



1001 Connecticut Avenue, NW  
Suite 204 • Washington, DC 20036

Tel 202-822-9000  
Fax 202-822-5077

## CHARTER SCHOOLS IN BALTIMORE

### The case for charter schools includes:

- Choices for parents, teachers
- Flexibility and opportunity for quick progress that can elude a large system without weakening the system.
- Agile implementation of innovation; demonstration of methods for the district
- Increased accountability at school level
  - ✓ Accountability increased from top-down if System application and evaluation process is good
  - ✓ Accountability increased from outside-in; parent choice is key to success of a charter and parent involvement in governance can be a component of a charter plan.
- Targeting of needs and use of options not always possible in traditional public schools, e.g.
  - ✓ More instruction time
  - ✓ Curriculum innovations such as thematic approaches

### Baltimore has the experience of the New Schools Initiative which has created 11 schools operating under a charter-like contract.

- The New Schools serve 2,800 students
- New Schools are found among the highest performers in the city (e.g. City Springs, Midtown Academy)
- The New Schools received on average \$4,220 per pupil from the school system.
- 7 of the New Schools are eligible for Title I funds
- Kipp has employed a longer school day and Saturday school among other things to achieve its success with middle school students. (e.g. of flexibility of program that charter can provide)
- The Midtown Academy is fully integrated economically and racially and received 280 applications for 20 openings for the 04/05 school year. (e.g. of integration and bringing families back into the school system; keeping families in the city)
- The New Schools raised \$1.4 million in private funds last year, to ensure the quality of their programs.
- The Empowerment Temple has requested increased staffing to accommodate a waiting list of over 60 families.

### Charter can be a tool for schools that are eligible for restructuring, based on the federal No Child Left Behind Standards.

Under No Child Left Behind, schools are required to make "adequate yearly progress" based on state assessments that meet the federal requirements. Schools may be at Year 1 of not achieving AYP, Year 2, in Corrective Action, or Restructuring. A school on the restructuring list has failed to show improvement over 4 consecutive years.

**In Baltimore City:**

32% (59 schools) of the city's schools are on the restructuring list (4<sup>th</sup> year of not making progress).

43% (79 schools) of the city's schools are in one of the 4 categories listed about (Years 1 – 4 of not making adequate progress)

- 31% of elementary or elementary/middle schools are on the restructuring list (38 schools)
- 48% of middle schools are on the restructuring list
- 24% of high schools are on the restructuring list

***Baltimore City Schools by "Needs Improvement" Status***

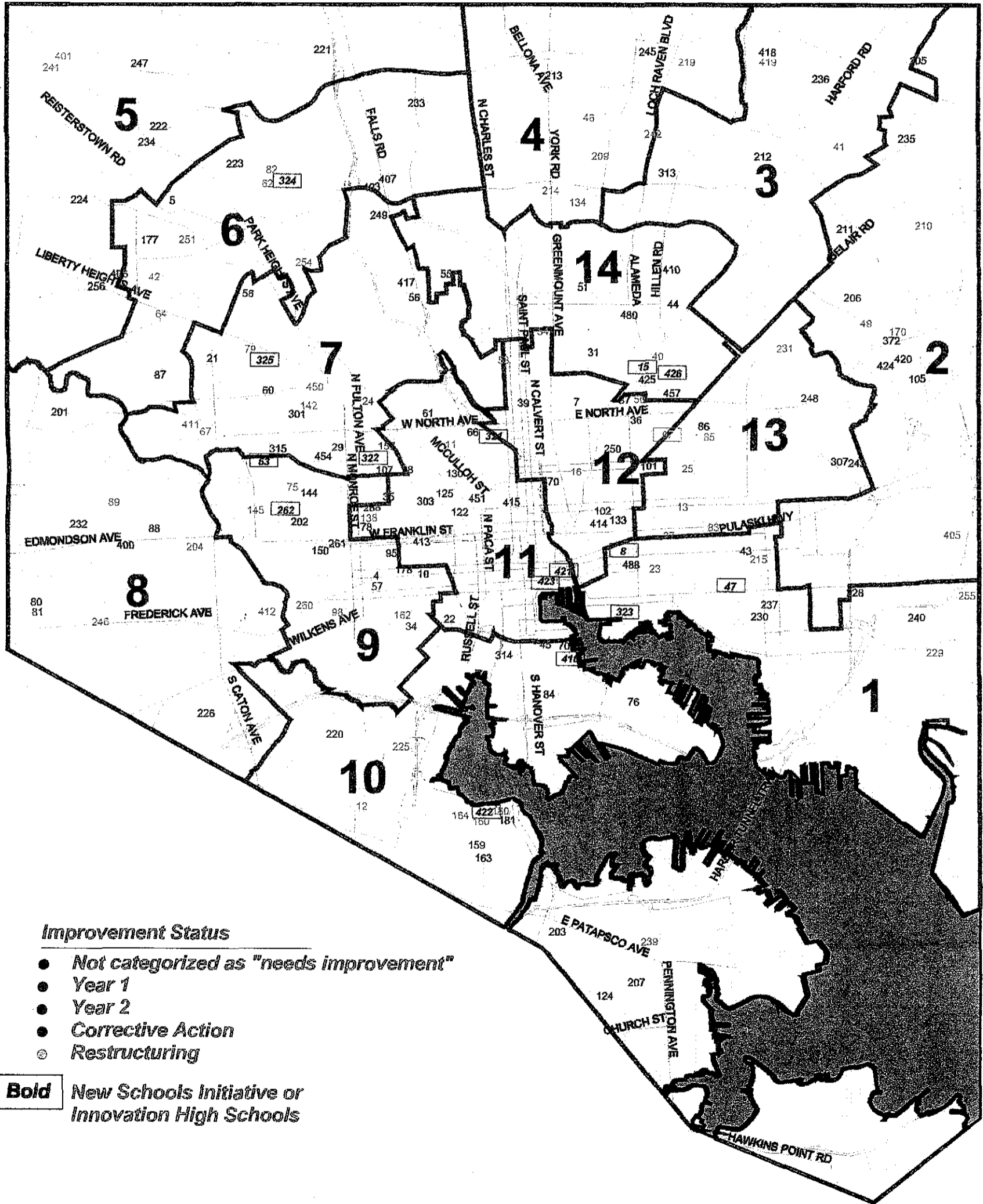
School type:	Elementary (99 Schools)		elem/ middle (11 schools)		Middle (29 Schools)		High (33 Schools)		Total (185 Schools)	
	#	%	#	%	#	%	#	%	#	%
Needs Improvement status:										
Year 1	2	2%	0	0%	0	0%	0	0%	2	1%
Year 2	0	0%	1	4%	3	10%	0	0%	4	2%
Corrective Action (Year 3)	8	8%	3	13%	3	10%	0	0%	14	8%
Restructuring (Year 4)	31	31%	7	29%	13	45%	8	24%	59	32%
Total "needs improvement"	41	41%	11	46%	19	66%	8	24%	79	43%

**Note:**

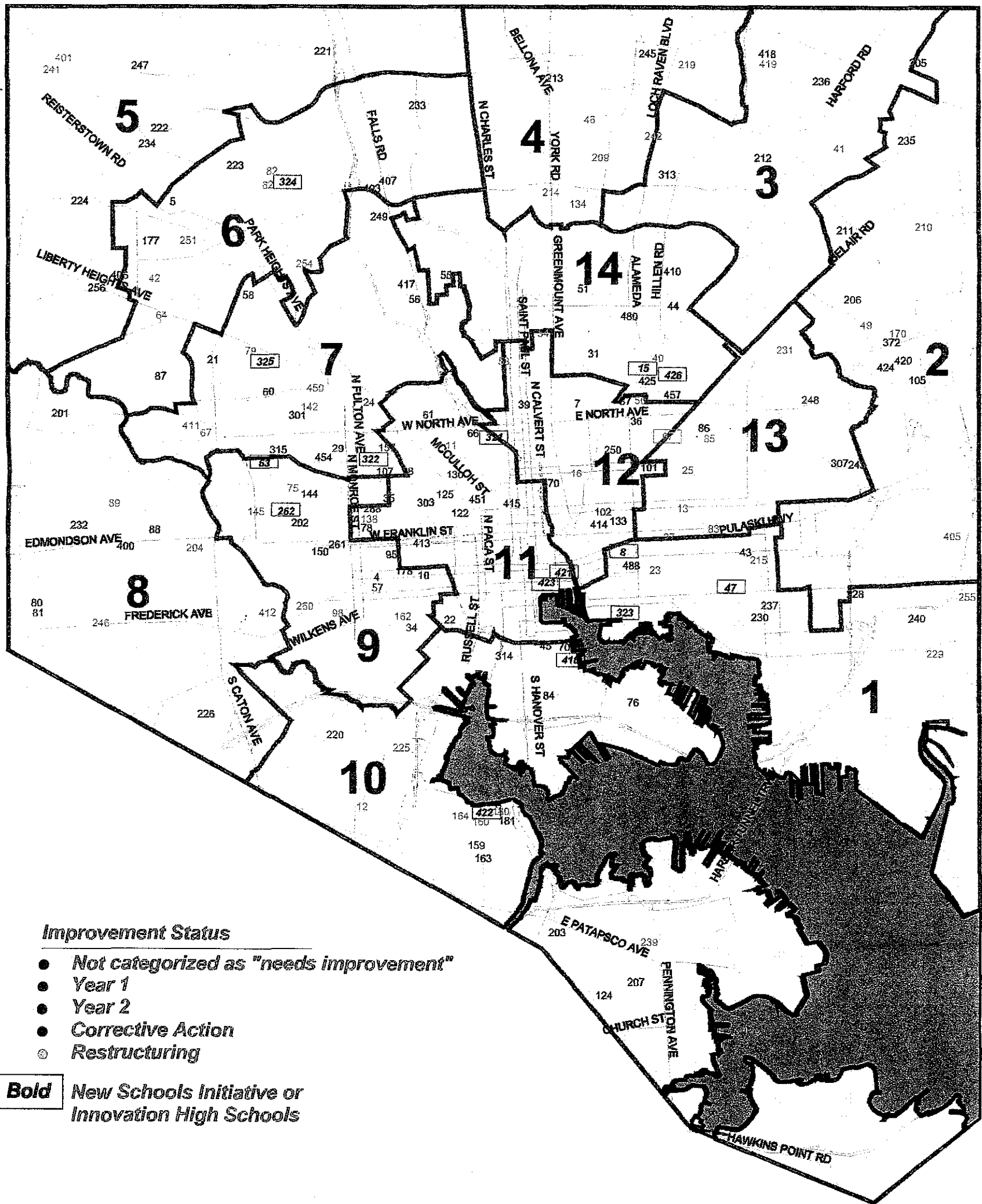
All public schools must meet AYP (Adequate Yearly Progress). AYP is determined by state with baseline in 00-01; determines increments by which all groups meet "proficient" standard by 2012. Different actions are called for at each year of not meeting the standard.

In the fourth year, "restructuring", the federal guidance and state law suggest that conversion to charter status with a new operator is an option.

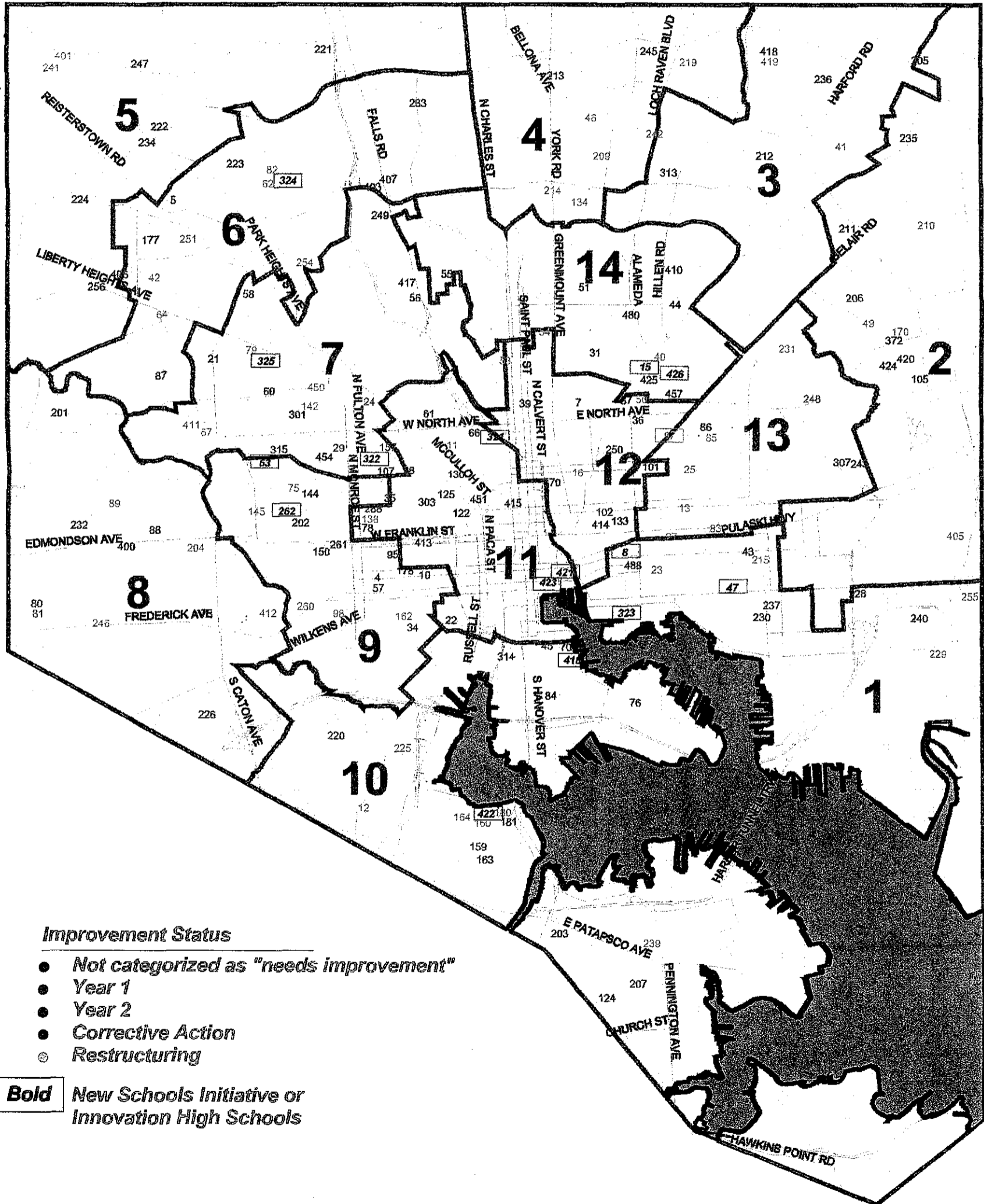
# Baltimore City Schools by Improvement Status with City Council Districts, 2004



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