

enrollment snapshot 2013-14

TOTAL PUBLIC ENROLLMENT:	84,747
DISTRICT ENROLLMENT:	72,402
CHARTER ENROLLMENT:	12,345
CHARTER MARKET SHARE:	15%



Baltimore

99

HOW CHOICE-FRIENDLY ARE AMERICAN CITIES?

To answer this question for Baltimore and the twenty-nine other cities in this study, we combined publicly available data from federal, state, and local governments with proprietary data from a variety of education groups and a questionnaire of local stakeholders. We assigned cities scores from zero to four on multiple measures of choice friendliness, which we grouped into three areas: **political support**, **policy environment**, and **quantity and quality**. Cities received an aggregate score for each area as well as an overall score, which we obtained using a weighted average that estimates each area's contribution to a city's overall choice friendliness (more below). For the purposes of this study, we defined "choice" as any alternative to the traditional neighborhood school, including charter, magnet, career and technical education, private or religious, and online or virtual schools, as well as homeschooling or other choice mechanisms, such as vouchers and open or dual enrollment programs.

Area I: Political Support (15%)

This area assesses the willingness of local officials and other stakeholders to use their political capital to support school choice, as well as the degree to which the local media support choice in the community.

Area II: Policy Environment (35%)

This area evaluates the policies and practices that ease the challenges that providers and consumers of school choice face. Support for providers includes funding, facilities, and technical assistance, and support for consumers includes information about school performance and school choice writ large, as well as making the act of choosing easier via a common application for all schools.

Area III: Quantity & Quality (50%)

This area quantifies the school choice options that are available to families (e.g., charter, magnet, and online), as well as the accessibility and quality of those options.

HOW CHOICE-FRIENDLY IS BALTIMORE?

Baltimore City Schools spends a whopping \$17,329 per student and is legally required to give an equal amount to its thirty-one charters—minus the cost of the services it provides for them. However, in practice, the amount that charters receive has been negotiated, and many charter advocates say the current per-student allocation of \$9,387 is inadequate (and illegal). This is especially problematic because Maryland law places numerous restrictions on the way that charters operate. For example, charters lack the authority to hire or fire their teachers or principals, who are employees of the district (and union members subject to the district-wide collective bargaining agreement). As originally drafted, the Public Charter School Improvement Act of 2015, which received strong backing from Governor Larry Hogan, would have addressed some of these issues by providing charters with significantly greater funding and autonomy. However, by the time it reached the governor's desk, many of the bill's most consequential provisions had been watered down.

RANK (OUT OF 30 CITIES)

AREA I
POLITICAL SUPPORT



AREA II
POLICY ENVIRONMENT



AREA III
QUANTITY & QUALITY



Area I: Political Support**15 POINTS**

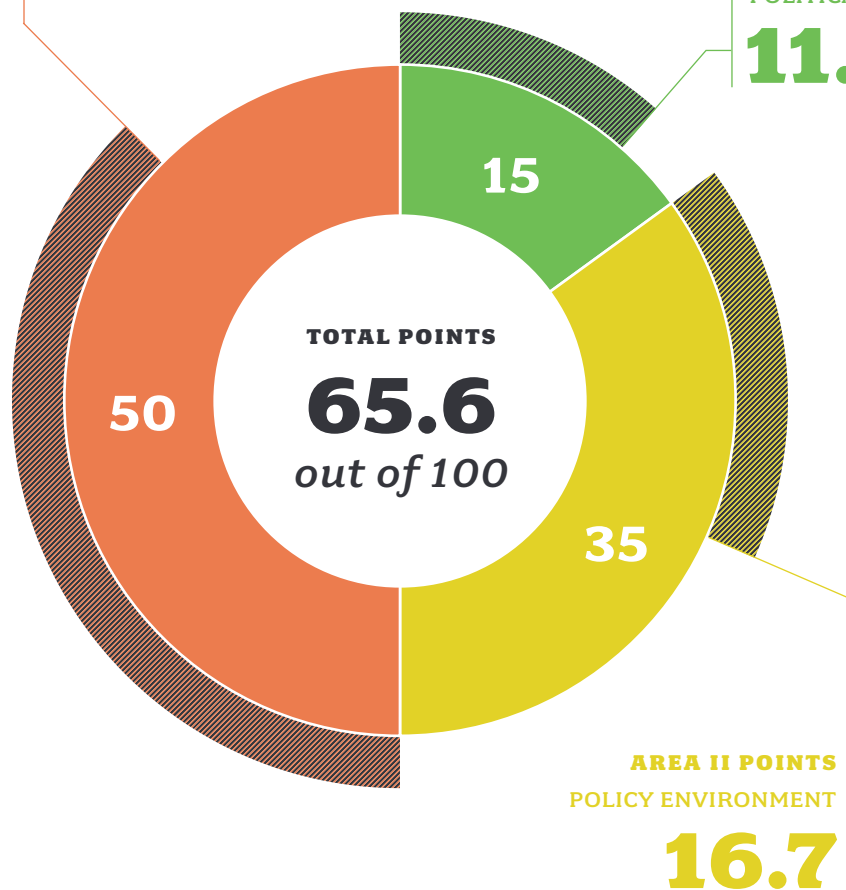
BALTIMORE RANKS SECOND out of thirty cities on political support, with a score of eleven points out of fifteen. Although the mayor, superintendent, school board, and local media have all supported school choice—perhaps because Maryland's schools of choice are so much a part of the district system that they pose no threat to district finances or union membership. At the state level, the governor has also strongly supported school choice of a more authentic variety.

Area II: Policy Environment**35 POINTS**

BALTIMORE RANKS TWENTY-NINTH out of thirty cities on policy environment, with a score of seventeen points out of thirty-five. The city receives high marks for its common application and for the number of charter schools that are located or co-located in district facilities. However, it does not provide charters with transportation, forcing them to foot the bill for doing so, in order to comply with state law. Moreover, Maryland charters are not exempt from collective bargaining agreements or teacher-licensure requirements, severely restricting their organizational autonomy. Finally, Baltimore City Schools has no history of closing schools with low or declining enrollments.

Area III: Quantity & Quality**50 POINTS**

BALTIMORE RANKS TENTH out of thirty cities on quantity and quality, with a score of thirty-eight points out of fifty. The city offers a variety of choices to families, including charter, magnet, career and technical education, independent, Catholic, and virtual schools, as well as homeschooling. Mechanisms such as inter- and intradistrict open enrollment and dual enrollment programs provide families with access to a variety of public options, especially at the middle and high school levels. However, because there are no voucher or tax credit scholarship programs in Maryland, private options remain out of reach for many families. Finally, Baltimore's charter schools serve a comparatively low percentage of the city's students.

**AREA III POINTS
QUANTITY & QUALITY****37.5****AREA I POINTS
POLITICAL SUPPORT****11.4****TOTAL POINTS****65.6**
*out of 100***AREA II POINTS
POLICY ENVIRONMENT****16.7***Totals may not add up precisely due to rounding.***BALTIMORE RANKS SEVENTEENTH OUT OF THIRTY CITIES**

OVERALL, with low marks for its policy environment more or less balancing out its high scores for political support and the quantity and quality of choice. To better support its schools of choice, the city and the district must provide them with more equitable funding and transportation. The state of Maryland should also remove the many burdensome restrictions on how charters operate, which make it difficult for them to function more efficiently or effectively than traditional district schools.

HOW CHOICE-FRIENDLY IS BALTIMORE? ^a		DATA	POINTS OUT OF 4*
AREA I: POLITICAL SUPPORT (15%)			
1.1 Official Support	1.1.A To what extent do you agree/disagree that the mayor is willing to use his/her political capital to support school choice?	Agree/Neutral	2.67
	1.1.B To what extent do you agree/disagree that the city council is willing to use its political capital to support school choice?	Neutral/Agree	2.33
	1.1.C To what extent do you agree/disagree that the superintendent is willing to use his/her political capital to support school choice?	Agree/Strongly agree	3.33
	1.1.D To what extent do you agree/disagree that the school board is willing to use its political capital to support school choice?	Agree	3.00
	1.1.E Has the governor mentioned school choice in his/her "state of the state" speeches?	Yes	4.00
1.2 Community Support	1.2.A To what extent do you agree/disagree that the teachers' unions are willing to use their political capital to support school choice?	Neutral/Disagree	1.67
	1.2.B To what extent do you agree/disagree that parent groups are willing to use their political capital to support school choice?	Agree/Strongly agree	3.33
	1.2.C To what extent do you agree/disagree that the media are willing to use their political capital to support school choice?	Agree	3.00
	1.2.D What is the overall tone toward school choice as reflected in the editorials, op-eds, and opinion pieces of Baltimore's principal newspaper?	Very positive	4.00

AREA I POINTS (out of 36.00) = 27.33

AREA I SCORE: 27.33/36.00 x 15% = 11.39

AREA II: POLICY ENVIRONMENT (35%)

PROVIDER ENVIRONMENT

2.1 Public Policies	2.1.A To what extent does Maryland charter law restrict the number of charter schools in the state?	There is no restriction on the number of charter schools	4.00
	2.1.B Are multiple authorizers available to prospective charter school operators in Baltimore?	There is only one authorizer available and only one allowed	2.00
	2.1.C Is Baltimore's largest school district a member of the Portfolio School District Network?	Yes	4.00
2.2 Public Facilities	2.2.A Does Maryland have a "right of first refusal" policy for charter schools to obtain facilities?	No	0.00
	2.2.B What percentage of Baltimore charter schools are located or co-located in city- or district-owned buildings?	Between 25% and 50%	2.67
2.3 Public Support	2.3.A In how many ways do public entities support schools of choice in Baltimore (of 8 possible)? ^b	5 (of 8 possible)*	2.07
	2.3.B How great is the disparity between district and charter per-pupil funding in Baltimore?	Greater than 35%	0.00
	2.3.C Does Maryland law guarantee adequate funding for charter authorizers?	No	0.00
2.4 NGO Support	2.4.A Is there a state or local NGO that supports school choice in Baltimore?	Modest state NGO support; strong local NGO support	3.00
	2.4.B In how many ways do NGOs in Baltimore support schools of choice (of 8 possible)?	5 (of 8 possible)*	2.00
2.5 Business Support	2.5.A Is there business-community support in Baltimore for schools of choice?	Yes, for most types of schools of choice*	3.00
	2.5.B In how many ways does the business community in Baltimore support schools of choice (of 9 possible)?	5 (of 9 possible)	2.15
2.6 Philanthropic Support	2.6.A Is there philanthropic support in Baltimore for schools of choice?	Yes, for most types of schools of choice	3.00
	2.6.B In how many ways does the philanthropic community support schools of choice in Baltimore (of 9 possible)?	5 (of 9 possible)	2.15
	2.6.C Of 5 major national foundations (Broad, Carnegie, Gates, Joyce, and Walton), how many support schools of choice in Baltimore?	2 (of 5)	2.00
2.7 Teacher Policies	2.7.A Are Baltimore charter schools exempt from local collective bargaining agreements?	No	0.00
	2.7.B Are Baltimore charter schools required to hire certified teachers?	Yes	0.00
2.8 Quality Control	2.8.A Is there a regular review process by an oversight body with authority to sanction authorizers?	No	0.00
	2.8.B What is the average quality score, out of 12, for Baltimore's charter authorizers (e.g., do they use academic, financial, and operational performance data to make merit-based renewal decisions)?	11.00	4.00
	2.8.C Does Baltimore have a policy for closing schools with low enrollment and a history of closing such schools?	No	0.00

AREA II continued on next page...

...AREA II continued

CONSUMER ENVIRONMENT

2.9 Accountability	2.9.A Are student data for schools of choice included in Maryland's accountability system?	Yes, for most public schools of choice	2.67
	2.9.B How comprehensive are report cards for schools of choice in Baltimore?	Moderately comprehensive	2.00
2.10 Information	2.10.A In how many ways is information on school choice disseminated to parents in Baltimore (of 7 possible)?	6 (of 7 possible)*	2.92
2.11 Application	2.11.A Does Baltimore have a common application for schools of choice?	Yes, for most public schools of choice	3.00
2.12 Transportation	2.12.A Does Baltimore provide or subsidize transportation to public schools of choice on equal terms as for district-assigned schools?	Yes, but charters are excluded	1.33
2.13 Extracurriculars	2.13.A Are Baltimore homeschooled students and/or students who attend charter schools eligible for district programming, such as music or sports?	Homeschooled students are ineligible; law is silent on charter students	0.50

AREA II POINTS (out of 101.61) = 48.46

AREA II SCORE: $48.46/101.61 \times 35\% = 16.69$

AREA III: QUANTITY & QUALITY (50%)

3.1 Types of Schools	3.1.A Are charter schools available to families in Baltimore?	Yes	4.00
	3.1.B Are magnet and/or CTE schools available to families in Baltimore?	Yes	
	3.1.C Are independent schools available to families in Baltimore?	Yes	
	3.1.D Are Catholic schools available to families in Baltimore?	Yes	4.00
	3.1.E Are online and/or virtual schools available to families in Baltimore?	Yes	
	3.1.F Is homeschooling available to families in Baltimore?	Yes	
3.2 Access	3.2.A Does the district facilitate intradistrict open enrollment, either through attendance waivers or through a districtwide lottery?	Districtwide lottery ^c	4.00
	3.2.B Are there interdistrict enrollment options in Baltimore? Can districts opt out?	Yes; no opt out	4.00
	3.2.C Are there dual enrollment options in Baltimore? Can districts opt out?	Yes; no opt out	
	3.2.D Does Maryland have a voucher or tax credit scholarship program? Is there a voucher or tax credit scholarship program specifically for Baltimore students?	No	0.00
3.3 Market Share	3.3.A Compared to other cities in the study, what percentage of public schools in Baltimore are schools of choice (charter, magnet, and/or CTE schools)?	Comparably, a similar percentage	2.00
	3.3.B Compared to other cities in the study, what percentage of students in Baltimore enroll in charter schools?	Comparably, a similar percentage	2.00
3.4 Quality	3.4.A What is the marginal impact of attending a Baltimore charter school on learning gains in reading?	**	**
	3.4.B What is the marginal impact of attending a Baltimore charter school on learning gains in math?	**	**

AREA III POINTS (out of 32.00) = 24.00

AREA III SCORE: $24.00/32.00 \times 50\% = 37.50$ TOTAL SCORE: $11.39 + 16.69 + 37.50 = 65.58$

table notes

^a The fifty indicators reflected in the table represent the aggregation of over one hundred discrete data points. All questionnaire data are current as of November 30, 2014. References to elected officials in Area I reflect those in office as of this date as well. All terms are generic, such as “superintendent,” which can be applied to cities that have chancellors or other leaders. Depending on the context, the term “Baltimore” refers to the city as a whole or to Baltimore City Public Schools, the largest district in the city. The latter is the case when the indicator is determined at the district level.

^b For the definition of “schools of choice,” see Appendix A.

^c For middle and high school students only. Elementary students must request a transfer.

* A few indicators may be worth less than four points due to missing data. An asterisk indicates partially missing data for a given indicator. In these cases, we subtracted an appropriate amount from the indicator and area denominators. For example, Baltimore has only partial information for indicator 2.3.A, so we subtracted 0.44 points from the 2.3.A and Area II denominators.

** Indicates missing data for the entire indicator (see above).

For complete details on the data sources and scoring for each indicator and its component subindicators, see Appendix A.