

**Metropolitan Preparatory Academy**  
**Charter School and District Schools: A Comparison of Education and Related Services and Resources**

There are substantially equal coeducational middle and high schools in the district. In addition to our proposed school, the District includes 8 coeducational middle schools, 5 coeducational high schools, and 4 coeducational specialty high schools including 2 coeducational, quality magnet programs (Richmond Community High School and Open High School), and a governor's school which ranked recently among the top 4 academically competitive high schools in the country.

In accordance with federal 34 CFR 106.34(c) (3) regarding access to education, we expect that the criteria for admission; educational benefits provided; including the quality, range, and content of curriculum and other services; and the quality and availability of books, instructional materials, and technology; the quality and range of extracurricular offerings; the qualifications of faculty and staff; geographic accessibility; the quality, accessibility, and availability of facilities and resources; and intangible features, such as reputation of faculty will be comparable, partly because the anticipated per pupil allocations to the charter school will be no greater than allocations to other public schools (and, possibly as much as \$5,000 per pupil less).

## Metropolitan Preparatory Academy

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The policies of admission and geographic accessibility for Metropolitan Preparatory Academy are relatively more liberal than those of peer schools in the sense that we are planned as an open enrollment program. We attach an explanatory chart, APPENDIX A.2-3, Comparison of Education and Related Services, which itemizes and compares the internal services and resources noted in the federal CFR with external availability at other middle and high schools in the district. Additionally, we attach a copy of 34 CFR 106.34(c) (3) regarding access to education (APPENDIX A.2-4).

Based on our analysis of the 18 specialized programming features at Metropolitan Preparatory Academy (extracted from the categories cited in the CFR), 14 services/resources (77.7%) are presently available to students in other district schools. The 14 common educational services/resources---which include our credited curriculum offerings and instructional and administrative time---also consume more than 80% of the school's budget and about the same proportion of our human resources efforts, and school time. For example, instructor and administrator salaries and wages comprise approximately 80% of the school operating expenses annually. Because we will be applying the same "high-quality" standard which governs Richmond Public Schools hiring choices---and offering comparable faculty

## Metropolitan Preparatory Academy

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and administrator pay---we expect instructional and management quality at Metropolitan Preparatory Academy will be on par with the district.

Henceforth, we conclude that, while a handful (4 or so) niche program features exist, the district currently provides "substantially equal" coeducational opportunities for students at other middle and high schools city-wide.

As further affirmation of the "substantial" comparability of educational opportunities at the charter school and elsewhere in the district, we have estimated economic values (in either person-hours/cost) for the 4 "unique" program elements, and we determine that 3 of the 4---Saturday School, Cognitive Calisthenics, and instructional technology---at about 5% total, are nominal in value relative to the school's most material budget line items.

And, whereas the fourth special feature, "extended days" is significantly different from time in school around the district---approximately 360 instructional hours more per year---the Commonwealth's charter school law sets providing "alternative innovative instruction and school scheduling, management and structure" as a target, "innovative" objective for charter schools.

Metropolitan Preparatory Academy  
 Charter School and District Schools: A Comparison of Education and Related Services and Resources

Charter School Education & Related Services	Offered in District Coed Schools	Value: Time/Economic	Notes
1)Curriculum quality	✓		We will be using a standard SOL –based curriculum (VBPS curriculum) for credited classes to include core classes, fine arts, health/P.E., global language, and technology courses.
2)Curriculum range	✓		Due to the remedial focus (dual periods of English and Math), the school’s range of core and extracurricular offerings will be more narrow than other district public middle/high schools.
3)Curriculum content	✓		We will be using a standard SOL –based curriculum (VBPS curriculum) for credited classes to include core classes, fine arts, health/P.E., global language, and technology courses. Specialized programming will be offered as symposiums. Student time allocated to specialized programming will be diminimis relative to time allocated to core curriculum and traditional electives such as global languages.
<b>Other services:</b>			
1) Year-Round School.	✓		Same 180-day school year as RPS, plus 5-week summer school.
2) Extended Days and Saturday School.		Saturdays=> 2% - 36 hours/yr. Extended Days=>21% - 360 hours/yr.	Saturday school will generally only be held once monthly. 4 hour symposium---36 hours per year. Diminimis relative to total programming. Students will have approximately 10 hours additional classroom time per week than their other public school peers. Charter law encourages creative scheduling as an innovative instructional strategy.
3)After-School Tutoring.	✓		RPS provides afterschool tutoring and enrichment through Supplemental Education Services and the Renaissance Program.
4) 5-Week Summer Program.	✓		RPS provides Summer School through Supplemental Education Services.

Metropolitan Preparatory Academy  
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5) Early College Scholars.	✓		<a href="http://www.doe.virginia.gov/instruction/graduation/early_college_scholars/">http://www.doe.virginia.gov/instruction/graduation/early_college_scholars/</a>
6) Career and Technical Training.	✓		<a href="http://www.doe.virginia.gov/instruction/career_technical/index.shtml">http://www.doe.virginia.gov/instruction/career_technical/index.shtml</a>
7) Individualized Coaching.			Our student-instructor ratio of 20:1 is on average close to the district ratio for middle/high schools of 22:1. We have a needs-driven model and will maximize resource utilization to meet needs.
8) Cognitive Calisthenics		3.7%=> 65 hours/yr.	Cognitive training happens in Summer school and is incorporated into the Health/P.E. curriculum. *
<b>Resources:</b>			
1) Quality and availability of books.	✓		Students books will be substantially the same books used by the VBPS/RPS Public Schools given we are utilizing VBPS curriculum.
2) Quality and availability of instructional materials	✓	My Reading Lab (remedial reading software) will only cost \$15/student/yr. Far less than .25 of 1% of the est. \$10,000 per pupil fed & state funding amount. Immaterial.	Substantially comparable to the district in that we will be bound by district per pupil budgeting.
3) Quality and availability of technology		Individual laptops are the key feature. At \$500/pupil. They represent 5% of the per pupil amount in year 1. But, less than .10 of 1% of the per pupil amount over the student's 7-year tenure. Nominal.	Given that we will be a new school, our technological resources will be more comparable to the district's 4 new schools.
4) Quality and range of extracurricular offerings	✓		We will be using a standard SOL –based curriculum (VBPS curriculum) for credited classes to include core classes, fine arts, health/P.E., global language, and technology courses. Specialized programming will be offered as symposiums. Student

Metropolitan Preparatory Academy  
 Charter School and District Schools: A Comparison of Education and Related Services and Resources

			time allocated to specialized programming will be diminished relative to time allocated to core curriculum and traditional electives such as global languages.
5) Qualifications of faculty and staff	✓		We will be subject to and applying the VDOE “highly qualified” Standard which is required of all districts. We will also be subject to and applying the Commonwealth’s performance standards as Communicated in its <i>Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators and Superintendents</i> .  <a href="http://www.doe.virginia.gov/teaching/highly_qualified/">http://www.doe.virginia.gov/teaching/highly_qualified/</a>
6) Geographic accessibility	✓		RPS Transportation services will supply a hub network making Metro Prep accessible to students city-wide.
7) Quality, accessibility, and availability of facilities	✓		Given approval, we would likely be based in one of three recently surplus RPS school buildings. Per discussions with the RPS Chief of Operations, each of the properties is fully operational and ADA compliant.