



NIL SINE MAGNO LABORE

Our Mission, Vision, and the Law

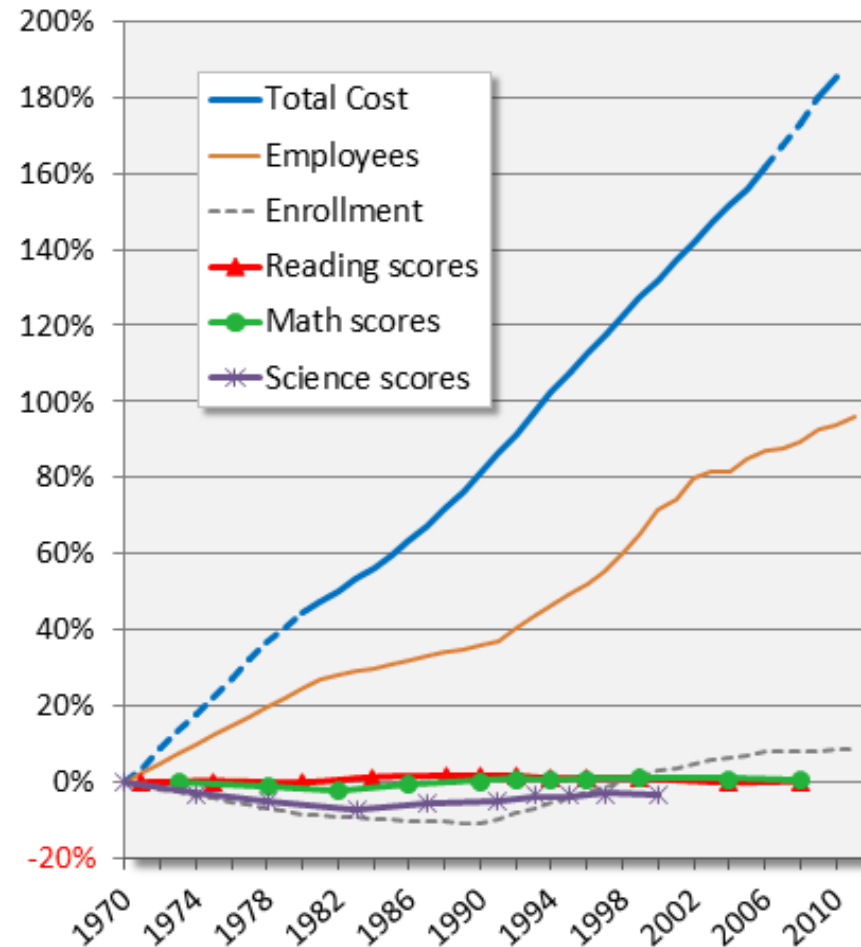
Education Reformers Started Our School

- Education reformers offer this critique of the regular public schools:
 - **Curriculum** lacks rich, interesting content or coherent structure
 - **Instruction** follows trendy and unproven teaching techniques
 - **School Administration** is centralized, bureaucratic, and unresponsive
 - **Union** contracts limit teacher flexibility and compensation, protects incompetent
 - **Staff** are academically mediocre “order takers”, not independent scholars
 - **Policy** decisions are driven by politics or personal feelings instead of evidence
 - **Attitude** is that the “education professionals” know better than “outsiders”
 - **Research** on what works isn’t valued; adherence to progressive philosophy is
 - **Goal** is to be “college and career ready” rather than sustaining the republic
 - **School Choice** is not seen as right of parents and is actively opposed
 - **Lack of Funding** is wrongly cited as the problem instead of the issues above

Why Money Isn't the Answer

- Increasing spending has not increased achievement
- We have increased spending 180% while enrollment has only gone up about 10%
- Employees have nearly doubled!
- Achievement is basically flat

Trends in American Public Schooling Since 1970



Cato Institute

"Total cost" is the full cost of the K-through-12 education of a single student graduating in the given year, adjusted for inflation.

In 1970: \$57,602
In 2010: \$164,426
(Constant 2013 dollars)

Data sources:

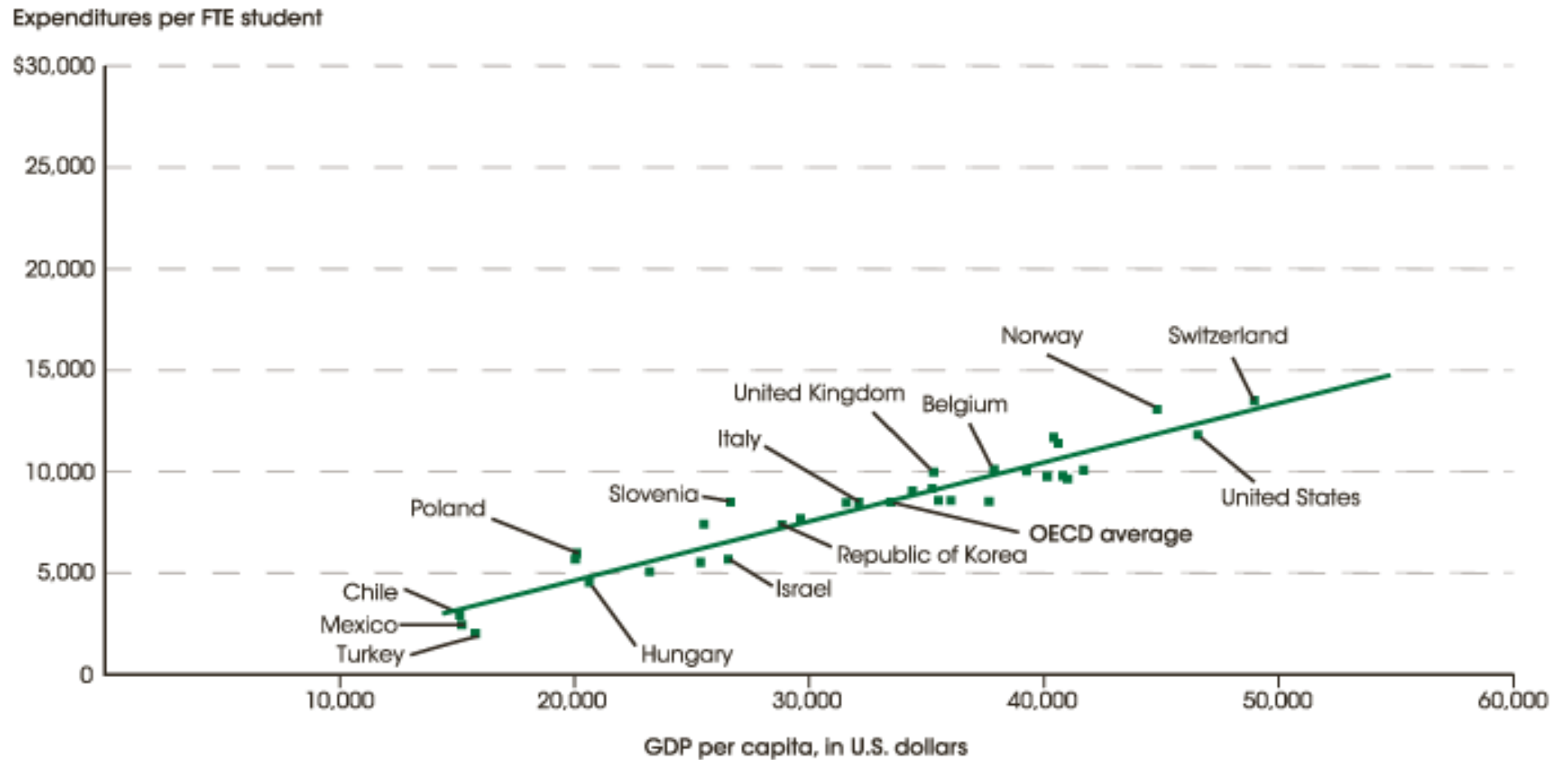
U.S. Dept. of Ed., "Digest of Education Statistics," & NAEP tests, Long Term Trends, 17-year-olds.

Chart by:

Andrew J. Coulson,
May 2013

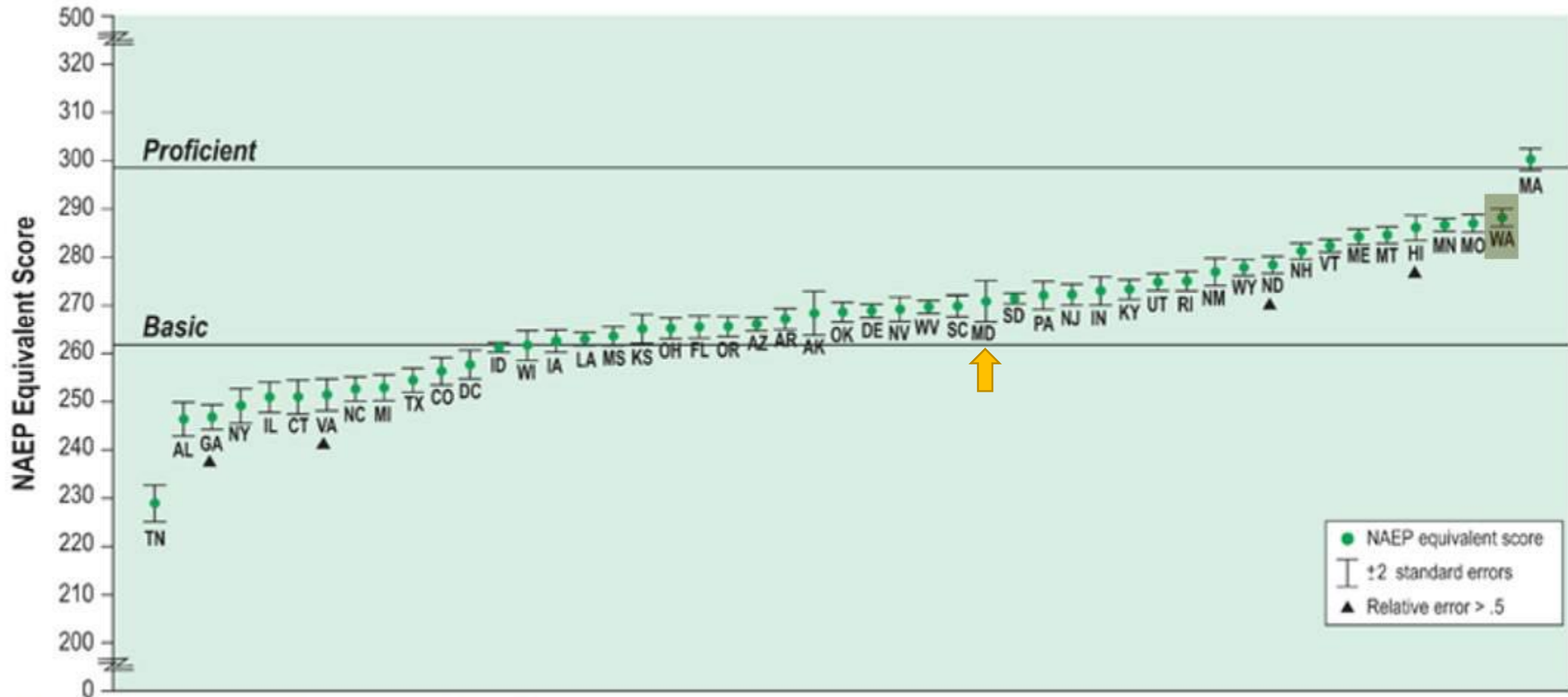
Why Money Isn't The Answer

- We already spend the second most in the world!



Why Maryland's Schools Aren't So Good

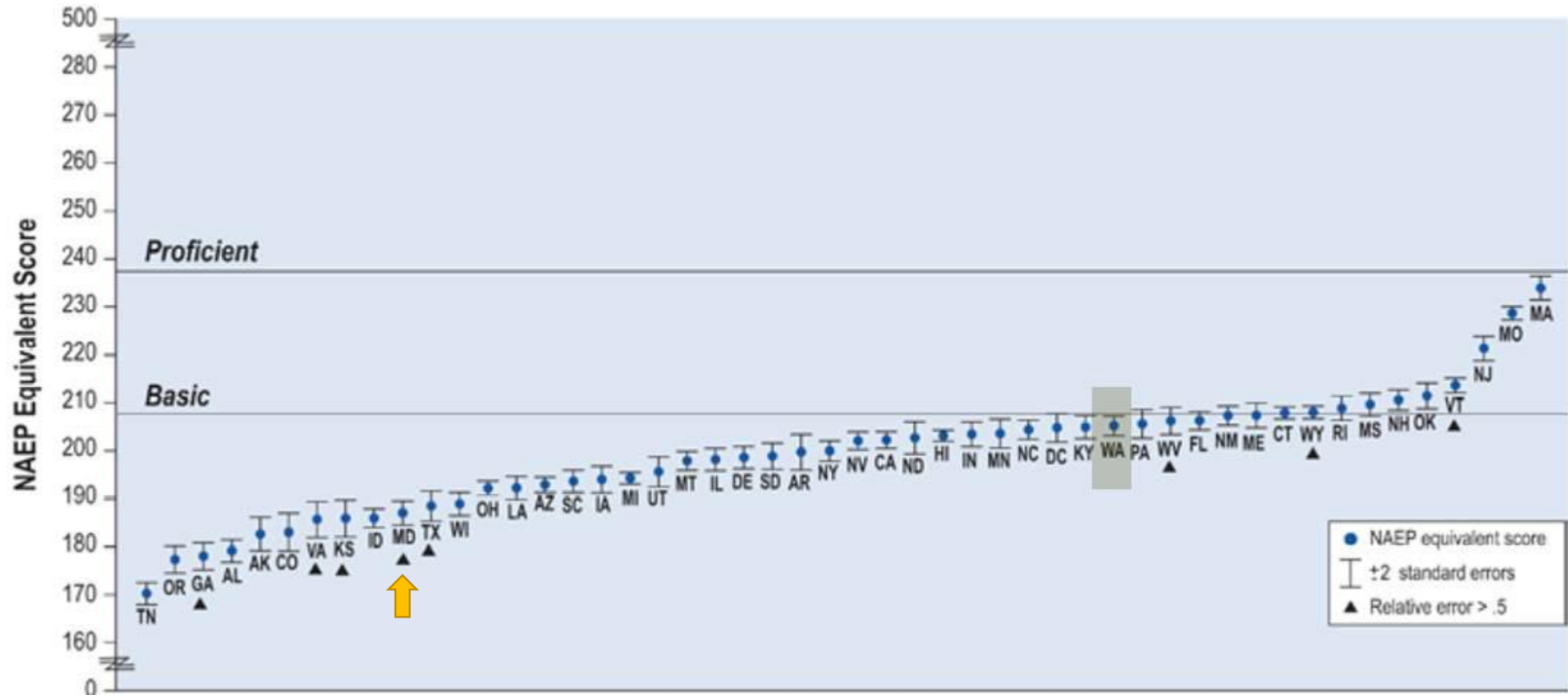
Figure 8. NAEP scale equivalents of state grade 8 mathematics standards for proficient performance, by state: 2009



▲ Inferences based on estimates with relative error greater than .5 may require additional evidence.

Why Maryland's Schools Aren't So Good

Figure 2. NAEP scale equivalents of state grade 4 reading standards for proficient performance, by state: 2009



▲ Inferences based on estimates with relative error greater than .5 may require additional evidence.

Why Maryland's Schools Aren't So Good

- We are in the bottom 10 states for SAT scores!



Rank	State	Participation	Reading	Math	Writing	Total
32	West Virginia	15%	517	505	500	1522
33	Washington	63%	510	518	491	1519
34	California	60%	498	510	496	1504
35	Alaska	54%	507	503	475	1485
36	North Carolina	64%	499	507	477	1483
37	Pennsylvania	71%	497	504	480	1481
38	Rhode Island	73%	497	496	487	1480
39	Indiana	71%	497	500	477	1474
40	Maryland	78%	492	495	481	1468
41	New York	76%	488	502	478	1468
42	Hawaii	63%	484	504	472	1460
43	Nevada	54%	495	494	469	1458
44	Florida	72%	491	485	472	1448
45	Georgia	77%	488	485	472	1445
46	South Carolina	65%	488	490	465	1443
47	Texas	62%	476	495	461	1432
48	Maine	96%	467	471	449	1387
49	Idaho	100%	458	456	450	1364
50	Delaware	100%	456	459	444	1359
51	District of Columbia	100%	440	438	431	1309

Source: <http://blog.prepscholar.com/average-sat-scores-by-state-most-recent>

Why Maryland's Schools Aren't So Good

- 71.3% of high school graduates attending community college need remediation!
- 56.5% of high school graduates attending four year colleges need remediation!

MEDIATION RATES OF MARYLAND HIGH SCHOOL GRADUATES ENROLLED AT MARYLAND PUBLIC INSTITUTIONS, 2011-2012

	No Remediation Needed		Remediation Needed		Total # of Students Enrolled
Chesapeake College of Maryland	38	10.6%	320	89.4%	358
Arundel Community College	886	34.9%	1,650	65.1%	2,536
Anne Arundel Community College	25	3.7%	646	96.3%	671
Howard Community College	151	20.7%	580	79.3%	731
College of Southern Maryland	78	23.4%	256	76.6%	334
Chesapeake College	150	28.4%	378	71.6%	528
College of Southern Maryland	774	51.8%	719	48.2%	1,493
Community College of Baltimore County	567	17.0%	2,776	83.0%	3,343
Frederick Community College	461	44.0%	586	56.0%	1,047
St. Mary's College	38	15.6%	205	84.4%	243
Westminster Community College	148	23.3%	486	76.7%	634
Howard Community College	555	42.4%	755	57.6%	1,310
Howard Community College	298	27.8%	773	72.2%	1,071
Montgomery College	1,296	31.5%	2,815	68.5%	4,111
St. George's Community College	347	22.1%	1,223	77.9%	1,570
Mic Community College	73	14.7%	423	85.3%	496
Total	5,885	28.7%	14,591	71.3%	20,476
University of Maryland System	77	14.4%	459	85.6%	536
University of Maryland System	150	45.0%	183	55.0%	333
University of Maryland System	568	77.1%	169	22.9%	737
University of Maryland System	1,021	100.0%	0	0.0%	1,021
University of Maryland System	1,233	74.9%	413	25.1%	1,646
University of Maryland System	4	6.2%	61	93.8%	65
University of Maryland System, Baltimore County	975	87.1%	145	12.9%	1,120
University of Maryland System, College Park	2,525	96.9%	82	3.1%	2,607
University of Maryland System Eastern Shore	152	29.7%	360	70.3%	512
University of Maryland System	143	21.8%	513	78.2%	656
University of Maryland System	363	100.0%	0	0.0%	363
Total	7,211	75.1%	2,385	24.9%	9,596
Total	13,096	43.5%	16,976	56.5%	30,072

Salisbury University and St. Mary's College of Maryland do not offer remedial coursework

Source: Maryland Higher Education Commission, High School Graduate System, 2012

Our Mission and Vision

- Is the near opposite of the regular public schools:
 - **Curriculum** is content-rich and organized by history
 - **Instruction** follows research-based and research-validated teaching techniques
 - **School Administration** can act independently of FCPS; streamlined, responsive
 - **Work Environment** is flexible with higher pay and benefits
 - **Staff** are independent scholars
 - **Policy** decisions are driven by evidence
 - **Attitude** is parents are the primary educators; no “educational exceptionalism”
 - **Research** trumps philosophy
 - **Goal** is to sustain the republic
 - **School Choice** is seen as a fundamental right needing legal protection
 - **Funding** is equal to the regular public schools and never an excuse

The Governor's Bill

- Why we supported it
 - **Fair Funding** – 98% instead of 68% we get now
 - **Fairness** – Guaranteed a binding appeal to the State Board
 - **Freedom** – We could actually operate the school we started!
- Why it was needed
 - All three leading charter organizations rank Maryland's law one of the worst
 - Boards of Education are both the school's authorizer (ok) and operator (wrong)
 - Some granting agencies won't consider providing funding due to our law.
 - **We cannot fulfill our mission and vision without changes to the law.**

Questions and Answers

