimes the difference between being able to opt out of a service and not being able to opt out can be mostly theoretical. One district official gave this example: "A charter school could contract out food services (in our district) but it would be hard because whoever they choose would have to be approved through our system."

One operator who was interviewed expressed the opinion, "We do not want every district to be identical, but there has to be minimum standards explained in the law. There has to be separation. There should be minimum things they should do to have a minimum clarity on things like transportation and facility funding, staffing."

PROMULGATE INFORMATION ABOUT INNOVATION

Recommendation: Promulgate information about innovations in public charter schools and in other schools by fostering research and publicizing that research including allowing some researchers access to individual level data.

Best practice integration may best be advanced by investment in high quality research to identify effective innovations and disseminate the research findings to the charter and traditional public school communities. Such research could be conducted by the state itself, by independent organizations it authorizes, or by interested researchers unaffiliated with the state. This will require access to student level academic data for public charter school students, and including students who participated in lotteries but were not selected.

It is feasible to develop a system that allows for robust research while protecting confidentiality. The federal government provides for "restricted use" licenses that allow researchers who meet strict criteria to access data containing individually identifiable information that are confidential.[16] Maryland should consider such a system for researchers interested in discovering more about Maryland schools.

SYSTEMATIZE DATA COLLECTION, STORAGE, AND ANALYSIS

Recommendation: Task MSDE or some other statewide entity (such as an Independent Chartering Board) with Systematizing the collection of information about the public charter school financial audit process, the waiver processes, the per pupil allocation and capital funding.

Research into the resources available to public charter schools has been hampered by the lack of available and consistent reports. One researcher explained: "The Maryland State Department of Education does not collect detailed, consistent revenue data from charter schools; thus thwarting any potential to analyze charter school revenue data regarding equity." This researcher went on to infer from limited data available that "The significant variation in total district funding statewide vs. Baltimore City vs. Prince George's County . . . combined with the lack of variation in total charter funding statewide vs. Baltimore City vs. Prince George's County . . . appears to demonstrate that increased funding for equalization and for student need is not reaching charter schools."[17] Such inferences—even when weakly grounded—affect the reputation of Maryland's charter school policies and foster tension between charter school advocates and others.[18] It is recommended that the information that could confirm or reject these inferences be made available to researchers.

The Maryland Charter School Task Force generated a report in 2012 that explored many policy options. Four recommendations gained the support of a majority of the stakeholders who participated. These recommendations were to:

- Strengthen the role of the Maryland State Department of Education (MSDE) as the authorizer oversight entity.
- Require districts to publish—to MSDE and public charter schools—the per pupil allocation and fee-for-service amounts by a certain date, before charter schools have to finalize their budgets.
- Require charters to apply for waivers during charter application and renewal, and require that authorizers publish approved waivers in an annual report to MSDE.
- Require authorizers to include in their annual reports to MSDE and charter schools the amount and percentage of capital funding going to each school each year.

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[16] see for example http://nces.ed.gov/statprog/instruct_gettingstarted.asp

[17] Batdorff, M., Maloney, L., May, J., *et al.* (2014). *Charter School Funding: Inequality Expands*. University of Arkansas. Retrieved 25 September from http://www.uaedreform.org/wp-content/uploads/2014/charter-funding-inequity-expands-md.pdf

[18] Baltimore Community Foundation (2012). Report of the Maryland Charter School Task Force. Retrieved 25 September 2014 from http://www.bcf.org/Portals/0/Uploads/Documents/Public/Advocacy/2012_CharterSchoolReport.pdf

The Task Force further specified some details related to the first recommendation. It said that a strengthened state oversight role would mean that MSDE would:

- Require annual reports from the local authorizers;
- Require quality control reports from MSDE on charter schools that include input from charter school boards, leadership, and teachers; and
- Strengthen MSDE's role in appeals and dispute mediation.

CLARIFY PERFORMANCE CONTRACTS, TIME LIMITS, AND WAIVER POLICES

Recommendation: Provide more clarity about the terms and conditions of performance contracts, time limits, and waiver policies.

The measures used in performance contracts could take account of the intellectual growth of the students over time and the comparable growth of students in schools that those students would have attended in the absence of the public charter school. The measures, the limits, and the implications of not asking for particular waivers should be carefully spelled out to new applicants.

The application process evoked many pained responses from those charter operators who had gone through it. "It was horrible," said one. Another one was more specific, "(Our school system) needs to be clearer as to what it needs to see in an application. What are the indicators that will separate good applications from struggling ones? Communicate this to applicants, be more open about indicators."

Another who went through the process was more sympathetic, but also expressed the need for more clarity: "(Our district) did as well as it could during the application process and start up phase. We were all building a plane as we were flying it."

INCREASE TECHNICAL ASSISTANCE FOR NEW CHARTER SCHOOLS

Recommendation: Provide additional technical assistance for new public charter school applicants.

The current law provides that "The State Board shall provide technical assistance to the operators of a public charter school to help the school meet the requirements of federal and State laws."[19] There have been times when resources were not allocated to meet this requirement.

Many of the challenges facing operators and potential operators involve knowing the technical requirements at the federal, state and local levels. One district official gave an example of an application that had to be put off "because the proposal did not have a plan for security."

As the current system is configured, public charter school applications present a dilemma for an LEA. They are expected to be both a mentor to the applicants, guiding them through a difficult maze of regulations, and they are also expected to be the judge of the application.

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[19]Maryland State Department of Education (2014). Charter School Law 2003. Retrieved 25 September 2014 from http://www.marylandpublicschools.org/msde/programs/charter_schools/docs/md_charter_school_laws.htm

Adding more specificity to performance measures and to other terms and conditions of the charter contracts may introduce other technical challenges (such as data analysis) for public charter school operators. Additional technical assistance could help address these challenges.

There is not currently an active private charter support organization, as exists in other states, providing technical assistance. The Maryland Charter Support Network is not currently funded to provide these services. Informally public charter school developers reach out to existing operators of public charter schools but more is needed. Tasking an independent or quasi-independent office with providing technical assistance for applicants as well as for existing charters should be considered.

CREATE INDEPENDENT CHARTERING BOARD (ICB)

Recommendation: Create a separate ICB that will be an additional active statewide authorizer of charter schools.

The Maryland Charter Law says that for "restructured schools," "the State Board may become a chartering authority" under certain circumstances. It also provides that when a charter is denied "the State Board may direct the county board to grant a charter and shall mediate with the county board and the applicant to implement the charter."

The State Board has heard numerous appeals regarding the denial of public charter school application but has never acted as an authorizer in the appeals process or for a restructured school. The State Board is not currently organized to provide the administrative structure that being an authorizer of public charter schools would require.

A review of the Maryland State Board of Education rulings found 28 appeals by a denied charter applicant. The Board affirmed the local board or dismissed 18, and remanded 10 for re-consideration. Six public charter schools in these cases eventually opened. While the State Board has, several times, directed a local school board to reconsider its denial of an application for a public charter school, the charter schools involved are then required to continue a working relationship with the district. In addition, the "standard of review" in these cases is limited under Maryland law and regulation. To intervene, the State Board's review must find that the local school board action is "arbitrary, unreasonable, or illegal."[20] For the most part, this standard limits the State Board's rulings to aspects of the process.

School districts with relatively few students may not have resources to dedicate to fostering and overseeing public charter schools in their districts. An active alternative statewide authorizer could better foster public charter schools in rural areas of the state.

An alternative statewide authorizer could have three positive effects:

1) Existing successful charter schools in Maryland could open additional schools;
2) Successful charter organizations nationwide might consider moving to Maryland; and

[20] COMAR 13A.01.05.05A

3) Maryland may have more success in gaining access to federal grants designed to help charter schools.

Such a body would align with best practices as articulated by The National Association of Charter School Authorizers (NACSA) which recommends that states:

- Create a statewide Independent Chartering Board (ICB);
- Ensure that there is a transparent ICB appointment process, with a focus on appointing high-quality board members;
- Articulate a clear mission for the ICB that includes principles and standards for quality charter school authorizing;
- Build in sufficient start-up resources and operating support so that the ICB can operate effectively and at scale;
- Empower the ICB to serve as a model for other authorizers that exemplifies best practices and coordinates best practices across the state;
- Give the ICB a mandate to serve as the state's chartering agency."

Further, NACSA encourages states "to establish an alternative authorizer that meets NACSA's Principles & Standards and which provides all charter school applicants with at least two authorizer options in every jurisdiction."

They go on to say:

> Ideally, the alternative authorizer would be an ICB (Independent Chartering Board) and would have the ability to take applications directly, not just upon denial by the local school district. Regardless of the type, all authorizers should be required to implement strong practices in keeping with NACSA's Principles & Standards, or similarly rigorous state standards for authorizers.
>
> Alternative authorizers can prevent hostile authorizers from blocking good applicants or closing successful schools. An alternative authorizer also gives states the ability to sanction a specific authorizer as necessary, without eliminating all authorizing activity and thus indirectly harming future charter applicants or strong schools."[21]

Fourteen states currently have such ICBs. By NASCA's count seven states have only a statewide authorizer and 19 other states include a statewide option.

One of the examples of current legislative language that NASCA cites is the law in Washington State:

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[21] National Association of Charter School Authorizers (2011). *Policy Recommendation: Statewide Alternative Authorizers.* Retrieved 25 September 2014 from http://www.qualitycharters.org/assets/files/images/stories/pdfs/policy/Statewide_Authorizers_Updated%20111313.pdf

> The Washington charter school commission is established as an independent state agency whose mission is to authorize high quality public charter schools throughout the state, particularly schools designed to expand opportunities for at-risk students, and to ensure the highest standards of accountability and oversight for these schools. The commission shall, through its management, supervision, and enforcement of the charter contracts, administer the portion of the public common school system consisting of the charter schools it authorizes as provided in this chapter, in the same manner as a school district board of directors, through its management, supervision, and enforcement of the charter contracts, and pursuant to applicable law, administers the charter schools it authorizes. RCW 28A.710.070

The Center for Education Reform has made an argument that supports the establishment of an ICB:

> The data show that states with multiple chartering authorities have almost three and a half times more charter schools than states that only allow local school board approval. About 78 percent of the nation's charter schools are in states with multiple authorizers or a strong appeals process. These states are also home to the highest quality charter schools, as evidenced by state test scores, numerous credible research studies and ongoing observation.

The Center for Educational Reform then cites Maryland as an example of a state that has fewer charter schools because of the lack of multiple chartering authorities.[22]

Our interviews with operators of public charter schools and with school district officials found the relationships between charter schools and their existing single authorizer to be quite diverse. These relationships were, most often, very collegial. But the arguments made by national organizations and by some operators in Maryland lead us to believe that the addition of another authorizer — specifically a statewide ICB — would better sustain the existing system and better facilitate the ability of charter schools in Maryland to expand and contribute to the public education system.

Another reason for establishing an ICB is that local systems with fewer students may not have the incentive or the resources to authorize and effectively monitor charter schools in their districts. An ICB could relieve school districts of the administrative duties related to oversight of public charter schools.

Pennsylvania has many more school districts than Maryland does, and the Pennsylvania Coalition of Public Charter Schools points out a problem with this:

> Part of the problem is that there is absolutely no consistency in processes, procedures, forms, methodologies, metrics, or accountability measures anywhere in the state. Every school district was left to develop their own, and they did so without talking with each

[22] Center for Education Reform (2011). *The Importance of Multiple Authorizers in Charter School Laws*. Retrieved 25 September 2014 from https://www.edreform.com/wp-content/uploads/2012/05/CERPrimerMultipleAuthorizersDec2011.pdf

> other. The result is a confusing mash up of different, and sometimes contradictory processes and procedures, but most importantly, there is absolutely no consistent quantifiable measurement process to assess performance.

Maryland faces a smaller-scale version of this problem, since it only has a handful of active authorizers. Nevertheless, the Pennsylvania Coalition's proposed solution is applicable in Maryland as well. They argue that "A strong, independent state authorizer can provide consistency, quantifiable performance standards, independent assessment, and the guts to make charters perform to those standards."[23]

Such an ICB would allow the local systems to maintain their existing procedures if they felt those were working well. But it would also provide a vehicle for coordination of reporting and research as well as an example for local authorizers to follow.

NASCA's recent report, "The State of Charter School Authorizing: 2013" categorizes "large" authorizers as those with 10 or more charter schools. Nationwide, 90% of authorizers are "small" but the "large" authorizers oversee 72% of charter schools and 66% of the charter school student population. In Maryland, Prince George's County and Baltimore City are large authorizers with 10 and 31 public charter schools respectively. NASCA categorizes their latest survey results this way:

> It's clear, though, that this report presents a strong argument for capacity and scale.... Conversely it is more difficult for small authorizers to establish a full range of professional practices. Authorizers located within traditional education systems (local and state education agencies) seem to have a harder time adopting strong authorizer practices than those located in other types of organizations. Independent chartering boards, the statewide agencies created solely to approve and oversee charter schools, score highest among all types of authorizers across a number of categories, suggesting that their tight focus on charter school quality provides a strong incentive for honing their own skills.[24]

Some Maryland public charter operators do not support creating an alternative authorizer. Others thought that it would be a valuable addition to the current system. One said, "having another authorizer . . . would force competition, though. It would force (our school system) to be more inclusive of charter schools." Another said, "Autonomy and innovation are difficult when there is such a close link with the district.... A second authorizer could change the balance of power. The district and school board wields the power. The addition of another authorizer can provide the autonomy that charter schools are truly meant to have." Another put it this way, "We need a state authorizer that has the authority to set clear, understandable, and enforceable regulations."

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[23] Pennsylvania Coalition of Public Charter Schools (2011, December 13). PCPCS Position on Independent Authorizers. Retrieved 25 September 2014 from http://pacharters.org/2011/12/pcpcs-position-on-independent-authorizers-pcpcs-position-on-independent-authorizers-pcpcs-position-on-independent-authorizers/

[24] National Association of Charter School Authorizers (2013). *The State of Charter School Authorizing.* Retrieved 25 September 2014 from http://www.pageturnpro.com/National-Association-of-Charter-School-Authorizers/58053-The-State-of-Charter-School-Authorizing-2013/index.html#4

LEA TIME LIMITED SUBSIDY FOR NEW CHARTER SCHOOLS

Recommendation: Consider a time-limited subsidy to the LEA that partially subsidizes the per pupil cost of a new student entering a charter school.

The start-up or expansion of a public charter school may put stress on the budget of the affected LEA (Local Education Agency or school system). Students that would have gone to traditional schools will not be drawn from any one traditional school so it may be impossible to downsize any traditional school. New teachers will have to be hired for the new or expanded charter school but there may be no commensurate short-term savings. These burdens present a particular challenge to LEAs that have relatively small student populations and budgets, since the required new expenditures usually represent a larger share of those budgets. At the same time, some students that had gone to private schools or had been home schooled may be brought into the system. In the medium to long term, this growth benefits the school system.

This stress can help create an adversarial relationship between the LEA administration and the charter school administrators, undermining the intended beneficial effects of charter school legislation. Massachusetts, for example, has implemented a system of time-limited state subsidies to ameliorate this problem.

INCREASE PER PUPIL ALLOTMENT BY FACILITIES EXPENSE SAVINGS

Recommendation: Consider requiring a state or local addition to the per pupil allotment of a charter school student to compensate for the facilities expenses that the charter school's existence relieves the state and locality from providing.

The national average for capital spending on school facilities is over $1,000 per pupil.[25] This is also about the average that Baltimore City has allocated over the past few years. Other states have made adjustments to their charter school laws to try to compensate for the fact that charter schools do not share in capital spending provisions.

How much money a public charter school may save the state or its jurisdictions on capital improvements depends on a variety of demographic and market factors. A general estimate of the average amount of money saved could be calculated, and that amount added to the per pupil allocation.

The U.S. Department of Education periodically offers states a charter facilities funding grant program. This acts as an incentive to states to initiate a per pupil allotment of facilities. The USDE matches nonfederal funds, with a subsidy that starts at 90% and phases out over 5 years. This opportunity was last offered in 2009.

[25] National Center for Education Statistics (2014). Public School Expenditures. Institute for Education Sciences. Retrieved 25 September 2014 http://nces.ed.gov/programs/coe/indicator_cmb.asp

GOVERNANCE AND ADMINISTRATIVE RESPONSIBILITIES

By law, charters to operate public schools in Maryland have been granted only to "nonsectarian non-profit" entities and to "nonsectarian institutions of higher education."

The interviews and the forums showed that the governance structure and accountability relationships of a charter school to the parent and to the officials of the local jurisdiction are different than a traditional schools relationship with those groups.

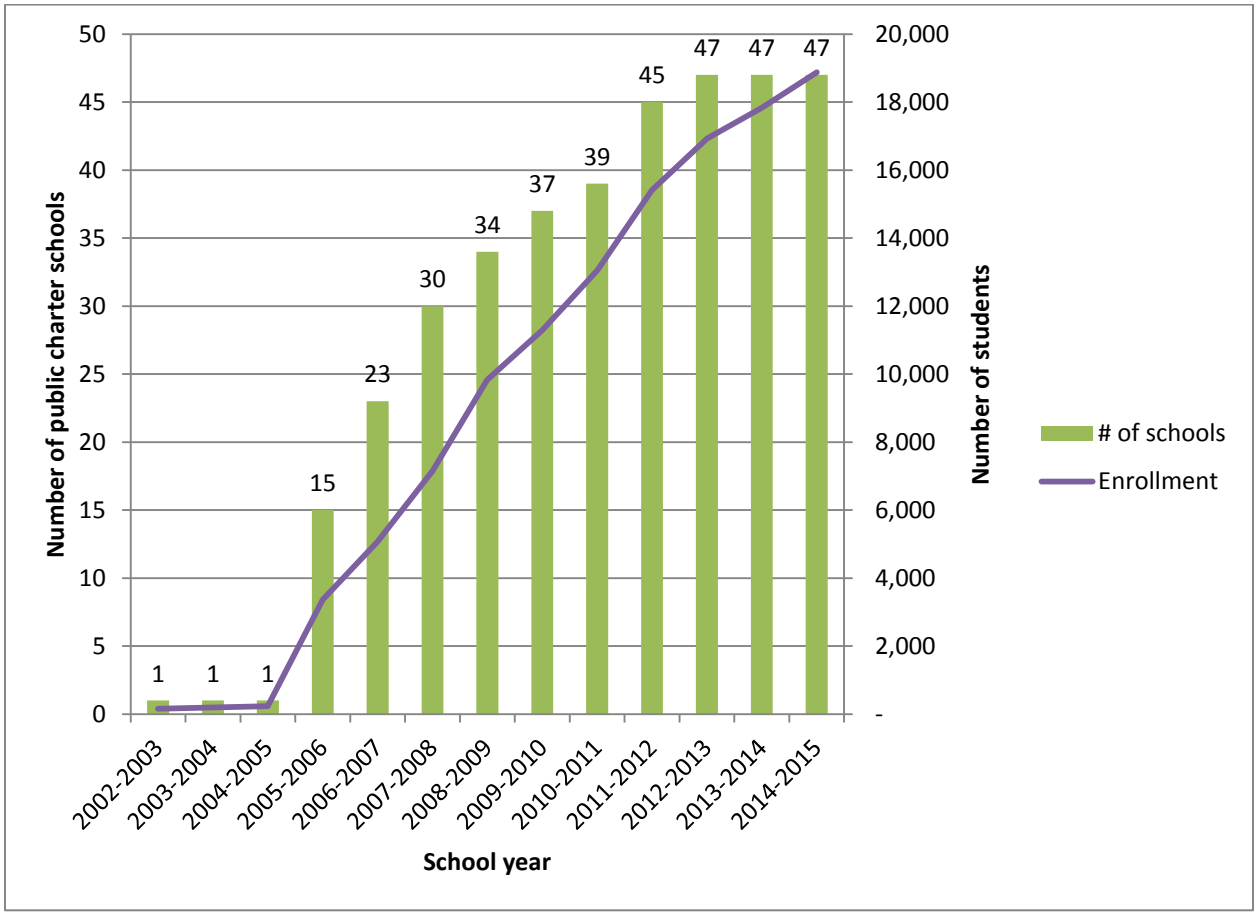
One principal who participated in a public forum had these things to say about the differences between the administration of a public charter school and of a traditional school:

> There is a lot of communication that happens between our LEA and my governing board, so we have a very excellent model of what that looks like and how we operate . . . . But when it comes down to it, and you are looking at it, whom do I really work for? Do I work for my governing board in the non-profit, which is what I helped to start and [is] my dedication and my mission. Or am I a school system employee? And so, when my [school system] boss says, "Hey, you really need to give that money back"; but my board is saying, "We're not giving that money back" -- I was in this position that I don't know anybody has ever really been in. That was definitely realistic.
>
> So, in looking at the law in terms of teacher negotiation, contracts, labor, that is definitely a piece that maybe hasn't reared its head for others, but I think it has got potential to be a big problem....
>
> The largest cloud that I think hangs over I think a charter school principal, or school leadership head, is the fact that if they don't get it right, they get closed. And in traditional schools, they don't generally just close. They don't close those schools. They will let them go years, and years, and years of persistent ineffectiveness. But with a charter school, you are on a limited term to get it right.

This statement captures much of the tension that has been created by the current law. That tension may not be a bad thing if one believes that charter schools should be providing models for change within a district's current system. But if it is desirable to have models for change that push the boundaries of such a system, then the current law requires modification.

Figure 1 shows the growth of public charter schools in Maryland over the past ten years. There is a pattern of continual growth in the years 2006 to 2012. That growth may be stagnating in recent years. Some stakeholder interviews indicate that it is getting harder to operate a charter school as school district policies change and as sources of outside funds dry up.

Figure 1: Number and Enrollment of Maryland Public Charter Schools 2003-2015[26]



*Monocacy Valley Montessori Public Charter School was established by the Frederick County Public School System in 2002, before passage of the Maryland Charter School Law in 2003.

**Enrollment for 2014-2015 is projected.

[26] Provided by MSDE

Figure 2: Maryland Charter School Openings, Closures and Net Number of Schools, 2003-2015[27]

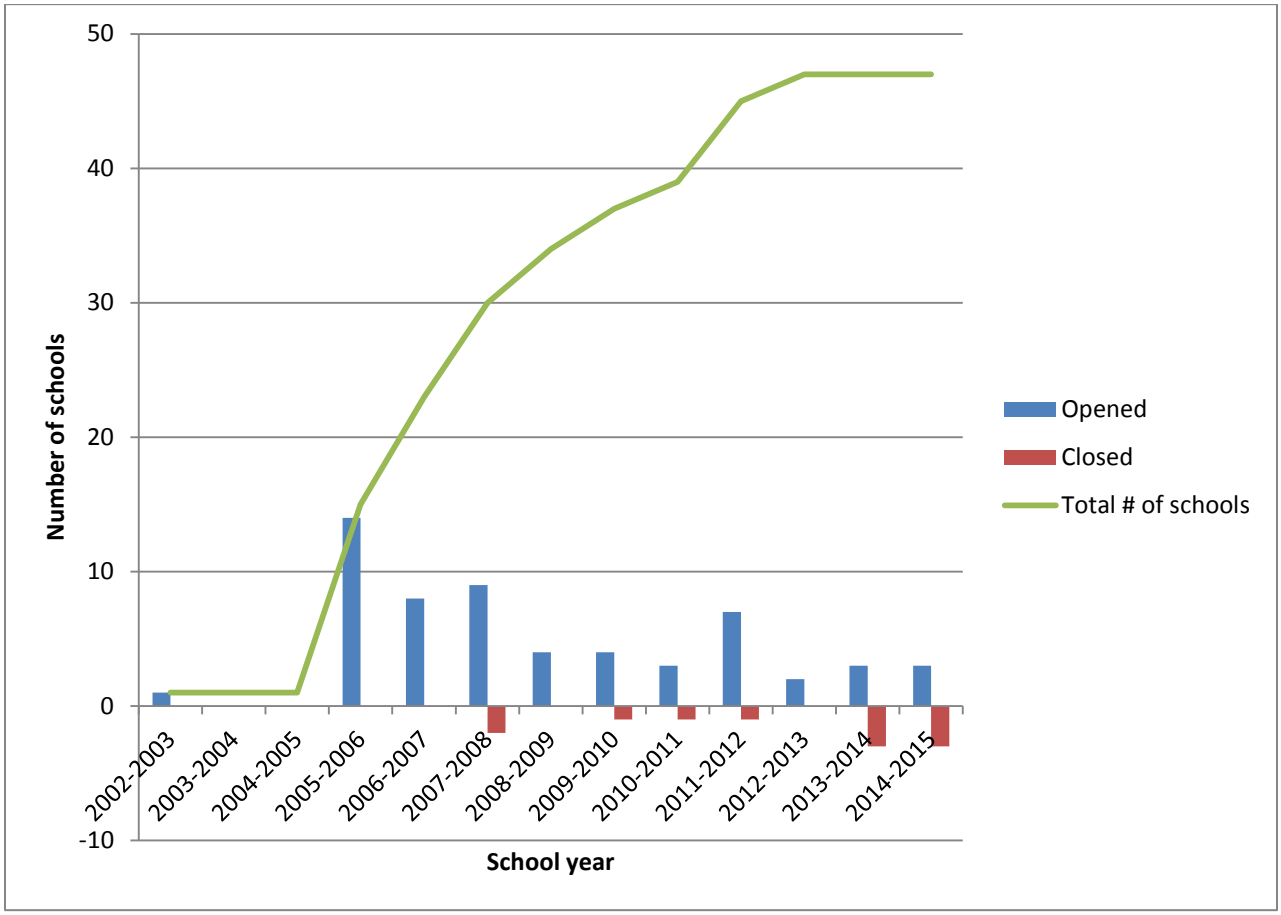


Figure 2 shows this history from a different perspective. The number of charter schools that have been opened in recent years has diminished relative to the number from the prior years.

ENROLLMENT AND DEMOGRAPHICS

Public Charter schools in Maryland, in the aggregate, have higher proportions of students who qualify for the Free and Reduced Meals Students (FARMS) program, who qualify for Special Education services, and who are African-American than either the state public education system as a whole, or the five jurisdictions that currently have charter schools.

FARM-eligible students make up:

- 64.4% of the charter school population,
- 55.1% of the population in the five jurisdictions, and
- 44.3% of the statewide population.

Special Education students make up:

- 12.2% of the charter school population,

[27] Provided by MSDE

- 11.8% of the population in the five jurisdictions, and
- 11.5% of the statewide population.

African American students make up:

- 75.2% of the charter school population,
- 51.3% of the population in the five jurisdictions, and
- 35.1% of the statewide population.

Table 1: Enrollment and Demographics

School	Enrollment	FARMS	Special Education	Limited English Proficiency	African American	White	Hispanic
Chesapeake Science Point	455	18.7%	5.7%	-	32.3%	42.6%	9.0%
Monarch Academy	612	27.3%	12.9%	-	32.7%	51.0%	5.2%
Anne Arundel County: Charter Schools	**1,067**	**23.6%**	**9.8%**	**0.0%**	**32.5%**	**47.4%**	**6.8%**
Anne Arundel County: All Schools	**77,630**	**31.6%**	**9.4%**	**3.8%**	**20.4%**	**60.0%**	**10.1%**
Afya Public Charter School	339	84.1%	24.2%	-	96.8%	-	-
Baltimore International Academy	528	64.4%	2.8%	-	86.9%	7.6%	3.4%
Baltimore Leadership School for Young Women	330	72.7%	3.3%	-	95.2%	-	-
Baltimore Montessori Public Charter Middle School	82	47.6%	13.4%	0.0%	54.9%	37.8%	-
Baltimore Montessori Public Charter School	220	32.7%	16.4%	-	35.5%	50.0%	4.5%
City Neighbors Charter School	213	41.3%	25.8%	0.0%	53.5%	42.3%	-
City Neighbors Hamilton	152	53.9%	19.7%	0.0%	55.3%	36.2%	-
City Neighbors High School	267	67.8%	21.0%	-	79.8%	19.1%	-
City Springs Elementary	631	98.7%	17.1%	-	97.9%	-	-
ConneXions: A Community Based Arts School	323	81.7%	22.9%	0.0%	98.8%	-	-
Coppin Academy	316	73.1%	16.8%	0.0%	99.4%	-	-
Empowerment Academy	237	80.2%	7.2%	0.0%	98.7%	0.0%	-
Furman Templeton Preparatory Academy	501	96.6%	15.6%	-	96.6%	-	-
Hampstead Hill Academy	683	76.9%	8.6%	12.9%	18.7%	36.7%	37.3%
Independence School Local I	111	76.6%	29.7%	0.0%	55.9%	42.3%	-
Inner Harbor East Academy	313	90.7%	11.5%	0.0%	97.8%	-	-
K.I.P.P. Harmony	547	88.8%	9.0%	-	98.9%	0.0%	-
K.I.P.P. Ujima Village Academy	461	80.7%	15.2%	0.0%	99.1%	-	-
MD Academy of Technology and Health Sciences	367	86.1%	20.2%	-	99.5%	-	-
Midtown Academy	176	59.7%	10.2%	-	72.7%	18.2%	-
Monarch Academy Public Charter School	610	83.4%	10.7%	-	95.6%	2.8%	-
Northwood Appold Community Academy	240	76.3%	12.5%	0.0%	99.6%	-	-
Patterson Park Public Charter School	631	83.5%	12.2%	15.1%	63.7%	10.0%	22.2%
Roots and Branches School	143	83.9%	16.8%	0.0%	90.9%	-	-
Rosemont Elementary	404	94.3%	15.3%	-	98.8%	-	-
Southwest Baltimore Charter School	419	86.4%	21.7%	0.0%	90.0%	8.6%	-
The Crossroads School	159	89.3%	14.5%	-	89.3%	-	-
The Green School	150	34.0%	16.7%	0.0%	37.3%	51.3%	-

Tunbridge Public Charter School	304	58.9%	15.8%	-	83.2%	14.1%	-
Wolfe Street Academy	190	94.7%	14.7%	56.8%	8.4%	12.1%	75.3%
Baltimore City: Charter Schools	**10,047**	**78.9%**	**14.3%**	**2.9%**	**81.5%**	**9.6%**	**5.6%**
Baltimore City: All Schools	**83,898**	**85.2%**	**16.1%**	**3.2%**	**84.6%**	**7.4%**	**5.0%**
Carroll Creek Montessori Public Charter School	128	14.1%	-	-	10.2%	65.6%	14.1%
Monocacy Valley Montessori School	292	9.6%	11.0%	-	7.2%	75.7%	6.8%
Frederick County: Charter Schools	**420**	**11.0%**	**7.6%**	**0.0%**	**8.1%**	**72.6%**	**9.0%**
Frederick County: All Schools	**40,528**	**25.9%**	**10.2%**	**4.6%**	**10.8%**	**66.4%**	**12.0%**
Chesapeake Math and IT Public Charter	354	18.9%	5.9%	0.0%	79.1%	5.6%	4.2%
Excel Academy Public Charter	366	56.3%	6.0%	3.8%	82.8%	-	10.1%
Imagine Andrews Public Charter	275	18.9%	5.1%	-	54.2%	31.6%	-
Imagine Foundations at Leeland PCS	444	26.1%	7.2%	-	95.3%	-	-
Imagine Foundations at Morningside PCS	298	29.5%	6.0%	-	91.3%	3.4%	-
Imagine Lincoln Public Charter	430	60.7%	5.3%	-	97.7%	0.0%	-
Turning Point Academy Public Charter	524	59.9%	7.4%	3.8%	92.4%	-	4.8%
Prince George's County: Charter Schools	**2,691**	**41.0%**	**6.3%**	**1.3%**	**86.6%**	**4.3%**	**2.9%**
Prince George's County: All Schools	**123,999**	**62.1%**	**11.6%**	**13.7%**	**66.0%**	**4.0%**	**24.5%**
Chesapeake Charter School	325	11.7%	8.0%	0.0%	13.2%	71.1%	6.2%
St Mary's County: Charter School	**325**	**11.7%**	**8.0%**	**0.0%**	**13.2%**	**71.1%**	**6.2%**
St. Mary's County: All Schools	**17,494**	**32.2%**	**9.3%**	**0.7%**	**18.5%**	**68.1%**	**5.6%**

Total/Average for All Charter Schools	**14,550**	**64.4%**	**12.2%**	**2.2%**	**75.2%**	**14.6%**	**5.3%**
Total/Average for All Schools of the Five Jurisdictions with 2014 Charter Schools	**343,549**	**55.1%**	**11.9%**	**7.2%**	**51.3%**	**28.1%**	**14.0%**
Total/Average for All Schools Statewide	**860,334**	**44.3%**	**11.5%**	**6.6%**	**35.1%**	**41.4%**	**12.9%**

Background

A June 2013 report from the Center for Research on Education Outcomes (CREDO) at Stanford University provides analyses of public charter school performance in 25 states, the District of Columbia and New York City, and provides comparisons with traditional public school performance.

> On average, students attending charter schools have eight additional days of learning in reading and the same days of learning in math per year compared to their peers in traditional public schools. In both subjects, the trend since 2009 is on an upward trajectory, with the relative performance of the charter sector improving each year. Related results for different student groups indicate that black students, students in poverty, and English language learners benefit from attending charter schools. However, charter school quality is uneven across the states and across schools.[28]

The areas in Maryland public education that are in need of additional tools are the same areas that charter schools have helped with in other states.

- The latest NAEP fourth grade math scores show Maryland virtually tied for first with Massachusetts in the scores for White students but Maryland is 17th in average score for Black students. On this measure Maryland has the fourth biggest gap between White and African American students of any state on these math scores.
- NAEP eighth grade math scores in 2013 tell a similar story. Maryland had the fourth highest scores for White students and was ninth in average score for Black students. On a scale that only had a 29 point difference between the highest and the lowest average Black score among all the states, Massachusetts had opened up a nine point gap over Maryland. This gap between Massachusetts and Maryland was only three points for the 4th graders.
- The NAEP eighth grade math score data can also be used to compare the average scores of students who are eligible for free and reduced meals (FARMS) with those who are not. Maryland ranked 20th among the states for the non-eligible and 27th for the FARM-eligible students.[29]
- Massachusetts makes more use of charter schools than does Maryland. The results from student level analysis done by Harvard University on Massachusetts schools support the findings from the study done at Stanford: Black students and students in poverty benefit from attending charter schools. They also support the finding that the trajectory of the trend for charter schools is upward.

[28] Cremata,E., Davis, D., Dickey, K., *et al.* http://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf

[29] The Nation's Report Card (2014). District Assessment Participation. Retrieved 25 September 2014 from http://www.nationsreportcard.gov/tuda.aspx

- Analysis also supports the finding that attendance at public charter schools benefits Black students and students in poverty more over time. The Massachusetts system was created 11 years before The Maryland System and is providing clear academic benefits for its Black students and for its poorer students.[30]

The school-level data available in Maryland is consistent with these findings.

The data available to the researchers related to the performance of the students enrolled in charter schools in Maryland is not precise, but some inferences can be drawn from that data.

The data show that taken as a whole:

- In general, in the early grades charter schools have rather similar performance profiles as traditional schools in the same districts with the same demographics.
- In the later grades charter schools more often do better on school assessments than their demographically matched comparison schools.
- Some charter schools have consistently performed better than comparable traditional schools and are examples of success that might prove helpful to other charter and traditional schools. More details are provided for some of these schools.

For purposes of this analysis, the research team examined the performance at the school level on the Maryland School Assessments (MSA) and the High School Assessments (HSA) over the past three years, and used as its primary measure the percent of students scoring "advanced" or "proficient" on these assessment tools. The research team assessed data from those charter schools authorized for the 2014-2015 school year for which data from the 2012-2013 school year was available.

For the purpose of these analyses, each elementary, middle, and high school level at a charter school was paired with the two schools in its district that were most similar in the percentage of FARM-eligible students, African-American students, Limited English Proficiency (LEP) students and Special Education students.

[30] Angriest, J., Cohodes, S., & Dynarski, S., *et al.* (2011). http://economics.mit.edu/files/6493

The limitations of available data

The use of comparison schools is not ideal. The availability of individual level data would have allowed more precise comparisons. After identifying two comparison schools for the grade level of each charter school, there were still some gaps in the overall demographics of the charter schools and their comparisons. For example, FARM-eligible students in all charter schools made up 64.4% of the total population, while among the comparison school population these students accounted for about 57.2% of students. African-Americans made up 75.2% of the charter school population, but only about 60.4% of the total comparison school population. Other comparisons are less precise because of missing data.

It must be stressed that the data used here is not individual level data. This data does not provide an exact score for each student, but rather the count of students who scored "advanced," "proficient," or "basic" on each assessment in the school. If the count in any category is less than 5% or greater than 95% of the total count of the relevant group taking that assessment the actual number who achieved that score is suppressed in the data made available to us.

These limitations in the data mean that the analysis cannot be precise enough to make the kinds of inferences that studies from other states have made. But the data can allow us to say that Maryland seems to fit the broader trends seen in other states. The data also suggest the areas of in-depth analysis that should be conducted in the future.

The results

Table 2 shows the comparison results for the 4th grade Math MSA scores for all students in each public charter school and for the average of its two comparison schools. The results are very close. One important result is that some charter schools do outperform the average of their comparison schools. There may be things to be learned from these schools if they continue to do well. Of the 26 comparisons that could be made in school year 2013, 12 charter schools did better on this measure than did their comparison schools (46.2%).

Table 2: 4th Grade Math MSA Results 2011-2013

PERFORMANCE OF CHARTER SCHOOLS VS. COMPARISON SCHOOLS | 4TH GRADE MATH					
LEA Name	**School Name**	**2011**	**2012**	**2013**	**2-Year Change**
Anne Arundel	Monarch Academy			***81.9%***	
	Comparison Average			**93.6%**	
Baltimore City	Baltimore International Academy	*84.8%*	*90.3%*	***88.1%***	*3.2%*
	Comparison Average	83.5%	82.9%	**87.2%**	3.7%
	Baltimore Montessori Public Charter School	*62.5%*	*64.5%*	***74.2%***	*11.7%*
	Comparison Average	97.0%	97.6%	**98.3%**	1.3%
	City Neighbors Charter School	*85.7%*	*62.5%*	***91.7%***	*6.0%*
	Comparison Average	95.2%	97.1%	**98.7%**	3.5%
	City Neighbors Hamilton	*63.6%*	*33.3%*	***63.6%***	*0.0%*
	Comparison Average	95.2%	97.1%	**98.7%**	3.5%
	City Springs Elementary	*87.5%*	*73.1%*	***58.9%***	*-28.6%*
	Comparison Average	48.8%	58.0%	**66.4%**	17.6%
	Empowerment Academy	*95.7%*	*95.8%*	***96.2%***	*0.5%*
	Comparison Average	88.3%	81.9%	**83.7%**	-4.6%
	Furman Templeton Preparatory Academy	*79.4%*	*64.9%*	***79.0%***	*-0.3%*
	Comparison Average	80.9%	82.3%	**77.2%**	-3.7%
	Hampstead Hill Academy	*92.6%*	*87.9%*	***75.6%***	*-17.0%*
	Comparison Average	83.8%	82.2%	**86.1%**	2.3%
	Inner Harbor East Academy	*71.1%*	*64.5%*	***58.3%***	*-12.7%*
	Comparison Average	89.3%	84.6%	**86.8%**	-2.5%
	Midtown Academy	*100.0%*	*100.0%*	***100.0%***	*0.0%*
	Comparison Average	83.2%	83.1%	**87.6%**	4.3%
	Monarch Academy Public Charter School		*81.3%*	***71.3%***	
	Comparison Average		81.9%	**83.7%**	
	Northwood Appold Community Academy	*100.0%*	*92.1%*	***65.8%***	*-34.2%*
	Comparison Average	88.3%	81.9%	**83.7%**	-4.6%
	Patterson Park Public Charter School	*95.3%*	*91.5%*	***87.0%***	*-8.4%*
	Comparison Average	88.6%	90.8%	**75.7%**	-12.9%
	Rosemont Elementary	*93.9%*	*98.1%*	***90.6%***	*-3.3%*
	Comparison Average	82.2%	81.1%	**75.6%**	-6.5%
	Southwest Baltimore Charter School	*63.6%*	*46.5%*	***68.9%***	*5.3%*
	Comparison Average	75.3%	76.0%	**69.7%**	-5.6%
	The Green School	*75.0%*	*80.8%*	***78.3%***	*3.3%*
	Comparison Average	97.0%	97.6%	**98.3%**	1.3%
	Tunbridge Public Charter School		*84.4%*	***93.3%***	
	Comparison Average		82.9%	**87.2%**	
	Wolfe Street Academy	*87.0%*	*85.7%*	***94.4%***	*7.5%*
	Comparison Average	81.8%	94.1%	**70.3%**	-11.4%
Frederick	Monocacy Valley Montessori School	*90.9%*	*100.0%*	***90.9%***	*0.0%*
	Comparison Average	96.9%	94.9%	**91.0%**	-5.9%
Prince George's	Excel Academy Public Charter	*58.7%*	*81.8%*	***88.4%***	*29.7%*
	Comparison Average	84.2%	81.3%	**86.8%**	2.7%
	Imagine Andrews Public Charter		*87.2%*	***93.9%***	
	Comparison Average		93.0%	**92.6%**	
	Imagine Foundations at Leeland PCS	*98.0%*	*92.5%*	***90.7%***	*-7.3%*
	Comparison Average	85.9%	86.7%	**84.2%**	-1.7%
	Imagine Lincoln Public Charter	*63.0%*	*52.5%*	***55.1%***	*-7.9%*
	Comparison Average	84.2%	81.3%	**86.8%**	2.7%
	Turning Point Academy Public Charter	*72.3%*	*79.4%*	***85.3%***	*13.0%*
	Comparison Average	87.6%	79.0%	**92.1%**	4.4%
Saint Mary's	Chesapeake Charter School	*86.1%*	*94.6%*	***100.0%***	*13.9%*
	Comparison Average	98.5%	96.4%	**95.4%**	-3.1%

TABLE 2 TOTALS	2011	2012	2013
Total Average Advanced or Proficient (Charters)	*82.1%*	*79.4%*	***81.6%***
Total Average Advanced or Proficient (Comparisons)	86.2%	85.8%	**86.1%**
Total Outperform Count (Charters)	*10*	*13*	***12***
Total Outperform Count (Comparisons)	12	12	**14**
Charters' Outperform Rate	45.5%	52.0%	**46.2%**

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 3 (see next page) shows the same comparisons for 8th grade math. Again the results are mixed, but some charter schools do very well. Here, charter schools did better in 17 of the 26 (65.4%) comparisons for which data was available.

A pattern of charter schools doing better in the higher grades seems to emerge. This pattern is consistent with what has been found in national studies. It may be that charter schools take time to build a unique learning culture. This later grade distinction may reflect both the growing sophistication of charter schools and the increasing integration of students into that culture as they age. The information available for this analysis does not allow identification of the cause, but only allows possible explanations that require further research.

Table 3: 8th Grade Math MSA Results 2011-2013

PERFORMANCE OF CHARTER SCHOOLS VS. COMPARISON SCHOOLS | 8TH GRADE MATH					
LEA Name	**School Name**	**2011**	**2012**	**2013**	**2 Year Change**
Anne Arundel	Chesapeake Science Point	*85.9%*	*97.3%*	***89.0%***	*3.1%*
	Comparison Average	68.8%	77.0%	**71.3%**	2.5%
	Monarch Academy			***43.9%***	
	Comparison Average			**71.3%**	
Baltimore City	Afya Public Charter School	*72.6%*	*48.5%*	***46.7%***	*-26.0%*
	Comparison Average	12.1%	28.6%	**21.4%**	9.2%
	Baltimore International Academy	*30.8%*	*46.2%*	***64.3%***	*33.5%*
	Comparison Average	64.8%	85.7%	**58.9%**	-5.8%
	Baltimore Leadership School for Young Women		*58.4%*	***70.6%***	
	Comparison Average		59.2%	**66.8%**	
	Baltimore Montessori Public Charter Middle School			***35.7%***	
	Comparison Average			**75.8%**	
	City Neighbors Charter School	*37.5%*	*52.0%*	***46.2%***	*8.7%*
	Comparison Average	65.4%	64.4%	**75.8%**	10.3%
	City Springs Elementary	*67.7%*	*35.6%*	***33.3%***	*-34.4%*
	Comparison Average	43.6%	62.4%	**46.3%**	2.7%
	ConneXions: A Community Based Arts School	*20.7%*	*24.6%*	***26.7%***	*6.0%*
	Comparison Average	16.8%	26.9%	**18.4%**	1.6%
	Empowerment Academy	*81.0%*	*81.3%*	***76.5%***	*-4.5%*
	Comparison Average	53.8%	59.2%	**66.8%**	13.0%
	Hampstead Hill Academy	*62.5%*	*51.1%*	***64.9%***	*2.4%*
	Comparison Average	47.1%	34.3%	**28.7%**	-18.4%
	Inner Harbor East Academy		*36.4%*	***41.2%***	
	Comparison Average		43.7%	**53.6%**	
	K.I.P.P. Ujima Village Academy	*87.3%*	*94.5%*	***90.6%***	*3.4%*
	Comparison Average	48.0%	45.7%	**53.1%**	5.1%
	MD Academy of Technology and Health Sciences	*41.4%*	*50.0%*	***40.4%***	*-1.0%*
	Comparison Average	36.2%	33.9%	**36.5%**	0.4%
	Midtown Academy	*58.8%*	*73.7%*	***68.4%***	*9.6%*
	Comparison Average	54.5%	57.1%	**67.2%**	12.7%
	Patterson Park Public Charter School	*58.3%*	*86.0%*	***78.0%***	*19.7%*
	Comparison Average	33.2%	33.4%	**40.6%**	7.4%
	Rosemont Elementary	*47.1%*	*36.7%*	***46.2%***	*-0.9%*
	Comparison Average	42.2%	40.1%	**31.9%**	-10.3%
	Southwest Baltimore Charter School	*2.0%*	*13.5%*	***29.3%***	*27.3%*
	Comparison Average	17.9%	40.3%	**30.2%**	12.3%
	The Crossroads School	*65.3%*	*69.8%*	***62.5%***	*-2.8%*
	Comparison Average	32.2%	37.9%	**45.5%**	13.3%
Frederick	Monocacy Valley Montessori School	*73.9%*	*93.1%*	***88.2%***	*14.3%*
	Comparison Average	84.5%	81.3%	**81.1%**	-3.4%
Prince George's	Chesapeake Math and IT Public Charter			***96.1%***	
	Comparison Average			**76.3%**	
	Excel Academy Public Charter		*38.5%*	***57.9%***	
	Comparison Average		53.3%	**42.8%**	
	Imagine Foundations at Leeland PCS			***59.4%***	
	Comparison Average			**84.7%**	
	Imagine Lincoln Public Charter		*39.3%*	***32.5%***	
	Comparison Average		53.3%	**42.8%**	
	Turning Point Academy Public Charter		*41.7%*	***48.5%***	
	Comparison Average		53.1%	**49.0%**	
Saint Mary's	Chesapeake Charter School	*77.8%*	*70.0%*	***81.0%***	*3.2%*
	Comparison Average	81.5%	83.3%	**79.0%**	-2.5%

TABLE 3 TOTALS	2011	2012	2013
Total Average Advanced or Proficient (Charters)	*57.1%*	*56.3%*	***58.4%***
Total Average Advanced or Proficient (Comparisons)	47.2%	52.5%	**54.5%**
Total Outperform Count (Charters)	*12*	*10*	***17***
Total Outperform Count (Comparisons)	5	12	**9**
Charters' Outperform Rate	70.6%	45.5%	**65.4%**

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 4: High School Algebra HSA Results 2011-2013

PERFORMANCE OF CHARTER SCHOOLS VS. COMPARISON SCHOOLS | HIGH SCHOOL ALGEBRA					
LEA Name	**School Name**	**2011**	**2012**	**2013**	**2 Year Change**
Baltimore City	ConneXions Community Leadership Academy	*76.7%*	*67.6%*	***72.7%***	*-3.9%*
	Comparison Average	62.5%	51.5%	**46.1%**	-16.4%
	Coppin Academy	*88.4%*	*71.8%*	***64.8%***	*-23.6%*
	Comparison Average	59.6%	52.1%	**51.3%**	-8.3%
	Independence School Local I	*62.9%*	*77.3%*	***54.2%***	*-8.7%*
	Comparison Average	68.1%	66.8%	**66.1%**	-1.9%
	MD Academy of Technology and Health Sciences	*76.6%*	*82.0%*	***81.8%***	*5.2%*
	Comparison Average	67.0%	37.8%	**52.2%**	-14.8%
	Total Average Advanced or Proficient (Charters)	*76.1%*	*74.7%*	***68.4%***	
	Total Average Advanced or Proficient (Comparisons)	64.3%	52.0%	**53.9%**	
	Total Outperform Count (Charters)	*3*	*4*	***3***	
	Total Outperform Count (Comparisons)	1	0	**1**	
	Charters' Outperform Rate	75.0%	100.0%	**75.0%**	

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 4 also continues the pattern. Three of the 4 (75%) charter high schools authorized in 2014-2015 for which 2012-2013 data exist did better than their comparison schools on the Algebra HSA.

The next tables look at the data for Reading and English scores. Table 5 (next page) shows that for all charter schools that had students who took the 2013 MSA 4th grade Reading test, 15 of 26 (57.7%) did at least a bit better than their comparison schools. Table 6 demonstrates a continuation of the trend that charter schools do better than their comparisons on tests given in the later grades. Table 6 shows that 17 (65.4%) of the 26 schools did better than their comparison schools on this measure.

Table 5: 4th Grade Reading MSA Results 2011-2013

PERFORMANCE OF CHARTER SCHOOLS VS. COMPARISON SCHOOLS | 4TH GRADE READING					
LEA Name	**School Name**	**2011**	**2012**	**2013**	**2 Year Change**
Anne Arundel	Monarch Academy			***88.9%***	
	Comparison Average			**96.2%**	
Baltimore City	Baltimore International Academy	*69.7%*	*93.5%*	***88.1%***	*18.4%*
	Comparison Average	83.8%	84.3%	**76.7%**	-7.2%
	Baltimore Montessori Public Charter School	*87.5%*	*87.1%*	***87.5%***	*0.0%*
	Comparison Average	94.5%	96.0%	**95.5%**	1.0%
	City Neighbors Charter School	*95.2%*	*87.5%*	***87.5%***	*-7.7%*
	Comparison Average	93.2%	95.1%	**95.9%**	2.7%
	City Neighbors Hamilton	*81.8%*	*90.9%*	***77.3%***	*-4.5%*
	Comparison Average	93.2%	95.1%	**95.9%**	2.7%
	City Springs Elementary	*70.0%*	*62.7%*	***66.1%***	*-3.9%*
	Comparison Average	56.3%	59.5%	**59.7%**	3.4%
	Empowerment Academy	*100.0%*	*91.7%*	***92.3%***	*-7.7%*
	Comparison Average	78.8%	87.4%	**81.1%**	2.3%
	Furman Templeton Preparatory Academy	*69.8%*	*54.1%*	***71.4%***	*1.6%*
	Comparison Average	70.9%	74.3%	**73.0%**	2.1%
	Hampstead Hill Academy	*77.9%*	*89.4%*	***82.1%***	*4.1%*
	Comparison Average	83.7%	77.0%	**75.3%**	-8.5%
	Inner Harbor East Academy	*71.1%*	*74.2%*	***47.2%***	*-23.8%*
	Comparison Average	75.4%	69.5%	**73.4%**	-2.0%
	Midtown Academy	*100.0%*	*95.2%*	***100.0%***	*0.0%*
	Comparison Average	85.7%	86.6%	**82.0%**	-3.7%
	Monarch Academy Public Charter School		*79.2%*	***70.3%***	
	Comparison Average		87.4%	**81.1%**	
	Northwood Appold Community Academy	*88.4%*	*92.3%*	***89.5%***	*1.1%*
	Comparison Average	78.8%	87.4%	**81.1%**	2.3%
	Patterson Park Public Charter School	*84.4%*	*84.7%*	***82.6%***	*-1.8%*
	Comparison Average	68.5%	77.3%	**76.5%**	8.0%
	Rosemont Elementary	*59.2%*	*92.5%*	***87.5%***	*28.3%*
	Comparison Average	74.0%	69.6%	**63.5%**	-10.5%
	Southwest Baltimore Charter School	*84.1%*	*79.5%*	***68.9%***	*-15.2%*
	Comparison Average	71.1%	86.2%	**71.6%**	0.6%
	The Green School	*79.2%*	*92.3%*	***91.3%***	*12.1%*
	Comparison Average	94.5%	96.0%	**95.5%**	1.0%
	Tunbridge Public Charter School		*93.3%*	***95.6%***	
	Comparison Average		84.3%	**76.7%**	
	Wolfe Street Academy	*91.3%*	*81.0%*	***89.5%***	*-1.8%*
	Comparison Average	71.6%	75.3%	**62.5%**	-9.1%
Frederick	Monocacy Valley Montessori School	*93.9%*	*94.4%*	***97.0%***	*3.0%*
	Comparison Average	96.2%	96.2%	**93.6%**	-2.7%
Prince George's	Excel Academy Public Charter	*73.9%*	*79.5%*	***86.0%***	*12.1%*
	Comparison Average	80.7%	88.4%	**81.2%**	0.5%
	Imagine Andrews Public Charter		*91.5%*	***89.8%***	
	Comparison Average		94.1%	**88.9%**	
	Imagine Foundations at Leeland PCS	*94.1%*	*88.7%*	***90.7%***	*-3.4%*
	Comparison Average	86.6%	88.8%	**88.8%**	2.2%
	Imagine Lincoln Public Charter	*58.7%*	*73.8%*	***79.6%***	*20.9%*
	Comparison Average	80.7%	88.4%	**81.2%**	0.5%
	Turning Point Academy Public Charter	*78.5%*	*77.9%*	***85.3%***	*6.8%*
	Comparison Average	89.9%	86.4%	**91.0%**	1.2%
Saint Mary's	Chesapeake Charter School	*88.9%*	*100.0%*	***97.4%***	*8.5%*
	Comparison Average	97.5%	95.0%	**92.3%**	-5.1%

TABLE 5 TOTALS	2011	2012	2013
Total Average Advanced or Proficient (Charters)	*81.7%*	*85.1%*	***84.2%***
Total Average Advanced or Proficient (Comparisons)	82.1%	85.0%	**81.9%**
Total Outperform Count (Charters)	*9*	*12*	***15***
Total Outperform Count (Comparisons)	13	13	**11**
Charters' Outperform Rate	40.9%	48.0%	**57.7%**

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 6: 8th Grade Reading MSA Results 2011-2013

PERFORMANCE OF CHARTER SCHOOLS VS. COMPARISON SCHOOLS | 8TH GRADE READING					
LEA Name	**School Name**	**2011**	**2012**	**2013**	**2 Year Change**
Anne Arundel	Chesapeake Science Point	*98.6%*	*100.0%*	***96.9%***	*-1.7%*
	Comparison Average	86.2%	84.7%	**88.7%**	2.5%
	Monarch Academy			***90.9%***	
	Comparison Average			**88.7%**	
Baltimore City	Afya Public Charter School	*78.6%*	*72.7%*	***65.7%***	*-12.9%*
	Comparison Average	48.2%	49.4%	**44.5%**	-3.7%
	Baltimore International Academy	*84.6%*	*84.6%*	***85.7%***	*1.1%*
	Comparison Average	78.0%	89.0%	**70.7%**	-7.3%
	Baltimore Leadership School for Young Women		*84.2%*	***88.2%***	
	Comparison Average		76.4%	**85.7%**	
	Baltimore Montessori Public Charter Middle School			***82.1%***	
	Comparison Average			**88.6%**	
	City Neighbors Charter School	*83.3%*	*76.0%*	***76.9%***	*-6.4%*
	Comparison Average	85.9%	87.0%	**88.6%**	2.7%
	City Springs Elementary	*80.6%*	*53.2%*	***59.2%***	*-21.5%*
	Comparison Average	75.5%	62.7%	**61.6%**	-13.9%
	ConneXions: A Community Based Arts School	*69.0%*	*69.4%*	***66.7%***	*-2.3%*
	Comparison Average	51.3%	55.0%	**54.0%**	2.7%
	Empowerment Academy	*100.0%*	*84.4%*	***82.4%***	*-17.6%*
	Comparison Average	77.6%	76.4%	**85.7%**	8.1%
	Hampstead Hill Academy	*70.0%*	*85.1%*	***84.5%***	*14.5%*
	Comparison Average	73.6%	51.7%	**64.4%**	-9.2%
	Inner Harbor East Academy		*90.9%*	***70.6%***	
	Comparison Average		58.0%	**76.8%**	
	K.I.P.P. Ujima Village Academy	*90.9%*	*93.2%*	***82.3%***	*-8.6%*
	Comparison Average	72.4%	69.2%	**80.2%**	7.8%
	MD Academy of Technology and Health Sciences	*69.0%*	*54.1%*	***68.1%***	*-0.9%*
	Comparison Average	70.2%	59.5%	**60.3%**	-9.9%
	Midtown Academy	*94.1%*	*78.9%*	***94.7%***	*0.6%*
	Comparison Average	71.6%	64.5%	**77.2%**	5.6%
	Patterson Park Public Charter School	*75.0%*	*72.1%*	***78.0%***	*3.0%*
	Comparison Average	64.1%	51.4%	**57.5%**	-6.6%
	Rosemont Elementary	*61.8%*	*60.0%*	***51.3%***	*-10.5%*
	Comparison Average	65.1%	59.1%	**70.2%**	5.0%
	Southwest Baltimore Charter School	*45.8%*	*43.2%*	***70.7%***	*24.9%*
	Comparison Average	59.7%	52.1%	**66.4%**	6.7%
	The Crossroads School	*69.4%*	*92.5%*	***70.8%***	*1.4%*
	Comparison Average	68.8%	71.0%	**66.5%**	-2.3%
Frederick	Monocacy Valley Montessori School	*95.7%*	*96.6%*	***100.0%***	*4.3%*
	Comparison Average	94.4%	89.0%	**91.2%**	-3.1%
Prince George's	Chesapeake Math and IT Public Charter			***92.2%***	
	Comparison Average			**90.3%**	
	Excel Academy Public Charter		*61.5%*	***84.2%***	
	Comparison Average		72.7%	**66.8%**	
	Imagine Foundations at Leeland PCS			***83.9%***	
	Comparison Average			**91.4%**	
	Imagine Lincoln Public Charter		*60.7%*	***50.0%***	
	Comparison Average		72.7%	**66.8%**	
	Turning Point Academy Public Charter		*66.7%*	***66.7%***	
	Comparison Average		70.3%	**68.1%**	
Saint Mary's	Chesapeake Charter School	*88.9%*	*95.0%*	***90.5%***	*1.6%*
	Comparison Average	88.6%	84.5%	**81.4%**	-7.2%

TABLE 6 TOTALS	2011	2012	2013
Total Average Advanced or Proficient (Charters)	*79.7%*	*76.1%*	***78.2%***
Total Average Advanced or Proficient (Comparisons)	72.4%	68.5%	**74.3%**
Total Outperform Count (Charters)	*12*	*14*	***17***
Total Outperform Count (Comparisons)	5	8	**9**
Charters' Outperform Rate	70.6%	63.6%	**65.4%**

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 7: High School English 2 HSA Results 2011-2013

PERFORMANCE OF CHARTER SCHOOLS VS. COMPARISON SCHOOLS | ENGLISH 2					
LEA Name	**School Name**	**2011**	**2012**	**2013**	**2 Year Change**
Baltimore City	ConneXions Community Leadership Academy	*72.7%*	*76.9%*	***66.7%***	*-6.1%*
	Comparison Average	55.1%	49.1%	**46.6%**	-8.5%
	Coppin Academy	*78.9%*	*71.2%*	***56.0%***	*-22.9%*
	Comparison Average	56.8%	54.0%	**54.4%**	-2.4%
	Independence School Local I	*86.1%*	*77.3%*	***70.8%***	*-15.3%*
	Comparison Average	52.9%	58.2%	**49.8%**	-3.1%
	MD Academy of Technology and Health Sciences	*72.7%*	*68.9%*	***68.2%***	*-4.5%*
	Comparison Average	49.7%	53.1%	**50.5%**	0.8%
	Total Average Advanced or Proficient	*77.6%*	*73.6%*	***65.4%***	
	Comparison Average	53.6%	53.6%	**50.3%**	
	Total Outperform Count	*4*	*4*	***4***	
	Comparison Average	0	0	**0**	
	Charters' Outperform Rate	100.0%	100.0%	**100.0%**	

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 7 shows that all four charter high schools on which there was data in 2013 outperformed the average of their comparison schools on the English HSA.

The next tables look at some demographic breakdowns. Table 8 shows some comparisons for African-Americans and FARM-eligible students. It compares the percentage of students scoring advanced or proficient at each charter school with the two schools in its district that are most similar to it demographically. In 4th grade Math, the comparison schools do better than the charter schools among African-American students. Of the 21 schools with complete data, 10 (47.6%) of the charter schools did better than their comparison schools. Among FARM-eligible students, 11 of the 20 (55%) charter schools with complete data did better than the average of their comparison schools.

Table 8: 4th Grade Math Demographic MSA Results

PERFORMANCE (EITHER ADVANCE OR PROFICIENT) OF CHARTER SCHOOLS VS. COMPARISON SCHOOLS | 4TH GRADE MATH		All Students	African American	FARMS	Non-FARMS	FARMS - Non-FARMS Gap
LEA Name	*School Name*	*2013*	*2013*	*2013*	*2013*	*2013*
Anne Arundel	Monarch Academy	***81.9%***	*78.3%*	*64.7%*	*87.3%*	*22.6%*
	Comparison Average	**93.6%**	84.6%	93.9%	93.3%	No Gap
Baltimore City	Baltimore International Academy	***88.1%***	*87.2%*	*81.8%*	*95.0%*	*13.2%*
	Comparison Average	**87.2%**	83.9%	80.2%	100.0%	19.8%
	City Neighbors Charter School	***91.7%***	*81.8%*			
	Comparison Average	**98.7%**	98.1%			
	City Neighbors Hamilton	***63.6%***	*55.6%*	*84.6%*	*33.3%*	*No Gap*
	Comparison Average	**98.7%**	98.1%	98.3%	99.0%	0.7%
	City Springs Elementary	***58.9%***	*58.5%*	*58.9%*		
	Comparison Average	**66.4%**	66.4%	66.4%		
	Empowerment Academy	***96.2%***	*96.2%*	*94.7%*	*100.0%*	*5.3%*
	Comparison Average	**83.7%**	83.5%	85.1%	69.4%	No Gap
	Furman Templeton Preparatory Academy	***79.0%***	*79.0%*	*80.0%*	*50.0%*	*No Gap*
	Comparison Average	**77.2%**	77.2%	77.7%	50.0%	No Gap
	Hampstead Hill Academy	***75.6%***	*57.1%*	*71.4%*	*93.3%*	*21.9%*
	Comparison Average	**86.1%**	83.4%	83.7%	100.0%	16.3%
	Inner Harbor East Academy	***58.3%***	*58.3%*	*53.3%*	*83.3%*	*30.0%*
	Comparison Average	**86.8%**	86.3%	85.8%	100.0%	14.2%
	Midtown Academy	***100.0%***	*100.0%*	*100.0%*	*100.0%*	*0.0%*
	Comparison Average	**87.6%**	83.0%	80.4%	99.0%	18.5%
	Monarch Academy Public Charter School	***71.3%***	*70.1%*	*69.4%*	*81.3%*	*11.8%*
	Comparison Average	**83.7%**	83.5%	85.1%	69.4%	No Gap
	Northwood Appold Community Academy	***65.8%***	*67.6%*	*58.6%*	*88.9%*	*30.3%*
	Comparison Average	**83.7%**	83.5%	85.1%	69.4%	No Gap
	Patterson Park Public Charter School	***87.0%***	*82.2%*	*84.5%*	*100.0%*	*15.5%*
	Comparison Average	**75.7%**	75.9%	75.4%	87.5%	12.1%
	Rosemont Elementary	***90.6%***	*90.3%*	*90.6%*		
	Comparison Average	**75.6%**	75.4%	74.7%		
	Southwest Baltimore Charter School	***68.9%***	*66.7%*	*64.1%*	*100.0%*	*35.9%*
	Comparison Average	**69.7%**	66.4%	63.7%	100.0%	36.3%
	Tunbridge Public Charter School	***93.3%***	*92.9%*	*92.3%*	*94.7%*	*2.4%*
	Comparison Average	**87.2%**	83.9%	80.2%	100.0%	19.8%
	Wolfe Street Academy	***94.4%***		*93.8%*	*100.0%*	*6.3%*
	Comparison Average	**70.3%**		69.8%	100.0%	30.2%
Prince George's	Excel Academy Public Charter	***88.4%***	*85.3%*	*75.0%*	*100.0%*	*25.0%*
	Comparison Average	**86.8%**	86.6%	76.9%	96.3%	19.4%
	Imagine Andrews Public Charter	***93.9%***	*93.3%*			
	Comparison Average	**92.6%**	84.0%			
	Imagine Foundations at Leeland PCS	***90.7%***	*92.0%*	*84.6%*	*92.7%*	*8.1%*
	Comparison Average	**84.2%**	84.6%	77.8%	93.3%	15.6%
	Imagine Lincoln Public Charter	***55.1%***	*54.2%*	*48.6%*	*71.4%*	*22.9%*
	Comparison Average	**86.8%**	86.6%	76.9%	96.3%	19.4%
	Turning Point Academy Public Charter	***85.3%***	*85.1%*	*90.5%*	*76.9%*	*No Gap*
	Comparison Average	**92.1%**	93.0%	88.1%	96.2%	8.2%
	Total Average Advanced or Proficient (Charters)	***80.8%***	*77.7%*	*77.1%*	*86.0%*	*16.7%*
	Total Average Advanced or Proficient (Comparisons)	**84.3%**	83.2%	80.3%	90.0%	17.7%
	Total Outperform [or Smaller Gap] Count (Charters)	***11***	*10*	*11*	*6*	*8*
	Total Outperform [or Smaller Gap] Count (Comparisons)	***11***	*11*	*9*	*9*	*9*
	Charters' Outperform Rate	**50.0%**	47.6%	55.0%	40.0%	47.1%

* Baltimore Montessori Public Charter School, The Green School, Monocacy Valley Montessori School, and Chesapeake Charter School demographic data is either not applicable or unavailable/hidden. *Note for Table 8: Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 9 (next page) shows 8th grade Math scores, which continue the previous pattern. Among African-American students, 16 of 24 (66.7%) charter schools did at least a bit better within that demographic cohort than did their comparison schools. Among FARM-eligible students, 15 of 22 (68.2%) charter schools did better than the average of their comparison schools.

Table 9: 8th Grade Math Demographic MSA Results

PERFORMANCE (EITHER ADVANCE OR PROFICIENT) OF CHARTER SCHOOLS VS. COMPARISON SCHOOLS | 8TH GRADE MATH		All Students	African American	FARMS	Non-FARMS	FARMS - Non-FARMS Gap
LEA Name	*School Name*	*2013*	*2013*	*2013*	*2013*	*2013*
Anne Arundel	Chesapeake Science Point	***89.0%***	*76.2%*	*76.9%*	*92.1%*	*15.2%*
	Comparison Average	**71.3%**	48.9%	44.4%	81.0%	36.6%
	Monarch Academy	***43.9%***	*24.1%*	*10.5%*	*57.4%*	*46.9%*
	Comparison Average	**71.3%**	48.9%	44.4%	81.0%	36.6%
Baltimore City	Afya Public Charter School	***46.7%***	*47.1%*	*45.1%*	*52.2%*	*7.1%*
	Comparison Average	**21.4%**	21.1%	22.2%	8.3%	No Gap
	Baltimore International Academy	***64.3%***	*69.2%*			
	Comparison Average	**58.9%**	57.2%			
	Baltimore Leadership School for Young Women	***70.6%***	*71.3%*	*68.6%*	*73.5%*	*4.9%*
	Comparison Average	**66.8%**	67.5%	65.4%	73.0%	7.6%
	Baltimore Montessori Public Charter Middle School	***35.7%***	*9.1%*	*16.7%*	*25.0%*	*8.3%*
	Comparison Average	**75.8%**	73.7%	70.7%	78.8%	8.1%
	City Neighbors Charter School	***46.2%***	*31.3%*	*46.2%*	*46.2%*	*0.0%*
	Comparison Average	**75.8%**	73.7%	70.7%	78.8%	8.1%
	City Springs Elementary	***33.3%***	*34.8%*	*33.3%*		
	Comparison Average	**46.3%**	44.6%	46.8%		
	ConneXions: A Community Based Arts School	***26.7%***	*26.7%*	*27.6%*	*0.0%*	*No Gap*
	Comparison Average	**18.4%**	18.1%	18.4%	13.9%	No Gap
	Empowerment Academy	***76.5%***	*76.5%*	*60.0%*	*100.0%*	*40.0%*
	Comparison Average	**66.8%**	67.5%	65.4%	73.0%	7.6%
	Hampstead Hill Academy	***64.9%***	*27.3%*	*57.1%*	*86.7%*	*29.5%*
	Comparison Average	**28.7%**	24.2%	21.9%	56.0%	34.0%
	Inner Harbor East Academy	***41.2%***	*41.2%*	*38.5%*	*50.0%*	*11.5%*
	Comparison Average	**53.6%**	53.7%	51.5%	64.1%	12.6%
	K.I.P.P. Ujima Village Academy	***90.6%***	*90.6%*	*88.0%*	*100.0%*	*12.0%*
	Comparison Average	**53.1%**	52.4%	50.3%	63.5%	13.2%
	MD Academy of Technology and Health Sciences	***40.4%***	*40.4%*	*37.5%*	*57.1%*	*19.6%*
	Comparison Average	**36.5%**	36.1%	35.8%	31.3%	No Gap
	Midtown Academy	***68.4%***	*71.4%*	*66.7%*	*71.4%*	*4.8%*
	Comparison Average	**67.2%**	63.4%	61.6%	87.3%	25.7%
	Patterson Park Public Charter School	***78.0%***	*73.3%*	*78.1%*	*77.8%*	*No Gap*
	Comparison Average	**40.6%**	40.7%	40.0%	50.0%	10.0%
	Rosemont Elementary	***46.2%***	*44.7%*	*45.9%*	*50.0%*	*4.1%*
	Comparison Average	**31.9%**	30.4%	30.4%	50.0%	19.6%
	Southwest Baltimore Charter School	***29.3%***	*28.2%*	*27.0%*	*25.0%*	*No Gap*
	Comparison Average	**30.2%**	28.4%	26.0%	51.9%	25.9%
	The Crossroads School	***62.5%***	*61.9%*	*57.1%*	*100.0%*	*42.9%*
	Comparison Average	**45.5%**	45.5%	44.1%	55.2%	11.1%
Prince George's	Chesapeake Math and IT Public Charter	***96.1%***	*95.2%*	*93.1%*	*97.0%*	*3.9%*
	Comparison Average	**76.3%**	75.5%	67.2%	84.4%	17.2%
	Excel Academy Public Charter	***57.9%***	*61.5%*	*58.3%*	*57.1%*	*No Gap*
	Comparison Average	**42.8%**	38.9%	36.1%	49.9%	13.8%
	Imagine Foundations at Leeland PCS	***59.4%***	*60.0%*			
	Comparison Average	**84.7%**	84.5%			
	Imagine Lincoln Public Charter	***32.5%***	*33.3%*	*34.6%*	*28.6%*	*No Gap*
	Comparison Average	**42.8%**	38.9%	36.1%	49.9%	13.8%
	Turning Point Academy Public Charter	***48.5%***	*53.3%*	*47.1%*	*50.0%*	*2.9%*
	Comparison Average	**49.0%**	46.8%	39.5%	58.2%	18.7%
	Total Average Advanced or Proficient (Charters)	***56.2%***	*52.0%*	*50.6%*	*61.8%*	*15.8%*
	Total Average Advanced or Proficient (Comparisons)	**52.3%**	49.2%	45.0%	59.0%	17.8%
	Total Outperform [or Smaller Gap] Count (Charters)	***15***	*16*	*15*	*11*	*14*
	Total Outperform [or Smaller Gap] Count (Comparisons)	**9**	8	7	9	6
	Charters' Outperform Rate	**62.5%**	66.7%	68.2%	55.0%	70.0%

*Monocacy Valley Montessori School and Chesapeake Charter School demographic data is either not applicable or unavailable/hidden.
* Note for Table 9: Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 10: High School Algebra Demographic HSA Results

PERFORMANCE (EITHER ADVANCE OR PROFICIENT) OF CHARTER SCHOOLS VS. COMPARISON SCHOOLS | HIGH SCHOOL ALGEBRA		All Students	African American	FARMS	Non-FARMS	FARMS - Non-FARMS Gap
LEA Name	***School Name***	***2013***	***2013***	***2013***	***2013***	***2013***
Baltimore City	ConneXions Community Leadership Academy	***72.7%***	*74.4%*	*64.7%*	*100.0%*	*35.3%*
	Comparison Average	**46.1%**	46.1%	52.3%	30.4%	No Gap
	Coppin Academy	***64.8%***	*64.8%*	*62.5%*	*69.6%*	*7.1%*
	Comparison Average	**51.3%**	51.2%	49.1%	57.2%	8.1%
	Independence School Local I	***54.2%***	*33.3%*	*52.4%*	*66.7%*	*14.3%*
	Comparison Average	**66.1%**	63.9%	64.5%	74.5%	10.0%
	MD Academy of Technology and Health Sciences	***81.8%***	*81.8%*	*83.3%*	*78.6%*	*No Gap*
	Comparison Average	**52.2%**	53.6%	51.9%	52.8%	0.9%
	Total Average Advanced or Proficient	***68.4%***	*63.6%*	*65.7%*	*78.7%*	*18.9%*
	Comparison Average	**53.9%**	53.7%	54.4%	53.7%	6.3%
	Total Outperform [or Smaller Gap] Count	***3***	*3*	*3*	*3*	*2*
	Comparison Average	**1**	1	1	1	2
	Charters' Outperform Rate	**75.0%**	75.0%	75.0%	75.0%	50.0%

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 10 shows that the results for the Algebra HSA are consistent with the preceding pattern. For both FARM and African-American students, 3 out of the 4 high schools (75%) did better than their comparison schools.

Table 11 shows the results for the 4th grade Reading MSA by demographic group. Here, the averages of the comparison schools do better than the charter schools. Ten of the 21 (47.6%) charter schools with complete data did better on this measure than their comparison schools. Among FARM-eligible students, 12 (60%) of 20 charter schools did better.

Table 12 shows the demographic results for the 8th grade Reading MSA. The pattern of charter schools doing better on this measure continues. Seventeen of 24 (70.8%) of the charter schools did better than their comparison schools among African Americans. Thirteen of 22 (59.1%) charter schools did better among FARM-eligible students.

Table 13 continues the pattern. It shows that all four charter high schools did better than the average of their comparison schools among both African-American and FARM-eligible students.

This analysis is only suggestive, but it suggests that charter schools are making a contribution to the Maryland public school system, especially in the higher grades and especially among African-American and FARM-eligible students.

Table 11: 4th Grade Reading Demographic MSA Results

PERFORMANCE (EITHER ADVANCE OR PROFICIENT) OF CHARTER SCHOOLS VS. COMPARISON SCHOOLS | 4TH GRADE READING		All Students	African American	FARMS	Non-FARMS	FARMS - Non-FARMS Gap
LEA Name	*School Name*	*2013*	*2013*	*2013*	*2013*	*2013*
Anne Arundel	Monarch Academy	***88.9%***	*82.6%*	*64.7%*	*96.4%*	*31.7%*
	Comparison Average	**96.2%**	94.9%	95.2%	96.8%	1.6%
Baltimore City	Baltimore International Academy	***88.1%***	*87.2%*	*90.9%*	*85.0%*	*No Gap*
	Comparison Average	**76.7%**	73.4%	68.3%	67.3%	No Gap
	City Neighbors Charter School	***87.5%***	*72.7%*			
	Comparison Average	**95.9%**	91.0%			
	City Neighbors Hamilton	***77.3%***	*72.2%*	*84.6%*	*66.7%*	*No Gap*
	Comparison Average	**95.9%**	91.0%	94.8%	97.0%	2.1%
	City Springs Elementary	***66.1%***	*66.0%*	*66.1%*		
	Comparison Average	**59.7%**	59.7%	59.7%		
	Empowerment Academy	***92.3%***	*92.3%*	*89.5%*	*100.0%*	*10.5%*
	Comparison Average	**81.1%**	81.0%	82.2%	70.8%	No Gap
	Furman Templeton Preparatory Academy	***71.4%***	*71.4%*	*72.1%*	*50.0%*	*No Gap*
	Comparison Average	**73.0%**	72.8%	73.1%	50.0%	No Gap
	Hampstead Hill Academy	***82.1%***	*64.3%*	*79.4%*	*93.3%*	*14.0%*
	Comparison Average	**75.3%**	71.7%	75.3%	78.6%	3.2%
	Inner Harbor East Academy	***47.2%***	*47.2%*	*43.3%*	*66.7%*	*23.3%*
	Comparison Average	**73.4%**	72.5%	72.2%	90.0%	17.8%
	Midtown Academy	***100.0%***	*100.0%*	*100.0%*	*100.0%*	*0.0%*
	Comparison Average	**82.0%**	75.4%	73.3%	72.5%	No Gap
	Monarch Academy Public Charter School	***70.3%***	*69.1%*	*68.2%*	*81.3%*	*13.0%*
	Comparison Average	**81.1%**	81.0%	82.2%	70.8%	No Gap
	Northwood Appold Community Academy	***89.5%***	*89.2%*	*89.7%*	*88.9%*	*No Gap*
	Comparison Average	**81.1%**	81.0%	82.2%	70.8%	No Gap
	Patterson Park Public Charter School	***82.6%***	*75.6%*	*79.3%*	*100.0%*	*20.7%*
	Comparison Average	**76.5%**	80.2%	77.1%	75.0%	No Gap
	Rosemont Elementary	***87.5%***	*87.1%*	*87.5%*		
	Comparison Average	**63.5%**	63.3%	62.9%		
	Southwest Baltimore Charter School	***68.9%***	*66.7%*	*64.1%*	*66.7%*	*2.6%*
	Comparison Average	**71.6%**	68.8%	67.2%	91.7%	24.5%
	Tunbridge Public Charter School	***95.6%***	*95.2%*	*96.2%*	*94.7%*	*No Gap*
	Comparison Average	**76.7%**	73.4%	68.3%	67.3%	No Gap
	Wolfe Street Academy	***89.5%***		*88.2%*	*100.0%*	*11.8%*
	Comparison Average	**62.5%**		61.4%	100.0%	38.6%
Prince George's	Excel Academy Public Charter	***86.0%***	*85.3%*	*75.0%*	*95.7%*	*20.7%*
	Comparison Average	**81.2%**	80.8%	72.1%	89.4%	17.3%
	Imagine Andrews Public Charter	***89.8%***	*90.0%*			
	Comparison Average	**88.9%**	84.7%			
	Imagine Foundations at Leeland PCS	***90.7%***	*92.0%*	*69.2%*	*97.6%*	*28.3%*
	Comparison Average	**88.8%**	87.2%	88.9%	91.1%	2.2%
	Imagine Lincoln Public Charter	***79.6%***	*79.2%*	*77.1%*	*85.7%*	*8.6%*
	Comparison Average	**81.2%**	80.8%	72.1%	89.4%	17.3%
	Turning Point Academy Public Charter	***85.3%***	*85.1%*	*85.7%*	*84.6%*	*No Gap*
	Comparison Average	**91.0%**	90.0%	91.2%	91.4%	0.2%
	Total Average Advanced or Proficient (Charters)	***82.6%***	*79.5%*	*78.5%*	*86.3%*	*15.4%*
	Total Average Advanced or Proficient (Comparisons)	**79.7%**	78.8%	76.0%	81.1%	12.5%
	Total Outperform [or Smaller Gap] Count (Charters)	***13***	*10*	*12*	*10*	*5*
	Total Outperform [or Smaller Gap] Count (Comparisons)	**9**	11	8	6	8
	Charters' Outperform Rate	**59.1%**	47.6%	60.0%	62.5%	38.5%

* Baltimore Montessori Public Charter School, The Green School, Monocacy Valley Montessori School and Chesapeake Charter School demographic data is either not applicable or unavailable/hidden.

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 12: 8th Grade Reading Demographic MSA Results

PERFORMANCE (EITHER ADVANCED OR PROFICIENT) OF CHARTERS VS. COMPARISON SCHOOLS | 8TH GRADE READING		All Students	African American	FARMS	Non-FARMS	FARMS - Non-FARMS Gap
LEA Name	**School Name**	**2013**	**2013**	**2013**	**2013**	**2013**
Anne Arundel	Chesapeake Science Point	***96.9%***	*92.9%*	*92.3%*	*98.0%*	*5.7%*
	Comparison Average	**88.7%**	76.2%	72.1%	94.7%	22.7%
	Monarch Academy	***90.9%***	*89.7%*	*89.5%*	*91.5%*	*2.0%*
	Comparison Average	**88.7%**	76.2%	72.1%	94.7%	22.7%
Baltimore City	Afya Public Charter School	***65.7%***	*66.7%*	*63.4%*	*73.9%*	*10.5%*
	Comparison Average	**44.5%**	43.8%	42.8%	66.7%	23.9%
	Baltimore International Academy	***85.7%***	*92.3%*			
	Comparison Average	**70.7%**	70.5%			
	Baltimore Leadership School for Young Women	***88.2%***	*87.5%*	*82.4%*	*97.1%*	*14.7%*
	Comparison Average	**85.7%**	85.7%	84.8%	89.8%	5.0%
	Baltimore Montessori Public Charter Middle School	***82.1%***	*81.8%*	*75.0%*	*87.5%*	*12.5%*
	Comparison Average	**88.6%**	81.7%	86.9%	90.9%	4.1%
	City Neighbors Charter School	***76.9%***	*62.5%*	*69.2%*	*84.6%*	*15.4%*
	Comparison Average	**88.6%**	81.7%	86.9%	90.9%	4.1%
	City Springs Elementary	***59.2%***	*59.6%*	*59.2%*		
	Comparison Average	**61.6%**	60.2%	61.2%		
	ConneXions: A Community Based Arts School	***66.7%***	*66.7%*	*65.5%*	*100.0%*	*34.5%*
	Comparison Average	**54.0%**	53.4%	53.8%	59.8%	6.0%
	Empowerment Academy	***82.4%***	*82.4%*	*80.0%*	*85.7%*	*5.7%*
	Comparison Average	**85.7%**	85.7%	84.8%	89.8%	5.0%
	Hampstead Hill Academy	***84.5%***	*72.7%*	*79.1%*	*100.0%*	*20.9%*
	Comparison Average	**64.4%**	65.2%	59.2%	89.3%	30.1%
	Inner Harbor East Academy	***70.6%***	*70.6%*	*69.2%*	*75.0%*	*5.8%*
	Comparison Average	**76.8%**	77.1%	74.8%	95.7%	20.8%
	K.I.P.P. Ujima Village Academy	***82.3%***	*82.3%*	*81.3%*	*85.7%*	*4.4%*
	Comparison Average	**80.2%**	78.7%	76.1%	93.8%	17.6%
	MD Academy of Technology and Health Sciences	***68.1%***	*68.1%*	*67.5%*	*71.4%*	*3.9%*
	Comparison Average	**60.3%**	60.5%	61.7%	31.3%	No Gap
	Midtown Academy	***94.7%***	*100.0%*	*100.0%*	*85.7%*	*No Gap*
	Comparison Average	**77.2%**	76.9%	74.9%	85.3%	10.4%
	Patterson Park Public Charter School	***78.0%***	*73.3%*	*71.9%*	*100.0%*	*28.1%*
	Comparison Average	**57.5%**	59.1%	57.3%	62.5%	5.2%
	Rosemont Elementary	***51.3%***	*52.6%*	*51.4%*	*50.0%*	*No Gap*
	Comparison Average	**70.2%**	69.2%	68.9%	90.0%	21.1%
	Southwest Baltimore Charter School	***70.7%***	*69.2%*	*73.0%*	*50.0%*	*No Gap*
	Comparison Average	**66.4%**	63.9%	64.1%	80.1%	16.0%
	The Crossroads School	***70.8%***	*71.4%*	*69.0%*	*83.3%*	*14.3%*
	Comparison Average	**66.5%**	66.5%	64.5%	81.3%	16.7%
Prince George's	Chesapeake Math and IT Public Charter	***92.2%***	*91.4%*	*93.1%*	*92.0%*	*No Gap*
	Comparison Average	**90.3%**	88.8%	85.2%	94.8%	9.6%
	Excel Academy Public Charter	***84.2%***	*84.6%*	*75.0%*	*100.0%*	*25.0%*
	Comparison Average	**66.8%**	64.9%	59.3%	74.3%	15.1%
	Imagine Foundations at Leeland PCS	***83.9%***	*86.2%*			
	Comparison Average	**91.4%**	89.5%			
	Imagine Lincoln Public Charter	***50.0%***	*48.7%*	*46.2%*	*57.1%*	*11.0%*
	Comparison Average	**66.8%**	64.9%	59.3%	74.3%	15.1%
	Turning Point Academy Public Charter	***66.7%***	*70.0%*	*58.8%*	*75.0%*	*16.2%*
	Comparison Average	**68.1%**	66.9%	61.6%	74.6%	13.0%
	Total Average Advanced or Proficient (Charters)	***76.8%***	*76.0%*	*73.3%*	*83.0%*	*13.6%*
	Total Average Advanced or Proficient (Comparisons)	**73.3%**	71.1%	68.7%	81.2%	14.2%
	Total Outperform [or Smaller Gap] Count (Charters)	***15***	*17*	*13*	*11*	*12*
	Total Outperform [or Smaller Gap] Count (Comparisons)	**9**	7	9	10	9
	Charters' Outperform Rate	**62.5%**	70.8%	59.1%	52.4%	57.1%

*Monocacy Valley Montessori School and Chesapeake Charter School demographic data is either not applicable or unavailable/hidden.
* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 13: High School English 2 Demographic HSA Results

PERFORMANCE (EITHER ADVANCED OR PROFICIENT) OF CHARTERS VS. COMPARISON SCHOOLS | ENGLISH 2		All Students	African American	FARMS	Non-FARMS	FARMS - Non-FARMS Gap
LEA Name	**School Name**	**2013**	**2013**	**2013**	**2013**	**2013**
Baltimore City	ConneXions Community Leadership Academy	***66.7%***	*68.2%*	*62.9%*	*80.0%*	*17.1%*
	Comparison Average	**46.6%**	46.6%	48.3%	42.1%	No Gap
	Coppin Academy	***56.0%***	*56.0%*	*54.9%*	*58.3%*	*3.4%*
	Comparison Average	**54.4%**	54.5%	52.0%	61.4%	9.5%
	Independence School Local I	***70.8%***	*66.7%*	*66.7%*	*100.0%*	*33.3%*
	Comparison Average	**49.8%**	46.1%	45.9%	66.7%	20.8%
	MD Academy of Technology and Health Sciences	***68.2%***	*68.2%*	*63.3%*	*78.6%*	*15.2%*
	Comparison Average	**50.5%**	51.2%	50.3%	51.3%	1.0%
	Total Average Advanced or Proficient (Charters)	***65.4%***	*64.8%*	*61.9%*	*79.2%*	*17.3%*
	Total Average Advanced or Proficient (Comparisons)	***50.3%***	*49.6%*	*49.1%*	*55.4%*	*10.4%*
	Total Outperform [or Smaller Gap] Count (Charters)	***4***	*4*	*4*	*3*	*1*
	Total Outperform [or Smaller Gap] Count (Comparisons)	***0***	*0*	*0*	*1*	*3*
	Charters' Outperform Rate	**100.0%**	100.0%	100.0%	75.0%	25.0%

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

HAMPSTEAD HILL ACADEMY

Hampstead Hill Academy was originally a traditional public school and in 2002, became a New Schools Initiative School operated by Baltimore Curriculum Project, a nonprofit network of charter schools in Baltimore City. Hampstead Hill became a public charter school in 2005. Today, it serves approximately 695 students in grades pre-kindergarten through eighth. While the majority of its student population comes from the neighborhoods surrounding Patterson Park, 25% travel from outside the school's official zone. In 2003-2005, the school saw impressive increases in MSA test score performance, with increases of 126% and 135% in third grade reading and math scores, respectively.

The school emphasizes the importance of arts, teaches students great communication skills, and guides students to be forward thinkers, persistent, responsible, caring, dependable, and healthy members of the community. A research-based curriculum is emphasized by the school's faculty to develop and implement lesson plans that continue to challenge students academically. The school uses direct instruction, Singapore Math, Science/Food for Life, and Maryland College and Career Readiness Standards as models of instruction. For the 2012-2013 school year, 42 of the school's 59 eighth grade students (71%) were admitted to the high school of their choice. Additionally, the school has a wide range of extracurricular activities, including band, chess, art, drama, and student government. [31] [32]

In tables 15, 17, 19, 21, 23, and 25 for each of the highlighted schools, blue shading is used when it outperforms its comparison schools by ten percentage points or more.

Table 14: Hampstead Hill Academy Demographics (2013)

ALL STUDENTS	**683**
FARMS	76.9%
Limited English Proficiency (LEP)	12.9%
Special Education	8.6%
African American	18.7%
White	36.7%
Hispanic/Latino	37.3%
Asian	*
Two or more races	5.3%
Female	50.8%
Male	49.2%

[31] Sources: Baltimore Curriculum Project (2014). "Hampstead Hill Academy." Retrieved 1 October 2014 from http://www.baltimorecp.org/HampsteadHill.html

[32] Hampstead Hill Academy (2014). "About." Retrieved 1 October 2014 from http://www.hha47.org/about/

Table 15: Hampstead Hill Academy MSA by Subject and Grade (2011-2013)

Subject	Grade	MSA PERFORMANCE (ADVANCED OR PROFICIENT)		2011	2012	2013	2011 Outperform Margin	2012 Outperform Margin	2013 Outperform Margin	3 Year Outperform Average
Math	03	All Students	*Charter*	*89.4%*	*84.2%*	*77.8%*	15.0%	4.0%	4.3%	**7.7%**
			Comparison	74.4%	80.2%	73.5%				
		FARMS	*Charter*	*88.0%*	*81.5%*	*70.4%*	19.0%	2.4%	-4.2%	**5.7%**
			Comparison	69.0%	79.1%	74.6%				
	04	All Students	*Charter*	*92.6%*	*87.9%*	*75.6%*	8.9%	5.7%	-10.4%	**1.4%**
			Comparison	83.8%	82.2%	86.1%				
		FARMS	*Charter*	*90.9%*	*84.0%*	*71.4%*	10.8%	5.9%	-12.3%	**1.5%**
			Comparison	80.1%	78.1%	83.7%				
	05	All Students	*Charter*	*74.1%*	*76.8%*	*92.5%*	5.5%	2.4%	20.6%	**9.5%**
			Comparison	68.6%	74.4%	71.9%				
		FARMS	*Charter*	*70.2%*	*73.2%*	*89.8%*	5.4%	1.5%	20.4%	**9.1%**
			Comparison	64.8%	71.7%	69.4%				
	06	All Students	*Charter*	*77.8%*	*81.7%*	*93.9%*	23.1%	21.5%	35.3%	**26.7%**
			Comparison	54.6%	60.1%	58.6%				
		FARMS	*Charter*	*76.2%*	*78.8%*	*92.0%*	24.4%	17.5%	36.3%	**26.1%**
			Comparison	51.8%	61.4%	55.7%				
	07	All Students	*Charter*	*88.2%*	*90.9%*	*85.5%*	45.8%	38.4%	43.6%	**42.6%**
			Comparison	42.4%	52.5%	41.9%				
		FARMS	*Charter*	*86.0%*	*89.1%*	*84.6%*	41.4%	40.8%	40.5%	**40.9%**
			Comparison	44.6%	48.4%	44.1%				
	08	All Students	*Charter*	*62.5%*	*51.1%*	*64.9%*	15.4%	16.8%	36.2%	**22.8%**
			Comparison	47.1%	34.3%	28.7%				
		FARMS	*Charter*	*63.2%*	*46.2%*	*57.1%*	22.7%	10.9%	35.2%	**22.9%**
			Comparison	40.5%	35.2%	21.9%				
Reading	03	All Students	*Charter*	*78.8%*	*73.7%*	*79.0%*	1.5%	1.6%	10.6%	**4.6%**
			Comparison	77.3%	72.0%	68.4%				
		FARMS	*Charter*	*74.0%*	*72.3%*	*74.1%*	-2.0%	2.2%	5.1%	**1.8%**
			Comparison	76.0%	70.1%	69.0%				
	04	All Students	*Charter*	*77.9%*	*89.4%*	*82.1%*	-5.8%	12.4%	6.8%	**4.5%**
			Comparison	83.7%	77.0%	75.3%				
		FARMS	*Charter*	*74.5%*	*88.0%*	*79.4%*	-6.4%	11.6%	4.0%	**3.1%**
			Comparison	80.9%	76.4%	75.3%				
	05	All Students	*Charter*	*77.6%*	*89.9%*	*92.5%*	-1.0%	5.4%	22.8%	**9.1%**
			Comparison	78.6%	84.4%	69.7%				
		FARMS	*Charter*	*74.5%*	*87.5%*	*91.8%*	-1.4%	5.6%	25.3%	**9.8%**
			Comparison	75.8%	81.9%	66.5%				
	06	All Students	*Charter*	*79.6%*	*78.3%*	*83.3%*	8.6%	12.0%	13.4%	**11.4%**
			Comparison	71.0%	66.3%	69.9%				
		FARMS	*Charter*	*78.6%*	*75.0%*	*82.0%*	10.6%	8.8%	13.7%	**11.0%**
			Comparison	68.0%	66.2%	68.3%				
	07	All Students	*Charter*	*90.0%*	*81.8%*	*80.6%*	23.8%	20.4%	12.2%	**18.8%**
			Comparison	66.2%	61.4%	68.5%				
		FARMS	*Charter*	*88.4%*	*78.3%*	*76.9%*	24.0%	22.4%	7.1%	**17.8%**
			Comparison	64.4%	55.9%	69.8%				
	08	All Students	*Charter*	*70.0%*	*85.1%*	*84.5%*	-3.6%	33.4%	20.1%	**16.7%**
			Comparison	73.6%	51.7%	64.4%				
		FARMS	*Charter*	*71.1%*	*82.1%*	*79.1%*	-4.0%	29.9%	19.9%	**15.3%**
			Comparison	75.0%	52.1%	59.2%				

* Blue text or blue shading indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

CHESAPEAKE SCIENCE POINT

Established in 2005 with 112 students in the 6th and 7th grade, Chesapeake Science Point (CSP) Public Charter School is an Anne Arundel County charter school with a total enrollment of 459 during the 2012-2013 school year. In 2012 the school expanded to 11th and 12th graders under a probationary status. The school's mission is to attain educational excellence by providing a rigorous and quality education for middle and high school students with a special focus on science, math and technology. Chesapeake Science Point was founded by the Chesapeake Lighthouse Foundation (CLF), which also runs the Chesapeake Math and IT Academy, a public charter school in Prince George's County. Chesapeake Lighthouse Foundation's charter was approved by the Anne Arundel County Board of Education in 2005. The School Board and the Chesapeake Lighthouse Foundation, Inc. agreed on a term of five years for the first charter agreement. Students are selected by a lottery system.

Students have the opportunity to earn high schools credits, depending on their content strength as early as 6th grade, and even get a feeling for college via extracurricular activities and events. CSP uses formative assessment techniques to bring all students to expected grade level and close the achievement gap. Week day and weekend tutoring sessions, grade level meetings, and student observation programs are offered. The core subject area teachers spend two weeks during the summer developing a cross-curricular program intended to increase student engagement throughout the year. CSP has established short term and long term partnerships with local and out of state math and science related institutions resulting in additional resources, training opportunities for staff, and increased hands-on experiences for students.

CSP accomplishes its mission by incorporating technology into the curriculum, and promoting opportunities for students, teachers, administrators and parents to participate in an information society. CSP conveys the understanding that technology is a viable and increasingly essential educational tool. CSP graduates will have the training to successfully compete and advance to higher education. CSP will convey the understanding that technology is a viable and increasingly essential educational tool.[33]

[33] Chesapeake Science Point (2014). "About Us." Retrieved 29 September 2014 from http://mycsp.org/about-csp/.

Table 16: Chesapeake Science Point Demographics (2013)

ALL STUDENTS	455
FARMS	18.7%
Limited English Proficiency	
Special Education	5.7%
African American	32.3%
White	42.6%
Hispanic/Latino	9.0%
Asian	8.1%
Two or more races	7.9%
Female	42.0%
Male	58.0%

Table 17: Chesapeake Science Point MSA by Subject and Grade (2011-2013)

Subject	Grade	MSA PERFORMANCE (ADVANCED OR PROFICIENT)		2011	2012	2013	2011 Outperform Margin	2012 Outperform Margin	2013 Outperform Margin	3 Year Outperform Average
Math	06	All Students	*Charter*	*96.2%*	*96.9%*	*91.6%*	5.1%	9.4%	13.0%	**9.2%**
			Comparison	91.1%	87.5%	78.6%				
		FARMS	*Charter*	*90.9%*	*100.0%*	*81.8%*	9.9%	23.0%	13.1%	**15.3%**
			Comparison	81.0%	77.0%	68.7%				
	07	All Students	*Charter*	*94.6%*	*94.6%*	*91.2%*	13.8%	8.1%	14.3%	**12.1%**
			Comparison	80.7%	86.5%	76.9%				
		FARMS	*Charter*	*93.8%*	*90.9%*	*92.9%*	35.5%	20.9%	31.6%	**29.3%**
			Comparison	58.3%	70.1%	61.2%				
	08	All Students	*Charter*	*85.9%*	*97.3%*	*89.0%*	17.1%	20.3%	17.7%	**18.4%**
			Comparison	68.8%	77.0%	71.3%				
		FARMS	*Charter*	*76.9%*	*93.3%*	*76.9%*	27.8%	34.9%	32.5%	**31.7%**
			Comparison	49.1%	58.4%	44.4%				
Reading	06	All Students	*Charter*	*96.9%*	*98.0%*	*93.5%*	6.5%	10.6%	5.4%	**7.5%**
			Comparison	90.4%	87.4%	88.0%				
		FARMS	*Charter*	*95.5%*	*100.0%*	*90.9%*	16.6%	24.0%	11.1%	**17.2%**
			Comparison	78.8%	76.0%	79.8%				
	07	All Students	*Charter*	*97.3%*	*99.2%*	*97.1%*	10.3%	12.8%	9.5%	**10.9%**
			Comparison	87.0%	86.5%	87.5%				
		FARMS	*Charter*	*100.0%*	*95.5%*	*92.9%*	24.5%	22.0%	15.2%	**20.6%**
			Comparison	75.5%	73.4%	77.7%				
	08	All Students	*Charter*	*98.6%*	*100.0%*	*96.9%*	12.3%	15.3%	8.2%	**11.9%**
			Comparison	86.2%	84.7%	88.7%				
		FARMS	*Charter*	*100.0%*	*100.0%*	*92.3%*	24.4%	27.9%	20.3%	**24.2%**
			Comparison	75.6%	72.1%	72.1%				

* Blue text or blue shading indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

THE CROSSROADS SCHOOL

The Crossroads School opened in 2002 as a public, New School Initiatives school and continues to be operated by the Living Classrooms Foundation. The Crossroads School is an example of an existing, successful nonprofit adding direct work within the public school system to its mission. Its charter was approved by the Baltimore City Board of School Commissioners in 2005. Serving 159 middle school students (2012-2013 school year), The Crossroads School focuses on reading, writing, and mathematics with a hands-on, interdisciplinary approach. Technology, cooperative learning, critical thinking, and real-world application of knowledge are also emphasized in their curriculum. [34]

Table 18: The Crossroads School Demographics (2013)

ALL STUDENTS	**159**
FARMS	89.3%
Limited English Proficiency	
Special Education	14.5%
African American	89.3%
White	
Hispanic/Latino	
Asian	0.0%
Two or more races	
Female	50.3%
Male	49.7%

[34] Living Classrooms Foundation (2014). The Crossroads School. Retrieved 30 September 2014 from https://livingclassrooms.org/ourp_Crossroadsschool.php

Table 19: The Crossroads School MSA by Subject and Grade (2011-2013)

Subject	Grade	MSA PERFORMANCE (ADVANCED OR PROFICIENT)		2011	2012	2013	2011 Outperform Margin	2012 Outperform Margin	2013 Outperform Margin	3 Year Outperform Average
Math	06	All Students	*Charter*	*95.8%*	*94.1%*	*83.6%*	37.7%	32.1%	16.1%	**28.7%**
		All Students	Comparison	58.1%	62.0%	67.5%				
		FARMS	*Charter*	*97.6%*	*93.0%*	*82.4%*	39.6%	31.7%	15.2%	**28.9%**
		FARMS	Comparison	58.0%	61.3%	67.1%				
	07	All Students	*Charter*	*69.6%*	*78.7%*	*80.0%*	9.4%	33.9%	43.9%	**29.1%**
		All Students	Comparison	60.3%	44.8%	36.1%				
		FARMS	*Charter*	*69.4%*	*79.5%*	*77.1%*	7.3%	35.2%	41.6%	**28.0%**
		FARMS	Comparison	62.1%	44.4%	35.5%				
	08	All Students	*Charter*	*65.3%*	*69.8%*	*62.5%*	33.1%	31.9%	17.0%	**27.4%**
		All Students	Comparison	32.2%	37.9%	45.5%				
		FARMS	*Charter*	*61.5%*	*69.6%*	*57.1%*	29.4%	31.6%	13.0%	**24.7%**
		FARMS	Comparison	32.2%	38.0%	44.1%				
Reading	06	All Students	*Charter*	*66.7%*	*82.4%*	*85.5%*	-3.5%	19.8%	12.8%	**9.7%**
			Comparison	70.2%	62.5%	72.7%				
		FARMS	*Charter*	*66.7%*	*79.1%*	*84.3%*	-1.3%	17.4%	12.4%	**9.5%**
			Comparison	67.9%	61.6%	71.9%				
	07	All Students	*Charter*	*89.3%*	*63.8%*	*89.1%*	11.5%	-7.4%	26.6%	**10.2%**
			Comparison	77.8%	71.3%	62.5%				
		FARMS	*Charter*	*91.8%*	*61.4%*	*87.5%*	13.4%	-8.6%	26.4%	**10.4%**
			Comparison	78.4%	70.0%	61.1%				
	08	All Students	*Charter*	*69.4%*	*92.5%*	*70.8%*	0.6%	21.5%	4.3%	**8.8%**
			Comparison	68.8%	71.0%	66.5%				
		FARMS	*Charter*	*61.5%*	*91.3%*	*69.0%*	-7.6%	18.3%	4.5%	**5.1%**
			Comparison	69.1%	73.0%	64.5%				

* Blue text or blue shading indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

KIPP BALTIMORE

KIPP Baltimore, a national, nonprofit organization, operates two public charter schools located in Baltimore. The national KIPP (Knowledge Is Power Program) organization has 162 schools in 20 states and the District of Columbia. In 2002, KIPP opened its first middle school (KIPP Ujima Village Academy) with the mission of "graduating students with the character strengths and academic abilities needed to succeed in high school, college, and beyond." The same foundational mission guides KIPP Baltimore today. The school serves students from primarily low socioeconomic backgrounds. Today, its student population is approximately 1,540 students in grades pre-kindergarten through eighth.

KIPP strongly emphasizes college preparedness within the curriculum and within the school's culture. KIPP Baltimore also has a program known as "KIPP Through College," whereby the school provides support programs for its alumni through high school and college. There are five pillars to KIPP's success model: 1) high expectations; 2) more time on task; 3) choice and commitment; 4) power to lead; and 5) focus on results.[35]

Table 20: KIPP Ujima Village Academy Demographics (2013)

ALL STUDENTS	**461**
FARMS	80.7%
Limited English Proficiency	0.0%
Special Education	15.2%
African American	99.1%
White	
Hispanic/Latino	
Asian	
Two or more races	0.0%
Female	54.7%
Male	45.3%

[35] KIPP Baltimore (2014). Mission and Vision. Retrieved 30 September 2014 from http://www.kippbaltimore.org/pub/Mission-/-Vision

Table 21: KIPP Ujima Village Academy MSA by Subject and Grade (2011-2013)

Subject	Grade	MSA PERFORMANCE (PROFICIENT OR ADVANCED)		2011	2012	2013	2011 Outperform Margin	2012 Outperform Margin	2013 Outperform Margin	3 Year Outperform Average
Math	05	All Students	*Charter*	*79.5%*	*76.6%*	*61.5%*	-0.2%	0.9%	-9.9%	**-3.1%**
			Comparison	79.7%	75.7%	71.3%				
		FARMS	*Charter*	*80.4%*	*75.2%*	*53.1%*	2.6%	1.1%	-16.7%	**-4.3%**
			Comparison	77.7%	74.1%	69.9%				
	06	All Students	*Charter*	*87.3%*	*80.0%*	*59.5%*	8.3%	7.2%	-12.7%	**1.0%**
			Comparison	79.0%	72.8%	72.2%				
		FARMS	*Charter*	*87.2%*	*80.5%*	*60.6%*	11.1%	11.9%	-8.5%	**4.8%**
			Comparison	76.2%	68.6%	69.1%				
	07	All Students	*Charter*	*98.7%*	*89.9%*	*75.6%*	38.8%	24.1%	14.7%	**25.9%**
			Comparison	59.9%	65.8%	60.9%				
		FARMS	*Charter*	*98.4%*	*91.5%*	*78.4%*	48.3%	27.9%	17.1%	**31.1%**
			Comparison	50.1%	63.6%	61.3%				
	08	All Students	*Charter*	*87.3%*	*94.5%*	*90.6%*	39.2%	48.8%	37.5%	**41.8%**
			Comparison	48.0%	45.7%	53.1%				
		FARMS	*Charter*	*89.1%*	*93.1%*	*88.0%*	45.9%	53.0%	37.7%	**45.5%**
			Comparison	43.3%	40.1%	50.3%				
Reading	05	All Students	*Charter*	*82.1%*	*80.5%*	*74.0%*	-0.6%	-3.6%	-9.7%	**-4.6%**
			Comparison	82.7%	84.1%	83.7%				
		FARMS	*Charter*	*81.5%*	*79.6%*	*69.1%*	2.3%	-3.3%	-14.6%	**-5.2%**
			Comparison	79.2%	82.9%	83.7%				
	06	All Students	*Charter*	*86.4%*	*78.4%*	*73.0%*	1.5%	9.9%	-3.2%	**2.7%**
			Comparison	84.9%	68.5%	76.2%				
		FARMS	*Charter*	*84.0%*	*77.0%*	*71.7%*	0.8%	10.8%	-3.2%	**2.8%**
			Comparison	83.2%	66.2%	74.9%				
	07	All Students	*Charter*	*96.1%*	*80.6%*	*82.9%*	18.1%	5.5%	6.9%	**10.2%**
			Comparison	78.0%	75.0%	76.0%				
		FARMS	*Charter*	*95.2%*	*80.6%*	*82.4%*	18.8%	5.1%	11.4%	**11.8%**
			Comparison	76.4%	75.6%	71.0%				
	08	All Students	*Charter*	*90.9%*	*93.2%*	*82.3%*	18.5%	24.0%	2.1%	**14.8%**
			Comparison	72.4%	69.2%	80.2%				
		FARMS	*Charter*	*95.7%*	*91.4%*	*81.3%*	31.5%	29.0%	5.2%	**21.9%**
			Comparison	64.2%	62.4%	76.1%				

* Blue text or blue shading indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

PATTERSON PARK PUBLIC CHARTER SCHOOL

Patterson Park Public Charter School is located in southeast Baltimore City. The school's mission is to "provide a community-centered learning environment that values diversity and embraces a whole child approach to develop well-educated citizens." Deeply embedded in their curriculum is an emphasis on interdisciplinary, thematic, and hands-on instruction which they believe encourages creativity, critical thinking, and a desire for life-long learning.

The school purchased a former parochial school in the Patterson Park community after initial resistance to sell the property from the Archdiocese of Baltimore. The Abell Foundation assisted the school in obtaining the property by serving as its loan guarantor. Since then, Patterson Park Public Charter School has made capital improvements to the property and has expanded their space as their student population grew.

As a community school, Patterson Park Public places a strong emphasis on community partnerships. The school offers education, services, support, and opportunities that seek to strengthen student learning and a healthier community. Some of the community partnerships that are offered for the benefit of students and their families include: Audubon Maryland DC, Baltimore City Community College, Community Conferencing Center, Community Mediation Program, Creative Alliance, International Refugee Center, Living Classrooms, Villa Maria Mental Health Continuum, Cub Scouts, Girl Scouts of Central Maryland, and Volunteer Maryland/AmeriCorps.

Parent engagement is another important tenet within the Patterson Public Charter community. All families who choose to enroll at the school commit 20 volunteer hours per school year. In addition to the commitment of volunteer hours, parents also have the opportunity to engage further within the school community by participating in the school's parent association. [36]

Table 22: Patterson Park Public Charter School Demographics (2013)

ALL STUDENTS	**631**
FARMS	83.5%
Limited English Proficiency	15.1%
Special Education	12.2%
African American	63.7%
White	10.0%
Hispanic/Latino	22.2%
Asian	
Two or more races	3.2%
Female	53.2%
Male	46.8%

[36] Patterson Park Public Charter School (2014). "About PPPCS." Retrieved 29 September 2014 from http://www.pppcs.org/about/

Table 23: Patterson Park Public Charter School MSA by Subject and Grade (2011-2013)

Subject	Grade	MSA PERFORMANCE (PROFICIENT OR ADVANCED)		2011	2012	2013	2011 Outperform Margin	2012 Outperform Margin	2013 Outperform Margin	3 Year Outperform Average
Math	03	All Students	*Charter*	*88.1%*	*81.0%*	*64.9%*	35.4%	-8.8%	-4.0%	**7.5%**
			Comparison	52.7%	89.7%	68.9%				
		FARMS	*Charter*	*87.3%*	*75.5%*	*58.6%*	35.8%	-15.9%	-7.5%	**4.1%**
			Comparison	51.5%	91.4%	66.1%				
	04	All Students	*Charter*	*95.3%*	*91.5%*	*87.0%*	6.7%	0.8%	11.2%	**6.2%**
			Comparison	88.6%	90.8%	75.7%				
		FARMS	*Charter*	*96.4%*	*89.8%*	*84.5%*	8.9%	-1.9%	9.1%	**5.4%**
			Comparison	87.5%	91.7%	75.4%				
	05	All Students	*Charter*	*80.6%*	*90.6%*	*86.0%*	22.2%	31.1%	31.7%	**28.3%**
			Comparison	58.3%	59.6%	54.2%				
		FARMS	*Charter*	*82.3%*	*92.7%*	*84.0%*	27.0%	35.3%	27.8%	**30.0%**
			Comparison	55.3%	57.4%	56.2%				
	06	All Students	*Charter*	*85.7%*	*87.9%*	*80.0%*	27.1%	31.6%	43.5%	**34.1%**
			Comparison	58.6%	56.3%	36.5%				
		FARMS	*Charter*	*83.8%*	*87.0%*	*80.9%*	22.0%	30.7%	45.9%	**32.9%**
			Comparison	61.8%	56.3%	35.0%				
	07	All Students	*Charter*	*84.9%*	*83.3%*	*74.5%*	39.9%	53.2%	37.0%	**43.4%**
			Comparison	45.0%	30.1%	37.5%				
		FARMS	*Charter*	*84.8%*	*79.4%*	*72.5%*	40.8%	47.6%	34.1%	**40.8%**
			Comparison	44.0%	31.8%	38.4%				
	08	All Students	*Charter*	*58.3%*	*86.0%*	*78.0%*	25.1%	52.7%	37.4%	**38.4%**
			Comparison	33.2%	33.4%	40.6%				
		FARMS	*Charter*	*53.6%*	*87.2%*	*78.1%*	22.0%	56.2%	38.1%	**38.8%**
			Comparison	31.5%	30.9%	40.0%				
Reading	03	All Students	*Charter*	*76.1%*	*69.4%*	*63.5%*	25.3%	-6.1%	1.8%	**7.0%**
			Comparison	50.9%	75.5%	61.7%				
		FARMS	*Charter*	*76.4%*	*64.6%*	*56.9%*	26.9%	-13.0%	-1.2%	**4.2%**
			Comparison	49.5%	77.6%	58.1%				
	04	All Students	*Charter*	*84.4%*	*84.7%*	*82.6%*	15.8%	7.5%	6.1%	**9.8%**
			Comparison	68.5%	77.3%	76.5%				
		FARMS	*Charter*	*85.5%*	*81.6%*	*79.3%*	20.5%	2.2%	2.2%	**8.3%**
			Comparison	65.0%	79.4%	77.1%				
	05	All Students	*Charter*	*86.1%*	*82.8%*	*87.7%*	18.5%	16.6%	16.6%	**17.2%**
			Comparison	67.6%	66.2%	71.1%				
		FARMS	*Charter*	*88.7%*	*83.6%*	*86.0%*	23.6%	17.0%	13.6%	**18.1%**
			Comparison	65.1%	66.7%	72.4%				
	06	All Students	*Charter*	*73.5%*	*69.0%*	*83.6%*	5.2%	11.3%	24.0%	**13.5%**
			Comparison	68.2%	57.7%	59.6%				
		FARMS	*Charter*	*64.9%*	*66.7%*	*83.0%*	-2.5%	9.0%	25.1%	**10.5%**
			Comparison	67.4%	57.7%	57.9%				
	07	All Students	*Charter*	*83.0%*	*83.3%*	*81.8%*	15.9%	35.5%	18.7%	**23.3%**
			Comparison	67.1%	47.9%	63.2%				
		FARMS	*Charter*	*84.8%*	*79.4%*	*80.4%*	16.9%	33.6%	17.9%	**22.8%**
			Comparison	67.9%	45.8%	62.4%				
	08	All Students	*Charter*	*75.0%*	*72.1%*	*78.0%*	10.9%	20.7%	20.6%	**17.4%**
			Comparison	64.1%	51.4%	57.5%				
		FARMS	*Charter*	*71.4%*	*74.4%*	*71.9%*	8.7%	23.7%	14.6%	**15.7%**
			Comparison	62.7%	50.7%	57.3%				

* Blue text or blue shading indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

ROSEMONT ELEMENTARY SCHOOL

Rosemont Elementary School, originally a traditional public school, in the early 1990's was among the lowest performing public schools in the state. Due to its low performance, the school was placed on the state's reconstitution list, a designation at the time that could lead to direct state intervention. In 1997, Coppin State University received approval from the Baltimore City Public Schools System to be the school's operator as a New Schools Initiative School and it became a charter school in 2006. Coppin's proposal emphasized critical thinking by encouraging curriculum infusion and pedagogical training of the staff.

Rosemont serves approximately 350 students in grades pre-K to fifth. The school houses two city-wide special education programs, and a pre-school. Additionally, Rosemont receives Title I funding and 94% of its students receive free and reduced meals (FARMs). Its student population is almost entirely composed of African American students. In recent years, Rosemont students have consistently scored at or above the school system's average for MSA test scores. Rosemont students continue to excel.

Rosemont has been using the Maryland College and Career Readiness standards in its curriculum and emphasizes reading within their instruction. Parent engagement is strong at Rosemont, and the school welcomes parents to sit in their children's classes so they may familiarize themselves with what their children are learning. As a conversion public charter school, Rosemont serves an enrollment zone in West Baltimore. [37]

Table 24: Rosemont Elementary Demographics (2013)

ALL STUDENTS	**404**
FARMS	94.3%
Limited English Proficiency	
Special Education	15.3%
African American	98.8%
White	
Hispanic/Latino	
Asian	0.0%
Two or more races	0.0%
Female	52.5%
Male	47.5%

[37] Rosemont Elementary (2014). "About Rosemont Elementary." Retrieved 30 September 2014 from http://rosemont.coppin.edu/About/

Table 25: Rosemont Elementary MSA by Subject and Grade (2011-2013)

Subject	Grade	MSA PERFORMANCE (ADVANCED OR PROFICIENT)		2011	2012	2013	2011 Outperform Margin	2012 Outperform Margin	2013 Outperform Margin	3 Year Outperform Average
Math	03	All Students	*Charter*	*75.0%*	*92.1%*	*70.7%*	-6.7%	17.6%	4.6%	**5.2%**
			Comparison	81.7%	74.5%	66.1%				
		FARMS	*Charter*	*73.3%*	*92.1%*	*70.7%*	-9.5%	18.2%	5.3%	**4.7%**
			Comparison	82.9%	73.9%	65.4%				
	04	All Students	*Charter*	*93.9%*	*98.1%*	*90.6%*	11.7%	17.0%	15.0%	**14.6%**
			Comparison	82.2%	81.1%	75.6%				
		FARMS	*Charter*	*93.6%*	*97.9%*	*90.6%*	12.3%	17.4%	15.9%	**15.2%**
			Comparison	81.3%	80.5%	74.7%				
	05	All Students	*Charter*	*88.4%*	*62.2%*	*65.5%*	23.7%	-7.7%	1.5%	**5.8%**
			Comparison	64.7%	70.0%	64.0%				
		FARMS	*Charter*	*87.2%*	*61.4%*	*64.7%*	23.0%	-7.7%	1.0%	**5.4%**
			Comparison	64.2%	69.1%	63.7%				
	06	All Students	*Charter*	*86.0%*	*86.4%*	*63.4%*	14.1%	15.2%	-10.8%	**6.2%**
			Comparison	71.9%	71.1%	74.2%				
		FARMS	*Charter*	*85.7%*	*87.5%*	*62.5%*	15.3%	17.1%	-10.6%	**7.3%**
			Comparison	70.5%	70.4%	73.1%				
	07	All Students	*Charter*	*78.4%*	*61.0%*	*69.0%*	21.0%	1.1%	19.8%	**13.9%**
			Comparison	57.4%	59.9%	49.3%				
		FARMS	*Charter*	*76.5%*	*62.5%*	*71.8%*	18.6%	3.9%	23.9%	**15.4%**
			Comparison	57.9%	58.6%	47.9%				
	08	All Students	*Charter*	*47.1%*	*36.7%*	*46.2%*	4.9%	-3.4%	14.2%	**5.2%**
			Comparison	42.2%	40.1%	31.9%				
		FARMS	*Charter*	*45.2%*	*37.0%*	*45.9%*	3.9%	-2.3%	15.6%	**5.7%**
			Comparison	41.3%	39.4%	30.4%				
Reading	03	All Students	*Charter*	*76.9%*	*78.9%*	*73.2%*	20.1%	25.2%	12.2%	**19.2%**
			Comparison	56.8%	53.8%	61.0%				
		FARMS	*Charter*	*75.6%*	*78.9%*	*73.2%*	17.8%	24.3%	12.9%	**18.3%**
			Comparison	57.8%	54.6%	60.3%				
	04	All Students	*Charter*	*59.2%*	*92.5%*	*87.5%*	-14.8%	22.9%	24.0%	**10.7%**
			Comparison	74.0%	69.6%	63.5%				
		FARMS	*Charter*	*57.4%*	*95.7%*	*87.5%*	-15.7%	26.4%	24.6%	**11.7%**
			Comparison	73.2%	69.3%	62.9%				
	05	All Students	*Charter*	*83.7%*	*62.2%*	*76.4%*	1.4%	-14.2%	6.6%	**-2.1%**
			Comparison	82.3%	76.5%	69.8%				
		FARMS	*Charter*	*82.1%*	*61.4%*	*74.5%*	0.9%	-14.4%	3.9%	**-3.2%**
			Comparison	81.1%	75.8%	70.6%				
	06	All Students	*Charter*	*76.0%*	*77.3%*	*61.0%*	2.8%	12.6%	-4.3%	**3.7%**
			Comparison	73.2%	64.7%	65.3%				
		FARMS	*Charter*	*77.1%*	*75.0%*	*60.0%*	5.3%	10.2%	-4.1%	**3.8%**
			Comparison	71.8%	64.8%	64.1%				
	07	All Students	*Charter*	*64.9%*	*61.0%*	*69.8%*	-7.5%	-8.6%	3.5%	**-4.2%**
			Comparison	72.4%	69.6%	66.3%				
		FARMS	*Charter*	*61.8%*	*60.0%*	*71.8%*	-11.5%	-8.6%	6.2%	**-4.6%**
			Comparison	73.2%	68.6%	65.6%				
	08	All Students	*Charter*	*61.8%*	*60.0%*	*51.3%*	-3.3%	0.9%	-18.9%	**-7.1%**
			Comparison	65.1%	59.1%	70.2%				
		FARMS	*Charter*	*61.3%*	*59.3%*	*51.4%*	-4.5%	1.6%	-17.6%	**-6.8%**
			Comparison	65.8%	57.6%	68.9%				

* Blue text or blue shading indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

OPERATING EXPENSES

Issue One: Expenditures relating to opening and operating a high quality charter school and the amount of per pupil cost allocations provided to charter schools based upon school system total revenues.

The expenditures related to opening high quality public charter schools vary greatly. Two key variables are the way that the facilities are financed and whether the school will open with only a few grades or try to open with many grades at once.

Opening a school in a facility leased from the school system lowers the initial costs but also further restricts the autonomy of the charter school. Schools that lease must periodically renegotiate the terms of their lease, and may be subject to rules and procedures about the use and maintenance of their facilities that those who do not lease from the district are not subject to.

Opening a school with just a few grade levels also lowers initial costs but makes it difficult to sustain the school over those first few years because the total allocation to the charter will be lower in the initial years than it will be later and they will not be able to take advantage of efficiencies of scale involved with having more students.

Stakeholders reported that opening with a very limited number of grades made sense because it facilitated the establishment of a school's unique culture but that this was not always possible financially.

Talks with stakeholders and chief financial officers of some nonprofits that have recently opened schools in Maryland indicate that the cost of opening a school has varied from $250,000 to over $3,000,000. Start-up costs encompass a range of expenses that are incurred before a public charter welcomes students and begins to receive per pupil funding. The largest variables are facilities costs (renovation) and equipment and furnishings. Other main costs in this period include bringing on staff for planning, curricular materials and specialized professional development.

Estimates of the expenditures related to operating a high quality charter school also vary. An analysis conducted by the School Choice Demonstration Project, Department of Education Reform, University of Arkansas estimated that per pupil revenue from all sources for Maryland charter schools was $11,754 in Fiscal Year 2011. This analysis also estimated that there was $16,265 per pupil revenue available in statewide traditional "district schools."[38] These numbers attempt to capture every public dollar, including capital costs and debt.

[38] Batdorff, M., Maloney, L., May, J., *et al.* (2014) http://www.uaedreform.org/wp-content/uploads/2014/charter-funding-inequity-expands-md.pdf

As noted above, these sources admit that their estimates are based on incomplete data. They also appear not to account for some services that school districts provide across the entire district but that are not able to be efficiently provided at the school level.

PER PUPIL FUNDING

Issue Two: The amount of per pupil funding provided to public charter schools as compared to traditional public schools including a disaggregation by major category as described under § 5–101(b)(2) of the Education Article for each county.

There are widely varying estimates of the amount and the direction of the difference between charter school funding and traditional school funding. The audit procedures required of charter schools in each jurisdiction vary. Not all districts require the charter schools to use the same disaggregation by major category that state law requires that school districts use. Thus it proved impossible to do that disaggregation with the data available to this study.

Other researchers have found similar problems in the other states. Such an accounting system is not completely developed anywhere. A May 2012 research report done by the National Education Policy Center at the University of Colorado Boulder expressed one of their findings this way:

> What we find is that charter school spending relative to public school spending varies widely. Among our most important findings, however, is that data quality and financial reporting remain significant barriers to conducting accurate and precise comparative expenditure analyses across traditional public and charter school sites.
>
> That leaves us with the unfortunate reality that school level per - pupil spending measures are pretty noisy — or in other words, inequitable and unpredictable. School level per - pupil spending varies widely from school to school in ways not readily or substantially explained by the likely factors.[39]

A briefing document put out by the National Conference of State Legislatures expressed the problem this way:

> Charter schools generally receive less public funding under state laws. Education stakeholders differ on whether charter schools should receive less public funding than traditional schools. Some argue charter schools should receive funding equal to that of their traditional counterparts because the disparity is keeping charter schools from achieving their full potential. Others argue charter schools take unfair shares of existing resources from traditional schools. Those who want to see more charter school expansion believe the disparity in funding is an outdated practice, since charter schools have shown

[39] Welner, K., Hinchey, P., Mathis, W. (2012). *Spending by the Major Charter Management Organizations.* National Education Policy Center. Retrieved 25 September 2014 from http://nepc.colorado.edu/files/rb-charterspending_0.pdf

> some promise and are expanding rapidly. Others believe charter schools need less money because they have more autonomy over how to spend it and more private fundraising opportunities.[40]

Better research in this area calls for a common audit form for charter schools. It would also require that some consensus be developed about how to identify and value resources that district systems provide to traditional schools but which are not provided to charter schools.

Some states with longer charter school experience have made their per pupil funding formulas more complex, rather than less complex, in an effort to account for the inherent complications involved in any such formula. A Deputy Commissioner of the Massachusetts Department of Elementary and Secondary Education justified their very complex formula by saying "A formula can be simple or it can be fair, but it's hard to be both."

FUNDING AT THE ELEMENTARY, MIDDLE, HIGH SCHOOL LEVELS

Issue Three: How the per pupil funding provided at elementary, middle, and high school levels in charter schools in each county exceeds, equals, or is less than the per pupil funding amount available to traditional public schools.

The stakeholder interviews demonstrated conflicting perspectives on this issue. The research team found that the data made available to them was not sufficient to allow them to corroborate or refute any of the perspectives.

The 2015 budget proposal for Baltimore City Public Schools explains some of the difficulty this way:

> Charter schools, under the terms of their charters (performance contracts), pay for some services — for example, their buildings, teacher professional development and student transportation — that the district provides directly to traditional schools. As such, charter schools require a per — pupil funding formula that is different from the above and factors in these expenses.[41]

Baltimore City provides an estimate of the resources that flow to each of its schools. Its implementation of the funding formula for public charter schools resulted in $9,450 per pupil in 2013. In Baltimore City's work to push more decision making power to traditional school principals, the City reports that $5,000 to $6,000 is provided to traditional schools. This accounting was cited by some stakeholders as evidence that charter schools have been more generously funded than traditional schools. But this estimate does not include an account of those services that are provided for traditional schools at the system level but are not provided for charter schools.

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[40] Shen, Y. & Berger, A. (2011). http://www.ncsl.org/documents/educ/charterschoolfinance.pdf

[41] Baltimore City Public Schools (2014). Operating Budget Fiscal Year 2015. Retrieved 25 September 2014 from http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/8052/PDF/FY15-AdoptedBudget-CompleteBook.pdf

Other stakeholders took a very different view of the situation. They cited an April 2014 analysis conducted by the School Choice Demonstration Project (SCDP), based within the Department of Education Reform, at the University of Arkansas. That group's analysis of the FY2011 Maryland budgets concluded that:

> The 32 charter schools in Baltimore City, in aggregate, received 41.6 percent less in revenues on a per pupil basis than Baltimore City district schools. Charter schools received $11,710 vs. $20,042 for district schools —a difference of $8,331.

These analyses capture the range of different conclusions that can be reached from the existing data. Neither of these is based on complete and comparable data because, as the SCDP explains, consistent revenue data for charter schools is not available. And revenue data alone would not be sufficient. Some common accounting system that provides a valuation of the services that school systems provide that particular schools do not (or cannot) deliver themselves would be necessary to reconcile these divergent perspectives.

In many states with more experience with these problems, complicated systems of per pupil reimbursements to charter schools have been developed. In general, they seem to be larger than the per pupil allotments that Maryland's jurisdictions provide. For example, the average in Maryland is below $10,000, whereas Massachusetts' average is above $13,000.[42]

Such comparisons lead the Center's researchers to believe that an adequate accounting of per pupil expenditures would show that such expenditures in charter schools are less than a hypothetical per pupil expenditure of a school system without its charter schools would be.

Given the lack of consistent reporting and the lack of an accepted mechanism for valuing the services a school system provides that are not provided through particular schools, these conclusions cannot be considered definitive.

Stakeholders had not generally thought about whether there should be different allocations for elementary, middle and high school levels. Some were surprised to learn that these distinctions are in the original charter school law, which reads: "A county board shall disburse to a public charter school an amount of county, state, and federal money for elementary, middle, and secondary students that is commensurate with the amount disbursed to other public schools in the local jurisdiction."

Many stakeholders, when prompted, commented that they believed a high school education would be more expensive to provide than an elementary level education, but that the per pupil amounts are not calculated in a way that accounts for most of this difference.

Baltimore City's accounting of funds estimates the resources flowing to each school and, thus, allows an estimate of the differences in funding among these levels. Non-charter middle schools estimates of per

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[42] Massachusetts Department of Elementary & Secondary Education (2014). "Massachusetts Charter Schools: Tuition, Reimbursements, and Enrollment." Retrieved 25 September 2014 from http://www.doe.mass.edu/charter/finance/tuition/

pupil resources flowing to them were 18.0% greater than the estimates of per pupil resources flowing to elementary schools. Charter high school resources were estimated to be only 6.8% greater than the resources flowing to charter elementary schools. This discrepancy might help explain the current relative lack of charter high schools in Maryland.

In California the high schools are funded at 15.2% higher level than are elementary schools.[43]

In comparison, private high school tuitions were 75.5% higher than private elementary tuitions in the 2011-2012 school year. If we account for the possibility that religious organizations might subsidize elementary schools more highly, we find that non-sectarian private high school tuitions are 23.5% higher than elementary school tuitions.[44]

OPTIONS TO ACCESS FEDERAL GRANTS

Issue Four: Maryland's options to access federal charter school program grants.

Stakeholder interviews revealed a difference of opinion about the causes of Maryland's failure to secure statewide charter school grants from the federal government. Specifically Maryland failed to win renewal of a State grant from the U.S. Department of Education for planning and implementation of new public charter schools. Maryland received funding from this program in the past. The total awarded by USDE has been reduced and competition for the funds has increased. Many indicated that the national reputation of Maryland's charter law is the most significant barrier. Others argued that Maryland's current law meets the written criteria.

Textual analysis of the peer reviewers' comments rejecting the last application indicates that both perspectives are accurate. The reputation of Maryland's law, whether justified or not, played a key role in the rejection.

The federal government's criteria read in part:

(B) The State —
  (i) provides for one authorized public chartering agency that is not a local educational agency, such as a State chartering board, for each individual or entity seeking to operate a charter school pursuant to such State law; or
  (ii) in the case of a State in which local educational agencies are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.

[43] California Department of Education (2014). "Current Expense of Education." Retrieved 25 September 2014 from http://www.cde.ca.gov/ds/fd/ec/currentexpense.asp

[44] Council for American Private Education (2014). "Facts and Studies." Retrieved 25 September 2014 from http://www.capenet.org/facts.html

(C) The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures.[45]

Maryland law does meet part (B) (ii). Part (C) is a more subjective criterion. In such a situation reputation can play a part, and it is clear from the reviewers' comments that it did play a part.

The rankings of the National Alliance for Public Charter Schools, most recently published in January, 2014, help create Maryland's reputation among national charter school advocates.[46]

Those rankings are heavily based on the perceived autonomy given charter schools. Of the 43 states (and the District of Columbia) that have charter school laws, Maryland is ranked 43rd.

There are undoubted advantages in allowing local school systems to carefully oversee charter schools. But a disadvantage appears to have been the loss of federal grant money to the state.

Some national advocates argue that Maryland's procedures do not allow its charter schools to meet the part of the federal definition of a charter school that reads:

"(1) CHARTER SCHOOL- The term charter school means a public school that — (A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;"

Another criterion in the rules for the current federal grant program that national advocates find relevant is:

"(a) SELECTION CRITERIA FOR STATE EDUCATIONAL AGENCIES- The Secretary shall award grants to State educational agencies under this subpart on the basis of the quality of the applications submitted under section 5203(b), after taking into consideration such factors as — . . . . (2) the degree of flexibility afforded by the State educational agency to charter schools under the State's charter schools law;"[47]

Interviews with charter school operators demonstrated a wide variety of opinion about whether the "degree of flexibility afforded" charter schools was the appropriate degree, but most did not think it was flexible enough. This is reflected in the rankings of National Association of Public Charter Schools. The peer reviewers for the last MSDE application for a federal grant agreed.

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[45] U.S. Department of Education (2014). "Part B—Public Charter Schools." http://www2.ed.gov/policy/elsec/leg/esea02/pg62.html

[46] Ziebarth, T. (2014). *Measuring Up to the Model: A Ranking of State Charter School Laws.* National Alliance for Public Charter Schools. Retrieved 25 September 2014 from http://www.publiccharters.org/wp-content/uploads/2014/01/StateRankings2014.pdf

[47] Maryland State Department of Education (2014). "Closed Maryland Charter Schools." Retrieved 25 September 2014 from http://www2.ed.gov/policy/elsec/leg/esea02/pg62.html

Those reviewers were tasked with judging whether "The State ensures that each charter school has a high degree of autonomy over the charter school's budget and expenditures." All five reviewers included comments which criticized Maryland's system:

> The state does not ensure a high degree of autonomy. Instead it leaves the decision to the local authorizer.
>
> The Maryland state charter law is silent on autonomies for charter schools, putting the burden on the applicants to determine what regulations they need waivers on.
>
> Maryland charter schools have limited autonomy as a result of the restrictive requirements to comply with the provisions of laws and regulations governing other public schools. Although there exists a process of applying for a waiver, the process of having to apply for a waiver to achieve flexibility is inconsistent with notions of autonomy.
>
> The autonomy does not appear to be true autonomy. Convincing evidence was not included to ensure that a high degree of autonomy would exist for all charter schools. Changes in the law to include autonomy may be needed in the future.

Maryland's geographical location near the nation's capital may have given reviewers the opportunity to gather information, whether accurate or not, that they then brought to bear in their ratings. One reviewer commented:

> MD's charter law is one of the weakest in the nation, and this is an area it is especially lacking. Schools are not given autonomies, they are under the collective bargaining unless they NEGOTIATE out via their authorizer, they have no guaranteed flexibility around hiring, and the employees are employees of the LEA not the school. Budgets to charters are negotiated, leading to Baltimore at one time trying to pay the schools with services they didn't even want.

Another area the reviewers were asked to judge was the "Authorizer's Accountability" . MSDE had included in its application the Model Policies it has developed. The reviewers did not find this sufficient:

> The state has no ability to truly intervene with poor performing authorizers. And, because the law is so silent, each authorizer has great autonomy to do what it wants and how it wants to do it.
>
> (The) application lacked any data that LEAs are actually using the publications provided and the level of participation in the webinars and trainings offered. Furthermore, the application did not specify how the SEA is working to engage all LEAs to utilize the technical assistance and professional development program.
>
> (There was a) lack of evidence regarding how the publications will lead to actual implementation of good authorizing practices.
>
> The process has not been successfully implemented because there are still authorizers in the state that do not follow the proper procedures and are not being held accountable.

The peer reviews of the grant application also indicate that reviewers had two other concerns with the Maryland system of charter schools. Four out of five reviewers mentioned collective bargaining. One comment seemed to reflect the majority opinion: "Evidence is not presented regarding the level of flexibility and autonomy provisions for charter schools in the law. Collective bargaining removes most of the autonomy from school based decision making." Of note, in interviews, operators of Maryland public charter schools often expressed support for collective bargaining rights, but would like more direct involvement in negotiations.

The lack of charter schools in most jurisdictions was also noted. One reviewer said "A goal of opening only 20 new charters between 2012 and 2014 is insufficient to meet the needs of the entire state, particularly in regions outside of Baltimore."

CHARTER SCHOOL PERFORMANCE

Issue Five: The academic, financial, and other performance of charter schools in Maryland.

The academic performance of charter schools is described above. In general, some have performed better than schools with similar demographics and some have not. Among the currently authorized schools that have been operating at least a year, more perform better than their comparison schools on the assessments done in high school and in eighth grade.

The academic performance of charter schools in Maryland is consistent with what has been found in studies from other states. As the charter schools mature they have been shown to have above average scores on performance measures for African-Americans and for students from less affluent families. This is true even when looking at only those families who applied for lotteries.

Stakeholder interviews found few concerns about financial management. The audits required by each authorizing district seem to be adequate (though their systemization across jurisdictions and a centralized collecting mechanism would help confirm this). The strong systems of oversight that some Maryland school districts have instituted for applications and renewals also seem to help. Stakeholder interviews identified only one charter school that had problems with "financial accountability" and that charter was revoked within one year of the opening of the school. That incident occurred more than eight years ago when the charter school application and renewal systems were new and not yet as well formed.[48] On other dimensions, charter schools are performing well. As discussed below, the available data indicate that parent and staff support levels remain high.

[48] Center for Popular Democracy and Integrity in Education (2014). *Charter School Vulnerabilities to Waste, Fraud, and Abuse.* Retrieved 25 September 2014 from https://www.scribd.com/doc/221993993/Charter-School-Vulnerabilities-to-Waste-Fraud-Abuse

Issue Six: The primary causes of charter school successes and failures in the state.

In Maryland, many different charter school models have been successful. The one characteristic that all successful charter schools in Maryland seem to share is their ability to build a culture that motivates the students and engages families.

In general, success takes informed, energetic, and committed leadership. Where charter schools have not been sustained, the leadership was not able to overcome barriers. In some cases, the lack of sustainability appears to have been caused by the leadership being misinformed about the level of commitment and understanding that would be required. In other cases, it appears that even the most energetic, committed, and informed leadership would not have been able to overcome the barriers that charter schools face in many jurisdictions.

The parent satisfaction levels and the student and the teacher retention data all demonstrate that, in the main, public charter schools in Maryland have been able to build cultures that engage those directly involved with the school. Many of them have also been able to engage the wider community.

By looking at some of the publically available forms filed with the IRS for organizations exempt from the federal income tax (IRS 990), we can see some of this broader engagement.

In a sampling of these forms for operators of the 26 charter schools for one year in Maryland it was found that:

- Government grant amounts ranged from $30,269 to $1,637,164.
  This sampled total of government grants represents 8.14% of sampled total revenue and $522 sampled revenue per pupil.
- Other contributions, gifts, and grants ranged from $4,000 to $2,122,704.
  The sampled total of other contributions, gifts, and grants represents 4.63% of sampled total revenue and $297 sampled revenue per pupil.
- Revenue from other fundraising ranged from $0 to $141,619.

Traditional schools also leverage funds from the broader community and bring additional resources into Maryland's public school system, though the extent of the differences cannot be ascertained from the existing data. It is likely given the other data and the information gathered from stakeholders that charter schools add to the total educational resources available in the state.

In stakeholder interviews, some speculated that enhanced charter school performance was due primarily to the fact that families who applied for the lotteries were more involved than other families. While Maryland does not now collect the data that would allow this hypothesis to be tested, researchers in other states have tested this hypothesis and found it not to be the case. A Harvard University study of Massachusetts's public charter schools found "Comparisons of charter lottery winners and losers show

mostly significant positive effects of charter attendance at oversubscribed middle schools and high schools." The report went on to say "The results from the observational study of middle school students are broadly consistent with the lottery results in showing substantial and statistically significant score gains for urban charter students."[49]

When stakeholders were asked about the primary cause of difficulties some charter schools have faced in the past the answer was nearly unanimous: management. However the emphasis differed. Some stressed the fact that some of the organizations that were granted charters had little experience managing in the educational environment. Some stressed that there was not enough help available to those that did have management experience in the educational environment. Some stressed the fact that working in what they considered to be an environment where a manager had to understand, anticipate and constantly adjust to the initiatives and policies of the LEA was too difficult for some.

It is in the nature of any bureaucracy to strive for efficiencies of scale and this often translates into a preference for conformity. For many bureaucracies, dealing with one or with a few charter schools that use a different learning model requires a commitment of scarce resources that district leadership believes would be better used elsewhere. Newly arrived district leaders are often committed to innovations that may not be consistent with the vision of a charter school in the district.

Some districts have little direct incentive to help sustain charter schools. Most of the benefits to a school district of chartering a new school are tentative and long term while most costs are real and immediate. For example, while a charter school may, in the long run, decrease demand for new school construction in a jurisdiction, such a decrease is not felt in the near term. The district has "fixed costs," such as teacher salaries, that, in the short run, are not decreased by the opening or the continuation of a charter school.

While some Maryland charter schools have had to be closed, other states have faced bigger problems with their charter schools in the area of sound management. This has not been a problem in Maryland. This is a credit to the community based organizations that operate Maryland's public charter schools and the oversight of Maryland LEAs. The May, 2014 report, "Charter School Vulnerabilities to Waste Fraud and Abuse"[50] does not list a Maryland school among those it finds have had trouble.

Of the eleven public charter schools that have been closed only two of these have been attributed to a reason involving "finance" and reports do not attribute those financial difficulties to waste, fraud or abuse. Table 26 shows the public charters that have been closed and the reasons for their closure.

[49] Found at http://economics.mit.edu/files/6493
[50] Found at http://integrityineducation.org/charter-fraud/

Table 26: Closed Charter Schools and the Reason for Closure[51]

School	County	Years of Operation	Main reason for closure
Potomac Public Charter School	Prince George's	2005 - 2006	Finance
KIPP Harbor Academy	Anne Arundel	2005 - 2007	Facility
Restoration Alternative Academy	Harford	2006 - 20009	Failure to meet mission
Dr. Raynor Browne	Baltimore City	2007 - 2010	Non Renewal
Possibility STEM Prep	Prince George's	2009 - 2010	Enrollment/Sustainability
Collington Square	Baltimore City	2005 - 2013	Non Renewal
Bluford Drew Jemison East	Baltimore City	2007 - 2013	Non Renewal
Baltimore Freedom Academy	Baltimore City	2008 - 2013	Non Renewal
Imagine Discovery	Baltimore County	2008 - 2014	Academics. Operator withdrew
Sojourner Truth	Prince George's	2010 - 2011	Enrollment/Sustainability
Community Montessori	Montgomery	2012 - 2014	Finance/Sustainability

*Non Renewal: Indicates recommendation based on renewal rubric which includes numerous quantitative and qualitative indicators assessing academic performance, climate and management.

**For schools open 3 years or less it is not clear if there was an assessment of the authorizer and/or a decision of the school operator leading to closure.

***In 2014, KIPP Ujima Academy in Baltimore City merged with KIPP Harmony to form one K-8 school. It is not listed as a closure.

[51] Provided by MSDE

EXTRACURRICULAR ACTIVITIES AND EXPERIENCE-BASED LEARNING

Issue Seven: The availability of extracurricular and experience-based learning opportunities at charter schools.

Charter school operators, LEA officials, and parents who were interviewed expressed satisfaction with the availability of extracurricular opportunities available at charter schools. This is an issue that has generated controversy in other states and that Maryland may have to face in the future.

This could be more of a problem for high schools wanting to offer varsity sports and arts opportunities. Maryland has only a handful of charter high schools authorized for 2014. Those schools are in metropolitan areas and can network with each other and with similarly sized private schools.

At the high school level, some extracurricular activities, such as a football program, are expensive and popular. These facts, combined with per pupil allocations that do not adjust for school level, may prove to be a burden on the creation and sustainability of charter high schools.

Many stakeholders believe there are flaws in the way other states have handled this issue. Some states have required that "neighborhood" schools provide the extracurricular opportunities for charter school students. Stakeholders believed that this creates many logistical problems and that it undermines the connection of students to their own school's culture, both for the charter school students and for the "neighborhood" school's students. If the Maryland law is changed to encourage more charter high schools and to encourage charter schools in the more rural areas of the state, more research into this issue should be done.

Most charter school operators were pleased with the extracurricular activities they were able to offer. Interested teachers and administrators were able to generate enthusiasm for a great variety of activities.

Staff also indicated their general satisfaction with the opportunities available at charter schools. Table 27 below shows the responses to the Baltimore City climate survey of teachers and other staff. When the statement "Students have the chance to participate in music, art, dance, or plays at this school" 89.9% of charter school staff who responded indicated that they agreed or strongly agreed. This compared to 82.1% at the demographically similar comparison schools.

Some charter schools specialize in experienced-based learning opportunities. This too often creates more expenses than do more traditional methods. The issue here is the same as the issues described above in the per pupil cost allocation sections.

TEACHER SATISFACTION, RETENTION, AND TURNOVER

Analysis of the data describing teacher retention from school year 2010-2011 through school year 2012-2013 found only minor differences between charter schools and the comparison schools that most closely matched them in demographic make-up.

Of the 3,256 opportunities to retain teachers (not counting leaving the area job market because of death, retirement or voluntary separation because of moving, maternity, etc.) over those three years, charter schools retained teachers 89.8% of the time, compared with a 90.7% of the time for comparison schools. Looking at the data in more detail shows that the less than one percent difference is mostly made of about 0.5% in lack of retention for inefficiency/ineffectiveness. This was the reason for lack of retention of a teacher 1.0% of the time in charter schools and 0.5% of the time in comparison schools.

Teachers were less likely to leave charter schools because they were "dissatisfied with teaching" than they were likely to do that in comparison schools. As a percentage of all separations, "dissatisfaction with teaching" was reported as the cause of dissociation from a charter school only 3.0% of the time. It was reported as the cause of dissociation from a comparison school 4.6% of the time.

Another way to ascertain teacher satisfaction is by looking at the responses that staff made to statements contained in the Baltimore Climate Survey. Key items were selected and the results are presented in Table 27. The statement "I would recommend this school to others" elicited a response of "agree" or "strongly agree" from 87.3% of the charter school staff who responded and 78.3% of the comparison school staff who responded.

Table 27: Staff Responses on the 2013 Climate Survey

Climate Survey Item	Staff in *Charter* Schools Who Agree or Strongly Agree	Staff in Comparison Schools Who Agree or Strongly Agree	Difference (Charter - Comparison School)
Students are NOT often roaming in the halls during class time at this school.	*83.1%*	59.6%	23.5%
Students fighting is NOT a problem at this school.	*87.3%*	66.2%	21.1%
Students respect school staff.	*87.4%*	68.4%	19.0%
If students break rules, there are fair consequences.	*80.4%*	64.1%	16.3%
Vandalism of school property is NOT a problem at this school.	*86.5%*	71.1%	15.4%
Students respect each other.	*85.2%*	70.1%	15.1%
Students picking on/bullying other students is NOT a problem at this school.	*71.5%*	57.6%	14.0%
The school building is clean and well maintained.	*87.1%*	73.7%	13.4%
I have adequate supplies to do my job.	*83.6%*	71.1%	12.6%
This school provides an orderly atmosphere for learning.	*91.4%*	80.9%	10.5%
I feel valued by the administration at this school.	*87.8%*	78.2%	9.6%
I would recommend this school to others.	*87.3%*	78.3%	9.0%
I have the opportunity to provide input into the school's programmatic decisions.	*78.2%*	69.3%	8.9%
This school has clear expectations for student behavior.	*87.6%*	79.0%	8.6%
Students have the chance to participate in music, art, dance, or plays at this school.	*89.9%*	82.1%	7.8%
Student drug/alcohol use is NOT a problem at this school.	*95.0%*	87.6%	7.4%
School staff work closely with parents to meet students' needs.	*93.0%*	86.0%	6.9%
The school mission is clearly communicated.	*92.2%*	86.4%	5.9%
This school does a good job educating students.	*93.6%*	89.3%	4.2%
There are opportunities for teachers to serve in leadership roles at this school.	*88.7%*	85.2%	3.5%
I like the classes I teach /take.	*75.6%*	72.7%	2.9%
Teachers feel responsible for their students' academic success.	*97.5%*	96.2%	1.3%

STUDENT ENROLLMENT AND RETENTION

Issue Nine: Student enrollment and retention data and trends at charter schools, including a disaggregation of enrollment and retention by categories of English Language Learners, services for students with disabilities, race, ethnicity, and free and reduced price meal status, compared to traditional public schools in each county.

Public charter schools had an overall average withdrawal rate of 9.8% in Academic Year 2013. The average of all the non-charter schools in the state was 12.4%. Those comparisons schools that were most like charters in their demographic makeup had an average withdrawal rate of 15.0%.

Charter schools had an overall average mobility rate of 14.3% in Academic Year 2013. The average of all the non-charter schools in the state was 20.6%. Those comparisons schools that were most like charters in their demographic makeup had an average mobility rate of 26.7%.

All of these differences are statistically significant. They indicate that charter school student populations are significantly more stable than other schools. This might also be seen as an indirect indicator of student and parent satisfaction.

Disaggregated data on these factors were not available to the research team.

A review of the literature indicated that some have believed that, in some states, charter schools may be getting better results because they are more likely to use suspension as a tool. An analysis of data on suspensions in Maryland shows that this is not the case in Maryland.

Table 28 shows that the suspension rates for most charter schools is lower than for their comparison schools. In 2013, 22 charters had suspension rates lower than their comparisons and only 15 charters had suspension rates higher than their comparisons, when in-school and out-of-school suspensions rates are considered together.

Table 28: Suspension Rates of Charters and Comparisons

Suspension Rates				2011		2012		2013		
LEA	Grade Levels	School		In-School	Out-of-School	In-School	Out-of-School	In-School	Out-of-School	Charter v. Comparison
Anne Arundel	*Elementary & Middle School*	Monarch Academy	*Charter*	*16.5%*	*9.4%*	*11.2%*	*8.5%*	*5.1%*	*3.9%*	higher
			Comparison	0.7%	6.5%	0.8%	6.9%	0.0%	5.8%	
	Middle & High School	Chesapeake Science Point	*Charter*	*0.0%*	*8.2%*	*0.3%*	*3.6%*	*1.1%*	*4.8%*	lower
			Comparison	1.7%	11.8%	2.4%	11.9%	0.7%	9.4%	
Baltimore City	*Elementary School*	Baltimore Montessori Public Charter School	*Charter*	*0.0%*	*0.8%*	*0.0%*	*2.6%*	*0.0%*	*0.9%*	lower
			Comparison	1.8%	2.3%	0.4%	5.9%	0.2%	3.2%	
		City Neighbors Hamilton	*Charter*	*0.0%*	*0.9%*	*3.9%*	*0.8%*	*1.3%*	*2.0%*	lower
			Comparison	1.5%	1.9%	0.3%	7.3%	0.0%	4.1%	
		Furman Templeton Preparatory Academy	*Charter*	*0.0%*	*10.1%*	*0.0%*	*12.1%*	*0.8%*	*7.4%*	higher
			Comparison	0.0%	3.1%	0.3%	3.3%	0.0%	2.6%	
		K.I.P.P. Harmony	*Charter*	*1.2%*	*4.4%*	*0.5%*	*3.4%*	*0.5%*	*9.3%*	higher
			Comparison	0.0%	5.0%	0.3%	4.8%	0.0%	3.3%	
		Monarch Academy Public Charter School	*Charter*			*0.0%*	*4.9%*	*0.0%*	*7.4%*	higher
			Comparison			0.0%	8.2%	0.0%	2.7%	
		Northwood Appold Community Academy	*Charter*	*0.0%*	*1.7%*	*2.2%*	*7.4%*	*0.0%*	*2.5%*	lower
			Comparison	0.0%	3.2%	0.0%	8.2%	0.0%	2.7%	
		Roots and Branches School	*Charter*			*0.0%*	*10.1%*	*0.7%*	*1.4%*	higher
			Comparison			0.4%	3.5%	0.0%	1.8%	
		The Green School	*Charter*	*0.0%*	*0.7%*	*0.0%*	*1.4%*	*0.0%*	*0.7%*	lower
			Comparison	2.7%	2.5%	0.0%	9.9%	0.0%	4.8%	
		Tunbridge Public Charter School	*Charter*	*0.0%*	*0.6%*	*0.0%*	*2.7%*	*0.7%*	*3.9%*	N/A
			Comparison	N/A	N/A	N/A	N/A	N/A	N/A	
		Wolfe Street Academy	*Charter*	*0.0%*	*3.7%*	*1.1%*	*3.7%*	*0.5%*	*2.6%*	N/A
			Comparison	N/A	N/A	N/A	N/A	N/A	N/A	
	Elementary & Middle School	Baltimore International Academy	*Charter*	*0.5%*	*5.5%*	*1.0%*	*6.7%*	*0.0%*	*4.2%*	lower
			Comparison	4.7%	4.5%	3.2%	6.2%	4.8%	7.8%	
		City Neighbors Charter School	*Charter*	*0.5%*	*1.0%*	*4.2%*	*1.9%*	*0.5%*	*1.9%*	lower
			Comparison	0.4%	2.9%	0.5%	3.8%	0.1%	2.8%	
		City Springs Elementary	*Charter*	*0.0%*	*2.2%*	*0.0%*	*3.1%*	*0.2%*	*2.4%*	lower
			Comparison	0.0%	4.4%	0.0%	8.2%	0.0%	9.5%	
		Empowerment Academy	*Charter*	*0.0%*	*2.5%*	*0.0%*	*2.1%*	*0.0%*	*4.6%*	lower
			Comparison	3.3%	6.9%	2.1%	5.3%	2.8%	5.5%	
		Hampstead Hill Academy	*Charter*	*1.0%*	*5.1%*	*0.3%*	*5.5%*	*1.2%*	*3.4%*	lower
			Comparison	0.1%	6.7%	0.1%	6.4%	0.2%	6.8%	
		Inner Harbor East Academy	*Charter*	*0.6%*	*14.0%*	*3.3%*	*8.9%*	*0.3%*	*14.4%*	higher
			Comparison	0.0%	9.2%	0.0%	7.3%	0.0%	5.9%	
		Midtown Academy	*Charter*	*0.5%*	*0.5%*	*0.6%*	*0.0%*	*1.1%*	*2.3%*	lower
			Comparison	2.4%	4.5%	1.7%	6.1%	2.4%	6.5%	
		Patterson Park Public Charter School	*Charter*	*0.0%*	*3.8%*	*0.0%*	*5.4%*	*0.0%*	*7.0%*	higher
			Comparison	0.0%	5.2%	0.0%	3.8%	0.0%	3.3%	
		Rosemont Elementary	*Charter*	*0.7%*	*6.0%*	*0.0%*	*6.9%*	*0.0%*	*4.5%*	lower
			Comparison	0.1%	10.9%	1.9%	11.1%	0.5%	7.8%	
		Southwest Baltimore Charter School	*Charter*	*3.2%*	*11.2%*	*1.9%*	*17.8%*	*1.7%*	*10.3%*	higher
			Comparison	1.1%	8.0%	0.7%	8.6%	0.8%	5.7%	
	Middle School	Afya Public Charter School	*Charter*	*0.3%*	*9.8%*	*0.0%*	*7.7%*	*0.3%*	*6.2%*	lower
			Comparison	4.3%	18.6%	0.0%	16.9%	0.0%	7.9%	
		Baltimore Leadership School for Young Women	*Charter*	*0.0%*	*1.0%*	*0.0%*	*0.0%*	*2.4%*	*3.3%*	N/A
			Comparison	N/A	N/A	N/A	N/A	N/A	N/A	
		Baltimore Montessori Public Charter Middle School	*Charter*			*1.7%*	*13.8%*	*12.2%*	*7.3%*	N/A
			Comparison			N/A	N/A	N/A	N/A	
		K.I.P.P. Ujima Village Academy	*Charter*	*0.0%*	*5.9%*	*0.0%*	*7.4%*	*0.0%*	*18.7%*	N/A
			Comparison	N/A	N/A	N/A	N/A	N/A	N/A	

Baltimore City	*Middle School*	The Crossroads School	*Charter*	*0.7%*	*19.6%*	*0.0%*	*14.8%*	*0.0%*	*12.6%*	lower
			Comparison	0.6%	10.2%	8.2%	21.6%	4.4%	21.4%	
	Middle & High School	ConneXions: A Community Based Arts School	*Charter*	*0.3%*	*7.8%*	*0.0%*	*6.5%*	*1.9%*	*9.3%*	higher
			Comparison	0.2%	17.7%	0.1%	14.5%	0.5%	9.9%	
		MD Academy of Technology and Health Sciences	*Charter*	*27.1%*	*14.9%*	*26.7%*	*10.1%*	*7.6%*	*3.5%*	lower
			Comparison	0.5%	14.2%	0.5%	14.4%	0.0%	18.3%	
	High School	City Neighbors High School	*Charter*	*0.0%*	*16.9%*	*0.0%*	*19.2%*	*1.5%*	*17.2%*	higher
			Comparison	3.2%	20.5%	0.0%	18.5%	2.7%	13.3%	
		Coppin Academy	*Charter*	*0.0%*	*5.3%*	*0.0%*	*9.9%*	*0.0%*	*2.5%*	lower
			Comparison	7.6%	16.4%	10.5%	10.6%	8.5%	7.3%	
		Independence School Local I	*Charter*	*0.0%*	*4.4%*	*0.0%*	*6.8%*	*0.0%*	*5.4%*	lower
			Comparison	3.2%	20.2%	0.0%	18.6%	2.7%	14.0%	
Frederick	*Elementary School*	Carroll Creek Montessori Public Charter School	*Charter*					*0.0%*	*0.8%*	higher
			Comparison					0.2%	0.4%	
	Elementary & Middle School	Monocacy Valley Montessori School	*Charter*	*0.0%*	*2.0%*	*0.3%*	*0.7%*	*0.3%*	*0.7%*	lower
			Comparison	2.0%	4.3%	3.6%	2.8%	1.7%	2.3%	
Prince George's	*Elementary School*	Imagine Andrews Public Charter	*Charter*			*0.8%*	*9.7%*	*0.7%*	*5.8%*	higher
			Comparison			0.0%	0.6%	0.0%	0.7%	
		Imagine Foundations at Morningside PCS	*Charter*			*0.0%*	*8.2%*	*0.0%*	*5.0%*	higher
			Comparison			0.0%	0.8%	0.0%	0.0%	
	Elementary & Middle School	Excel Academy Public Charter	*Charter*	*2.2%*	*4.7%*	*0.0%*	*3.8%*	*0.0%*	*2.7%*	lower
			Comparison	6.0%	8.5%	6.2%	9.0%	7.4%	7.6%	
		Imagine Foundations at Leeland PCS	*Charter*	*0.0%*	*4.2%*	*0.0%*	*5.8%*	*0.0%*	*5.2%*	higher
			Comparison	1.4%	2.9%	3.4%	2.9%	1.8%	1.2%	
		Imagine Lincoln Public Charter	*Charter*	*0.0%*	*13.6%*	*0.0%*	*7.3%*	*0.0%*	*5.8%*	lower
			Comparison	6.0%	8.5%	6.2%	9.0%	7.4%	7.6%	
		Turning Point Academy Public Charter	*Charter*	*0.0%*	*7.1%*	*0.2%*	*7.9%*	*0.0%*	*3.8%*	lower
			Comparison	0.8%	6.2%	0.9%	8.6%	1.8%	7.3%	
	Middle School	Chesapeake Math and IT Public Charter	*Charter*			*4.1%*	*9.2%*	*2.3%*	*4.2%*	lower
			Comparison			0.0%	6.1%	3.4%	7.4%	
Saint Mary's	*Elementary & Middle School*	Chesapeake Charter School	*Charter*	*0.0%*	*2.1%*	*0.0%*	*3.6%*	*0.0%*	*2.8%*	higher
			Comparison	0.0%	4.6%	0.0%	3.2%	0.0%	2.4%	

PARENT SATISFACTION

Table 29 shows responses by parents to the latest Baltimore City School System Climate Survey. This table is an update of Table 15 in the "Maryland Public School Charter Program" report prepared in 2011.[52]

The survey uses a four point scale: "strongly agree," "agree," "disagree," and "strongly disagree." For purposes of analysis both the original analysis and this update show high levels of parental support for their children's charter schools.

In the latest survey 93.0% of charter school parents who responded agreed or strongly agreed with the statement "Overall, I am satisfied with my child's school." And 93.5% agreed or strongly agreed with the statement that "I would recommend this school to others."

As in the 2011 analysis, these percentages were higher than the corresponding numbers for comparison schools.

Table 29: Parent Responses on the 2013 Climate Survey

Climate Survey Item	Parents in *Charter* Schools Who Agree or Strongly Agree	Parents in Comparison Schools Who Agree or Strongly Agree	Difference (Charter – Comparison School)
My child's school regularly communicates with parents about how they can help their children learn.	*90.2%*	78.7%	11.5%
School staff work closely with parents to meet students' needs.	*89.9%*	79.1%	10.8%
The school administration promptly responds to my concerns.	*90.2%*	80.1%	10.1%
This school prepares students for college or to have a career.	*88.9%*	78.8%	10.1%
I would recommend this school to others.	*93.5%*	84.2%	9.4%
Parents have the opportunity to give input into the school's decisions.	*87.4%*	78.2%	9.2%
This school has programs to support students' emotional and social development.	*88.5%*	79.5%	9.1%
The school building is clean and well maintained.	*93.9%*	84.9%	9.0%
Overall, I am satisfied with my child's school.	*93.0%*	84.6%	8.4%
Students feel safe at this school.	*94.7%*	86.3%	8.4%
I feel like [my child] belong[s] at this school.	*93.4%*	86.1%	7.3%
Teachers provide extra academic help to students who need it.	*91.7%*	84.8%	6.9%
I feel that my input into my child's education is valued.	*91.7%*	84.8%	6.9%
I know how to access information about how my child is performing in school (e.g., Parent Portal).	*79.2%*	72.4%	6.9%
If students break rules, there are fair consequences.	*89.4%*	83.6%	5.8%
Teachers care about their students.	*95.7%*	90.2%	5.4%
Parents or guardians are welcome at this school.	*95.8%*	91.5%	4.3%
The school notifies me when my child misses school.	*84.8%*	83.8%	0.9%

[52] Maryland State Department of Education (2011). *Charter School Annual Report, 2011*. Retrieved 25 September 2014 from http://www.marylandpublicschools.org/NR/rdonlyres/FCB60C1D-6CC2-4270-BDAA-153D67247324/33262/2011_Charter_School_Report.pdf

INTEGRATING BEST PRACTICES

Issue Eleven: Ways to integrate best practices between charter schools and non-charter schools operating within a local jurisdiction.

Many charter school operators and some district administrators believe that there is too little migration of good practices between charter and other schools. But some also indicated that coercive integration of those practices deemed "best" at any given time could undermine the diversity that a system needs to continue to improve. One answer to this tension between diversity and best practices is the fostering and promulgation of high-quality, timely research.

Best practice integration may best be advanced by investment in high quality research to identify effective charter school innovations and disseminate the research findings to the charter and traditional public school communities. Such research could be conducted by the state itself, by an independent organization it authorizes and by interested researchers unaffiliated with the state. This might require access to confidential information such as the school records of those students who applied for lotteries to be admitted into specific charter schools.

The federal government provides for "restricted use" licenses that allow researchers who meet strict criteria to access data containing individually identifiable information that are confidential.[53] Maryland should consider such a system for researchers interested in discovering more about Maryland schools.

Integrating best practices would also be better accomplished in an atmosphere of cooperation between charter schools and traditional schools.

Any recommendation for changes in policy should take these factors into consideration.

FACILITIES FINANCING

Issue Twelve: Issues relating to the costs, availability, potential liabilities of outstanding capital debt, and financing of facilities, including risks to charter sponsors and local school systems.

Only one school system indicated that they had guaranteed any loans to help charter schools fund facilities. Officials from that jurisdiction did not indicate that they felt that the terms they had arrived at exposed them to any significant risk.

According to the National Center for Educational Statistics, "Total expenditures for public elementary and secondary schools in the United States amounted to $632 billion in 2010–11, or $12,608 per public school student (in constant 2012–13 dollars, based on the Consumer Price Index). These expenditures include $11,153 per student in current expenditures for operation of schools; $1,076 for capital outlay (i.e., expenditures for property and for buildings and alterations completed by school district staff or contractors); and $379 for interest on school debt."

[53] See for example http://nces.ed.gov/statprog/instruct_gettingstarted.asp

Review of the Baltimore City Public School Projected Budget for 2015 also shows just a little over $1,000 per student in non-charter schools for capital expenses and debt.

One suggestion from the stakeholder forums and from interviews is that the law should be changed to require school districts to offer any available space to a charter school. One participant said, "School systems should have to offer space for charters. The law should be a little more clear than it is now. Charter operators should have equitable access to vehicles that could provide space help."

A National Conference of State Legislatures briefing from December 11, 2013 pointed out that fifteen states have enacted legislation to provide charter schools with access to public school facilities. They also noted that the effectiveness of these laws varies and said the laws in Louisiana, California, and Georgia were among the most effective.[54]

That briefing also pointed out that:

- Ten states and DC provide direct funding on a per pupil or other basis;
- All these funding mechanisms are imbedded in statute (formula driven or fixed amounts) and subject to annual appropriations);
- The amount of the funding ranges from less than $100 in Colorado to $2,800 in the District of Columbia;
- The types of funding include direct per pupil allotments, lease aid, assistance, and reimbursement; and that
- Nine of the eleven top-ranked states by National Alliance of Public Charter Schools have direct funding mechanisms.

One recommendation of this report is to systematize the reporting of information about capital expenditure so that decisions in this area can be better informed. It also recommends that the state consider some form of facilities funding.

OTHER SCHOOL MODELS SIMILAR TO CHARTER SCHOOLS

Issue Thirteen: The use of contract schools, transformation schools, and other models similar to charter schools.

Charter schools are not the only model for allowing nonprofit operating partners to manage schools with some autonomy. Contract Schools and Transformation Schools are also run by operators "outside the traditional district management structure."

The existence of these alternatives allow an LEA the flexibility to use an operator of its choice under conditions of autonomy that are specified and which vary from the conditions specified in the charter school law. These contracts are not subject to the appeals process established in charter school law.

[54] National Conference of State Legislatures (2013). Funding Strategies for Charter School Facilities. Retrieved 25 September 2014 from http://www.ncsl.org/documents/educ/CharterFacilitiesFundingWebinar.pdf

Contract schools have been used in recent years to allow a system to focus on the needs of a particular neighborhood and to match an operator with those needs. The current charter policies that require a district wide lottery may preclude the district from addressing the needs of a particular neighborhood.

Anne Arundel County Public Schools recently identified a need for a school in a particular area and they felt that a charter operator like The Children's Guild could meet that need. The localized nature of the need meant that a district wide lottery would not have been appropriate. In this situation they negotiated a contract with The Children's Guild. The contract means the new school is similar to a charter school in most ways but need not have a district wide lottery.

The charter school system fosters the existence of contract schools in a few ways. Operators of charter schools who have demonstrated the ability to run a school like the one the district envisions have been recruited to run contract schools. In some situations contract schools have been given contracts that tie their funding to the charter school per pupil allotment.

The significant difference between a charter school and a contract school or a transformation school is that the relationship between the charter and the district is subject to the charter law. This means that the State Board and MSDE have some oversight and appeal responsibilities. It also means that the charter school is, in some ways, less subject to changes in district policy.

Occasionally the stakeholder interviews provided evidence that contract and transformation schools had been confused with charter schools. In reviewing past analyses of charter school assessment data it also became clear that some researchers had mistaken contract schools for charter schools. These mistakes have added to the confusion about the contributions of charter schools to the public education system in Maryland.

LOCAL POLICIES AND PRACTICES

Issue Fourteen: The current state of local policies and practices that impact the sustainability of charter schools in the state.

Many of those interviewed for this study were concerned about the sustainability of the existing charter school system. They believe that the momentum of the charter school movement has waned over the ten years since Maryland's charter school law was passed. During that time many changes in the management of districts have occurred. Some management teams have taken care to develop policies that allow room for the diversity of styles that charter schools provide. Others have not.

The current law gives so much practical discretion to the district management team that many charter operators feel that to survive they must develop relationships with key members of their district's management team. It is through such relationships that they are able to anticipate, and perhaps avoid, changes in policies that might adversely affect their school.

Many stakeholders indicated that "who you know" has become more important. They also indicate that dealing with the local district's bureaucracy and policy innovations has become a larger and more difficult part of their job.

On the other hand, the successes of the current public charter schools cannot be denied. And the current system seems to be slowly and carefully expanding.

It is likely that adjustments to the reporting requirements, providing for more technical assistance, providing more clarity about what constitutes "commensurate funding," and fostering better measures and more widely available data would help make the current system sustainable.

Thus far, public charter schools have been a useful but limited tool in Maryland public education. These minor adjustments could keep the system on the careful path it has followed in the recent past.

If the legislature decides to expand the use of this tool in ways that appear to have worked for other states and which look promising for Maryland, then creating a statewide LEA that will be an additional and statewide authorizer of charter schools, considering ways to compensate charter schools for the money they save the state in capital expenditures, and considering ways to encourage charter schools in rural parts of the state should be undertaken.

APPENDIX A: METHODS USED IN THIS RESEARCH

To properly respond to the legislative questions outlined by the Maryland General Assembly, the Schaefer Center undertook various methods to address all the policy issues surrounding this Charter School Study. Throughout the course of the study, the research team conducted literature reviews, interviews, and data analysis. All three methods served as the foundation for the recommendations and findings contained in this report.

RESEARCH TEAM

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THE DESIGNATION AND THE USE OF COMPARISON SCHOOLS

For the purpose of this report and analysis, charter schools are those schools that are authorized for the 2014-15 school year, were authorized as a charter school in 2013-14, and for which we have either, as applicable to the separate sections, enrollment data or MSA/HSA testing data from 2013.

For each public charter school, every non-charter public school of that LEA was assigned a "total comparison score" based on the demographics of the enrollment data (0 was the school's score to itself). For each of that charter's elementary, middle, and high school levels, if applicable, the two non-charter public schools that offered that grade level and with the smallest "total comparison score" were chosen as that charter's comparison schools proper to that grade level. For charter schools that offered a combination of elementary and middle or middle and high grade levels, some small leeway was favored to pick comparison schools that, while narrowly missing out on having the closest "total comparison score", they, unlike the separate alternatives, offered all grade levels relevant to the charter. In this way, each charter was assigned two non-charter public schools as a comparison to that school for each of the charter's grade levels such that a K-8 charter school might have a total of two schools called its "comparison schools" when those comparisons also offered at least the MSA testing relevant grades 3-8. That charter might have a total of four schools called its "comparison schools" when those comparisons each only offered half of the MSA testing relevant grades (usually separated by grades 3-5 and 6-8). For most purposes we only compared charter schools to its comparison schools grade by grade. In each of those cases there were exactly two comparison schools proper to that grade except on a rare occasion of data being unavailable for one of those two schools for that one grade, in which case the one remaining comparison school's data was double counted as though it were two schools, prior to otherwise uniform averaging of comparison school data.

The "total comparison score" was calculated by summing two other scores we called "comparison score A" and "comparison score B": (total comparison score) = (comparison score A) + (comparison score B).

"Comparison score A" was itself a sum of absolute differences in four schoolwide demographics of non-white, FARMS, limited English proficiency, and special education students:

$|(1 - \text{whitepercent}_{comparison}) - (1 - \text{whitepercent}_{charter})| +$
$|\text{FARMSpercent}_{comparison} - \text{FARMSpercent}_{charter}| +$
$|\text{LEPpercent}_{comparison} - \text{LEPpercent}_{charter}| +$
$|\text{SpecEdpercent}_{comparison} - \text{SpecEdpercent}_{charter}|$

"Comparison score B" was the absolute sum of non-absolute (possible negative) differences in those four schoolwide demographics:

$|(1 - \text{whitepercent}_{comparison}) - (1 - \text{whitepercent}_{charter}) +$
$\text{FARMSpercent}_{comparison} - \text{FARMSpercent}_{charter} +$
$\text{LEPpercent}_{comparison} - \text{LEPpercent}_{charter} +$
$\text{SpecEdpercent}_{comparison} - \text{SpecEdpercent}_{charter}|$

Certain transformation or contracts schools were excluded from consideration as comparison schools due to having been labeled "charter schools" in another report.

INTERVIEWS WITH STAKEHOLDERS

The research team interviewed stakeholders identified by the Maryland General Assembly across the state. The interviews were conducted via face-to-face meetings and conference calls. The team conducted interviews with all, but one, charter school operators or their representatives. Additionally, the team interviewed state legislators, school board members, representatives from advocacy groups, and parents.

The following individuals were interviewed by the Schaefer Center team:

Lewis Andrews	Inner Harbor East Academy
Duane Arbogast	The Children's Guild
Helen Atkinson	Baltimore Teacher Network
Dorian Barnes	Maryland State Department of Education
Carol Beck	Maryland State Department of Education
Jason Botel	Maryland Campaign for Achievement Now
Erika Brockman	Southwest Baltimore Charter School
Marisa Canino	Creative City School
Kelly Caswell	Independence School Local I
Jim Clarke	Maryland State Department of Education
Alison Perkins Cohen	Baltimore City Public Schools System
Maureen Colburn	Baltimore Leadership School for Women
Pat Crain	Anne Arundel County Schools, Charter School Liaison
Kona Facia	Baltimore International Academy
Bill Ferguson	Maryland State Senator
Sara Fidler	Maryland Department of Legislative Services
Dona Foster	Carroll County Public Schools
Angela Funya	Chesapeake Public Charter School
Joel Garcia	charter school parent
Rebekah Ghosh	Maryland Academy of Technology and Sciences

Sandra Gray	Northwood Appold Community Academy
Kathleen Guinan	Crossway Community
Kelly Hall	St. Mary's County Public Schools
Kia Harper	ConneXions Academy
Sheila Hixson	Maryland State Delegate
Danista Hunte	Baltimore Community Foundation
Tina Johnson	Imagine Schools
Mustafa Karakus	Monocracy Montessori
Frank Kober	Rosemont Elementary
Jason Kozak	KIPP Baltimore
Spear Lancaster	Chesapeake Lighthouse Foundation
Helene Luce	Maryland Charter School Network
Bobbi Macdonald	City Neighbors Foundation
Beverly Mattson	RMC Research Corporation
Jon McGill	Baltimore Curriculum Project
Will McKenna	Afya Baltimore, Inc.
Kate Mehr	KIPP Baltimore
Yasmene Mumby	KIPP Baltimore
Holly O'Shea	founding member, Frederick Classical Public Charter School
Evelyn Perry	Northwood Appold Community Academy
Bill Phalen	former board of education member, Calvert County
Paul Pinsky	Maryland State Senator
Roger Plunkett	Baltimore County Public Schools
Kate Primm	The Green School
Scott Raymond	Crossroads School
Carl Roberts	Public School Superintendents Association of Maryland
JoAnn Robinson	SEED School of Maryland
Kim Robinson	Baltimore City Public Schools
Jim Rosepepe	Maryland State Senator & College Park Academy Operator
Andrew Ross	The Children's Guild
David Ross	Midtown Academy
Ann Rossi	Roots and Branches
Ed Rutkowski	Patterson Public Charter School
Debra Santos	Furman Templeton Academy
Paul Shackelford	Turning Point Academy
Allison Shecter	Baltimore Montessori
Kelly Shields	KIPP Baltimore
Stephanie Simms	Maryland Charter School Network
David Stone	Baltimore City Board of School Commissioners
Dana Tagalicod	Maryland Department of Legislative Services
Bebe Verdery	ACLU Maryland
Lori-Christina Webb	Montgomery County Public Schools
Loretta White	Prince George's County Public Schools
Stephanie Williams	Montgomery County Public Schools

The research team incorporated the opinions and perspectives that we received from these interviews in our findings and recommendations. In addition to these interviews, the Schaefer Center also conducted four public forums at the University of Baltimore to give stakeholders and members of the public the opportunity to make on-the-record comments on the various issues outlined by the General Assembly.

The following individuals were in attendance at one or several of the public forums held:

Jessica Aldon-Jackson	Baltimore Teachers Union
Julia Alley	Queen Anne's County Public Schools
Angela Alvarez	Baltimore City Public Schools
Duane Arbogast	The Children's Guild
Ray Baker	American Federation of Teachers – Maryland
Dorian Barnes	Maryland State Department of Education
Carol Beck	Maryland State Department of Education
Jason Botel	Maryland Campaign for Achievement Now (CAN)
Abigail Breiseth	Southwest Baltimore Charter School
Erika Brockman	Southwest Baltimore Charter School
Danielle Burris	Tunbridge Public Charter School
Maureen Colburn	Baltimore Leadership School for Young Women
Terence Cooper	American Federation of Teachers – Maryland
Lorraine Cornish-Harrison	Baltimore Teachers Union
Patrick Crain	Anne Arundel County Public Schools
Cliff Denby	Baltimore Teachers Union
Sara Fidler	Maryland Department of Legislative Services
Dona Foster	Carroll County Public Schools
Angela Funya	Chesapeake Public Charter School
Peggy Gladden	Baltimore Teachers Union
Kelly Hall	Saint Mary's County Public Schools
Keith Harris	Frederick County Public Schools
George Hendricks	Baltimore Teachers Union
Danista Hunte	Baltimore Community Foundation
Jocelyn Kehl	Supporting Public Schools of Choice
Frank Kros	The Children's Guild
Spear Lancaster	Chesapeake Science Point
Kathy Lane	Anne Arundel County Public Schools
Veris Lee	Northwood Appold Community Academy
Christina Lori-Webb	Montgomery County Public Schools
Helene Luce	Maryland Charter School Network
Beverly Mattson	RMC Research Corporation
Dennis McGrath	Schaefer Center for Public Policy (Research Team Member)
Will McKenna	Afya Baltimore, Balt. Coalition of Public Charter Schools
Randy Mickens	Maryland State Education Association
Yasmene Mumby	KIPP Baltimore
Kona Facia Nepay	Baltimore International Academy
Betsy Nix	Southwest Baltimore Charter School
Katherine Rabb	Open Society Institute - Baltimore
Todd Reynolds	American Federation of Teachers – Maryland
Ed Rutkowski	Patterson Park Public School
Brian Schiffer	Baltimore County Public Schools
Stephanie Simms	Maryland Charter School Network
Alice Smith	Carroll County Public Schools
Michael Spiller	American Federation of Teachers – Maryland
Dana Tagalicod	Maryland Department of Legislative Services
Anthony Trotta	Washington County Public Schools
Bebe Verdery	ACLU Maryland
Emmanuel Welsh	Schaefer Center for Public Policy (Research Team Member)

Loretta White	Prince George's County Public Schools
Stephanie Williams	Montgomery County Public Schools
John Woolums	Maryland Association of Boards of Education
Heather Wyatt Nichol	Schaefer Center for Public Policy (Research Team Member)

FINANCIAL REVIEWS

The research team examined financial documents obtained from selected charter schools and from liaisons at a few county school systems. It examined the school budgets posted on the internet for all jurisdictions that now have charter schools. The team examined the IRS form 990s for the following charter school operators:

Chesapeake Lighthouse Foundation, Inc.
Monarch Academy, Inc.
F.L. Templeton Preparatory Academy, Inc.
Midtown Academy, Inc.
KIPP Baltimore, Inc.
City Neighbors Foundation, Inc.
Patterson Park Public Charter School, Inc.
Southwest Baltimore Charter School, Inc.
Baltimore Teacher Network
Baltimore International Academy, Inc.
Afya Baltimore
Foundation for BLSYW
Baltimore Montessori, Inc.

APPENDIX B: ADDITIONAL TABLES

Table 30 shows the demographic change in Maryland's Charter Schools.

Table 30: Demographic Change in Maryland's Charter Schools

Subgroup	2011	2012	2013	2 Year Change
All Students	10,781	13,037	14,550	3769
FARMS	66.5%	65.0%	64.4%	-2.2%
Limited English Proficient	3.0%	2.7%	2.2%	-0.8%
Special Education	11.8%	12.0%	12.2%	0.3%
African American	75.7%	75.4%	75.2%	-0.5%
White	14.8%	14.3%	14.6%	-0.2%
Hispanic/Latino	5.5%	5.4%	5.3%	-0.2%

***This undersamples subgroups when under 5% at any given school**

Tables 31 and 32 show the performance (advanced together with proficient) of Charter Schools Juxtaposed with Comparison Schools (one aggregating all Math MSA tests and another aggregating all Reading MSA tests) extrapolated by averaging data by each school's class but only when that class's data is available from both the charter and its comparison schools.

Table 31: Aggregate Performance by Demographics on all Math MSA

Subgroup		2011	2012	2013	2 year change
ALL STUDENTS	*Charter*	*71.5%*	*70.9%*	*68.7%*	*-2.8%*
	Comparison	71.9%	74.5%	71.8%	-0.1%
FARMS	*Charter*	*67.6%*	*65.6%*	*63.0%*	*-4.6%*
	Comparison	66.0%	69.2%	66.0%	0.0%
Limited English Proficiency	*Charter*	*	*	*83.7%*	
	Comparison	*	*	78.6%	
Special Education	*Charter*	*46.0%*	*40.5%*	*31.2%*	*-14.8%*
	Comparison	37.9%	47.9%	35.7%	-2.1%
African American	*Charter*	*67.9%*	*64.9%*	*62.9%*	*-5.0%*
	Comparison	67.9%	70.9%	67.8%	-0.1%
White	*Charter*	*85.9%*	*85.6%*	*85.3%*	*-0.6%*
	Comparison	86.5%	89.5%	85.2%	-1.3%
Hispanic/Latino	*Charter*	*	*89.5%*	*82.6%*	
	Comparison	*	74.8%	78.0%	
Non-FARMS	*Charter*	*72.9%*	*74.3%*	*73.7%*	*0.8%*
	Comparison	77.5%	82.5%	75.4%	-2.2%

* Insufficient available data

Table 32: Aggregate Performance by Demographics on all Reading MSA

Subgroup		2011	2012	2013	2 year change
All Students	*Charter*	*81.0%*	*79.9%*	*80.5%*	*-0.5%*
	Comparison	78.7%	77.9%	79.8%	1.1%
FARMS	*Charter*	*77.0%*	*75.7%*	*75.9%*	*-1.1%*
	Comparison	73.9%	73.7%	75.3%	1.4%
Limited English Proficiency	*Charter*	*	*	*77.2%*	
	Comparison	*	*	65.2%	
Special Education	*Charter*	*50.5%*	*49.9%*	*45.5%*	*-5.1%*
	Comparison	46.7%	38.8%	48.0%	1.3%
African American	*Charter*	*78.5%*	*75.5%*	*76.9%*	*-1.7%*
	Comparison	75.9%	75.4%	77.1%	1.2%
White	*Charter*	*93.2%*	*91.8%*	*93.6%*	*0.4%*
	Comparison	90.5%	90.3%	91.1%	0.6%
Hispanic/Latino	*Charter*	*	*89.0%*	*82.5%*	
	Comparison	*	69.8%	74.0%	
Non-FARMS	*Charter*	*83.0%*	*85.3%*	*85.6%*	*2.6%*
	Comparison	83.6%	82.7%	83.9%	0.3%

* Insufficient available data

Tables 33 and 34 combine all of Maryland's charters and combine their comparison schools class by class to show statewide performance (advanced and proficient) test by test.

Table 33: Average Performance on Each Math MSA Test

Performance (Advanced and Proficient) on the Math MSA		2011	2012	2013
All Grades	*Charter*	*71.5%*	*70.9%*	*68.7%*
	Comparison	71.9%	74.5%	71.8%
3rd Grade	*Charter*	*77.9%*	*77.5%*	*73.2%*
	Comparison	81.0%	84.9%	80.7%
4th Grade	*Charter*	*81.8%*	*79.3%*	*81.0%*
	Comparison	86.6%	86.2%	86.4%
5th Grade	*Charter*	*71.0%*	*70.9%*	*68.3%*
	Comparison	73.5%	79.4%	76.4%
6th Grade	*Charter*	*72.3%*	*74.1%*	*66.8%*
	Comparison	75.1%	74.1%	71.0%
7th Grade	*Charter*	*64.4%*	*64.8%*	*64.6%*
	Comparison	60.6%	66.5%	60.0%
8th Grade	*Charter*	*57.1%*	*56.3%*	*57.7%*
	Comparison	47.2%	52.5%	54.5%

Table 34: Average Performance on Each Reading MSA Test

Performance (Advanced and Proficient) on the Reading MSA		2011	2012	2013
All Grades	*Charter*	*81.0%*	*79.9%*	*80.5%*
	Comparison	78.7%	77.9%	79.8%
3rd Grade	*Charter*	*78.3%*	*77.8%*	*75.8%*
	Comparison	78.2%	78.6%	79.9%
4th Grade	*Charter*	*81.7%*	*85.1%*	*84.0%*
	Comparison	82.5%	85.3%	82.2%
5th Grade	*Charter*	*85.7%*	*82.5%*	*84.0%*
	Comparison	84.7%	84.7%	85.1%
6th Grade	*Charter*	*77.4%*	*80.8%*	*78.7%*
	Comparison	76.1%	75.8%	79.1%
7th Grade	*Charter*	*83.1%*	*76.8%*	*82.9%*
	Comparison	76.6%	73.4%	78.1%
8th Grade	*Charter*	*79.7%*	*76.1%*	*78.0%*
	Comparison	72.4%	68.5%	74.4%

Table 35 shows attendance rates in charter and comparison schools.

Table 35: Attendance Rates in Charter and Comparison Schools

Attendance	2011		2012		2013	
	<95%	*>=95%*	*<95%*	*>=95%*	*<95%*	*>=95%*
Charter	*55%*	*45%*	*37%*	*63%*	*39%*	*61%*
Comparison	46%	54%	41%	59%	61%	48%

Tables 36 through 41 show MSA and HSA 4th grade, 8th grade, and high school test results for FARMS compared to non-FARMS for 2011 and 2012 for each charter school and comparisons.

Table 36: 2011 and 2012 FARMS Performance, 4th Grade Math MSA

Performance (either Advanced or Proficient) of FARMS 4th Grade Math			2011			2012		
			FARMS	Non-FARMS	FARMS Gap	FARMS	Non-FARMS	FARMS Gap
Baltimore City	Baltimore International Academy	*Charter*	*89.5%*	*78.6%*	*no gap*	*95.2%*	*80.0%*	*no gap*
		Comparison	77.6%	96.2%	18.5%	80.7%	88.5%	7.7%
	Baltimore Montessori Public Charter School	*Charter*	*45.5%*	*61.9%*	*16.5%*	*53.3%*	*37.5%*	*no gap*
		Comparison	96.9%	97.2%	0.3%	98.1%	95.6%	no gap
	City Neighbors Charter School	*Charter*				*46.2%*	*81.8%*	*35.7%*
		Comparison				98.1%	95.1%	no gap
	City Neighbors Hamilton	*Charter*	*54.5%*	*63.6%*	*9.1%*	*35.3%*	*25.0%*	*no gap*
		Comparison	93.2%	97.2%	4.1%	98.1%	95.1%	no gap
	City Springs Elementary	*Charter*	*86.8%*			*73.1%*		
		Comparison	48.8%			58.0%		
	Empowerment Academy	*Charter*	*92.9%*	*100.0%*	*7.1%*	*95.2%*	*100.0%*	*4.8%*
		Comparison	84.9%	96.4%	11.5%	78.5%	98.1%	19.6%
	Furman Templeton Preparatory Academy	*Charter*	*79.4%*			*64.4%*	*100.0%*	*35.6%*
		Comparison	80.3%			81.3%	100.0%	18.7%
	Hampstead Hill Academy	*Charter*	*90.9%*	*100.0%*	*9.1%*	*84.0%*	*100.0%*	*16.0%*
		Comparison	80.1%	100.0%	19.9%	78.1%	100.0%	21.9%
	Inner Harbor East Academy	*Charter*	*68.8%*	*83.3%*	*14.6%*	*57.7%*	*100.0%*	*42.3%*
		Comparison	90.3%	80.0%	no gap	83.9%	100.0%	16.1%
	Midtown Academy	*Charter*	*100.0%*	*100.0%*	*no gap*	*100.0%*	*100.0%*	*no gap*
		Comparison	75.9%	96.2%	20.2%	81.4%	86.7%	5.3%
	Monarch Academy Public Charter School	*Charter*				*79.1%*	*100.0%*	*20.9%*
		Comparison				78.5%	98.1%	19.6%
	Northwood Appold Community Academy	*Charter*	*100.0%*	*100.0%*	*no gap*	*91.2%*	*100.0%*	*8.8%*
		Comparison	84.9%	96.4%	11.5%	78.5%	98.1%	19.6%
	Patterson Park Public Charter School	*Charter*	*96.4%*	*88.9%*	*no gap*	*89.8%*	*100.0%*	*10.2%*
		Comparison	87.5%	100.0%	12.5%	91.7%	83.3%	no gap
	Rosemont Elementary	*Charter*	*93.6%*	*100.0%*	*6.4%*	*97.9%*	*100.0%*	*2.1%*
		Comparison	81.3%	83.3%	2.1%	80.5%	92.9%	12.4%
	Southwest Baltimore Charter School	*Charter*	*56.7%*	*50.0%*	*no gap*	*41.0%*	*100.0%*	*59.0%*
		Comparison	73.5%	93.8%	20.3%	74.3%	87.5%	13.2%
	The Green School	*Charter*	*61.5%*	*90.9%*	*29.4%*	*61.5%*	*100.0%*	*38.5%*
		Comparison	96.9%	97.2%	0.3%	98.1%	95.6%	no gap
	Tunbridge Public Charter School	*Charter*				*75.9%*	*100.0%*	*24.1%*
		Comparison				80.7%	88.5%	7.7%
	Wolfe Street Academy	*Charter*	*86.4%*	*100.0%*	*13.6%*	*85.7%*		
		Comparison	81.4%	92.9%	11.4%	93.8%		
Prince George's	Excel Academy Public Charter	*Charter*	*50.0%*	*65.4%*	*15.4%*	*79.3%*	*86.7%*	*7.4%*
		Comparison	79.8%	86.5%	6.7%	73.3%	89.4%	16.1%
	Imagine Andrews Public Charter	*Charter*				*91.7%*	*85.7%*	*no gap*
		Comparison				83.3%	96.3%	13.0%
	Imagine Foundations at Leeland PCS	*Charter*	*100.0%*	*97.6%*	*no gap*			
		Comparison	81.0%	97.2%	16.3%			
	Imagine Lincoln Public Charter	*Charter*	*60.9%*	*65.2%*	*4.3%*	*51.5%*	*53.6%*	*2.1%*
		Comparison	79.8%	86.5%	6.7%	73.3%	89.4%	16.1%
	Turning Point Academy Public Charter	*Charter*	*66.7%*	*77.1%*	*10.5%*	*73.7%*	*86.7%*	*13.0%*
		Comparison	88.2%	87.3%	no gap	76.3%	82.2%	6.0%

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 37: 2011 and 2012 FARMS Performance, 8th Grade Math MSA

Performance (either Advanced or Proficient) of FARMS 8th Grade Math			2011			2012		
			FARMS	Non-FARMS	FARMS Gap	FARMS	Non-FARMS	FARMS Gap
Anne Arundel	Chesapeake Science Point	*Charter*	*76.9%*	*87.9%*	*11.0%*	*93.3%*	*98.3%*	*5.0%*
		Comparison	49.1%	74.7%	25.6%	58.4%	84.1%	25.7%
Baltimore City	Afya Public Charter School	*Charter*	*69.2%*	*84.2%*	*15.0%*	*45.6%*	*77.8%*	*32.2%*
		Comparison	10.6%	20.8%	10.2%	27.2%	37.2%	10.0%
	Baltimore Leadership School for Young Women	*Charter*				*54.3%*	*75.0%*	*20.7%*
		Comparison				55.5%	69.7%	14.3%
	City Neighbors Charter School	*Charter*	*20.0%*	*21.4%*	*1.4%*	*37.5%*	*77.8%*	*40.3%*
		Comparison	59.0%	71.5%	12.6%	56.8%	92.2%	35.4%
	City Springs Elementary	*Charter*	*70.0%*	*0.0%*	*no gap*	*34.1%*	*100.0%*	*65.9%*
		Comparison	44.4%	50.0%	5.6%	64.4%		
	ConneXions: A Community Based Arts School	*Charter*	*17.4%*	*33.3%*	*15.9%*	*28.8%*	*0.0%*	*no gap*
		Comparison	15.0%	23.2%	8.1%	26.1%	33.3%	7.2%
	Empowerment Academy	*Charter*	*88.2%*	*50.0%*	*no gap*	*81.8%*	*80.0%*	*no gap*
		Comparison	45.6%	64.4%	18.8%	55.5%	69.7%	14.3%
	Hampstead Hill Academy	*Charter*	*63.2%*	*50.0%*	*no gap*	*46.2%*	*75.0%*	*28.8%*
		Comparison	40.5%	73.3%	32.9%	35.2%	12.5%	no gap
	Inner Harbor East Academy	*Charter*				*38.1%*	*0.0%*	*no gap*
		Comparison				42.2%	65.4%	23.2%
	K.I.P.P. Ujima Village Academy	*Charter*	*89.1%*	*77.8%*	*no gap*	*93.1%*	*100.0%*	*6.9%*
		Comparison	43.3%	49.4%	6.1%	40.1%	63.5%	23.4%
	MD Academy of Technology and Health Sciences	*Charter*	*30.4%*	*83.3%*	*52.9%*	*49.0%*	*54.5%*	*5.6%*
		Comparison	35.7%	40.0%	4.3%	33.3%	26.7%	no gap
	Patterson Park Public Charter School	*Charter*	*53.6%*	*75.0%*	*21.4%*	*87.2%*	*75.0%*	*no gap*
		Comparison	31.5%	73.3%	41.8%	30.9%	47.7%	16.8%
	Rosemont Elementary	*Charter*	*45.2%*	*66.7%*	*21.5%*	*37.0%*	*33.3%*	*no gap*
		Comparison	41.3%	64.3%	23.0%	39.4%	55.0%	15.6%
	Southwest Baltimore Charter School	*Charter*	*2.0%*	*0.0%*	*no gap*	*13.5%*		
		Comparison	21.1%	7.1%	no gap	38.9%		
	The Crossroads School	*Charter*	*61.5%*	*80.0%*	*18.5%*	*69.6%*	*71.4%*	*1.9%*
		Comparison	32.2%	25.0%	no gap	38.0%	37.0%	no gap
Prince George's	Excel Academy Public Charter	*Charter*				*33.3%*	*42.9%*	*9.5%*
		Comparison				46.4%	61.3%	14.8%
	Imagine Lincoln Public Charter	*Charter*				*33.3%*	*57.1%*	*23.8%*
		Comparison				46.4%	61.3%	14.8%
	Turning Point Academy Public Charter	*Charter*				*35.0%*	*50.0%*	*15.0%*
		Comparison				44.1%	62.8%	18.7%

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 38: 2011 and 2012 FARMS Performance, Algebra HSA

Performance (either Advanced or Proficient) of FARMS High School Algebra			2011			2012		
			FARMS	Non-FARMS	FARMS Gap	FARMS	Non-FARMS	FARMS Gap
Baltimore City	ConneXions Community Leadership Academy	*Charter*	*80.0%*	*60.0%*	*no gap*	*61.5%*	*81.8%*	*20.3%*
		Comparison	61.4%	65.9%	4.5%	49.6%	53.8%	4.2%
	Coppin Academy	*Charter*	*88.9%*	*86.7%*	*no gap*	*69.6%*	*80.0%*	*10.4%*
		Comparison	61.9%	86.1%	24.2%	52.0%	52.6%	0.6%
	Independence School Local I	*Charter*	*55.6%*	*87.5%*	*31.9%*	*68.8%*	*100.0%*	*31.3%*
		Comparison	69.4%	64.9%	no gap	64.5%	79.1%	14.6%
	MD Academy of Technology and Health Sciences	*Charter*	*76.0%*	*77.8%*	*1.8%*	*88.1%*	*68.4%*	*no gap*
		Comparison	60.3%	70.9%	10.7%	36.9%	40.9%	4.0%

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 39: 2011 and 2012 FARMS Performance, 4th Grade Reading MSA

Performance (either Advanced or Proficient) of FARMS 4th Grade Reading			2011			2012		
			FARMS	Non-FARMS	FARMS Gap	FARMS	Non-FARMS	FARMS Gap
Baltimore City	Baltimore International Academy	*Charter*	*57.9%*	*85.7%*	*27.8%*	*98.0%*		
		Comparison	78.3%	96.2%	17.8%	80.0%		
	Baltimore Montessori Public Charter School	*Charter*	*81.8%*	*90.5%*	*8.7%*	*86.7%*	*87.5%*	*0.8%*
		Comparison	89.6%	100.0%	10.4%	94.7%	93.8%	no gap
	City Neighbors Charter School	*Charter*				*84.6%*	*36.4%*	*no gap*
		Comparison				96.6%	92.0%	no gap
	City Neighbors Hamilton	*Charter*	*81.8%*	*54.5%*	*no gap*	*88.9%*	*100.0%*	*11.1%*
		Comparison	88.5%	100.0%	11.5%	96.6%	92.0%	no gap
	City Springs Elementary	*Charter*	*68.4%*			*62.7%*		
		Comparison	56.3%			59.5%		
	Empowerment Academy	*Charter*	*100.0%*	*100.0%*	*no gap*	*90.5%*	*100.0%*	*9.5%*
		Comparison	76.4%	84.7%	8.2%	87.5%	87.0%	no gap
	Furman Templeton Preparatory Academy	*Charter*	*69.8%*			*53.4%*	*100.0%*	*46.6%*
		Comparison	71.3%			73.3%	100.0%	26.7%
	Hampstead Hill Academy	*Charter*	*74.5%*	*92.3%*	*17.8%*	*88.0%*	*93.8%*	*5.8%*
		Comparison	80.9%	100.0%	19.1%	76.4%	77.5%	1.1%
	Inner Harbor East Academy	*Charter*	*75.0%*	*50.0%*	*no gap*	*69.2%*	*100.0%*	*30.8%*
		Comparison	77.6%	20.0%	no gap	69.6%	50.0%	no gap
	Midtown Academy	*Charter*	*100.0%*	*100.0%*	*no gap*	*92.9%*	*100.0%*	*7.1%*
		Comparison	79.6%	96.2%	16.5%	83.3%	94.0%	10.8%
	Monarch Academy Public Charter School	*Charter*				*76.7%*	*100.0%*	*23.3%*
		Comparison				87.5%	87.0%	no gap
	Northwood Appold Community Academy	*Charter*	*88.6%*	*87.5%*	*no gap*	*91.4%*	*100.0%*	*8.6%*
		Comparison	76.4%	84.7%	8.2%	87.5%	87.0%	no gap
	Patterson Park Public Charter School	*Charter*	*85.5%*	*77.8%*	*no gap*	*81.6%*	*100.0%*	*18.4%*
		Comparison	65.0%	100.0%	35.0%	79.4%	33.3%	no gap
	Rosemont Elementary	*Charter*	*57.4%*	*100.0%*	*42.6%*	*95.7%*	*66.7%*	*no gap*
		Comparison	73.2%	77.8%	4.6%	69.3%	85.7%	16.4%
	Southwest Baltimore Charter School	*Charter*	*80.0%*	*92.9%*	*12.9%*	*77.5%*	*100.0%*	*22.5%*
		Comparison	69.7%	87.5%	17.8%	85.9%	87.5%	1.6%
	The Green School	*Charter*	*61.5%*	*100.0%*	*38.5%*	*84.6%*	*100.0%*	*15.4%*
		Comparison	89.6%	100.0%	10.4%	94.7%	93.8%	no gap
	Tunbridge Public Charter School	*Charter*				*89.7%*	*100.0%*	*10.3%*
		Comparison				80.0%	95.8%	15.8%
	Wolfe Street Academy	*Charter*	*90.9%*	*100.0%*	*9.1%*	*81.0%*		
		Comparison	70.5%	85.7%	15.2%	74.4%		
Prince George's	Excel Academy Public Charter	*Charter*	*55.0%*	*88.5%*	*33.5%*	*72.4%*	*93.3%*	*20.9%*
		Comparison	77.5%	83.1%	5.6%	85.9%	91.2%	5.3%
	Imagine Andrews Public Charter	*Charter*				*100.0%*	*88.6%*	*no gap*
		Comparison				90.5%	95.4%	4.9%
	Imagine Foundations at Leeland PCS	*Charter*	*100.0%*	*92.7%*	*no gap*			
		Comparison	85.7%	89.2%	3.5%			
	Imagine Lincoln Public Charter	*Charter*	*56.5%*	*60.9%*	*4.3%*	*72.7%*	*75.0%*	*2.3%*
		Comparison	77.5%	83.1%	5.6%	85.9%	91.2%	5.3%
	Turning Point Academy Public Charter	*Charter*	*70.0%*	*85.7%*	*15.7%*	*71.1%*	*86.7%*	*15.6%*
		Comparison	85.3%	95.6%	10.3%	82.3%	90.6%	8.3%

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 40: 2011 and 2012 FARMS Performance, 8th Grade Reading MSA

Performance (either Advanced or Proficient) of FARMS 8th Grade Reading			2011			2012		
			FARMS	Non-FARMS	FARMS Gap	FARMS	Non-FARMS	FARMS Gap
Anne Arundel	Chesapeake Science Point	*Charter*	*100.0%*	*98.3%*	*no gap*	*100.0%*	*100.0%*	*no gap*
		Comparison	75.6%	89.4%	13.7%	72.1%	89.5%	17.5%
Baltimore City	Afya Public Charter School	*Charter*	*78.5%*	*78.9%*	*0.5%*	*71.1%*	*88.9%*	*17.8%*
		Comparison	47.0%	52.9%	6.0%	47.1%	63.3%	16.2%
	Baltimore Leadership School for Young Women	*Charter*				*82.7%*	*90.0%*	*7.3%*
		Comparison				71.8%	88.5%	16.7%
	City Neighbors Charter School	*Charter*	*90.0%*	*78.6%*	*no gap*	*68.8%*	*88.9%*	*20.1%*
		Comparison	81.3%	91.6%	10.2%	84.2%	97.2%	13.0%
	City Springs Elementary	*Charter*	*80.0%*	*100.0%*	*20.0%*	*52.2%*	*100.0%*	*47.8%*
		Comparison	75.9%	75.0%	no gap	61.4%	100.0%	38.6%
	ConneXions: A Community Based Arts School	*Charter*	*65.2%*	*83.3%*	*18.1%*	*69.8%*	*66.7%*	*no gap*
		Comparison	51.2%	49.4%	no gap	54.3%	61.1%	6.8%
	Empowerment Academy	*Charter*	*100.0%*	*100.0%*	*no gap*	*86.4%*	*80.0%*	*no gap*
		Comparison	70.6%	93.8%	23.1%	71.8%	88.5%	16.7%
	Hampstead Hill Academy	*Charter*	*71.1%*	*50.0%*	*no gap*	*82.1%*	*100.0%*	*17.9%*
		Comparison	75.0%	69.2%	no gap	52.1%	25.0%	no gap
	Inner Harbor East Academy	*Charter*				*90.5%*	*100.0%*	*9.5%*
		Comparison				56.8%	88.9%	32.1%
	K.I.P.P. Ujima Village Academy	*Charter*	*95.7%*	*66.7%*	*no gap*	*91.4%*	*100.0%*	*8.6%*
		Comparison	64.2%	93.3%	29.1%	62.4%	89.9%	27.5%
	MD Academy of Technology and Health Sciences	*Charter*	*63.0%*	*91.7%*	*28.6%*	*52.0%*	*63.6%*	*11.6%*
		Comparison	69.0%	80.0%	11.0%	58.0%	54.2%	no gap
	Patterson Park Public Charter School	*Charter*	*71.4%*	*87.5%*	*16.1%*	*74.4%*	*50.0%*	*no gap*
		Comparison	62.7%	90.0%	27.3%	50.7%	56.8%	6.1%
	Rosemont Elementary	*Charter*	*61.3%*	*66.7%*	*5.4%*	*59.3%*	*66.7%*	*7.4%*
		Comparison	65.8%	64.3%	no gap	57.6%	70.0%	12.4%
	Southwest Baltimore Charter School	*Charter*	*45.8%*			*43.2%*		
		Comparison	56.2%			50.7%		
	The Crossroads School	*Charter*	*61.5%*	*100.0%*	*38.5%*	*91.3%*	*100.0%*	*8.7%*
		Comparison	69.1%	69.0%	no gap	73.0%	55.8%	no gap
Prince George's	Excel Academy Public Charter	*Charter*				*66.7%*	*57.1%*	*no gap*
		Comparison				65.8%	80.5%	14.7%
	Imagine Lincoln Public Charter	*Charter*				*61.9%*	*57.1%*	*no gap*
		Comparison				65.8%	80.5%	14.7%
	Turning Point Academy Public Charter	*Charter*				*70.0%*	*62.5%*	*no gap*
		Comparison				65.4%	75.7%	10.3%

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

Table 41: 2011 and 2012 FARMS Performance, English 2 HSA

Performance (either Advanced or Proficient) of FARMS High School English 2			2011			2012		
			FARMS	Non-FARMS	FARMS Gap	FARMS	Non-FARMS	FARMS Gap
Baltimore City	ConneXions Community Leadership Academy	*Charter*	*80.0%*	*50.0%*	*no gap*	*81.5%*	*66.7%*	*no gap*
		Comparison	55.2%	54.5%	no gap	47.5%	54.7%	7.2%
	Coppin Academy	*Charter*	*78.2%*	*81.3%*	*3.1%*	*68.4%*	*81.3%*	*12.8%*
		Comparison	71.4%	82.8%	11.3%	51.6%	60.0%	8.4%
	Independence School Local I	*Charter*	*82.1%*	*100.0%*	*17.9%*	*75.0%*	*83.3%*	*8.3%*
		Comparison	56.3%	44.6%	no gap	56.0%	69.0%	13.0%
	MD Academy of Technology and Health Sciences	*Charter*	*70.0%*	*77.8%*	*7.8%*	*61.9%*	*84.2%*	*22.3%*
		Comparison	42.3%	53.7%	11.4%	51.9%	59.1%	7.2%

* Blue text indicates the charter outperformed its comparison by 10 percentage points or more and red text indicates its comparison outperformed the charter by 10 percentage points or more.

§ 9-101. Maryland Public Charter School Program.

(a) Established.- There is a Maryland Public Charter School Program.

(b) Purpose.- The general purpose of the Program is to establish an alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students.

§ 9-102. Public school charter, defined.

In this title, "public charter school" means a public school that:

(1) Is nonsectarian in all its programs, policies, and operations;

(2) Is a school to which parents choose to send their children;

(3) Except as provided in § 9–102.1 of this title, is open to all students on a space-available basis and admits students on a lottery basis if more students apply than can be accommodated;

(4) Is a new public school or a conversion of an existing public school;

(5) Provides a program of elementary or secondary education or both;

(6) Operates in pursuit of a specific set of educational objectives;

(7) Is tuition-free;

(8) Is subject to federal and State laws prohibiting discrimination;

(9) Is in compliance with all applicable health and safety laws;

(10) Is in compliance with § 9-107 of this title;

(11) Operates under the supervision of the public chartering authority from which its charter is granted and in accordance with its charter and, except as provided in § 9-106 of this title, the provisions of law and regulation governing other public schools;

(12) Requires students to be physically present on school premises for a period of time substantially similar to that which other public school students spend on school premises; and

(13) Is created in accordance with this title and the appropriate county board policy.

9–102.1.

(a) The state board may grant a waiver from § 9–102(3) of this title to a public charter school if the public charter school:

(1) is located on property within a federal military base in the state; and

(2) will admit students with parents who are not assigned to the base to at least 35% of its total available space.

(b) If a public charter school is granted a waiver under subsection (a) of this section, subject to the requirement set forth in subsection (a)(2) of this section, the public charter school shall admit all students on a lottery basis.

§ 9-103. Public chartering authority.

(a) Primary chartering authority.- The primary public chartering authority for the granting of a charter shall be a county board of education.

(b) Secondary chartering authority.- The secondary public chartering authority for the granting of a charter shall be the State Board acting in its appeal review capacity or as the public chartering authority for a restructured school in accordance with § 9-104(a) of this title.

§ 9-104. Public charter school - Application.

(a) In general.-

(1) An application to establish a public charter school shall be submitted to the county board of the county in which the charter school will be located.

(2) An application to establish a public charter school may be submitted to a county board by:

(i) The staff of a public school;

(ii) A parent or guardian of a student who attends a public school in the county;

(iii) A nonsectarian nonprofit entity;

(iv) A nonsectarian institution of higher education in the State; or

(v) Any combination of persons specified in items (i) through (iv) of this paragraph.

(3) A public chartering authority may not grant a charter under this title to:

(i) A private school;

(ii) A parochial school; or

(iii) A home school.

(4) (i) Except as provided in subparagraph (ii) of this paragraph, the county board shall review the application and render a decision within 120 days of receipt of the application.

(ii) For a restructured school:

1. The county board shall review the application and render a decision within 30 days of receipt of the application;

2. The county board may apply to the State Board for an extension of up to 15 days from the time limit imposed under item 1 of this subparagraph;

3. If an extension is not granted, and 30 days have elapsed, the State Board may become a chartering authority; and

4. If an extension has been granted, and 45 days have elapsed, the State Board may become a chartering authority.

(b) Denial and appeal.-

(1) If the county board denies an application to establish a public charter school, the applicant may appeal the decision to the State Board, in accordance with § 4-205(c) of this article.

(2) The State Board shall render a decision within 120 days of the filing of an appeal under this subsection.

(3) If the county board denies an application to establish a public charter school and the State Board reverses the decision, the State Board may direct the county board to grant a charter and shall mediate with the county board and the applicant to implement the charter.

§ 9-105. Same - Professional staff.

A member of the professional staff of a public charter school shall hold the appropriate Maryland certification.

§ 9-106. Same - Obligations and waiver.

(a) In general.- Subject to subsection (b) of this section, a public charter school shall comply with the provisions of law and regulation governing other public schools.

(b) Waiver.- Subject to subsection (c) of this section, a waiver of the requirements under subsection (a) of this section may be sought through an appeal to the State Board.

(c) Same - Exceptions.- A waiver may not be granted from provisions of law or regulation relating to:

(1) Audit requirements;

(2) The measurement of student academic achievement, including all assessments required for other public schools and other assessments mutually agreed upon by the public chartering authority and the school; or

(3) The health, safety, or civil rights of a student or an employee of the charter school.

§ 9-107. Responsibilities of public chartering authority.

(a) Granting charters.- A public chartering authority may not grant a charter to a public charter school whose operation would be inconsistent with any public policy initiative, court order, or federal improvement plan governing special education that is applicable to the State.

(b) Authorizing process and application.- A public chartering authority shall ensure that the authorizing process for a public charter school and the charter application address the roles and responsibilities of the county board and the applicants and operators of the public charter school with respect to children with disabilities.

(c) Operators of school.- The public chartering authority shall ensure that, prior to opening a public charter school, the operators of the school are informed of the human, fiscal, and organizational capacity needed to fulfill the school's responsibilities related to children with disabilities.

(d) Technical assistance.- The State Board shall provide technical assistance to the operators of a public charter school to help the school meet the requirements of federal and State laws, including 20 U.S.C. § 1400, et seq. and § 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

§ 9-108. Rights of employees of a public charter school.

(a) In general.- Employees of a public charter school:

(1) Are public school employees, as defined in §§ 6-401(d) and 6-501(f) of this article;

(2) Are employees of a public school employer, as defined in §§ 6-401(e) and 6-501(g) of this article, in the county in which the public charter school is located; and

(3) Shall have the rights granted under Title 6, Subtitles 4 and 5 of this article.

(b) Collective bargaining agreement.- If a collective bargaining agreement under Title 6, Subtitle 4 or Subtitle 5 of this article is already in existence in the county where a public charter school is located, the employee organization and the public charter school may mutually agree to negotiate amendments to the existing agreement to address the needs of the particular public charter school.

§ 9-109. Disbursement of funds.

(a) In general.- A county board shall disburse to a public charter school an amount of county, State, and federal money for elementary, middle, and secondary students that is commensurate with the amount disbursed to other public schools in the local jurisdiction.

(b) Surplus.- The State Board or the county board may give surplus educational materials, supplies, furniture, and other equipment to a public charter school.

§ 9-110. Public charter school policy.

(a) In general.-

(1) Each county board shall develop a public charter school policy and submit it to the State Board.

(2) The policy required under paragraph (1) of this subsection shall include guidelines and procedures regarding:

(i) Evaluation of public charter schools;

(ii) Revocation of a charter;

(iii) Reporting requirements; and

(iv) Financial, programmatic, or compliance audits of public charter schools.

(b) Contact person.- The Department shall designate a staff person to function as a contact person for the Maryland Public Charter School Program.

APPENDIX D: MARYLAND STATE BOARD OF EDUCATION POLICY FOR THE CHARTER SCHOOL PROGRAM

Maryland State Board of Education

POLICY

THE CHARTER SCHOOL PROGRAM

BACKGROUND:
The Maryland Public Charter School program was adopted into law by Maryland's General Assembly in 2003 through Title 9, §101-110 of the Education Article of the Code of Maryland. The general purpose of the program, as defined by law, is to establish an alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students.

INTENT:
This policy is established to clearly define the obligations of charter schools and their authorizers. The State Board of Education recognizes that providing flexibility and autonomy in exchange for innovation, educational reform and high accountability is a key component of the Charter School concept.

PURPOSE:
Consistent with the intent of federal legislation and the Maryland Charter School Program law, this State Board declares that the purpose of the State's public charter schools are to:

A. Improve student learning by creating high-quality public schools with high standards for student performance;
B. Close achievement gaps between high-performing and low-performing groups of public students;
C. Increase high-quality educational opportunities within the public education system for all Maryland students and their families;
D. Create new professional opportunities for teachers, school administrators, and other school personnel that allows them to actively participate in the development of their schools;
E. Encourage the use of different, high-quality models of teaching, governing, scheduling, or other aspects of schooling that meet a variety of student needs;
F. Allow, through chartering, public school freedom and flexibility in exchange for exceptional levels of results-driven accountability;
G. Provide parents, community members, and other non-profit entities with expanded opportunities for involvement in the design, development and management of public school models within the public education system; and
H. Encourage the replication of successful public charter schools.

I. To achieve these purposes, the State Board encourages each County Board to:

Local Policies

1. Appoint a representative that serves the board in the role of Charter School Liaison and supports the Board in performing its authorizing responsibilities;

2. Adopt charter school policies that include guidelines related to the application process and its assessment, the process of performance contracting, the process for how charter school operators will be informed of requirements pertaining to children with disabilities, and how the funds will be disbursed to charter schools;

3. Adopt charter school policies and regulations acknowledging the purpose of charter schools and what differentiates them from other public schools. These policies will express a commitment to providing increased flexibilities which will enable charter schools to implement innovations in exchange for higher levels of accountability;

4. Submit their public charter school policies, along with any implementing regulations to the Maryland State Department of Education for review and comment prior to adoption by the County Board;

5. Ensure alignment of charter School policy definitions of commensurate funding with that of the State Board to guarantee that charter schools receive federal, State and local funding in an amount proportionate to the amount of funds expended for elementary, middle and secondary level students in other public schools in the same school system. Such funding includes funding for services for which students in the public charter schools are eligible such as free and reduced priced meals, pre-kindergarten, special education, English language learners, Perkins, Title I and transportation;

Charter School Applications

6. Submit a copy of their application, review process and assessment rubric to the State Department of Education for review and feedback, and re-submit these documents whenever there is a proposed change;

7. Post their most recent application, along with the description of their review process and assessment rubric on their website thereby making it available to charter school developers and the public;

8. Include an assurance statement in the application that will be signed by the developer of the charter school acknowledging and committing to accountability standards in exchange for local school system flexibilities and waivers from local school system policies, internal practices, processes and procedures that have the potential to impact a charter school's ability to implement innovative structures, programs and may impede the functions of the school's non-profit governing board to make decisions pertinent to the school's development and to ensure the implementation of the school's vision and mission;

Flexibilities for Charter Schools

9. Provides flexibility when applying the school system procedures to the charter school, particularly those that could impede or alter a charter school's ability to design and implement innovative practices in school operations, educational program and school governance and address those flexibilities in the performance contracting process;

10. Reviews and considers a charter school's waiver requests to local policies and grants those that are reasonable;

11. Negotiates flexibilities in collective bargaining agreements that allow implementation of charter school innovations;

Performance Contract

12. Adopts and implements a performance contract contains the following:

a. Roles and responsibilities of both parties (County Board and Charter School Operator),
b. Performance Standards that the charter school must meet or exceed,
c. An evaluation process of public charter schools that includes the use of financial, Program and compliance audits,
d. A renewal and revocation process,
e. Reporting requirements, and,
f. Descriptions of waivers and flexibilities provided to the charter school.

II. To achieve the purposes set forth here, the State Board encourages charter schools to:

Accountability

1. Commit to high levels of accountability that include:

a. Performance Standards that the charter school must meet or exceed, including clear demonstrations of increased academic growth for all students; and
b. Meeting or exceeding standards in operational areas as demonstrated through the use of financial, programmatic and compliance audits.

III. To achieve the purposes set forth here, the State Board directs MSDE to:

1. Provide training to County School Boards, Superintendents, Local School System Charter School Liaisons, and Charter School Developers, Operators, Governing Boards and Leaders to ensure an understanding of how to implement the Maryland Charter School Law and this policy to achieve the purpose and intent of the Charter School Program goals;
2. Provide technical assistance in problem solving issues that may impede the implementation of this policy; and
3. Ensure the development of understanding and commitment to the concept of charter schools within the department and their support of unique designs intended to promote educational reform through innovation. Ensure that these differences are recognized and taken into consideration in the development and design of program procedures and initiatives.