TABLE 1. ACCESS ISSUES THAT ARISE AS CHARTER ENROLLMENT GROWS

ENROLLMENT ISSUES	RESOURCE ISSUES	STUDENT EQUITY ISSUES	ACCOUNTABILITY ISSUES	COMMUNICATION ISSUES
If schools have different *enrollment processes...*	If charters do not have access to free or low-cost *facilities...*	If charters cannot or do not serve a *proportional share of students in each grade or the highest needs students,* including students with disabilities, English learners, and students who transfer during the year...	If charter authorizers and districts have *different criteria for opening and closing schools...*	If charters become a *more visible* part of the education landscape...
• *Families* may struggle to navigate multiple systems. • *Districts and charters* may face uncertainty related to student counts and funding as students move on and off waiting lists at the start of the year.	• The supply of schools may not match the demand, leaving some *families* with many choices, while others have few. • *Districts* may face intense charter competition in some communities and serve the entire student population in others. • Fewer high-quality *charters* may open.	• Some *families* may have few or no options. • *Districts* must find a placement for those students. • *Charters* may face criticism for failing to serve all students.	• *Families* may have fewer quality school options because fewer higher-performing schools are replacing lower-performing schools. • Low-performing schools, including *district or charter*, may be able to continue operating for too long. • There may be fewer opportunities for excellent *charters* to open and grow.	• *Families* may want more opportunities to influence and engage with charters. • Disparities between charter and district practices may draw increasing attention and scrutiny to *charter* leaders.
If the same *information and metrics* are not available for all schools...	If charter schools do not have access to free or low-cost student *transportation...*	If some schools are more apt to *use exclusionary discipline policies, such as expulsions and out-of-school suspensions...*	If some schools are evaluated using *accountability systems* that are less rigorous than others...	If the district and charters do not have an avenue to *communicate with each other...*
• *Families* may struggle to compare schools and make educated choices for their children.	• *Families* must assume the burden of transporting their children to school, or they will have fewer feasible school choices. • *Charters* must re-direct other funds to transportation or be less accessible to some students.	• Some *students* may find themselves moving from multiple schools. • *Districts* must find a placement for those students (and some students may drop out). • *Charters* may face criticism for failing to serve all students.	• Those schools will appear to *families* and the public to be better than they truly are.	• They will struggle to address the issues in this table to the detriment of *families, districts, and charters.*