

# WHAT IS A CHARTER SCHOOL?



BIRMINGHAM EDUCATION FOUNDATION



# THE BASICS ABOUT CHARTER SCHOOLS

## What is a charter school?

Charter schools are **tuition-free** public schools. While **open to all** students in the state, preference is given to those residing in the district where the school is located. Charter schools can be operated as a single independent campus or within a network of other charter schools. They are governed by a separate board and managed independently of the district. The non-profit board makes the major decisions about how the school is run.

## Why were charter schools developed?

First implemented in Minnesota in 1992, charter schools were initially intended as a way to promote innovation within the public school system.<sup>1</sup> They were seen as educational laboratories that would allow faculty and school leaders the flexibility to experiment with new approaches to teaching.<sup>2</sup> Charters still focus on innovation, but over the last several decades, the purpose and promise of charter schools has changed. They have emerged as an important component of a larger school choice movement. In many US regions, charters now represent an alternative to chronically underperforming traditional schools -- particularly in major urban areas.<sup>3</sup>

## What are the essential characteristics of a charter school?

Charter schools receive *more autonomy* in exchange for *more accountability*. They have the independence to make their own school operations decisions. They determine the curriculum, the calendar, and the schedule. They have the freedom to determine which teachers should be hired and fired and whether or not teachers need to be certified. In return, charters are expected to meet particular academic performance goals. A school might, for example, commit to raising the reading and math proficiency among all students by 3% annually. The specific goals are established in each school's **charter**, the legal contract or agreement between the school and its authorizer. In Alabama, each charter school receives a five-year agreement, including a required annual evaluation of the school's performance.<sup>4</sup>

A typical charter includes the school's specific **mission/vision, educational objectives, curriculum, fiscal management procedures, strategic plan, governance structure, and student performance targets**. The charter outlines what the school intends to do, how it plans to do it, and what stakeholders can expect to see (and by when) in terms of benchmarks and student learning outcomes. The charter establishes the performance framework -- including annual and five-year goals for academic growth, achievement, and attendance -- that the school must meet in order to stay open.



# CHARTER SCHOOLS BY THE NUMBERS

## In the US<sup>5</sup>

**Over 7,000**  
charter schools  
are currently in operation

**3 million**  
total students are enrolled  
in a charter school

This represents

**6%**  
of all U.S. public-school students

Charter school students are:

33% Hispanic,  
32% White,  
26% Black  
4% Asian/Pacific Islander,  
4% Two or more races,  
1% American Indian/Native Alaskan

**58%**  
of charter schools  
serve students from  
low-income backgrounds

## In Alabama<sup>6</sup>

**Only 4**  
charter schools  
are currently in operation  
(3 more will open in Fall 2021)

**1,320**  
total students are enrolled  
in an AL charter school  
(3,000 total by Fall 2021)

This represents

**fewer than 0.2%**  
of all AL public-school students.

Need stats for AL charters.

**63%**  
of students in  
Alabama charter schools  
are from low-income backgrounds\*

## Does Alabama have charter schools?

Alabama opened its first charter school in the Fall of 2017.<sup>7</sup> There are currently two types of charter schools authorized by the state.

 **Start-up charter school** -- a brand new school with a new student population and staff. A start-up charter can be housed in an existing school building, in a brand-new structure, or in a repurposed facility. ACCEL Academy, for example, operates in a former retail space.

 **Conversion charter school** -- a school that previously operated as a traditional public school within a school district. The conversion charter usually remains in its existing building with its existing student population. Previous school leadership and staff may be released and/or re-assigned.

Four start-up charters (ACCEL Academy, LEAD Academy, Legacy Prep Academy, and University Charter School) currently operate in the state; two additional start-ups (I3 Academy in Birmingham and Capstone Charter School in Tuscaloosa) are scheduled to open in 2020 and the fall of 2021 respectively. Dixon Elementary (Montgomery) is scheduled to reopen in the fall of 2021 as the state's first conversion charter school.<sup>8,9</sup>

# START-UP CHARTERS VS. CONVERSION CHARTERS

Both start-up and conversion models share certain basic characteristics that define them as charters. They are independently **governed** and operated and enjoy significant **independence** and **flexibility** surrounding school scheduling, instructional practices/curricula, budgeting, and staffing. Both are also held to specific accountability measures through their written charters. There are also important differences between the two models.

## HOW DO THEY DIFFER, AND WHY DOES IT MATTER?

<i>Start-up charter schools</i>	<i>Conversion charter schools</i>	<i>Why does it matter?</i>
<ul style="list-style-type: none"> <li>Students in start-up charters are treated like students in a separate, independent school district. As a result, state, federal, and a portion of local funding leaves the district and follows the student to the start-up charter school.</li> <li>Student performance data belongs to the start-up charter alone.</li> <li>Students must apply to attend a start-up charter; if applications exceed enrollment, a student may not be selected in the randomized lottery.</li> </ul>	<ul style="list-style-type: none"> <li>Students enrolled in conversion charters are counted as a part of the home district. Funding from all government sources stays within the district where the conversion charter is located.</li> <li>Student performance data belongs to the home school district.</li> <li>Families zoned for the neighborhood school that reopens as a charter are automatically enrolled.</li> </ul>	<ul style="list-style-type: none"> <li>One of the strongest criticisms of charter schools is that they divert financial resources away from neighborhood schools. With conversion charters, all government funding remains within the district. Transforming to a conversion charter can also help a struggling school to stem the financial loss resulting from declining student enrollment.</li> <li>Conversion charters are not ‘in competition’ with the district; when the charter succeeds, the district succeeds.</li> <li>Since students previously zoned for the traditional school are guaranteed access to the conversion charter school, neighborhood students experience true equity of access.</li> </ul>

Conversion charter schools offer a promising, labor-intensive alternative to start-up charters. For communities seeking innovations but wishing to keep funds under district control, the model represents a possible third way. While research suggests that conversion charters can positively contribute to school turnaround, success requires resilience and strong stakeholder buy-in. Even charter advocates acknowledge that building effective conversion charters involves some of the hardest school reform work that exists in K-12 education.<sup>10</sup>

# How does someone get a charter school in AL?

## Step 1

Before submitting an application, charter school leaders must apply for federal 501(c)(3) nonprofit status for their organization.

## Step 2

You submit your application to either your local charter school authorizer or the Alabama Public Charter School Commission (APCSC). Each authorizer releases details about the types of schools that they believe will address their districts' needs. This information is then outlined in each authorizer's Request For Proposals.

If your desired charter school location is *within the boundaries* of a school district that operates as a charter school authorizer (**Athens City, Birmingham City, Greene County, Macon County, or Montgomery County**), you must apply through the school district. Some districts, like Birmingham City, also require you to submit a Letter of Intent before your application.

*If your local district is not an authorizer*, you must apply directly to the Alabama Public Charter School Commission (APCSC). The APCSC does not release an RFP, and the application can be found at the [Charter Tools](#) website.

## Step 3

The authorizing board conducts a review of the application to determine if it meets their criteria.

## Step 4

The authorizing board holds a public hearing for school leaders to answer questions about the school model and to allow for proponents and opponents to share their opinions.

## Step 5

After the hearing, there is a final authorizing school board vote. If there isn't a local authorizer, the vote goes before the Alabama Public Charter School Commission.



**If the application is denied by the local authorizing board**, school leaders can appeal to the Alabama Public Charter School Commission.

**If the application is approved**, charter school leaders begin to prepare for year one by securing a location, hiring staff, building out systems and curriculum, and recruiting students.<sup>11</sup>

## Are all charter schools required to use the same design or school model?

There are no mandated school models for charter schools (i.e. STEAM, community school, etc.).

These decisions are up to each school's leader and governing board.

- [University Charter School](#) in Livingston, AL uses both the STREAM and place-based models. STREAM stands for Science, Technology, Reading, Engineering, Arts, and Mathematics. [Place-based schools](#) are a model born out of the [Rural School Collaborative](#) that emphasizes the connection between the school and its local community. UCS works closely with the University of West Alabama and the city of Livingston to take advantage of local resources, integrating them into their curriculum and student experience.
- [ACCEL Day and Evening Academy](#) uses a competency-based phase progression, allowing students to progress through a college-preparatory curriculum at their own pace as they master the academic content. Students are also able to take advantage of AP courses and dual enrollment at local two- and four-year universities.
- [Legacy Prep](#) uses the STEAM model, emphasizing Science, Technology, Engineering, Arts, and Mathematics through a curriculum that is designed around and delivered through projects. [I3 Academy](#) will also use a STEAM curriculum.

## How does a student enroll in a charter school?

Under Alabama Code, Section 16-6F-5, charter schools must first enroll students who live within the school system in which they are located.

- If demand exceeds capacity, then the charter school must conduct a random selection process with applicants who live within the school system to fill the remaining seats.
- If the school has extra capacity, the charter school must admit any students without regard to their residency through a random selection process. This selection process is mandated to take place at a public meeting that is called by the school's governing board and should follow all of the requirements of the Alabama Open Meetings Act.<sup>12</sup>

### ***What is an Authorizer?***

Authorizers are the groups or entities who have been given authority by the state to approve or create a charter school. They are also responsible for monitoring and ensuring the charter school's compliance and progress. In Alabama, authorizers can be either an individual school district or the Alabama Public School Charter Commission.<sup>29</sup>

In Alabama, **Athens City, Birmingham City, Greene County, Macon County, or Montgomery County** are the only school districts that are authorizers.

## How does a charter school receive money?

Alabama charter schools receive federal, state and (possibly) local funding based upon their total student enrollment.<sup>13</sup> In Alabama, this number is referred to as a school's Average Daily Membership (ADM).

For every student that is enrolled, charter schools receive 100% of federal funds and 100% of state funds. Though Alabama's charter law also authorizes charters to receive a portion of local funding (up to each district's local match), charter schools' access to local dollars remains unresolved. As yet, there is no clear state standard for how much local funding a charter school actually receives.<sup>14</sup>

Charter schools do not, as a rule, receive more money than traditional public schools from government sources. In fact, a recent analysis comparing charter school and traditional school financing in 14 metropolitan areas found that **charter schools received, on average, 27% less in per-pupil funding than traditional public schools.**<sup>15</sup> The source of the gap came largely from charter schools' restricted access to local revenue sources. While some charters enjoy a distinct advantage over traditional schools in securing private or philanthropic dollars through fundraising, the study also revealed that nearly two thirds received no revenue from non-public sources.<sup>16</sup>

Unlike traditional schools, **charter schools must pay for facilities costs out of their operational budget.**<sup>17</sup> Whether leasing/renting space or paying for building construction, maintenance, and operations, facilities-related costs often represent a significant expense for many charter

schools.<sup>18</sup> While per-pupil facilities allowances or facilities grant programs are now available in many states, facilities expenses remain an ongoing struggle for the sector. Nationally, on average, charter schools allocate anywhere from 8-14% of their budgets to facilities costs.<sup>19</sup>

### ***What do parents think of charter schools?***

A 2016 survey found that, across five characteristics -- teacher quality, school discipline, expectations for student achievement, safety, and instruction in character or values -- charter school parents were, on average, 13 percentage points more satisfied than parents of children in district schools.<sup>20</sup>

# THE TRUTH ABOUT CHARTER SCHOOLS

**Charter schools are public schools.** They are not private schools, and they do not charge tuition.

**Charter schools cannot teach religion.** Similar to traditional schools, they can instruct about religion from a broad perspective but cannot require students to adhere to or practice particular religious beliefs.

**Charter schools cannot choose their students.** If they have available seats, they must enroll any student that applies. This includes students with special needs. Charter schools are also required by law to provide all of the services covered in a student's individual education plan (IEP).

**Charter schools cannot simply take the 'best' students or the 'cream of the crop.'** Charter schools do not have academic criteria for admission. Unlike magnet schools, all students that apply are accepted as long as there is space in the school. That being said, since students and families must submit an application, it is essential that information about enrollment is widely accessible for all families.

**Charter schools are neither 'all good' nor 'all bad.'** Historically, the charter sector has a mixed record when it comes to student performance outcomes, with examples of both remarkable successes and indisputable failures.<sup>21</sup> As one scholar put it, "The charter track record can best be described as stunningly uneven."<sup>22</sup> That said, national averages often 'mask' the strong performance numbers for specific subgroups. There is a significant and growing body of evidence that connects charter schools to student academic gains -- particularly

for black and Latinx students living in urban districts.<sup>23</sup> One recent large-scale study, for example, found that urban charter school students saw annual growth that significantly outpaced their traditional school peers. Compared to similar students in zoned schools, charter school students showed growth that was the equivalent of receiving 40 additional days of instruction in math and an additional 28 days of instruction in reading.<sup>24</sup>

A 2019 nationwide study also found that, as charter market share increased significantly in a community, so too did the math and english standardized test scores for the community's black and Latinx student populations, including those of students still enrolled in traditional public schools.<sup>25</sup> The data indicates that, particularly in urban districts, a growing charter school presence tends to improve student academic outcomes for *all* students.<sup>26</sup> Simply stated, a strong charter school sector seems to 'lift all boats.'

**Charters fare better in environments where consistent oversight and regular monitoring take place.** How a charter is operated, funded, and managed matters. Having a limited number of authorizers and maintaining a consistent, high-quality oversight process are also critical to setting the stage for successful charter school outcomes.<sup>27</sup> Alabama's 2015 charter law includes several provisions that create the conditions for the growth of a healthy, accountable charter sector. By banning virtual charter schools and for-profit charter operators, placing limits on the initial growth of new charters, and maintaining a narrow list of approved authorizers, the legislation established a considered, controlled approach to charter school creation and expansion.<sup>28</sup>

# PUBLIC SCHOOL MODELS

*How are they similar? How are they different?*

	Traditional Schools	Magnet Schools	Charter Schools
Enrollment			
<i>Do these schools require an application?</i>	<input checked="" type="checkbox"/> No. Public schools have no application process.	<input checked="" type="checkbox"/> Yes. It is typically a selective admissions process.	<input checked="" type="checkbox"/> Yes. It is a non-selective admissions process. <b>There are no academic requirements for enrollment.</b>
<i>Can schools choose which students they decide to admit?</i>	<input checked="" type="checkbox"/> No. All students who live in a school's zoned attendance area must be enrolled in the neighborhood school.	<input checked="" type="checkbox"/> Yes. All students who live in the magnet's district are eligible to apply, but actual admissions are typically based on test scores, academic records, or other performance-based standards. <b>Schools select which students may attend.</b>	<input checked="" type="checkbox"/> No. <b>If they have available capacity, charters must enroll any student who applies.</b> If applications exceed available slots, schools must conduct a randomized lottery to determine enrollment. If a school has extra capacity once in-system demand has been met, the charter can admit students without regard to residency. This also involves a randomized selection process. This selection process must take place at a public meeting that is called by the school's governing board and should follow all of the requirements of the Alabama Open Meetings Act.
<i>Can schools deny enrollment to students with special needs or disabilities?</i>	<input checked="" type="checkbox"/> No.	<input checked="" type="checkbox"/> No. Applicants cannot be denied admission based on special needs or disability status itself, but special needs students can be denied admission for a failure to meet established performance standards.	<input checked="" type="checkbox"/> No. <b>Charters are public schools and, by law, open to all students.</b> Charter schools are also required to provide all of the services covered in students' individual education plans (IEPs).
<i>Can schools limit enrollment based on predetermined capacity or space limits?</i>	<input checked="" type="checkbox"/> Not typically. Broadly speaking, public schools must accommodate all zoned students, regardless of grade level, time of year, or building capacity.* In areas where a sudden population spike causes a surge in student population (e.g., Houston, TX), districts have been allowed to cap enrollment. <sup>30</sup>  *Many school systems use modular/portable classroom units to accommodate enrollment that exceeds building capacity.	<input checked="" type="checkbox"/> Yes. Magnets can set enrollment limits by grade/by school and are not required to enroll students after the start of the academic year.	<input checked="" type="checkbox"/> Yes. Charters may establish enrollment caps, are permitted to restrict enrollment to specific 'entry point' years, and are not required to enroll students after the start of the academic year.

	<b>Traditional Schools</b>	<b>Magnet Schools</b>	<b>Charter Schools</b>
<b>Funding</b>			
<i>Do these schools charge tuition?</i>	<input checked="" type="checkbox"/> No.	<input checked="" type="checkbox"/> No.	<input checked="" type="checkbox"/> No. As public schools, charters are legally prohibited from charging tuition.
<i>Are these schools funded primarily through a combination of state Formula dollars, federal money, and a share of local governmental revenue?</i>	<input checked="" type="checkbox"/> Yes.	<input checked="" type="checkbox"/> Yes.	<input checked="" type="checkbox"/> Yes. In Alabama, charter schools receive 100% of the per-student state and federal funding associated with each charter student; they are also supposed to receive each pupil's share of local funds up to the 10 mill match. State law surrounding the local match remains in dispute. As yet, there is no clear state directive on what local dollars charter schools should receive.
<b>Operations</b>			
<i>Do these schools provide free transportation to students?</i>	<input checked="" type="checkbox"/> Yes.	<input checked="" type="checkbox"/> Yes.	<input checked="" type="checkbox"/> Sometimes While Alabama state law does not <i>mandate</i> that charter schools provide free transportation to students (except those with disabilities), most state charters already do provide free transportation or plan to do so in the near future.
<i>Are schools able to control their own calendar, schedule, budgetary priorities, and personnel policies?</i>	<input checked="" type="checkbox"/> No.	<input checked="" type="checkbox"/> No.	<input checked="" type="checkbox"/> Yes.
<b>Accountability</b>			
<i>Must schools adhere to all state academic standards?</i>	<input checked="" type="checkbox"/> Yes.	<input checked="" type="checkbox"/> Yes.	<input checked="" type="checkbox"/> Yes.
<i>Do schools require all students to take statewide standardized assessments?</i>	<input checked="" type="checkbox"/> Yes.	<input checked="" type="checkbox"/> Yes.	<input checked="" type="checkbox"/> Yes. Charter school students participate in all state assessments and receive a state report card grade.
<i>Can schools be shut down for a failure to meet student performance goals?</i>	<input checked="" type="checkbox"/> No.	<input checked="" type="checkbox"/> No.	<input checked="" type="checkbox"/> Yes. Schools are held to the improvement measures outlined in the charter.

## Endnotes

1. National Education Association (NEA), "Charter Schools 101," Accessed May 15, 2020, <http://www.nea.org/home/60831.htm>.
2. Zachary Jason, "The Battle Over Charter Schools," *Harvard Ed. Magazine*, Harvard Graduate School of Education (Summer 2017), <https://www.gse.harvard.edu/news/ed/17/05/battle-over-charter-schools>.
3. Susan Dynarski, "Urban Charter Schools Often Succeed. Suburban Ones Often Don't," *The New York Times*, November 20, 2015, Accessed May 18, 2020, <https://www.nytimes.com/2015/11/22/upshot/a-suburban-urban-divide-in-charter-school-success-rates.html>
4. Alabama Code Title 16. Education § 16-6F-7(d). <https://codes.findlaw.com/al/title-16-education/al-code-sect-16-6f-7.html>.
5. National Charter School Resource Center (NCSRC), "What is a Charter School? A Brief History of Charter Schools in America/ Life Cycle of a Charter School," Accessed May 10, 2020, <https://charterschoolcenter.ed.gov/what-charter-school>. Information is based on the National Center for Educational Statistics (NCES) Public Charter School Enrollment Data for Fall 2016.
6. New Schools for Alabama, "Find a Charter School," Accessed May 13, 2020, <https://www.newschoolsforalabama.org/copy-of-find-a-charter>. **Additional citation to cover information from Tyler?**
7. Joe Emer (Studio 10 host web post), "ACCEL Day and Evening Academy Opening its Doors," *Fox10 News*, August 17, 2017, [https://www.fox10tv.com/studio10/accel-day-and-evening-academy-charter-school-opening-its-doors/article\\_0c5e8889-5146-55f9-b212-f35ab4991321.html](https://www.fox10tv.com/studio10/accel-day-and-evening-academy-charter-school-opening-its-doors/article_0c5e8889-5146-55f9-b212-f35ab4991321.html).
- 8.
- 9.
10. Julie Corbett, "Chartering Turnaround: Leveraging Public Charter School Autonomy to Address Failure," National Alliance for Public Charter Schools, August 2015, 4, <https://files.eric.ed.gov/fulltext/ED559988.pdf>. See also: Notes from conversations with Emily Shultz, Director of State Advocacy and Policy at the National Alliance for Public Charter Schools.
11. **How do you get a charter in AI?**
12. Alabama Code §16-6F-5, Justia, Accessed June 1, 2020, <https://law.justia.com/codes/alabama/2019/title-16/chapter-6f/section-16-6f-5/>.
13. Alabama State Department of Education (ALSDE), "Charter Schools and Flexibility: FAQs (Financial Management: How are public charter schools funded?)," Accessed June 1, 2020, <https://www.alsde.edu/ofc/cs/Pages/faqs-all.aspx>.
14. **No clear standard for local funding.**
15. Corey A. DeAngelis, Patrick J. Wolf, "Charter School Funding: (More) Iniquity in the City," The School Choice Demonstration Project, Department of Education and Reform, University of Arkansas, November, 2018, 5, <https://www.cato.org/sites/cato.org/files/articles/charter-school-funding-more-inequity-in-the-city.pdf>.
16. DeAngelis et al., "Charter School Funding," November 2018, 24-25.
17. Kristen Nye Larson, "Strategies for Improving Charter Schools Facilities Funding," The Lexington Institute, July 2016, 1-2, <https://www.lexingtoninstitute.org/wp-content/uploads/2016/07/Charter-School-Facilities-Funding.pdf>. See also: National Alliance for Public Charter Schools (blog post), "5 Things to Know About Charter School Facilities," September 18, 2018, <https://www.publiccharters.org/latest-news/2018/09/18/5-things-know-about-charter-school-facilities>.
18. Larson, "Charter School Funding," 1-2.
19. State Charter School Foundation of Georgia, "Georgia State Charter School Facility Landscape Analysis," January 2019, 1, [https://scsfga.org/wp-content/uploads/2019/02/SCSF\\_Georgia-Facilities-Landscape-Executive-Summary.pdf](https://scsfga.org/wp-content/uploads/2019/02/SCSF_Georgia-Facilities-Landscape-Executive-Summary.pdf). For the 8-14% figure, see the national benchmark overlay on "Reported Per-Pupil Facility Expense" graph. It should be noted that there is wide variation in this statistic by region and by facility type (whether space is leased from the district or whether private facilities have non-profit or for-profit developers).
20. Samuel Barrows, Paul E. Peterson and Martin R. West, "What Do Parents Think of Their Children's Schools?," *EducationNext*, Spring 2017, VOL. 17, NO. 2 <https://www.educationnext.org/what-do-parents-think-of-childrens-schools-ednext-private-district-charter/>.
21. Jason, "The Battle Over Charter Schools," 2017.
22. Jason, "The Battle Over Charter Schools," 2017. In the article, the quote is attributed to Dr. Chester Finn, author of *Charter Schools at the Crossroads*.
23. Center for Research on Education Outcomes (CREDO), "Urban Charter School Study Report on 41 Regions," Stanford University, 2015, v-vi (Highlights of the Report), <https://urbancharters.stanford.edu/download/Urban%20Charter%20School%20Study%20Report%20on%2041%20Regions.pdf>.
24. CREDO, "Urban Charter School Study," 2015, v.
25. David Griffith, "Rising Tide: Charter School Market Share and Student Achievement," Thomas B. Fordham Institute, September 26, 2019, 8, <https://fordhaminstitute.org/national/research/rising-tide-charter-market-share>.
26. Griffith, "Rising Tide," 2019, 8-11.
27. Joey Gustafson, "Charter Authorizers Face Challenges: Quality Control Takes Money and Staff," *EducationNext*, Summer 2013, VOL. 13, NO. 3, Accessed June 1, 2020, <https://www.educationnext.org/charter-authorizers-face-challenges/>.
28. National Alliance for Public Charter Schools (NAPCS), "Charter Law Database: Alabama," publiccharters.org, Accessed June 1, 2020, <https://www.publiccharters.org/our-work/charter-law-database/states/alabama#:~:text=Alabama%20law%20provides%20that%20authorizers.Choice%20and%20Student%20Opportunity%20Act>. According to NAPCS, Alabama's 2015 Charter law meets many of the standards considered to be 'best practices' for state charter legislation. The law receives high marks for its

quality controls, including transparency and accountability.

29. Alabama State Department of Education (ALSDE), “Charter Schools and Flexibility FAQs (General Questions: How are Alabama public charter schools established?),” Accessed June 2, 2020, <https://www.alsde.edu/ofc/cs/Pages/faqs-all.aspx>.
30. Ericka Mellon, “Enrollment caps at popular schools cause uncertainty for some parents,” *HoustonChronicle.com*, August 8, 2015, Accessed June 1, 2020, <https://www.houstonchronicle.com/news/education/article/Enrollment-caps-at-popular-schools-cause-6433388.php>.

Written by

Maureen Moose

Birmingham Education Foundation Policy Specialist

Copyright 2020, Birmingham Education Foundation

Permission to copy any or all of this report is granted as long as  
Birmingham Education Foundation is credited.

Electronic copies of this report can be found at [edbirmingham.org](http://edbirmingham.org)

For additional hard copies, contact:

Corinn O’Brien

Policy & Advocacy Manager

[cobrien@edbirmingham.org](mailto:cobrien@edbirmingham.org) or 205.582.8740



BIRMINGHAM  
**EDUCATION**  
FOUNDATION