



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Report to the North Carolina General Assembly

2020 Annual Charter Schools Report

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165; S.L. 2020-49>

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DPI Chronological Schedule, 2020-2021

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2020 Annual Charter Schools Report Executive Summary

North Carolina state statute requires an annual reporting of charter school performance, impact on district schools, best practices, and other factors. The North Carolina State Board of Education (SBE), Charter Schools Advisory Board (CSAB), and Office of Charter Schools (OCS) welcome this opportunity to reflect on the successes and challenges encountered in the charter sector over the past year. The pandemic forced students, families, staff, and school leaders to quickly adapt to a new way of life. All students became virtual learners, and families took on roles of teacher's assistant and technology department. School staff, teachers, and leaders adapted to serve the needs of their students by reimagining instruction, developing new communication routines, delivering meals and materials, among countless other tasks. The state of North Carolina and her people stepped up in a great time of challenge.

The 2020 Annual Charter Schools Report will highlight the many ways in which North Carolina's charter school community used its flexibility and autonomy to meet the unprecedented needs of students and families. In addition, the report will illustrate innovation and best practices among the charter school community, provide demographic data over the past ten years of charter school growth, report on district impact, charter approvals and accountability. This report will examine the North Carolina NC ACCESS program and equity within the charter sector including the increased implementation of weighted lotteries.

The demand for charter schools continues to grow as evidenced by the continued increase in enrollment despite the pandemic. [National media](#) reported extensively this past year on the effects of the pandemic on student enrollment, including [here in North Carolina](#). At its [February 4, 2021 meeting](#), the SBE heard from the North Carolina Department of Public Instruction's Chief Business Officer, Ms. Alexis Schauss, regarding Allotted Average Daily Membership (ADM). Ms. Schauss [reported](#) a dramatic decline in ADM for the 2020-2021 school year due to the pandemic. She explained, however, that the decline was not seen in charter schools, which experienced growth in every grade level. In contrast, traditional public schools saw declines in every grade level but 10th grade.

During the 2019-2020 school year, over 117,000 North Carolina students were enrolled in charter schools. As of October 1, 2020, over 126,000 North Carolina students are enrolled in charter schools. Self-reported data from the state's charter schools indicate that 78% of charter schools had a waitlist totaling nearly 76,000 students statewide¹.

The North Carolina State Board of Education and the North Carolina General Assembly have each provided critical supports to ensure accountability, oversight, and autonomy in the state's 200 charter schools. The Office of Charter Schools and Charter Schools Advisory Board look forward to continued partnership to ensure North Carolinian families have access to high-quality schools of choice.

¹ Figure may include duplicates, as students are often waitlisted at multiple charter schools.

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Legislation and Historical Background

In 1996, the North Carolina General Assembly passed the Charter School Act, thereby authorizing the establishment of “a system of charter schools to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently of existing schools, as a method to accomplish all of the following:

1. Improve student learning;
2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at-risk of academic failure or academically gifted;
3. Encourage the use of different and innovative teaching methods;
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning at the school site;
5. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
6. Hold the schools established under this Part accountable for meeting measurable student achievement results and provide the schools with a method to change from rule-based to performance-based accountability systems.”

[Article 14A](#), Chapter 115 of North Carolina General Statute sets the parameters for how the system of charter schools must operate. The law includes the following sections:

- Purpose of charter schools; establishment of North Carolina Charter Schools Advisory Board and North Carolina Office of Charter Schools
- Eligible applicants; contents of applications; submission of applications for approval
- Opportunity to correct applications; opportunity to address Advisory Board
- Fast-track replication of high-quality charter schools
- Final approval of applications for charter schools
- Review and renewal of charters
- Material revisions of charters
- Nonmaterial revisions of charters
- Charter school exemptions
- Charter school operation
- Civil liability and insurance requirements
- Open meetings and public records
- Accountability; reporting requirements to State Board of Education
- Charter school facilities
- Public approval for private activity bonds (newly approved, 2020-49)
- Charter school transportation
- Admission requirements
- Charter school nonsectarian
- Nondiscrimination in charter schools
- Student discipline
- North Carolina School Report Cards
- Driving eligibility certificates
- General operating requirements

- Display of the United States and North Carolina flags and the recitation of the Pledge of Allegiance
- Course of study requirements
- Employment requirements
- Identification of low-performing and continually low-performing charter schools
- Causes for nonrenewal or termination; disputes
- Dissolution of a charter school
- State and local funds for a charter school
- Notice of the charter school process; review of charter schools
- Operation of NC Pre-K programs

Finally, G.S. §115C-218.110 directs that the State Board “shall report annually no later than June 15 to the Joint Legislative Education Oversight Committee on the following:

- 1) The current and projected impact of charter schools on the delivery of services by the public schools.
- 2) Student academic progress in charter schools as measures, where available, against the academic year immediately preceding the first academic year of the charter schools’ operation.
- 3) Best practices resulting from charter school operations.
- 4) Other information the State Board considers appropriate.”

This report addresses this legislated reporting requirement.

North Carolina Charter School Authority and Oversight

North Carolina State Board of Education

Codified in NC General Statute as Article 14A of Chapter 115C (115C-218, et al.) the charter schools law assigns the State Board of Education the sole authority of charter school oversight in North Carolina including, but not limited to, the approval of charter applications, the approval of material revisions to the charter agreement, and the renewal of charter agreements.

North Carolina Charter Schools Advisory Board

In 2013, the North Carolina Charter Schools Advisory Board (CSAB) was created by statute, with four expressed powers and duties:

- I. To make recommendations to the State Board of Education on the adoption of rules regarding all aspects of charter school operation, including timelines, standards, and criteria for acceptance and approval of applications, monitoring of charter schools, and grounds for revocation of charters.
- II. To review applications and make recommendations to the State Board for final approval of charter applications.
- III. To make recommendations to the State Board on actions regarding a charter school, including renewals of charters, nonrenewals of charters, and revocations of charters.
- IV. To undertake any other duties and responsibilities as assigned by the State Board.

The CSAB is comprised of eleven voting members; four appointed by the North Carolina Senate, four appointed by the North Carolina House of Representatives, two appointed by the State Board of Education, and the Lieutenant Governor or the Lieutenant Governor's designee. The Superintendent of Public Instruction or the Superintendent's designee serves as the secretary of the board and a nonvoting member. Statute outlines the term requirements: "Appointed members shall serve four-year terms of office beginning on July 1. No appointed member shall serve more than eight consecutive years. Vacancy appointments shall be made by the appointing authority for the remainder of the term of office."

The composition of the CSAB has changed substantially since the 2019 Annual Charter Schools Report. The entire slate of CSAB members, their date of appointment, and their term is below. As shown below, several appointments expire shortly after this report's due date, on June 30, 2021.

Table 1: 2020 Charter School Advisory Board Members

*Indicates board members who were appointed to fill unexpired term vacancies and therefore will not serve complete four-year terms.

Appointed By	First Name	Last Name	Start Date of Current Term	End Date of Current Term
State Board of Education	Cheryl	Turner	2019	June 30, 2023
State Board of Education	Alex	Quigley	2017	June 30, 2021
Superintendent	Jamey	Falkenbury	2021	December 31, 2025
Lt. Governor	Terry	Stoops	2021	December 31, 2025
House	Bruce	Friend	2017*	June 30, 2021
House	Hilda	Parlér	2017*	June 30, 2021
House	Lynn	Kroeger	2017	June 30, 2021
House	Heather	Vuncannon	2019	June 30, 2023
Senate	Sherry	Reeves	2017	June 30, 2021
Senate	Rita	Haire	2017*	June 30, 2021
Senate	Joel	Ford	2017*	June 30, 2021
Senate	Todd	Godbey	2017*	June 30, 2021

North Carolina Office of Charter Schools

N.C. General Statute §115C-218(c) stipulates the establishment of the NC Office of Charter Schools, staffed by an executive director and additional personnel to carry out necessary duties. Pursuant to state statute, the Office of Charter Schools has the following powers and duties:

- I. Serve as staff to the Advisory Board and fulfill any tasks and duties assigned to it by the Advisory Board.
- II. Provide technical assistance and guidance to charter schools operating within the State.
- III. Provide technical assistance and guidance to nonprofit corporations seeking to operate charter schools within the State.
- IV. Provide or arrange for training for charter schools that have received preliminary approval from the State Board.
- V. Assist approved charter schools and charter schools seeking approval from the State Board in coordinating services within the Department of Public Instruction.
- VI. Assist certain charter schools seeking to participate in the NC prekindergarten program in accordance with G.S. 115C-218.115.
- VII. Other duties as assigned by the State Board.

The mission of the Office of Charter Schools is as follows:

The NC Office of Charter Schools exists to sustain the success of quality charter schools through operations, compliance, and support.

The Office of Charter Schools is currently staffed by six consultants, a program assistant, and an executive director, with office responsibilities divided into multiple workflows, each managed by an individual consultant. In addition to leading at least one workflow, consultants support several additional workflows. The current division of workflows within the office is as follows (listed alphabetically):

Table 2: Office of Charter School Workflows/Responsibilities

Workflow	Responsibilities
1. Amendments/CSAB/SBE	Facilitates process of obtaining approval for any modifications to a school’s charter application (amendment process). Organizes and manages CSAB meetings. Prepares SBE materials.
2. Applications	Facilitates the new school application process, provides training to applicants, hires and trains external evaluators, provides updates to CSAB members.
3. Communications and Data	Manages all internal and external communication between the Office of Charter Schools and the general public. Responds to data requests.
4. Performance Framework	Facilitates the yearly collection and audit of documents from schools to ensure compliance with statute, policy, and the Charter Agreement.
5. Planning Year/Ready to Open Process	Provides training and support to newly approved schools prior to opening, reviews submitted documentation to ensure compliance with statute, policy, and the Charter Agreement, and provides CSAB with progress newly approved schools are making towards a successful opening.
6. Professional Development	Plans and provides ongoing in-person and virtual training to currently operating schools.
7. Renewals	Facilitates the charter renewal process including renewal data collection, renewal site visits, and renewal interviews. Prepares renewal documentation for CSAB and SBE.
8. Reports and Rules	Produces reports required through legislation and/or SBE requests. Works with the DPI Rules Coordinator and Rules Commission to facilitate the rules process as it pertains to charter-related rules.
9. Risk Assessment	Conducts site visits to schools falling out of academic, operational, or financial

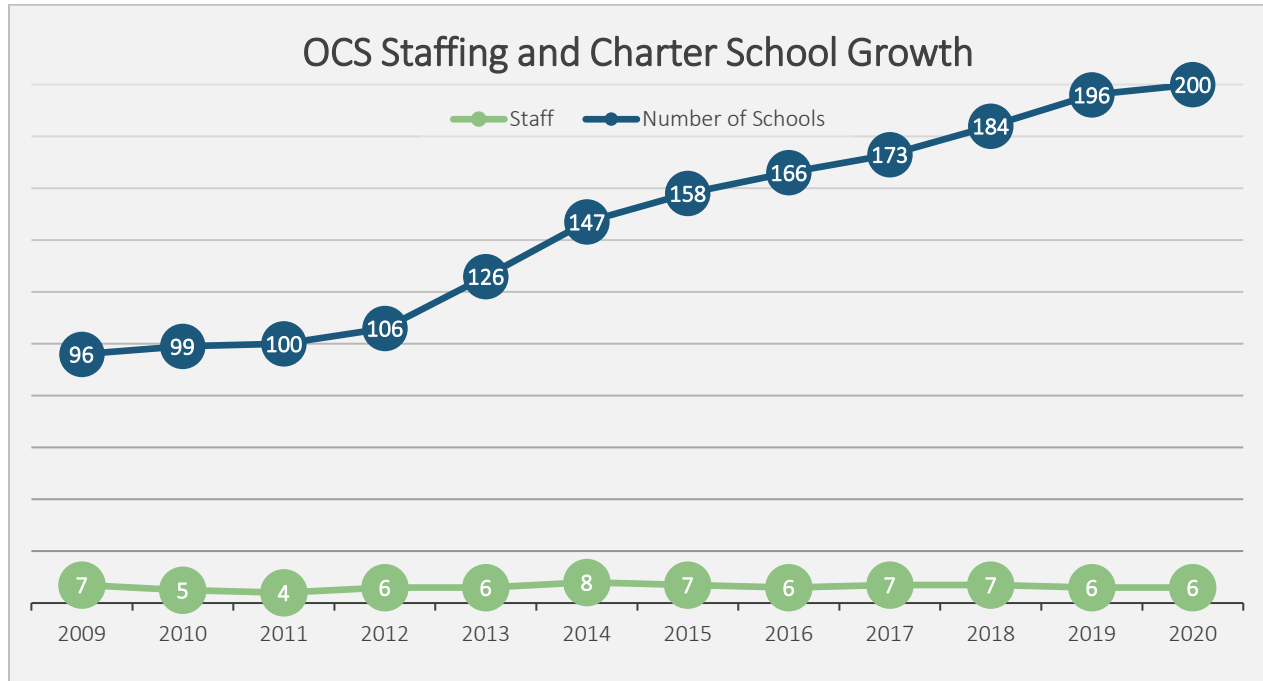
	compliance. Conducts site visits and monitors at-risk schools. Manages DPI compliance team meetings and analyzes/records DPI charter school compliance data. Manages closure process and revocation appeals.
10. Stakeholder Support	Manages grievances and complaints from stakeholders. Provides Epicenter assistance. Produces OCS Guidance Documents and tools/resources.

In addition, OCS consultants provide general guidance and technical support to each charter school in the state, as well as those in the planning year and board of directors engaging in the application process. Consultants are often tasked with providing guidance and support in the areas of discipline, academic reporting, board of director governance, understanding charter flexibility and accountability, teacher licensure, among many other operational and planning areas. Finally, OCS supports the mission and vision of the NC Department of Public Instruction by serving on various workgroups and collaborative memberships.

North Carolina currently has 200 charter schools in operation, nineteen schools in the Ready to Open process, and applicant boards (number fluctuates each year), all which OCS supports.

The Office of Charter Schools is currently fully staffed with six consultants, which results in a ratio of one consultant providing support to approximately 33 schools, not including applicant and planning year board support. The figure below shows office staffing over time. The number is an average of each month's total staffing (consultants, administrative assistant(s), and Executive Director) for that year as it compares to the total number of operating schools for that same year.

Figure 1: Office of Charter Schools (OCS) Staffing and Charter School Growth



Office of Charter School Updates

As thousands of students, families, and teachers adjusted to the realities of living during a worldwide pandemic and the resulting remote learning, the Office of Charter Schools (OCS) worked to adjust support to meet the needs of NC charter schools and their stakeholders. Our office is grateful for the collaboration between Department of Public Instruction (DPI) divisions and the Department of Health and Human Services. Some of our modifications to support included the following:

- Daily email “Blasts” sent to charter school leaders and staff with important information regarding COVID and school closure/remote learning updates.
- Weekly leadership calls with DPI staff, DHHS staff, and charter school leaders.
- Weekly “Office Hours” hosted by OCS staff to present updates and answer questions from charter leaders and staff.
- Virtual Planning Year Sessions to assist those charter boards in the planning stages.
- Virtual Site Visits to allow the renewal processes to continue despite school closures.
- Academic monitoring including internal school data collection and reporting which supplanted in-person site visits and assisted with academic monitoring given the lack of state accountability data.

- Guidance documents created by OCS staff and distributed to charter schools to break down the latest legislative requirements such as calendar and remote learning parameters.

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NC ACCESS Grant Program

Overview

The North Carolina Office of Charter Schools is currently implementing the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program through a \$36.6 million Public Charter Schools Program (CSP) grant from the U.S. Department of Education. The major purposes of the CSP are to expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging state academic standards; provide financial assistance for the planning, program design, and initial implementation of public charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage states to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.

Subgrant Program Statistics

The subgrant program is designed to support NC charter schools committed to serving a greater number of educationally disadvantaged students. The NC ACCESS Program will award over 90% of its \$36.6 million CSP grant directly to schools to support their commitments to better serving all students. Annually, the Program holds a competitive application process to award subgrant funding and will ultimately support 60 NC charter schools with subgrants. Currently, [42 charter schools](#) located across 21 counties have received subgrants to better serve educationally disadvantaged students.

In just the first full year, six NC ACCESS subgrantees enrolled over 250 additional educationally disadvantaged students and increased the racial diversity of their charter schools. Subgrantees are implementing proven strategies, like transportation and lunch services, to remove barriers for all students. Every NC ACCESS subgrantee utilizes a weighted admissions lottery, provides transportation and a lunch program to ensure they are able to serve a greater number of educationally disadvantaged students.

The NC ACCESS Program will create a cohort of 160 charter school leaders from across the state that have completed the [ACCESS Fellowship](#) and demonstrated best practices for serving educationally disadvantaged students. Currently, 99 Fellows have completed or are in the process of completing the ACCESS Fellowship and two Restart School Fellows have joined the program.

NC ACCESS Fellows Institute

The NC ACCESS Program is committed to increasing access for educationally disadvantaged students in high-quality charter schools in the State of North Carolina. As a result of this commitment, the NC ACCESS Program has developed the Fellows Institute for subgrantee charter school leaders to learn, develop, and demonstrate best practices in serving educationally disadvantaged students and fostering collaboration within the charter school community and between charter and traditional public schools. The Fellows Institute is designed to support the mandatory attendance from two key school leaders from each NC ACCESS subgrantee school in the first year of the subgrant. The sessions will include opportunities to build supportive and collaborative networks, share best practices, and engage in critical conversations with state and

national experts who have experience in leadership best practices, developing, expanding and replicating successful high-quality schools, and/or working with educationally disadvantaged populations. Fellows will participate in both in-person and virtual sessions focused on developing leadership capacity and equipping leaders with the skills and knowledge to create and lead a learning environment that promotes learning for all students, especially those who are educationally disadvantaged.

Visiting Fellows Program

The NC ACCESS Visiting Fellows Program was developed to provide an opportunity for non-eligible charter school leaders to participate in the Fellowship Institute as a Visiting Fellow for one year. The purpose is to provide the visiting school leaders with a range of experiences to develop the critical competencies needed to work with staff, parents, board members, and the community to create a high-performance learning environment. Each year, the NC ACCESS Program will invite ten high-performing school leaders from schools not currently eligible to apply for a subgrant. Ultimately, this will expand the reach of the Fellowship to an additional 40 school leaders over the course of the five-year grant. In the 2019-2020 pilot, four Visiting Fellows were invited to participate in Fellowship sessions, as well as given access to all virtual training modules for the year.

Educational Equity Aspiring Minority Leaders Program

The NC ACCESS grant program in the Office of Charter Schools is excited to embark on the newest phase of the grant: The Educational Equity Aspiring Minority School Leaders Program. The purpose of the program is to recruit, select, and train a cohort of twenty aspiring minority school leaders over the life of the project to prepare for service in a leadership role in NC charter schools. As you may already know, North Carolina, like most states, faces the challenge of recruiting and retaining effective school leaders. In this age of increased accountability, research has taught us that school leaders are crucial to improving instruction and raising student achievement. Yet even with this changing landscape, one notable characteristic has remained intact: there is significant lack of school leaders of color. The Aspiring Minority School Leaders Program is designed to recruit, support, and build a pipeline of minority school leaders prepared to meet the challenges of leading schools for educational equity.

Candidates will complete the online MSA Add-on Licensure Program at Appalachian State University. The program is a 24-credit hour program. All candidates must meet the admission requirements for Appalachian State University to be considered for the program. Upon completion of the Add-on Licensure Program, candidates will earn a North Carolina School Administrator License. Candidates will complete their internship experience at their home-based school, with the school leader serving as the Mentor. Fifteen aspiring leaders have been selected for the first cohort and all have been accepted by Appalachian State University.

Professional Development Program

The NC ACCESS Program will provide leadership development opportunities for all NC charter schools. Participants will not need to be a subgrantee to take advantage of this investment in the development of charter school leaders, teachers, and staff across North Carolina. All development opportunities will be free to attendees. The program will intentionally target and focus on professional development opportunities for low-performing schools.

Legislative Updates

During the 2019-2020 Session, the General Assembly passed a plethora of education bills impacting the state's public school units. Many were in response to the pandemic and are summarized below.

S113 - EDUCATION OMNIBUS. (SL 2020-49)

- Sec. 1 extends the exemption from licensure by the North Carolina Psychology Board to contracted school psychologists and those employed by any public school unit in North Carolina. These school psychologists must still be licensed by the State Board of Education.
- Sec. 6 adjusts the due date of an annual State Board of Education report to the Joint Legislative Education Oversight Committee on the educational effectiveness of charter schools and the effect of charter schools on the public schools in the local school administrative unit in which the charter schools are located from February 15 to June 15.
- Sec. 7 designates the Superintendent of Public Instruction as an applicable elected representative under the Internal Revenue Code who can approve issuance of a private activity bond to finance a charter school facility, following a public hearing conducted in the county where the charter school facility is or will be located in accordance with the Internal Revenue Code and applicable State and federal laws and regulations

S704 - COVID-19 RECOVERY ACT. (SL 2020-3)

- Section 2.26 provides a one-year extension for both (i) licensure examination requirements set by the State Board of Education for school administrators and other school personnel and (ii) continuing education requirements required for licensure renewal by June 30, 2020 for school administrators.

S681 - AGENCY POLICY DIRECTIVES/2019-2020. (SL 2020-78)

- Sec. 2.3 expands the categories of students to which a charter school can give enrollment priority to include siblings who apply to the charter school for admission beginning in the same school year, such as when a sibling was not initially admitted due to grade level capacity. This section also allows charter schools to give priority enrollment to children of individuals who work full-time in the daily operations of the charter school, including children of individuals employed by an education management organization or charter management organization for the charter school.

S476 - SCHOOL-BASED MENTAL HEALTH. (SL 2020-7)

- Session Law 2020-7 directs the State Board of Education to adopt a school-based mental health policy and directs K-12 school units to adopt and implement a school-based mental health plan that includes a mental health training program and a suicide risk referral protocol. School personnel who are required to complete the training and are employed in a K-12 school unit as of that date must complete initial mental health training by the end of the 2021-2022 school year.

H1105 - CORONAVIRUS RELIEF ACT 3.0. (SL 2020-97)

- Sec. 3.1, for the 2020-2021 fiscal year, prohibits the State Board of Education from reducing allocations to innovative schools, charter schools, regional schools, the North Carolina Virtual Public School, laboratory schools, virtual charter schools, and local school

administrative units due to a discrepancy between the actual and anticipated average daily membership.

- Sec. 3.2 authorizes schools participating in the State's virtual charter school pilot program to increase enrollment for the 2020-2021 school year. The North Carolina Cyber Academy is authorized to increase enrollment by 1,000 students and the North Carolina Virtual Academy is authorized to increase enrollment by 2,800 students. For the 2021-2022 school year, each virtual charter school must give enrollment priority to students who were enrolled for the 2020-2021 school year prior to September 4, 2020. Each virtual charter school must provide an interim report by March 15, 2021, and a final report by November 15, 2021, to the Joint Legislative Education Oversight Committee on the impact of the increase in student enrollment.

S681 - AGENCY POLICY DIRECTIVES/2019-2020. (SL 2020-78)

- Sec. 2.5 requires the State Board of Education (SBE) to modify the high school graduation requirements to include one required credit in arts education to be completed by each student at any time in sixth grade through twelfth grade. The implementation of this requirement begins with students entering the sixth grade in 2022. The SBE must include an exemption from this requirement for students transferring into a North Carolina public school beginning in the ninth grade or later, if the arts education requirement would prevent the student from graduating on time. Additionally, the SBE must establish procedures and a timeline for phasing in the arts education graduation requirement and the minimum criteria to meet the arts education requirement. The SBE must report to the Joint Legislative Education Oversight Committee by December 15, 2022, on the statewide implementation of the three interdependent components of comprehensive arts education (arts education, arts integration, and arts exposure) and the arts education graduation requirement.

S704 - COVID-19 RECOVERY ACT (SL 2020-3)

- Sec. 2.3 waives the end-of-grade and end-of-course tests for the 2019-2020 school year. Provides that public school units must administer the norm-referenced college admissions test that was made available by the State Board of Education (SBE) to all students who were in the 11th grade during the 2019-2020 school year to any student who was not administered the test during the 2019-2020 school year. The test must be administered during the fall semester of the 2020-2021 school year unless the student has already taken a comparable test and scored at or above a level set by the SBE.
- Waives any required diagnostic and formative reading assessments after March 16, 2020, for the 2019-2020 school year for kindergarten, first, second, and third grade students.
- Provides that, for the spring semester of the 2019-2020 school year, local school administrative units are not required to administer the WorkKeys test to any student who completes a concentration in career and technical education courses.
- Sec. 2.11 of S.L. 2020-3, as amended by Sec. 3 of S.L. 2020-49, requires the following for school calendars for public school units in the 2020-2021 school year:
- Remote Instruction Plans. – Public school units must develop Remote Instruction Plans (Plans) for the 2020-2021 school year and submit the Plans to the State Board of Education by July 20, 2020. The Plans must include information on how the units will deliver quality remote instruction to all students in the 2020-2021 school year, as well as information on

teacher training, support for students and families, and engagement of community stakeholders

- School Calendar. – The following requirements apply to the 2020-2021 school year only. All public school units must adopt a calendar that includes 190 days of instruction meeting the following requirements: 185 days or 1025 hours of instruction that include five remote instructional days in accordance with the remote instruction plan, and an additional five instructional days that can only be satisfied by individually separate and distinct full instructional days, not by hours.

H1043 - 2020 COVID-19 RECOVERY ACT. (SL 2020-4)

- Allocating \$7 million to the Department of Public Instruction to provide personal protective equipment (PPE) for public schools in response to the COVID-19 pandemic. The PPE is to facilitate in-person instruction for the 2020-2021 school year.

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Charter School Accountability

STATUTORY AND POLICY-BASED ACCOUNTABILITY

As schools of choice, charter schools are accountable to parents and guardians, who may withdraw their student(s) and re-enroll them elsewhere, should the school not meet their expectations. However, the North Carolina General Assembly and State Board of Education (SBE) have approved several additional, concrete measures through which charter schools are held accountable to stakeholders:

- 1) Per General Statute 115C-218.25, all charter school boards are subject to the Open Meetings Laws.
- 2) Per General Statute 115C-218.25, all charter schools are subject to the Public Records Act and must promptly comply with citizen requests.
- 3) Per General Statute 115C-218.90(b), all charter schools must adopt a criminal history check policy mirroring that of the local school administrative unit in which the school is located. Further, all founding charter school board members must have criminal background checks.
- 4) Per General Statute 115C-218.85(3) and [SBE policy CHTR-001](#), all charter schools are required to conduct the student assessments required by the SBE. Further, all charter schools are required to comply with North Carolina's Accountability Model, unless otherwise approved by the SBE. Currently, four charter schools have been approved for an alternative accountability model.
- 5) Per General Statute 115C-218.30 and [SBE policy CHTR-006](#), every charter school is required to undergo an annual audit for both its finances and its compliance with applicable federal and state laws and policies. These audits should be conducted by an independent auditor approved by the Local Governance Commission, and the audit must be published on the school's website.
- 6) Per General Statute 115C-218.6 and [SBE policy CHTR-007](#), every charter school is required to undergo a rigorous renewal process prior to having their charter term extended. Schools not meeting the expected academic, financial, and/or governance standards required for a ten-year renewal are subject to renewal terms of seven, five, or three years, or non-renewal.

ACADEMIC MONITORING

In addition to charter school accountability established through statute, charter schools are monitored for academic performance. Due to the pandemic, the Office of Charter Schools (OCS) modified its risk assessment and academic monitoring processes. Session Law 2020-3 (SB 704) requires that schools previously identified as low-performing or continually low-performing, based on data from the 2018-2019 school year, shall continue to be identified as such. Therefore, the

charter schools identified during the 2018-2019 school year continued to be subject to the following requirements:

- Stakeholder notification of low-performing status via website publication of the school's performance grade.
- School improvement plan submission to NCDPI.
- Appearances before the Charter Schools Advisory Board when requested.
- Submission of internal data and academic progress reporting to OCS.

CHARTER TERMINATION AND CLOSURE

Charter schools are held accountable in several ways including academic, financial, operational, and governance monitoring. If a charter school fails to meet standards set out in statute, through the Charter Agreement, the school's charter application, and/or policy, it risks closure.

§115C-218.95. Causes for nonrenewal or termination; disputes.

(a) The State Board of Education may terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board upon any of the following grounds:

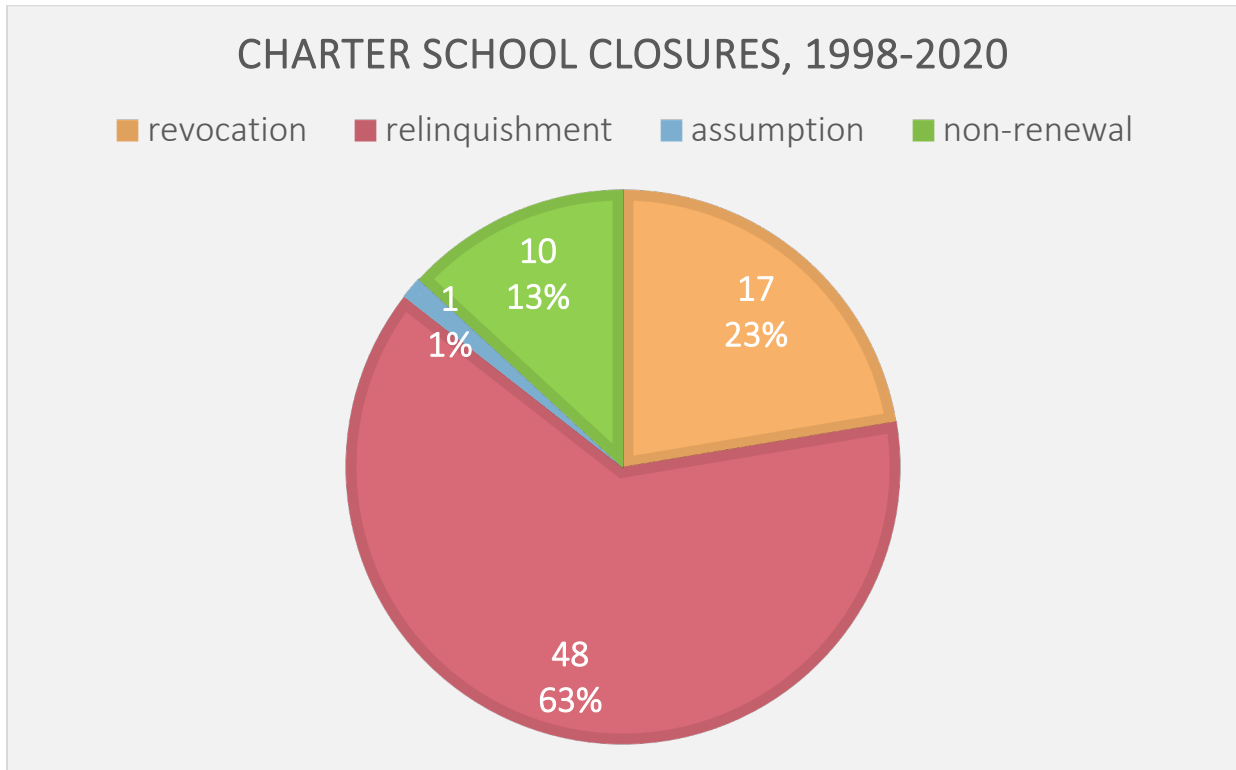
- (1) Failure to meet the requirements for student performance contained in the charter;
- (2) Failure to meet generally accepted standards of fiscal management;
- (3) Violations of law;
- (4) Material violation of any of the conditions, standards, or procedures set forth in the charter;
- (5) Two-thirds of the faculty and instructional support personnel at the school request that the charter be terminated or not renewed; or
- (6) Other good cause identified.

At the conclusion of the 2019-2020 school year, Ignite Innovation – Pitt Charter School closed its doors after failure to receive a charter renewal term. B.L.U.E – G.R.E.E.N voluntarily relinquished its charter.

Charter terminations and closures fall into four categories: relinquishment, assumption, non-renewal, or revocation. Since 1998, there have been a total of 76 charter terminations. This includes schools that were in operation and those that may have been in the planning year program prior to opening the school to students.

Figure 2: Charter School Closures (1998-2020)

Since 1998, 48 charter schools have voluntarily relinquished their charters, one has been assumed by another non-profit board, ten have been non-renewed, and seventeen charters have been revoked by the State Board of Education.



2019-2020 Performance Framework

The State Board of Education's 2025 Statewide Strategic Plan includes the following goal:

Goal II: Improve School and District Performance

Objective 8: Increase the number of charter schools meeting or exceeding academic, operational, and financial goals.

In 2014, the Office of Charter Schools (OCS) created the annual Performance Framework to serve as the standard mechanism for reporting on progress toward achievement of the State Board's goal to increase the number of charter schools meeting or exceeding academic, operational, and financial goals. The Framework provides a consolidated view of each charter school's performance relative to operational, financial, and academic criteria. The operational and financial elements of the Framework are all requirements outlined in General Statute, State Board policy, or the Charter Agreement. The academic elements align with the goals outlined in the Strategic Plan of the State Board of Education and state accountability data reporting. This yearly compliance review involves divisions across the Department of Public Instruction (such as Exceptional Children and Financial Business Services) and ensures that charter schools are also in compliance with federal reporting requirements².

The Performance Framework reports on 46 indicators of operational, financial, and academic performance. Of the 46 reported indicators, schools were measured against a maximum of 41 criteria. Some measurements were not applicable to all schools, such as required EMO/CMO reporting, posting of previous performance scores for 1st year schools, and renewal criteria. Most charter schools were measured on a range of criteria between 29 - 40 measures. Charter schools submit documentation to the Epicenter platform and OCS staff review materials to determine compliance. In addition, materials from DPI divisions such as licensure and school business are reviewed.

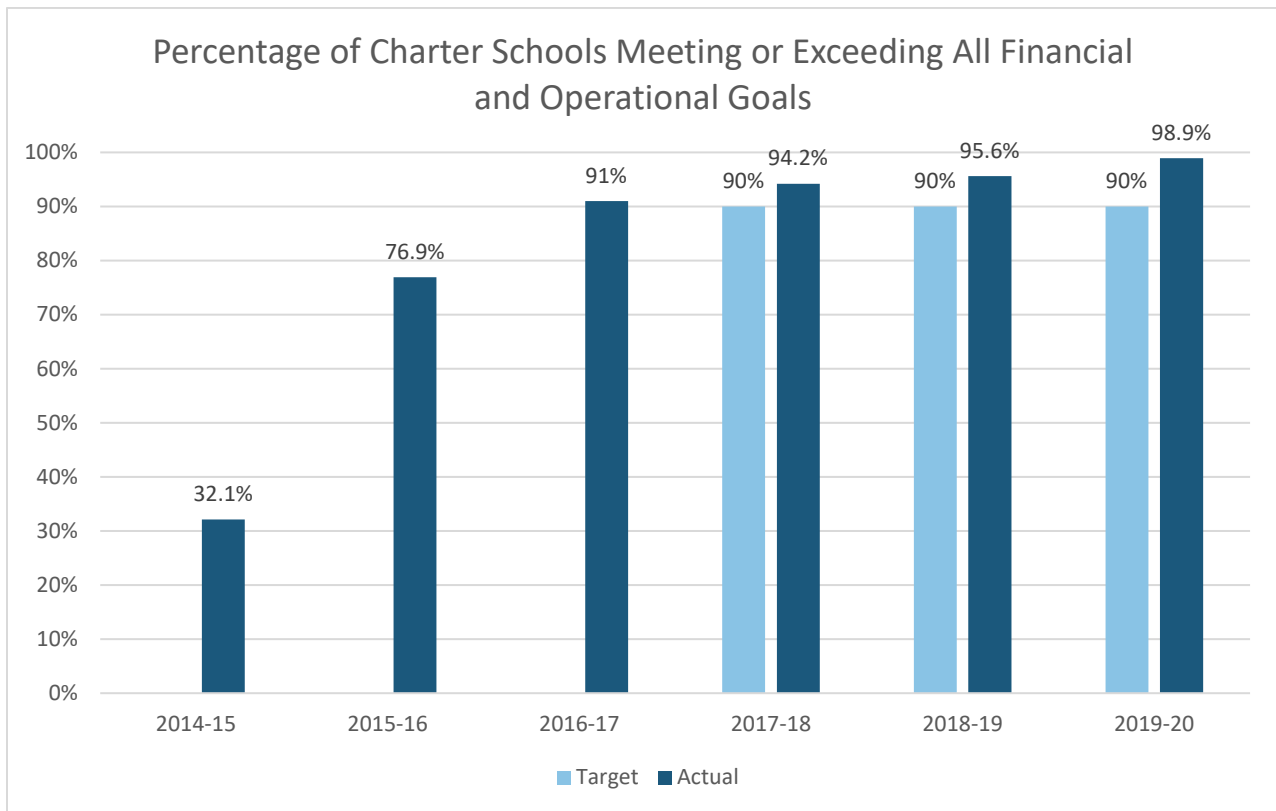
2019-20 PERFORMANCE FRAMEWORK TREND ANALYSIS

Percentage of charter schools meeting or exceeding all financial and operational goals →

One hundred and ninety-three (193) of 195 (98.9%) of charter schools met or exceeded all financial and operational goals. Of the 195 operating charter schools, the 193 that met or exceeded all financial and operational goals achieved over 80% compliance in operation criteria and 100% compliance in the financial criteria of the Framework. The SBE target for this measure was 90%. A six-year trend of this measure is shown in the figure below and shows that charter schools continue to improve in areas measured by the Performance Framework.

² See Performance Framework Guidelines, Appendix A

Figure 3: Percentage of Charter Schools Meeting or Exceeding All Financial and Operational Goals, 2014-2020



OPERATIONAL COMPLIANCE

One hundred and ninety-three (193) of 195 charter schools, or 98.97%, met or exceeded operational goals. Ninety-four (94) of 195 charter schools, or 48.2%, met operational goals (achieved at or above 80% but less than 100% success) in the category of operational annual monitoring criteria. Ninety-nine (99) charter schools, 50.77%, were compliant in every single applicable measure thereby exceeding standards. Of the two schools not meeting expectations, one has been in operation longer than ten years, and one has been in operation under ten years. Both of these schools met financial measurements. All charter schools were measured against a maximum of 21 criteria, of which some were not applicable to all schools. The table below shows the breakdown of charter schools reaching various percentage levels of accountability along with the classification of either exceeding, meeting, or not meeting goals.

Table 3: Charter School Accountability Results with Operational Criteria

Results	2018-19 Framework		2019-20 Framework		Classification
	Number of Schools	Percent of Schools	Number of Schools	Percent of Schools	
100%	63	35%	99	50.77%	Exceeding Goals
80 - 99%	117	64%	94	48.2%	Meeting Goals
0 - 79%	2	1%	2	1.03%	Not Meeting Goals

Twenty of 21 criteria yielded a charter school compliance percentage between 80% and 100%. Of the 21 operational criteria, seven criteria measured as having 100% of charter schools in compliance.

Table 4: Operational Measures and Compliance Percentage by Measure

A1. The NC Report Card and Letter Grade are prominently displayed on the school's website and schools with D/F have sent letter to notify parents.	98%
A2. The school has an assigned administrator in the Education Value-Added Assessment System (EVAAS).	95%
A3. The school meets the required number of instructional hours or days in accordance with State law.	100%
A4. The school adheres to all testing and accountability policies for state assessments.	100%
A5. The school implements mandated programming as a result of state or federal requirements; Title I Status, Title II, EC Status, School Nutrition, English Learners.	98%
A6. The school follows student admissions and lottery requirements as stated in North Carolina General Statute, State Board of Education Policy, and the signed charter agreement.	99%
A7. The school's official funded ADM is within 10% of the projected ADM.	61%
A8. The non-profit board has a current grievance policy.	96%
A9. The non-profit board has a current conflict of interest policy that complies with G.S. 115C-218.15.	99%
A10. The non-profit board has a current nepotism policy.	100%

A11. A quorum of the non-profit board of directors meets no less than 8 times a year (including annual meeting).	100%
A12. The majority of the non-profit board members primary residence in NC.	100%
A13. There is evidence of current fire inspections and related records.	99%
A14. The school has a viable certificate of occupancy or other required building use authorization.	99%
A15. The non-profit board holds current, active civil and liability insurance with the minimum coverage as defined in the signed charter agreement.	95%
A16. The non-profit board has a criminal history check policy that mirrors the LEA in which the school is located.	100%
A17. The school is compliant with all student health and safety requirements as defined in general statute, SBE policy, or the signed charter agreement.	98%
A18. The school is compliant with teacher licensure percentage requirements by maintaining at least 50% of teachers licensed from December 31 through the end of the school calendar year in accordance with SBE policy.	97%
A19. The charter school is compliant with the annual EMO/CMO public records request.	100%
A20. The charter school is compliant with maintaining the required dissolutions funds as required by G.S. 115C- 218.100.	98%
A21. The school is compliant with the implementation of a School Improvement Plan submitted through NCStar.	97%

RENEWAL COMPLIANCE

All 24 schools with a renewal year of 2020 achieved 100% compliance in the category of operational renewal monitoring criteria. The 2020 renewal charter schools were measured against a maximum of seven criteria, of which some were not applicable to all the renewal schools.

Table 5: Charter School Accountability Results with Renewal Monitoring Criteria

Results	2018-19 Framework		2019-20 Framework		Classification
	Number of Schools	Percent of Schools	Number of Schools	Percent of Schools	
100%	19	95%	24	100%	Exceeding Goals
80 - 99%	1	5%	0	0%	Meeting Goals
0 - 79%	0	0%	0	0%	Not Meeting Goals

Table 6: Operational Measures and Compliance Percentage by Measure

B1. The school has graduation requirements that match the approved charter application or approved charter application amendments.	100%
B2. The school has student promotion requirements that match the approved charter application or approved charter application amendments.	100%
B3. The school is consistent in implementing the mission and educational program in the approved charter application or approved charter application amendments.	100%
B4. The non-profit board operates in accordance with the approved charter application by-laws or approved charter application amended by-laws.	100%
B5. The non-profit board is compliant with Open Meetings Law.	100%
B6. The non-profit board is compliant with Public Records Requests.	100%
B7. The school maintains a discipline policy that is compliant with state and federal law and that is consistent with the approved charter application and approved charter application amendments.	100%

FINANCIAL COMPLIANCE

One hundred and eighty-nine (189) of 195 operating charter schools, or 96.9%, achieved 100% success in the category of financial compliance. Two (2) schools were placed on Probationary Status and four (4) schools were placed on Disciplinary Status. The causes of financial noncompliance may include Significant Student Accounting Issues or Significant Signs of Financial Insolvency including Notice of Going Concern. These can be results of inadequate PowerSchool data management and/or low enrollment numbers. One of the four schools was placed on Disciplinary Status due to failure to submit timely financial audits. Charter schools placed on financial non-compliance have restricted access to ADM funding withdrawals as a means of

protecting taxpayer dollars and to incentivize the improvement of financial management practices at the school level.

OVERALL COMPLIANCE PERFORMANCE

For the categories of Operational, Renewal, and Financial, the classification of exceeding goals indicates that charter schools were 100% compliant, the classification of meeting goals indicates that charter schools were between 80 – 99% compliant, and the classification of not meeting goals indicates that charter schools were below 80% compliant. The category of Academics was not applicable in 2020.

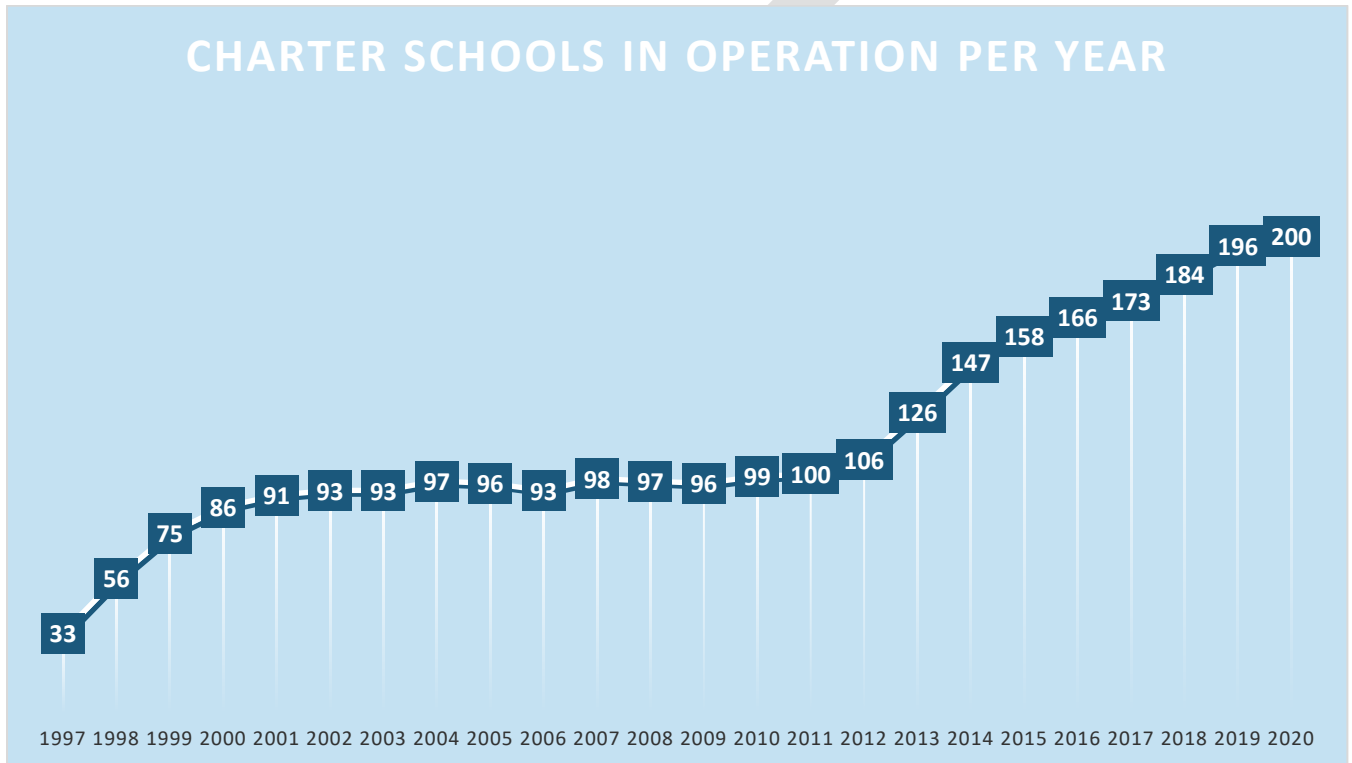
Table 7: Number of Schools, Overall Compliance by Category, 2019-2020

	Exceeding	Meeting	Not Meeting
Operational	99	94	2
Renewal	24	0	0
Financial	0	189	6

2020 Charter Sector Growth and Sustainability

The North Carolina charter school sector began in 1996 when the General Assembly passed the Charters School Act. The original Act placed a cap on charter school growth at 100 schools. That cap was eliminated in 2011 and since that time the number of charter schools has increased by 100% to 200 operating charter schools as of the 2020-2021 school year.

Figure 4: Charter Schools in Operation Per Year



The increase in parents seeking school choice in North Carolina mirrors nationwide trends. Between fall 1999 and fall 2017 enrollment in public charter schools nationwide increased, rising from approximately 300,000 to 3.1 million, an increase of 2.8 million students.³

2020 NEW CHARTER SCHOOLS

After successful completion of the [Ready to Open process](#), seven new charter schools opened for the 2020-2021 school year.

1. Alamance Community School (Alamance County)
2. Achievement Charter Academy (Hartnett County)
3. MINA Charter School of Lee County (Lee County)

³ De Brey, C., Snyder, T.D., Zhang, A., and Dillow, S.A. (2021). Digest of Education Statistics 2019 (NCES 2021-009). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Accessed 3/24/21 <https://nces.ed.gov/pubs2021/2021009.pdf>.

4. Revolution Academy (Guilford County)
5. Movement School Eastland (Charlotte-Mecklenburg County)
6. Wilmington School of the Arts (New Hanover County)
7. Cardinal Academy Wendell Falls (Wake County)

2020 READY TO OPEN STATUS

As of this report, there are ten charter schools scheduled to open in fall 2021:

1. Asheville PEAK Academy (Buncombe County)
2. School of the Arts for Boys Academy (Chatham County)
3. Davis Academy Chadbourn (Columbus County)
4. Summit Creek Academy (Guilford County)
5. Telra Institute (Charlotte-Mecklenburg County)
6. Elaine Riddick Charter School (Perquimans County)
7. Old Main STREAM Academy (Robeson County)
8. Faith Academy (Rowan County)
9. CE Academy (Wake County)
10. Doral Academy North Carolina (Wake County)

In addition, there are four schools that are in the RTO process currently in first- or second-year delays. Most delays in opening result from facility issues.

2020 CHARTER APPLICATION CYCLE

Twenty-five non-profit boards submitted applications to open public charter schools by the July 24, 2020 application deadline. Of these, four boards were seeking approval for Fast-Track or Acceleration to open in the 2021 school year with another 21 aiming for 2022.

Once an application is deemed complete, it is presented to evaluators including external evaluators with a variety of charter experience, NC DPI staff evaluators, and Charter Schools Advisory Board (CSAB) members. Applicant boards then appear for an interview with the CSAB and are either forwarded to a second-round interview or recommended for denial or approval by the State Board of Education (SBE). If an applicant is forwarded to a second-round interview, the CSAB makes a final vote of recommendation for denial or approval by the SBE.

2020 ACCELERATED/FAST-TRACK APPLICATIONS

Three of the four accelerated/fast-track applications were approved by the SBE to enter Ready to Open (RTO) status and plan for a 2021-2022 opening. The schools have begun the RTO programming. Final approval for opening will go before the CSAB and SBE in the summer of 2021. The approved schools are below:

1. Faith Academy (Rowan County)
2. Old Main STREAM Academy (Robeson County)
3. School of the Arts for Boys Academy (Chatham County)

2020 REGULAR TIMELINE APPLICATIONS

Twenty-one regular timeline charter applications were received and reviewed by external evaluators, NCDPI staff, and CSAB between August 2020 and February 2021. Five applications were recommended for approval by the CSAB. At its April 2021 meeting, the SBE voted to approve the following schools:

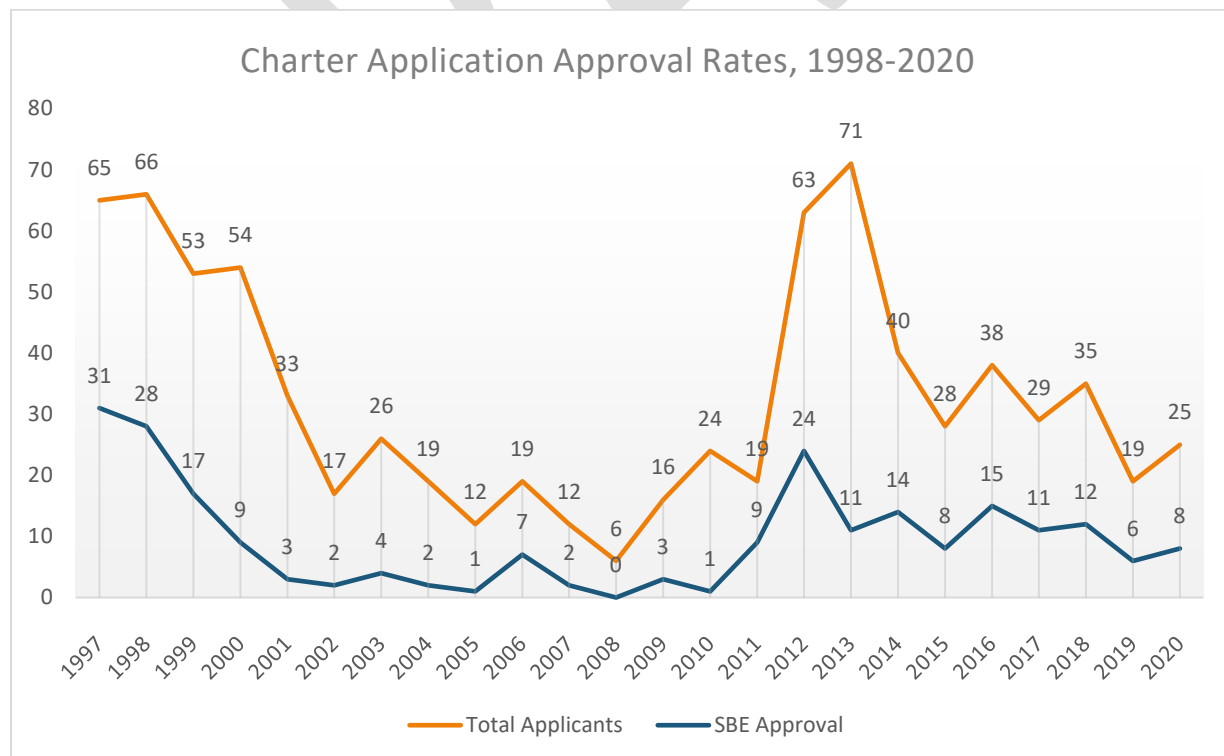
1. Central Carolina Academy Charter (Lee County)
2. Triangle Math and Science Academy (Wake County)
3. Bonnie Cone Leadership Academy (Charlotte-Mecklenburg County)
4. American Leadership Academy (Johnston County)
5. Dogwood Classical Academy (Cabarrus County)

CHARTER APPLICATION APPROVAL RATE TRENDS

Since 1997, the number of charter school applications submitted to the Office of Charter Schools has varied between a high of 71 (2013) and a low of six (2008). The average number of applications received between 1996 and 2020 is just under 33 applications.

Since 1997, the average percentage of applications approved by the State Board of Education is 25.28% of yearly applications.

Figure 5: Charter School Application Approval Rates, 1998-2020



2021 CHARTER SCHOOL RENEWALS

The renewal of a charter school requires many steps in a two-year process. The process consists of a self-study, OCS school renewal visit, interviews, and CSAB review before recommendations are made to the SBE. Consistent with SBE policy CHTR-007, OCS will provide the SBE with a NC Charter Schools Renewal Report (NCCSRR) that is designed to contain all of the information the SBE will need to evaluate the status of a school. The NCCSRR will reference data and reports from various NCDPI divisions: OCS, Financial and Business Services, Accountability, Exceptional Children, Federal Program Monitoring, Child Nutrition, and/or any other division that may have information pertinent to the evaluation of a school. Additionally, this report will contain information from the charter renewal self-study that each charter school board and school leader will complete.

Table 8: 2021 Charter Renewal Recommendations

Eighteen schools were considered for renewal in 2021. CSAB made the following renewal-term recommendations to SBE. The recommendations were approved by SBE on March 5, 2021. SBE also asked that CSAB, staff, and a SBE committee review the guidelines and present proposed revisions at the September 2021 SBE meeting.

Renewal-Term Recommendation	School(s)
Ten-year renewal	<ol style="list-style-type: none"> 1. Global Scholars Academy 2. Healthy Start Academy 3. Mallard Creek STEM Academy 4. Matthews Charter Academy 5. Peak Charter Academy 6. Pine Springs Preparatory Academy 7. The Hawbridge School 8. Union Preparatory Academy at Indian Trail
Seven-year renewal	<ol style="list-style-type: none"> 1. Central Wake High School
Five-year renewal	<ol style="list-style-type: none"> 1. Coastal Preparatory Academy 2. Concord Lake STEAM Academy 3. FernLeaf Community Charter School 4. Gate City Charter 5. Girls Leadership Academy of Wilmington 6. Iredell Charter Academy 7. Success Institute 8. Union Day School 9. Unity Classical Charter

Charter School Student Enrollment and Demographics

State statute originally capped at 100 the number of charter schools that could operate in the state in a given school year, but the General Assembly removed that ceiling in August 2011. Since then, the number of charter schools in the state has grown from 100 to 200 (as of the 2020-21 school year). 198 are brick-and-mortar charter schools operating in 65 counties, and two are virtual charter schools. Both virtual charter schools have brick-and-mortar headquarters in Durham County.

As of October 1, 2020, there are 126,165 students being served by charter schools. This represents 8.4% of the total public school population (1,509,220).

Student enrollment and demographic data are retrieved from the Common Education Data Analysis and Reporting System (CEDARS), NC's PreK-13 State Longitudinal Data System. The system is composed of various DPI source data collection systems, a student and staff identification system, a centralized data repository, and associated reporting and analysis tools.

Figure 6: Charter Schools by County, Map

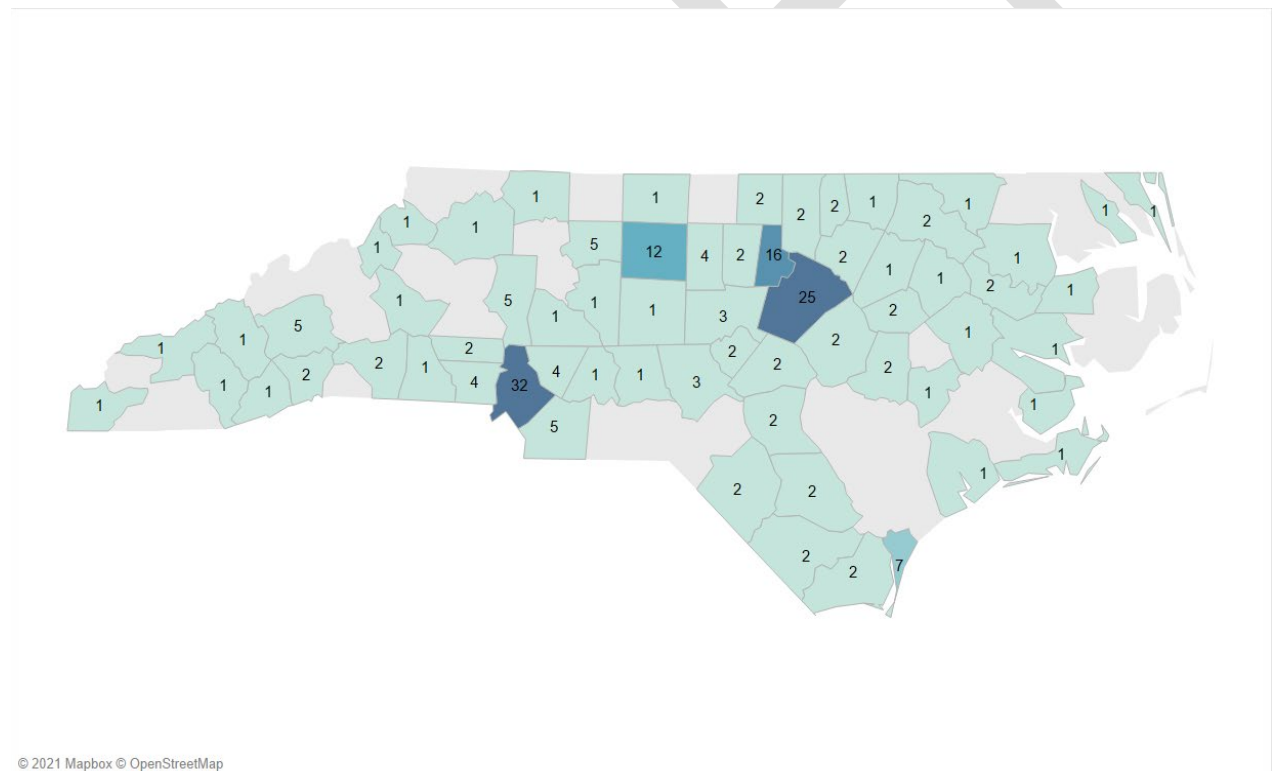


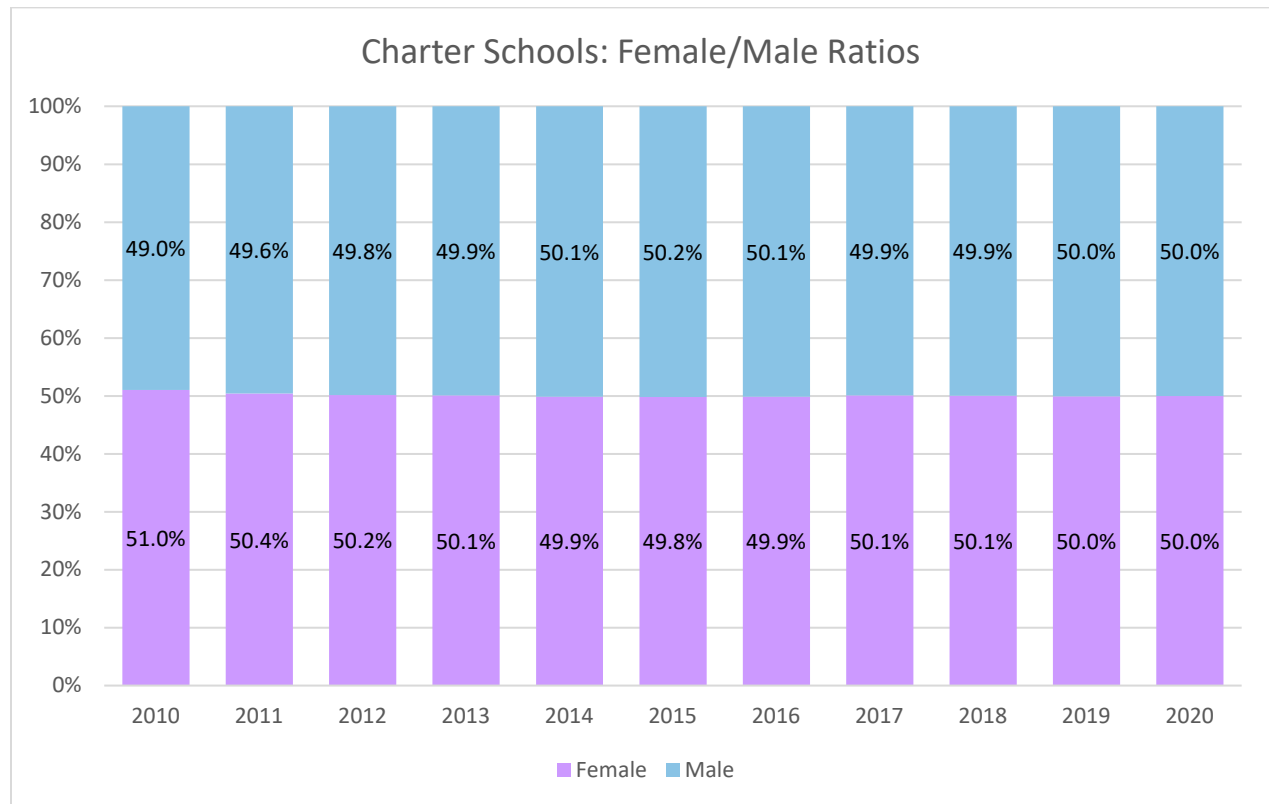
Table 9: Charter Schools by County, List

Alamance	Alamance Community School Clover Garden River Mill Academy The Hawbridge School	Edgecombe	North East Carolina Preparatory School
Avery	Marjorie Williams Academy	Forsyth	Arts Based School Carter G Woodson School Forsyth Academy NC Leadership Charter Academy Quality Education Academy
Beaufort	Washington Montessori	Franklin	Crosscreek Charter School Youngsville Academy
Bertie	Three Rivers Academy	Gaston	Community Public Charter Mountain Island Charter Piedmont Community Charter Ridgeview Charter School
Bladen	Emereau: Bladen Paul R Brown Leadership Academy	Granville	Falls Lake Academy Oxford Preparatory School
Brunswick	Charter Day School South Brunswick Charter School	Guilford	Cornerstone Charter Academy Gate City Charter Academy Greensboro Academy Guilford Preparatory Academy Next Generation Academy Phoenix Academy Inc Piedmont Classical High School Revolution Academy Summerfield Charter Academy The College Preparatory and Leadership A The Experiential School of Greensboro Triad Math and Science Academy
Buncombe	ArtSpace Charter Evergreen Community Charter Francine Delany New School Invest Collegiate - Imagine The Franklin School of Innovation	Halifax	Hobgood Charter School KIPP Halifax College Preparatory
Burke	The New Dimensions School	Harnett	Achievement Charter Academy Anderson Creek Academy
Cabarrus	A.C.E. Academy Cabarrus Charter Academy Carolina International School Concord Lake STEAM Academy	Haywood	Shining Rock Classical Academy: CFA
Carteret	Tiller School	Henderson	FernLeaf Community Charter School The Mountain Community Sch
Chatham	Chatham Charter Willow Oak Montessori Woods Charter School	Iredell	American Renaissance School Iredell Charter Academy Langtree Charter Academy Pine Lake Preparatory Success Institute Charter School
Cherokee	The Learning Center	Jackson	Summit Charter
Cleveland	Pinnacle Classical Academy	Johnston	Johnston Charter Academy Neuse Charter School
Columbus	Columbus Charter School Thomas Academy	Lee	Ascend Leadership Academy: Lee County MINA Charter School of Lee County
Cumberland	Alpha Academy The Capitol Encore Academy	Lenoir	Children's Village Academy
Currituck	Water's Edge Village School	Lincoln	Lincoln Charter School West Lake Preparatory Academy
Davidson	Davidson Charter Academy	Martin	Bear Grass Charter School Northeast Regional School - Biotech/Agri
Durham	Carter Community Charter Central Park School For Children Discovery Charter School Excelsior Classical Academy Global Scholars Academy Healthy Start Academy Kestrel Heights School KIPP Durham College Preparatory Maureen Joy Charter NC Virtual Academy North Carolina Cyber Academy Reaching All Minds Academy Research Triangle Charter Research Triangle High School The Institute for the Development of You Voyager Academy		

GENDER DATA⁴

Over the past ten years, gender percentages at NC charter schools have reached a 50/50 split between male and female students as of the 2020 school year.

Figure 7: Charter Schools, Female/Male Ratios by Year



RACIAL/ETHNIC DATA⁵

N.C. General Statute 115C-218.45(e) states, “within one year after the charter school begins operation, the charter school shall make efforts for the population of the school to reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located.”

To give appropriate insight on the extent to which charter schools reasonably reflect the areas in which they are located, significant research would need to be conducted to disaggregate the racial

⁴ October 1st point in time report from CEDARS.

⁵ October 1st point in time report from CEDARS.

and ethnic breakdown of traditional schools and charter schools serving diverse communities within all local administrative units in the state.

Figure 8: 2020 Demographic Data, Charters and Traditional LEAs

The chart below shows racial/ethnic composition within all charters and all traditional (non-charter) local education agencies (LEAs) as of October 1, 2020.

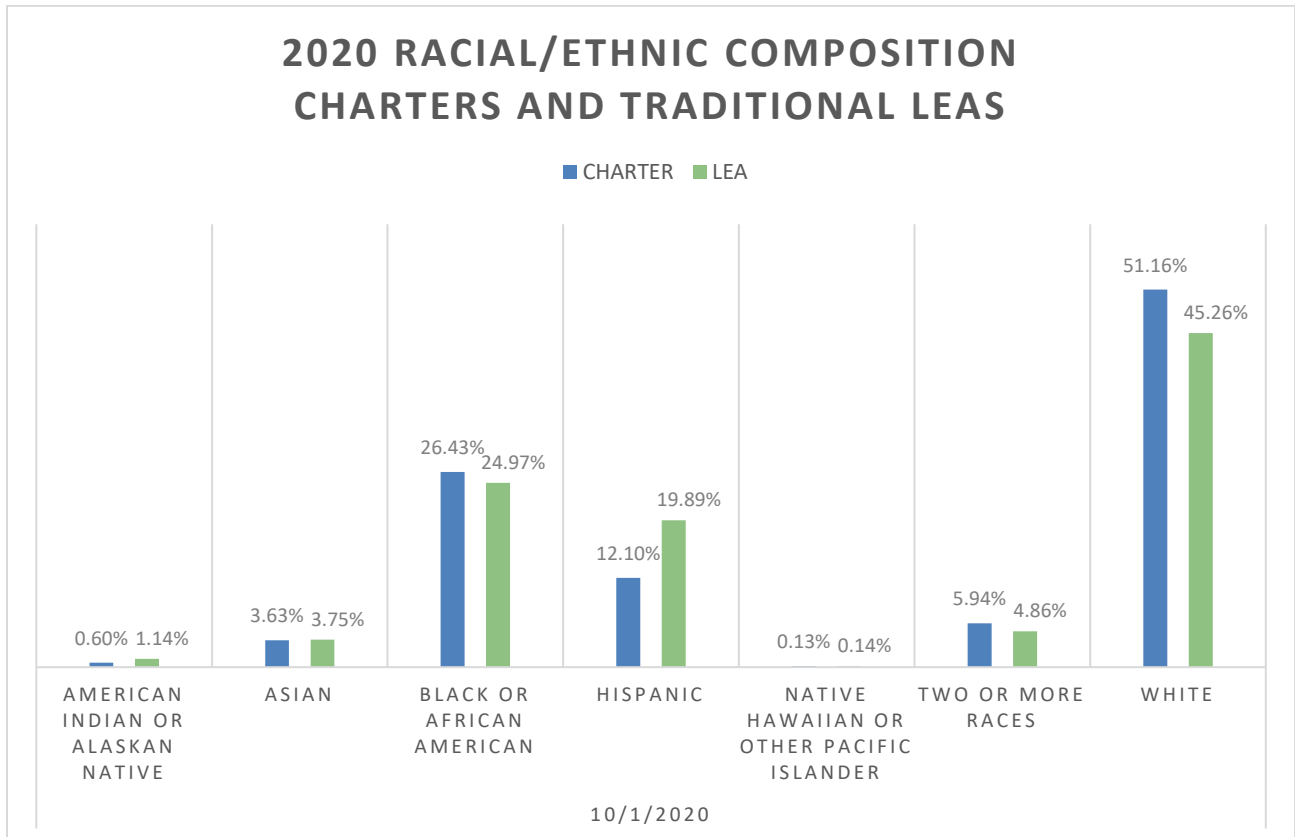


Figure 9: American Indian or Alaskan Native, All Charters By Year 2010-2020

The American Indian or Alaskan Native student population attending charter schools has declined over the last decade from just over one percent to 0.60% as of October 1, 2020.

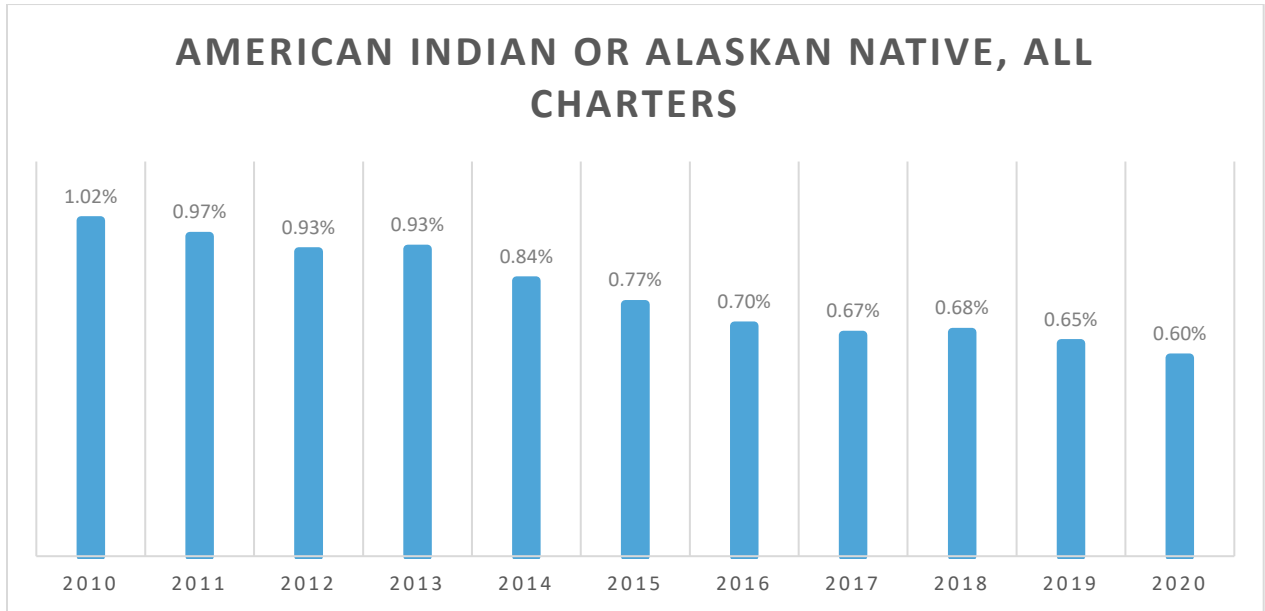


Figure 10: Asian, All Charters By Year 2010-2020

The Asian student population attending charter schools has increased steadily over the last decade from just over two percent to approaching four percent.

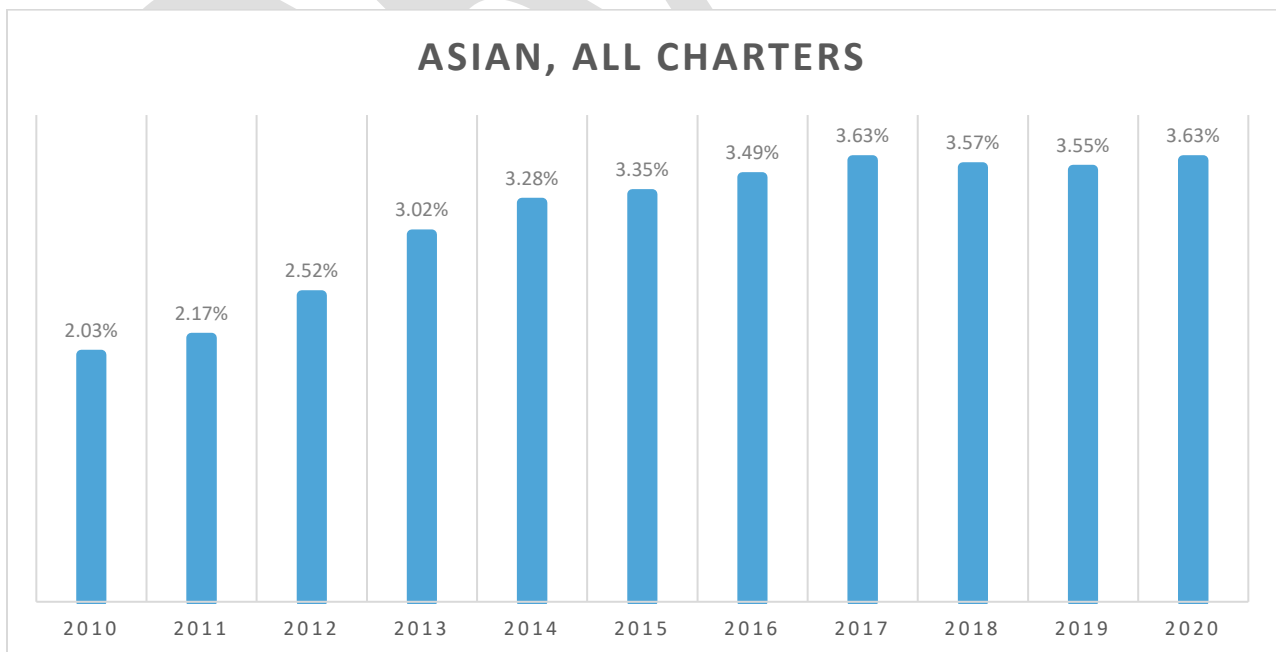


Figure 11: Black or African American, All Charters By Year 2010-2020

The Black or African American student population attending charter schools fluctuated during the first few years of the previous decade, stabilizing in 2014. With slight variances, the percentage remains over 26%.

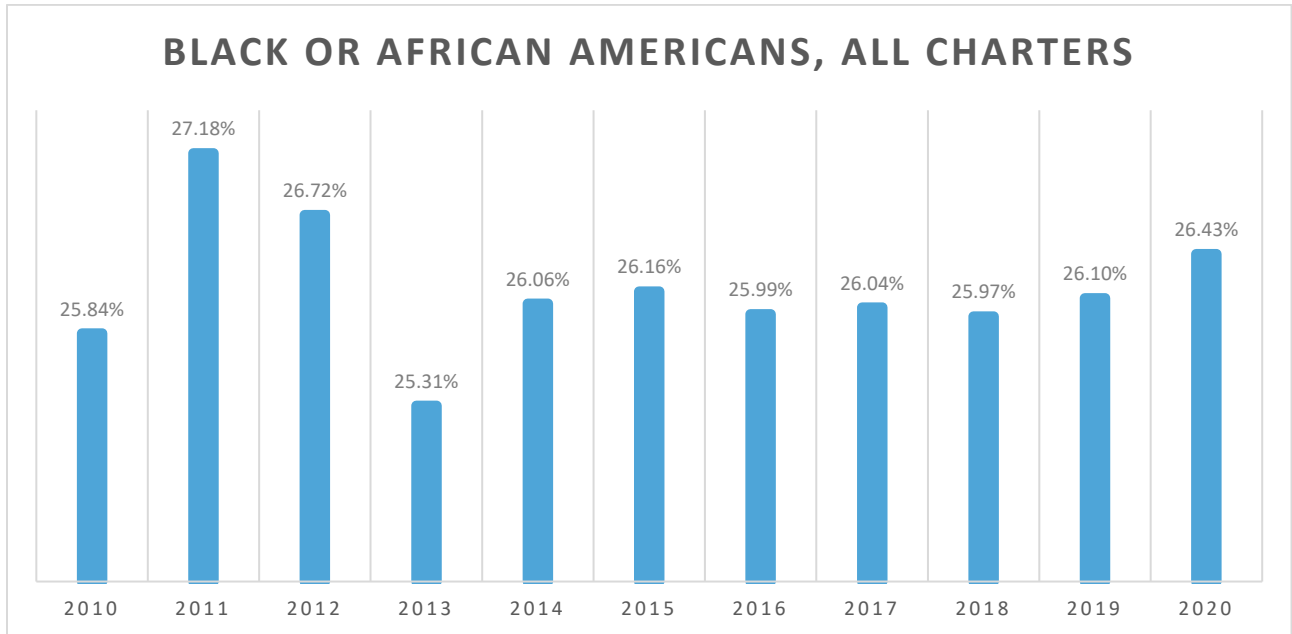


Figure 12: Hispanic, All Charters By Year 2010-2020

The Hispanic student population attending charter schools in the state has increased over six percent since 2010.

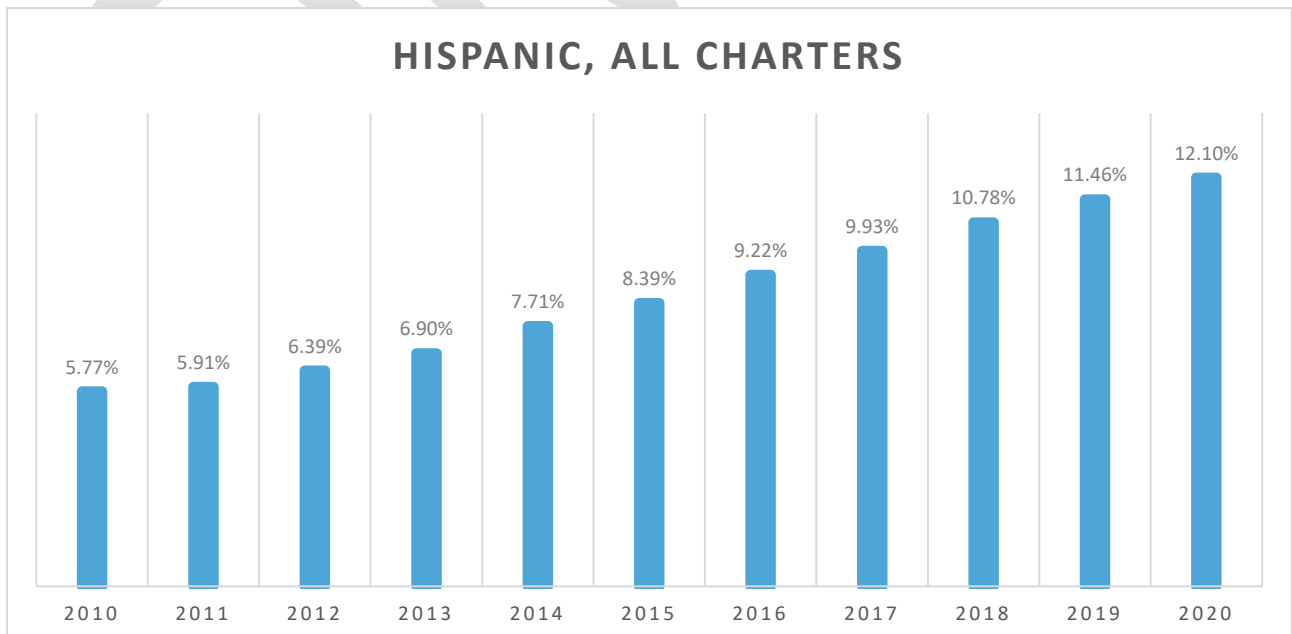


Figure 13: Native Hawaiian and Pacific Islanders, All Charters By Year 2010-2020

Mirroring state demographics, the Native Hawaiian/Pacific Island student population remains under one percent (<1%) of students.

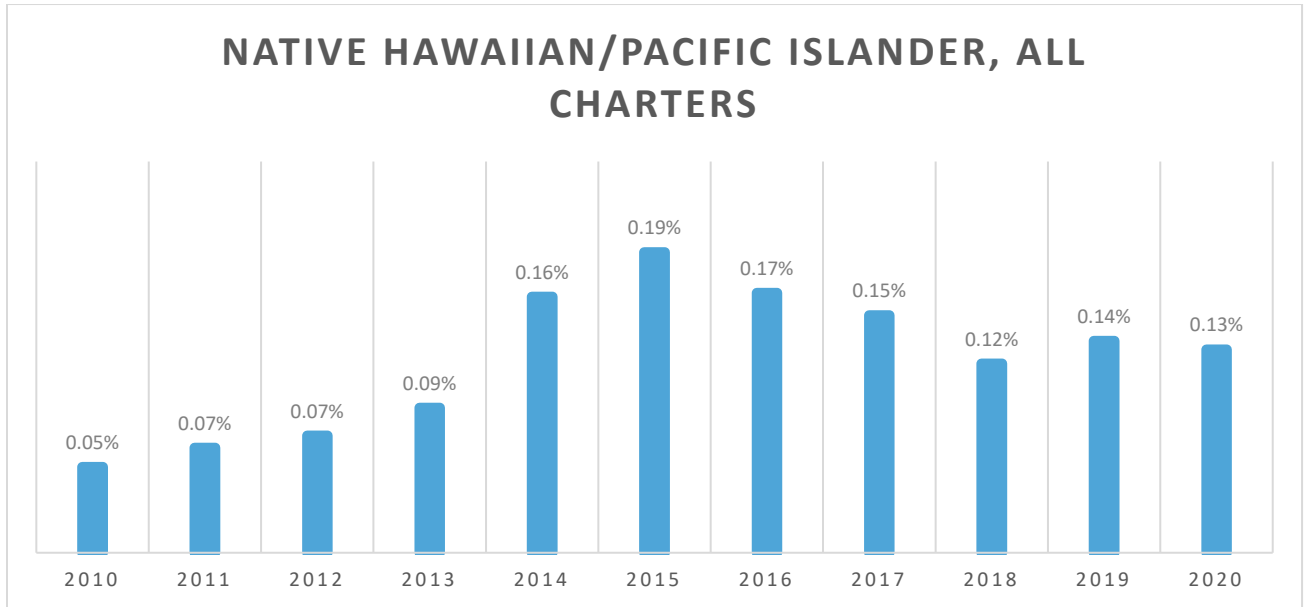


Figure 14: Two or More Races, All Charters By Year 2010-2020

North Carolina charter school student population identified as two or more races has consistently increased over the last decade to just under six percent (6%).

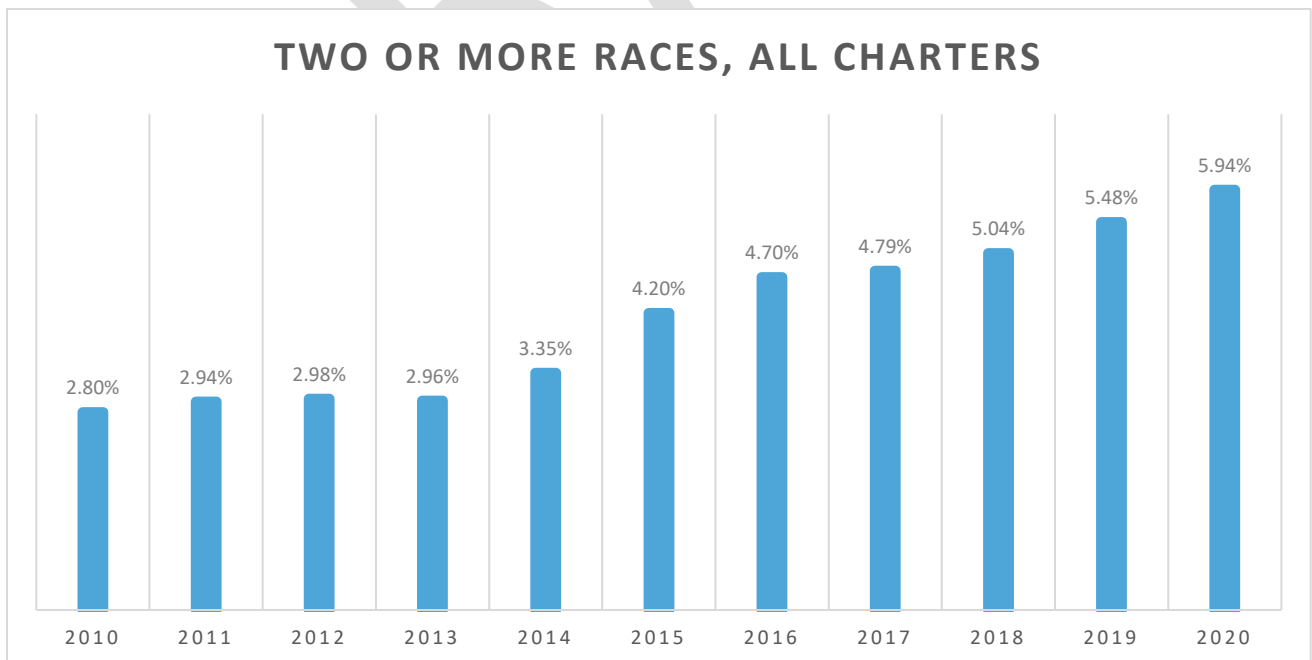
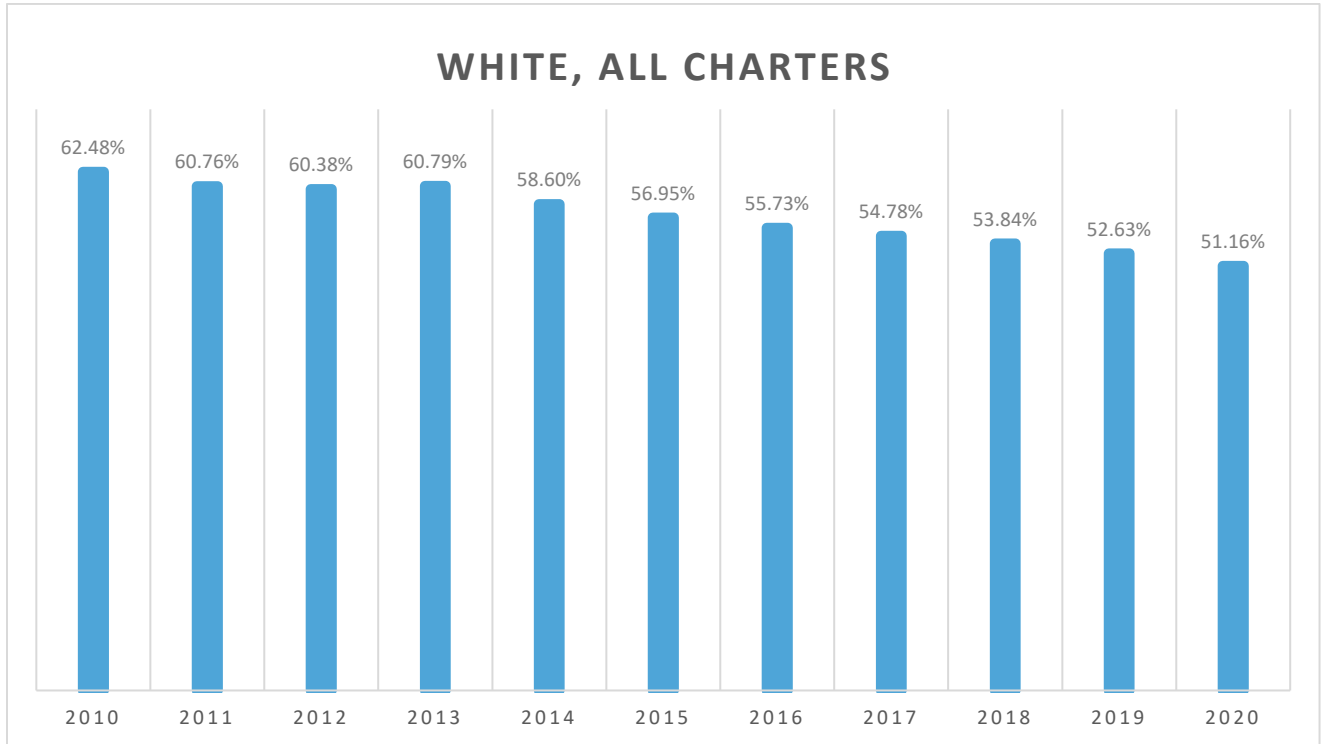


Figure 15: White, All Charters By Year 2010-2020

In 2010, white students comprised over 62% of NC charter school students. As of October 1, 2020, white students now make up just over 51% of the NC charter school student population.

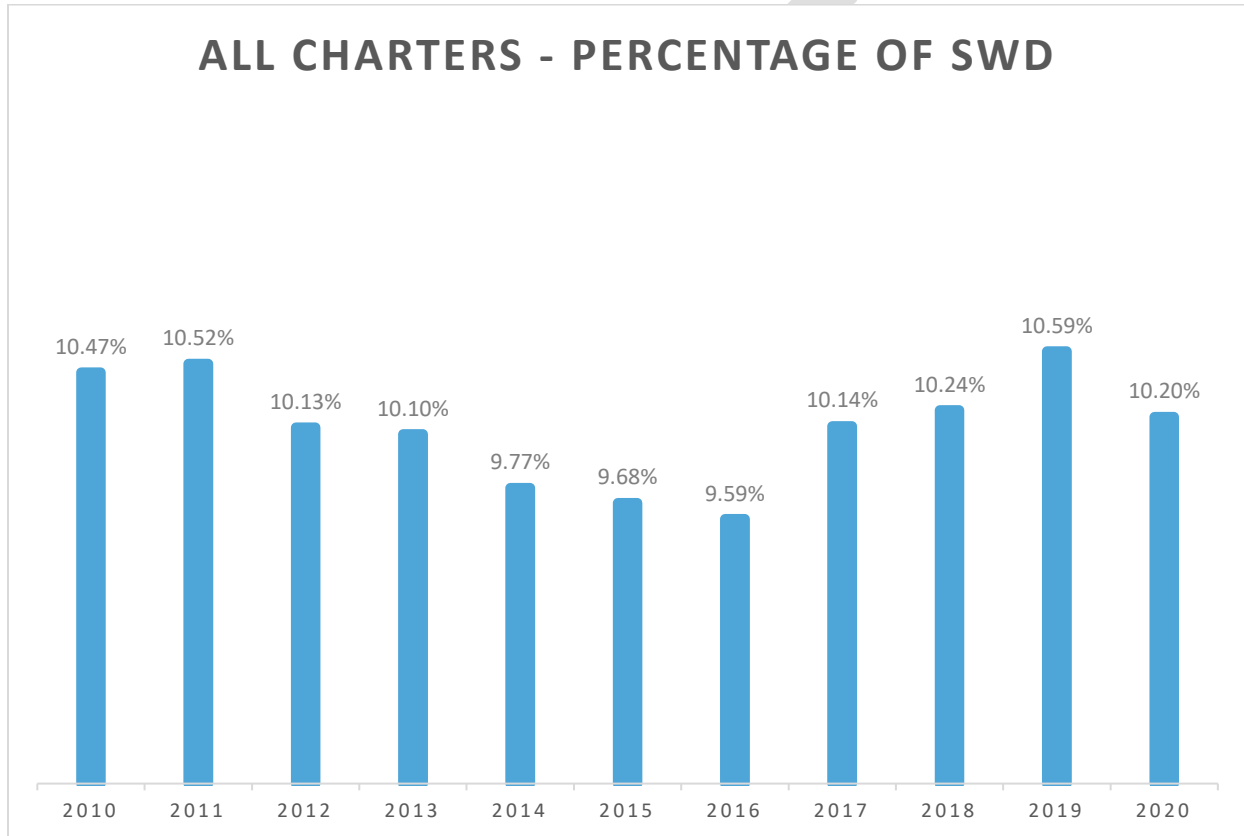


Special Population Student Enrollment

STUDENTS WITH DISABILITIES

As of the December 1, 2020, federal headcount of Students with Disabilities (SWD), there were 12,752 identified SWD attending charter schools (10.20% of enrollees) and 169,350 (12.26% of enrollees) attending traditional district schools.

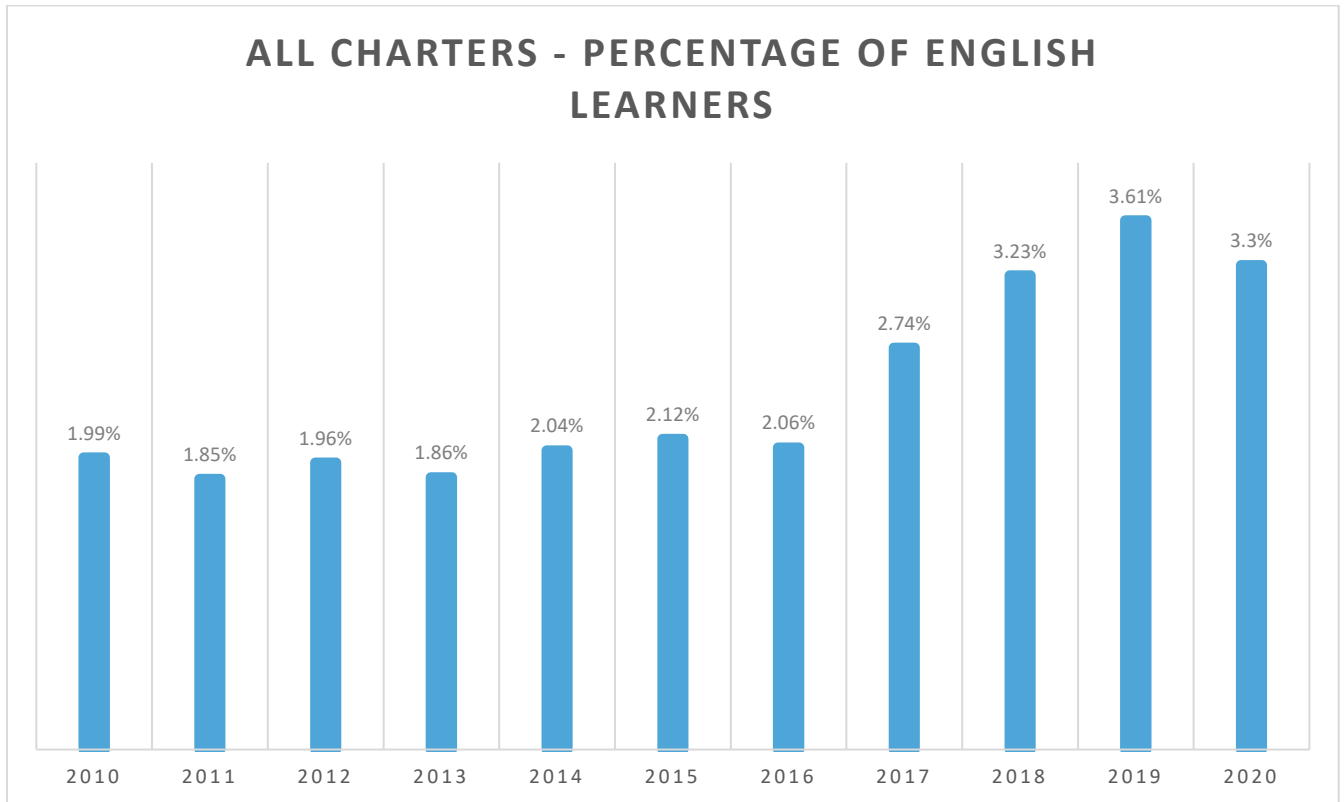
Figure 16: Percentage of Students with Disabilities, 2010-2020



ENGLISH LEARNERS

As of the October 1, 2020, federal headcount, charter schools enrolled 4,166 English Learners (3.3%) and traditional district schools enrolled 110,602 English Learners (8%).

Figure 17: Percentage of English Learners, 2010-2020



ECONOMICALLY DISADVANTAGED STUDENTS

It is important to note that the economically disadvantaged (ED) student data (collected through NCDPI Testing and Accountability Services) is self-reported by charter schools. While charter schools do certify to NCDPI that the numbers they report are accurate, some schools have expressed concern that since they must ask families to self-report income information to verify ED status, the figures may underrepresent the true ED population in a given school and across all charter schools. Charter schools that do not participate in the National School Lunch Program (NSLP), and therefore do not have that participation rate to use as a proxy for ED status, may be most likely to report figures that underrepresent the true ED population at their schools. Improvements to this data collection are being implemented through the Direct Certification System⁶.

The Charter Schools Advisory Board and DPI staff have dedicated a significant amount of time to discussing the challenges of defining economically disadvantaged, identifying economically disadvantaged students enrolled in charter schools, and the solutions other states have implemented to solve this issue. In terms of federal or state reporting, economically disadvantaged is a subcategory and individual-level data is required to report this figure. If schools are not participating in a Community Eligibility Program (CEP) or participating in the NSLP, then they will not have that data. Even if schools ask parents to self-report that information, self-reported data cannot be validated by DPI, which is a requirement for federal reporting and auditing. DPI has applied for a grant for a longitudinal data study to determine how to calculate the economically disadvantaged population. North Carolina is not the only state grappling with how to best determine economic disadvantage status and therefore allocate resources to students and families most in need. The Ohio Department of Education recently concluded a study on the same question which outlines the different methods used nationwide.⁷ The Learning Policy Institute also released a report in 2020 researching comprehensive approaches to measuring student socioeconomic status.⁸

As of June 30, 2020, charter schools enrolled 26,229 (22.48%) identified as economically disadvantaged (ED) and traditional district schools enrolled 631,420 ED students (43.24%).

Since 2011, the percentage of ED students enrolled in charter schools has varied between a low of 21.49% (2018) and a high of 31.24% (2017).

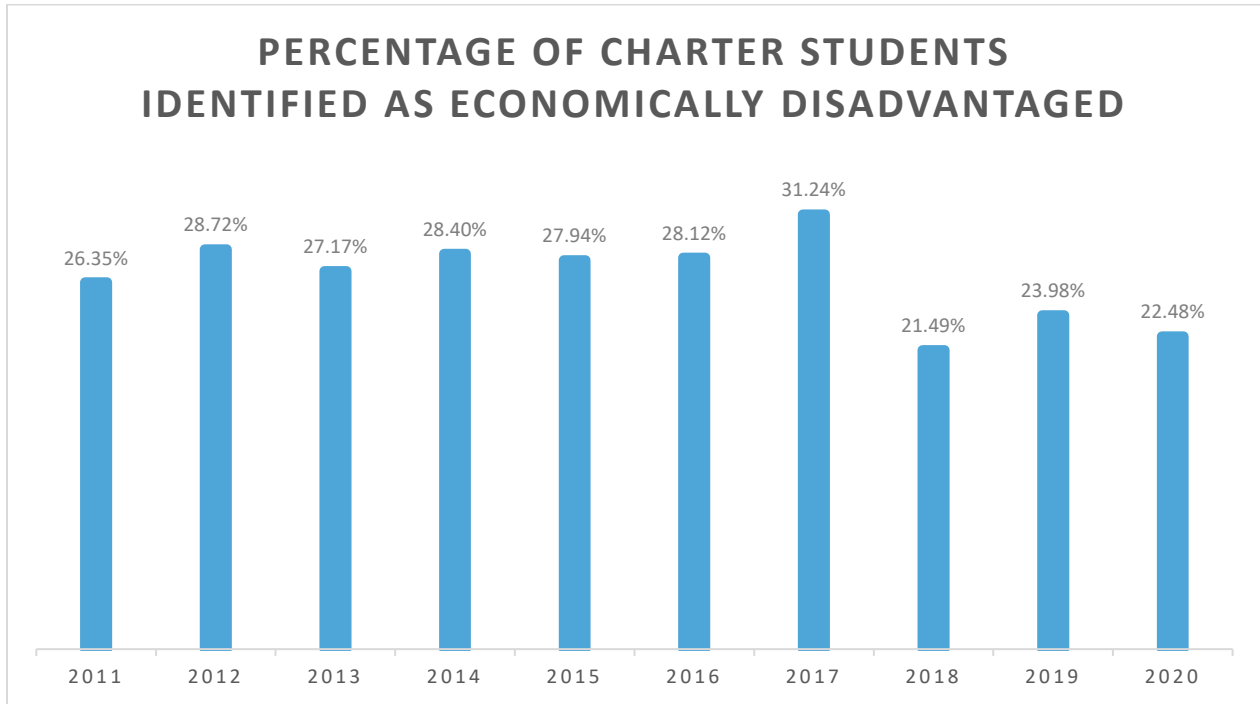
⁶ Direct certification is the process under which LEAs certify children who are members of households receiving assistance under the Food Stamp program, Cash Assistance (formerly TANF) or FDPIR as eligible for free school meals, without further application, based on information provided by the State/local agency administering those programs.

<https://childnutrition.ncpublicschools.gov/information-resources/direct-certification>

⁷ Ohio Department of Education. (2021). Economically disadvantaged students: A review of definitions and methods across states. Retrieved from <http://education.ohio.gov/getattachment/About/Annual-Reports/Economically-Disadvantaged-Students-2020.pdf.aspx?lang=en-US>

⁸ Cookson, P. W. (2020). Measuring student socioeconomic status: Toward a comprehensive approach. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/Measuring_Student_Socioeconomic_Status_REPORT.pdf

Figure 18: Percentage of Economically Disadvantaged Students, Charter, 2011-2020



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Eliminating Barriers to Access

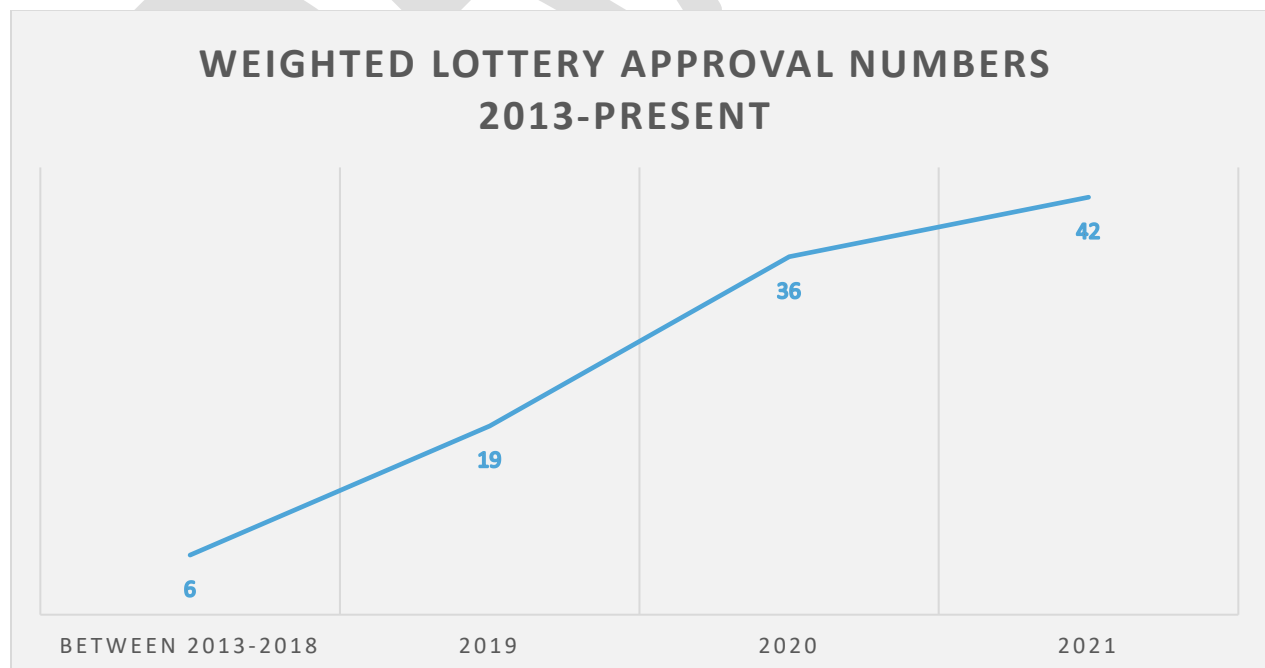
WEIGHTED LOTTERIES

The ability to conduct a weighted lottery is codified in G.S. §115C-218.45(g1). Charter schools may not discriminate in their admissions process on the basis of race, creed, national origin, religion, or ancestry; however, they are allowed to utilize additional controls to enroll underserved populations, if supported by the school's mission.

In 2018, North Carolina was awarded a federal Charter Schools Program grant to increase educationally disadvantaged student access to high quality charter schools in the state. One stipulation that North Carolina wrote into the grant application is that subgrantees would agree to implement a weighted lottery. This has led to a significant increase in not only the implementation of weighted lotteries, but awareness of the admissions procedure that is a weighted lottery.

As of March 10, 2021, there are 42 charter schools approved to utilize a weighted lottery. As a greater number of charter schools begin to implement a weighted lottery, the hope is to see a greater number of educationally disadvantaged students enrolling in charter schools. As part of the approval process, schools must explain how the needs of educationally disadvantaged students will be met. Many schools report an increase in staff, improved nutrition and transportation programs, as well as increased community outreach and partnerships. OCS staff and the NC ACCESS grant team are working to collect data on the implementation of weighted lotteries and how that process is impacting educationally disadvantaged students at school levels. As most schools are just beginning to implement, there is not enough collective data to draw substantive conclusions.

Figure 19: Number of Charter Schools Approved to Utilize a Weighted Lottery, 2013-2021



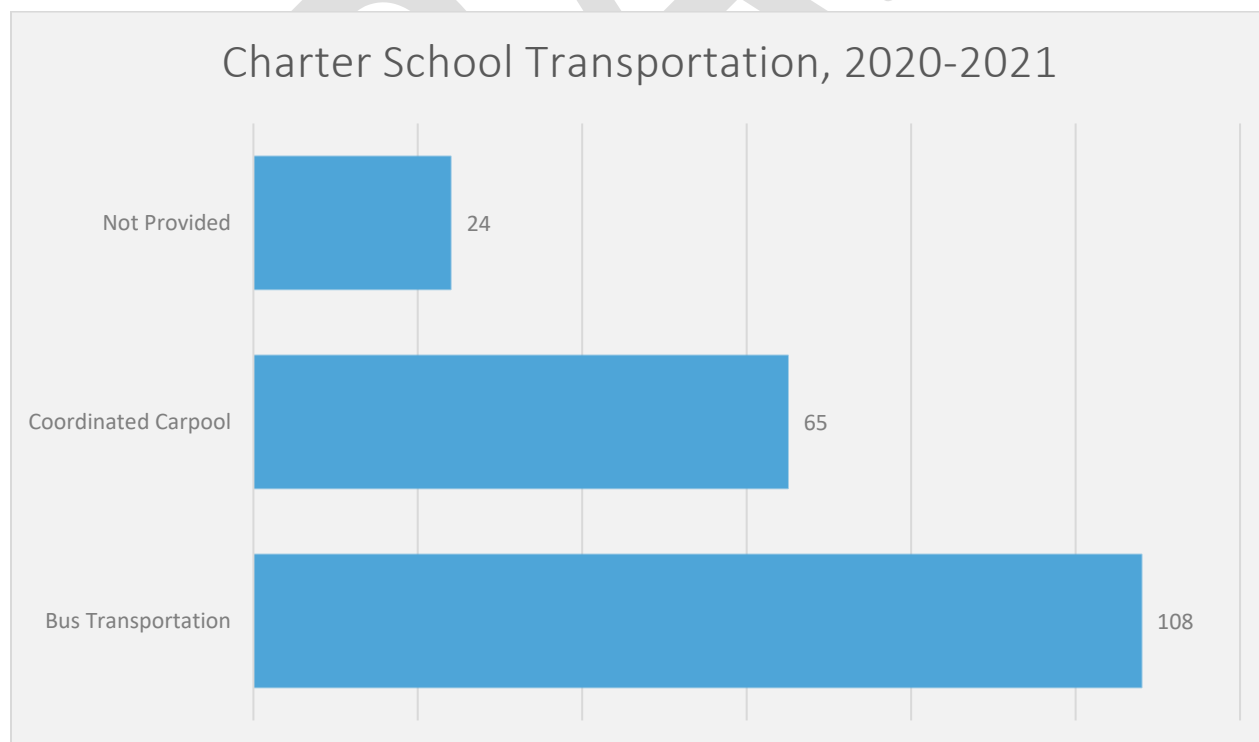
TRANSPORTATION

N.C. General Statute §115C-218.40 states that a charter school “may provide transportation to students enrolled at the school. The charter school shall develop a transportation plan so that transportation is not a barrier to any student who resides in the local school administrative unit in which the school is located.”

In 2017, S.L. 2017-57 appropriated \$2.5 million to the Charter School Transportation Grant. Grant awards were available to schools where 50% or more of the student population was economically disadvantaged. These grant funds were not renewed for the following year. Providing transportation is a costly endeavor for charter schools, and those providing transportation receive minimal financial resources to do so. The charter schools providing transportation are often the schools with the most racially and socioeconomically diverse student populations. The dearth of transportation funds provided to charter schools often forces schools to make significant financial trade-offs. Adequate transportation funding is critical to ensuring that charter schools are accessible to all students, regardless of their ability to provide their own transportation to and from school.

As of the 2020-2021 school year, over half of charter schools provide bus transportation and another 65 schools provided coordinated carpool programs.

Figure 20: Charter School Transportation, 2020-2021

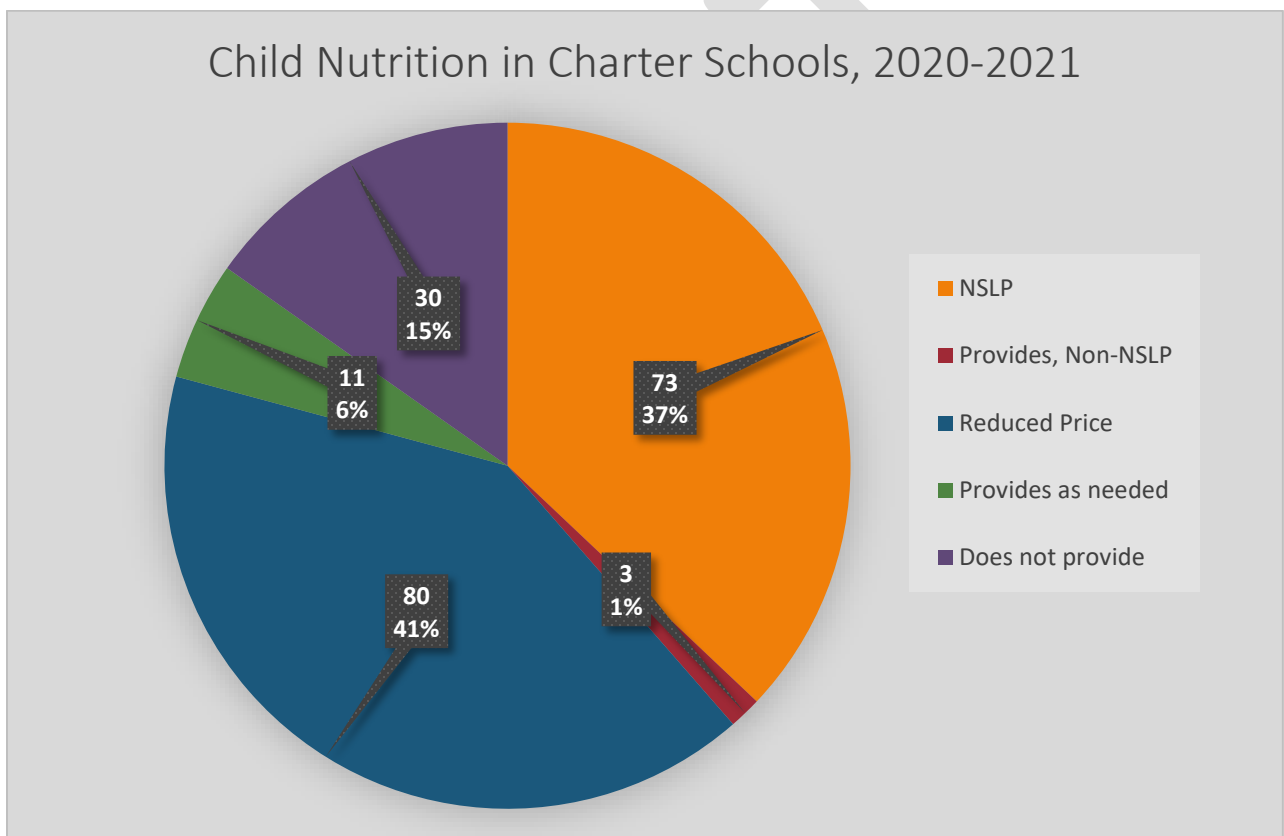


CHILD NUTRITION

Charter schools in North Carolina are not required to participate in the National School Lunch Program (NSLP), however, similar to the transportation provision, they are required to have a plan that ensures that every child who needs lunch provided will receive a meal. During the application interview process, the CSAB asked detailed questions about how the school will provide lunch for all students who need it.

As of the 2020-2021 school year, 73 charter schools participate in the NSLP, three self-fund a nutrition program, and 80 schools provide reduced priced meals.

Figure 21: Child Nutrition in Charter Schools, 2020-2021



Charter School Academic Performance

The sixth legislative purpose of charter schools outlined in statute is to “hold schools established under this Part accountable for meeting measurable student achievement results and provide the schools with a method to change from rule-based to performance-based accountability systems.”

Due to the pandemic, the last reported state accountability data available is from the 2018-2019 state testing program. This data was reported in the [2019 Annual Charter Schools Report](#). In addition, detailed data regarding the two virtual charter schools was reported in the [2020 Joint Legislative Education Oversight Committee \(JLEOC\) Virtual Charter School Pilot Report](#).

LOW-PERFORMING CHARTER SCHOOL UPDATES

Session Law 2020-3 (SB 704) requires that schools previously identified as low-performing or continually low-performing, based on data from the 2018-2019 school year, shall continue to be identified as such.

General Statute § 115C-218.94 defines Low-Performing and Continually Low-Performing Charter Schools as the following:

Table 10: Low-performing and Continually Low-Performing Definitions

LOW-PERFORMING	CONTINUALLY LOW-PERFORMING
School performance grade of D or F AND School growth score of “met expected growth” or “not met expected growth.”	Low-performing at least two of three consecutive years.

In 2018-19, 47 total schools were identified as either Low-Performing (LP) or Continually Low-Performing (CLP). Since that time, three have been closed and one is pending closure. For the 2021-2022 school year, there will be 43 charter schools operating that have previously been identified as LP or CLP based on the 2018-2019 accountability data. Thirty-five schools are classified as CLP, five of which were not LP in 2018-2019. Eight schools are classified as LP, but were not CLP.⁹

PANDEMIC IMPACT

The pandemic undoubtedly impacted student learning across the country. While the significance of this impact will continue to be evaluated as students return to in-person learning, [data collected by the Department of Public Instruction](#) shows that 9.23% of charter school students are at-risk for

⁹ See Appendix B for a full list of the 2018-2019 low-performing charter schools.

academic failure and not successfully progressing toward grade level promotion. The data also gives insight into which grade levels struggled the most with virtual learning. The same data shows that 22.91% of traditional district students are at-risk for academic failure. This data was presented to a Senate Education Committee on March 3, 2021.

Table 11: At-Risk Charter Students, 2021

Grade	Total # At-Risk Students	Total of the Student Population*	% of the Total Student Population
KINDERGARTEN	983	11,658	8.43%
Grade 1	1,069	11,444	9.34%
Grade 2	902	11,203	8.05%
Grade 3	1,154	11,035	10.46%
Grade 4	866	10,763	8.05%
Grade 5	856	11,172	7.66%
Grade 6	1,104	12,155	9.08%
Grade 7	1,117	11,712	9.54%
Grade 8	1,061	10,532	10.07%
Grade 9	921	7,340	12.55%
Grade 10	649	6,517	9.96%
Grade 11	534	5,453	9.79%
Grade 12	391	4,728	8.27%
State Charter School Total	11,607	125,712	9.23%

*based on [Month 3 ADM](#)

End-of-year state testing taking place in 2021 will hopefully provide better insight, however imperfect, as to impact of COVID-19 on the academic progress of NC charter students.

COVID-19 and Charter School Operations

The Office of Charter Schools surveyed the operating NC charter schools on a variety of questions regarding the pandemic and how schools pivoted to provide instruction and support to families. A total of 196 schools responded (98% of operating charter schools). Below is a summary of responses that provide a picture of charter school operation during the 2020-2021 school year.

Collaboration during COVID19: Did you have occasion to partner and collaborate (meals, technology, remote instruction, etc.) with other charter schools or with traditional public schools during the pandemic?

- Collaborated with traditional public schools = 16 (8%)
- Collaborated with charter schools = 62 (33%)

- Collaborated with both charter and traditional public schools = 38 (20%)
- Did not collaborate = 75 (39%)

COVID-19 and Technology Distribution

When schools closed in March of 2020 amid growing concerns over the spread of COVID-19, charter school personnel worked diligently to ensure that their students had the opportunity and resources to continue learning. School staff had to address multiple challenges as they transitioned to a remote learning environment: many families lacked or had insufficient technological devices for student learning; numerous households lacked high-speed internet; and a growth in the concern about the emotional wellbeing of students due to the added stressors of the COVID-19 environment (e.g., difficulty adapting to online learning, social isolation, food insecurity, family financial concerns, etc.). Below is a summary of how charter schools in North Carolina responded to some of these challenges.

One of the biggest hurdles to transitioning to a remote learning environment was to get electronic learning devices into the hands of the students. Most charter schools (98%) distributed laptops or tablets to students to facilitate virtual learning. Ten percent (10%) of charter school leaders indicated they “partially” distributed devices, meaning their school either allocated devices to specific grade levels or they only issued one device to each family. In four charter schools, all of the students had technology access prior to moving into remote learning.

In addition to providing laptop computers and tablets to students, many charter schools assisted families with internet access. More than one-third of schools (37%) provided home-based internet access through phones equipped with Wi-Fi or provided payments to families to establish mobile hot spots on their phones. Twenty-seven percent (27%) of schools supplied hotspots directly to families, while 16% furnished community-based access, such as amplifying Wi-Fi for students to access the internet in the school parking lots and/or stationing buses with Wi-Fi in designated locations throughout the community. More than one-fifth of charter schools (23%) indicated that they surveyed their families concerning internet access needs and determined that the students did not require school support. Percentages will not equal 100, as some schools provided multiple types of internet assistance.

Technology During COVID19: Did some of your students require hotspot access?

- Provided hotspots = 52 (27%)
- Provided community-based access, (amplified Wi-Fi outside school parking lots or stationed buses with Wi-Fi in communities) = 32 (16%)
- Surveyed community for needs and scholars did not require charter school support with accessing Wi-Fi = 46 (23%)
- Provided home based access through phones equipped with Wi-Fi or paid for parents to establish mobile hot spots on their phones = 72 (37%)

COVID-19 and Teacher Practices

In a remote learning environment, it is important for teachers to provide real-time instruction and engage directly with students (synchronous learning) (Boast, Clifford, & Doyle, 2020)¹⁰. Teachers in North Carolina charter schools did well in this area. Most charter school teachers (89.5%) provided a combination of synchronous and asynchronous lessons for their students. Teachers in 10% of the schools provided only synchronous lessons, while teachers in one charter school provided only asynchronous lessons for their students.

Moving to a virtual learning format required a shift in the way teachers interacted with students and monitored their progress. In 12% of charter schools, teachers in their schools provided individual feedback on student work through video conferencing or written comments on the work. In 7% of schools, teachers provided feedback to parents via remote conferences. More than four-fifths (81%) of respondents indicated the teachers provided feedback both to students via conferencing and written comments and to parents through conferences (remotely or face-to-face).

It is crucial for teachers and school staff to reach out to individual students on a regular basis (Vanourek, 2020)¹¹. In almost all of the charter schools surveyed (97%), teachers conducted regular academic and personal check-ins with their students. Additionally, in 70% of the charter schools, teachers provided tutoring and targeted help for their students. It is also important that teachers address the social and emotional concerns of the students (Vanourek, 2020). This appeared to be a key priority for many teachers. In 65% of charter schools, teachers conducted consistent social-emotional check-ins with their students.

¹⁰ Boast, L., Clifford, B. & Doyle, D. (2020). Learning in real time: How charter schools served students during COVID-19 closures. *National Alliance for Public Charter Schools*. Retrieved from <https://www.publiccharters.org/our-work/publications/how-charter-schools-served-students-during-covid-19-closures>

¹¹ Vanourek, G. (2020). Schooling Covid-19: Lessons from leading charter networks from their transition to remote learning. *Thomas B. Fordham Institute*. Retrieved from <https://fordhaminstitute.org/national/research/schooling-covid-19-lessons-leading-charter-networks-their-transition-remote>

Charter School Impact on Local Districts

FUNDING AND MEMBERSHIP

In 2019-2020, charter school average daily membership (ADM) accounted for 7.5% of the state's total ADM. Of the \$10.37 billion in state funding for public education, 7.5% (or \$734,721,661) was allotted to charter schools.

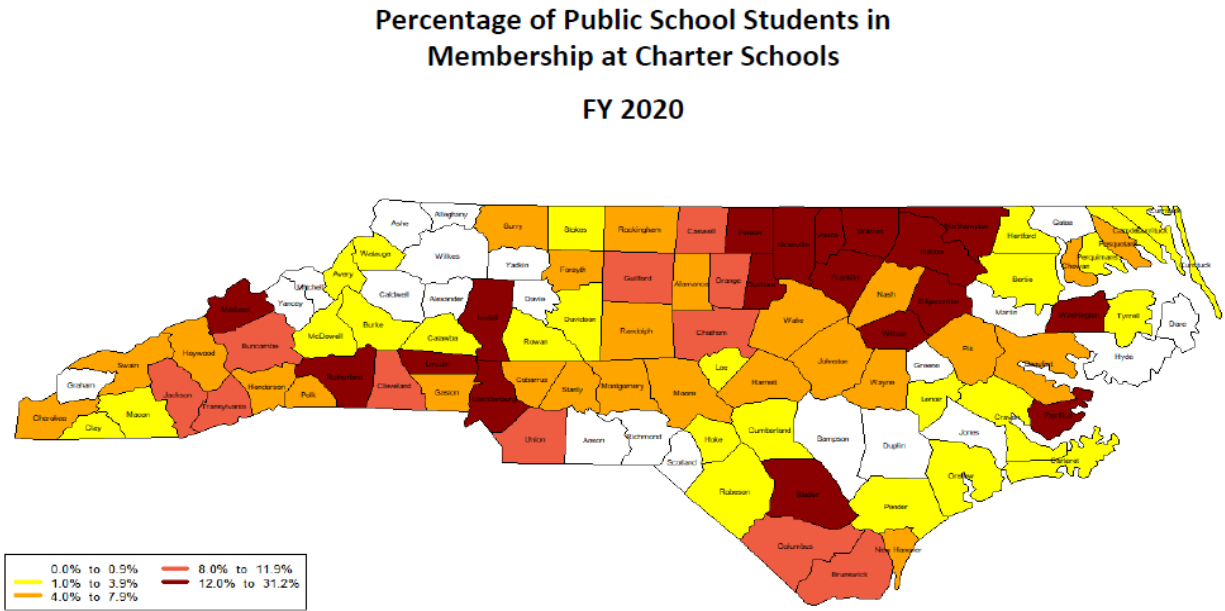
Table 12: Number of Charters Approved, Opened, Closed and Total State Funds Allotted

Year	Approved	Opened	Closed	Relinq w/o Opening	Total in Operation	Planning Allotted ADM	% of Total ADM	Total State Funds Allotted
1996-97	34	0	0	0	0			
1997-98	31	34	1	0	33	4,106	0.3%	\$ 16,559,947
1998-99	28	26	3	0	56	5,572	0.4%	\$ 32,143,691
1999-00	17	22	3	5	75	10,257	0.8%	\$ 50,104,210
2000-01	9	15	4	3	86	14,230	1.1%	\$ 64,213,491
2001-02	3	8	3	2	91	19,492	1.5%	\$ 77,177,902
2002-03	2	5	3	1	93	19,832	1.5%	\$ 87,233,744
2003-04	4	2	2	0	93	21,578	1.6%	\$ 94,286,726
2004-05	2	4	0	0	97	24,784	1.8%	\$ 110,888,050
2005-06	1	2	3	0	96	28,733	2.1%	\$ 132,089,910
2006-07	7	1	4	0	93	29,170	2.0%	\$ 144,299,621
2007-08	2	7	2	0	98	30,892	2.1%	\$ 169,871,326
2008-09	0	2	3	0	97	34,694	2.3%	\$ 191,751,412
2009-10	3	0	1	0	96	38,449	2.6%	\$ 187,726,898
2010-11	1	3	0	0	99	41,314	2.8%	\$ 200,058,046
2011-12	9	1	0	0	100	44,829	3.0%	\$ 228,291,552
2012-13	24	7	1	1	106	48,795	3.3%	\$ 255,396,318
2013-14	26	22	2	0	126	53,655	3.6%	\$ 304,459,644
2014-15	11	24	3	0	147	64,186	4.2%	\$ 366,455,982
2015-16	15	14	3	1	158	81,943	5.3%	\$ 444,131,335
2016-17	8	8	0	0	166	92,112	6.0%	\$ 513,450,126
2017-18	9	8	1	1	173	101,689	6.6%	\$ 580,772,383
2018-19	12	12	1	1	184	111,604	7.2%	\$ 674,314,240
2019-20	18	14	2	4	196	117,264	7.5%	\$ 734,721,661
	276	241	45	19				

Unlike local education agencies, charter schools are not bound to serve only the students residing within a particular county or district. Many charter schools serve students from multiple districts, which often poses challenges related to transportation and funding allocations. Given the large number of districts from which a charter school may enroll students, it is difficult to pinpoint the

specific fiscal impact of a given charter school on its “home district.” The map below illustrates the percentage of public school students in membership for each district in the state.¹²

Figure 22: Percentage of Public School Students in Membership at Charter Schools



For purposes of illustration, city LEAs are combined with the county LEAs. In most cases, the city percentage is similar to the county percentage, except for the following:

Halifax	31.2%	Surry	5.2%
Weldon City	27.1%	Elkin City	2.6%
Roanoke Rapids	6.0%	Mount Airy City	9.6%
Orange	10.3%		
Chapel Hill	1.9%		

Source: Charter school membership collected from LEAs via electronic survey.
LEA membership from 2019-2020 Allotted ADM

In 2019-2020, the individual LEAs with the highest percentages of charter school membership (compared to total district and charter ADM) were located predominantly in rural areas, with the exception of Durham Public Schools. This has been a consistent trend in LEA charter membership. The table below outlines the fifteen districts with the highest percentage of charter membership in the state.¹³

¹² See Appendix C for maps detailing trends in charter school membership over time.

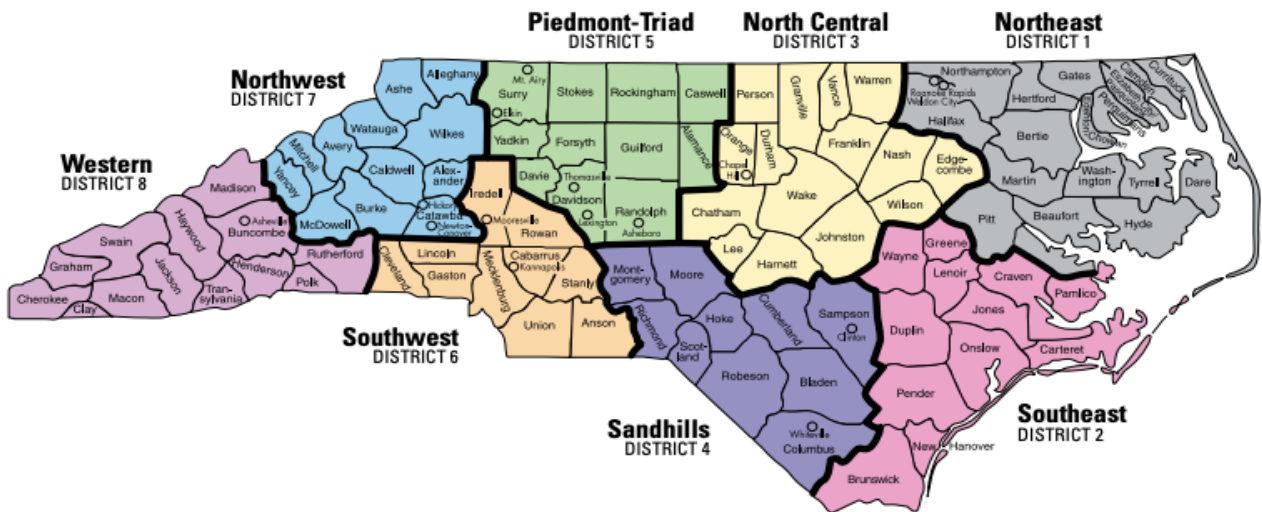
¹³ See Appendix D for the percentage of charter membership for every LEA in the state.

Table 13: Fifteen LEAs with the largest percentage of charter membership, 2020

Region	LEA	LEA	2020 Charter membership	LEA Allotted ADM	Total LEA and CS	% of LEA
1	420	Halifax	1,071	2,358	3,429	31.2%
1	422	Weldon City	300	805	1,105	27.1%
3	910	Vance	2,042	5,539	7,581	26.9%
1	660	Northampton	556	1,533	2,089	26.6%
3	730	Person	1,144	4,366	5,510	20.8%
3	390	Granville	1,671	7,381	9,052	18.5%
3	320	Durham Public	7,244	32,491	39,735	18.2%
3	930	Warren	373	1,897	2,270	16.4%
3	350	Franklin	1,581	8,178	9,759	16.2%
1	580	Martin	509	2,966	3,475	14.6%
3	980	Wilson	1,900	11,162	13,062	14.5%
1	940	Washington	228	1,344	1,572	14.5%
4	090	Bladen	699	4,136	4,835	14.5%
8	810	Rutherford	1,300	7,847	9,147	14.2%
2	690	Pamlico	221	1,367	1,588	13.9%

Figure 23: North Carolina State Board of Education Districts

North Carolina State Board of Education Districts



In 2019-2020, the SBE Education districts with the highest percentages of charter school membership (compared to total district and charter ADM) were Regions 3 and 6. The table below outlines the total percentage of charter membership for each region.

Table 14: SBE Districts/Regions and Total Charter Membership

	2020 Charter membership	LEA Allotted ADM	Total LEA and Charter	% of LEA	Increase 2012 to 2020	Increase 2019 to 2020
Region 6	38,421	343,783	382,204	10.1%	23,658	3,898
Region 3	37,255	350,814	388,069	9.6%	21,757	1,835
Region 8	6,285	79,732	86,017	7.3%	3,379	162
Region 1	5,285	69,912	75,197	7.0%	3,979	653
Region 5	17,069	235,205	252,274	6.8%	11,322	1,796
Region 4	5,329	133,533	138,862	3.8%	3,739	525
Region 2	5,426	139,869	145,295	3.7%	2,963	133
Region 7	1,066	81,029	82,095	1.3%	546	(38)

RESEARCH ON THE FISCAL IMPACT OF CHARTERS ON DISTRICTS

A recent study released by the Fordham Institute¹⁴ looked at the fiscal effects that independent charter schools have on traditional public schools. The study analyzed the financial impact of charter schools in 21 states and utilized 18 years of school district financial data. The report’s main findings are contrary to the arguments offered by charter school opponents (e.g., charter schools drain money from traditional public school districts – revenues decline as students leave but fixed costs remain the same). North Carolina was one of the 21 states analyzed for this report. In 15 of 21 states, an increase in the percentage of students attending independent charter schools was associated with a significant increase in the host districts’ total revenue per pupil and total spending per pupil. In North Carolina, when the independent charter school market share increased by 10 percentage points, total revenue per pupil in traditional public schools increased by three percentage points and total spending per pupil increased by two percentage points.

DISTRICT COLLABORATION AND FACILITY IMPACT

The Charter Collaborative

In 2017, a Charlotte Mecklenburg district school, Ashley Park Pre K-8, and Movement Charter School, formed an [innovative partnership](#) to co-create solutions with families to support family empowerment. These schools, which are less than a mile apart from each other, collaborated on several family empowerment nights.

¹⁴ Mark Weber. *Robbers or Victims? Charter Schools and District Finances*. Washington D.C.: Thomas B. Fordham Institute (February 2021). <https://fordhaminstitute.org/national/research/robbers-or-victims-charter-schools-and-district-finances>

This [collaborative project](#) has two goals: charter and district schools can work together to share resources, plan events, and test ideas and to increase family engagement and empowerment. Family nights include engaging events, meals, and transportation. With the pandemic, the project shifted to offer family relief funds and drive-thru events.

Facility Impact

Charter schools also have positive potential impacts on local districts, such as relieving overcrowding, supplementing educational offerings currently available to parents, and reducing the financial strain on districts of building new facilities. Charter schools received a survey to gather square footage information, to estimate the amount of money districts have saved on facilities by not having to build schools to house students enrolled in charter schools. Survey results indicate that charter school square footage across the state totals approximately 11,336,688 square feet. If that figure is multiplied by a conservative estimate of \$100 per square foot in building, renovation, and maintenance costs, charter schools may be saving districts over \$1 billion dollars in capital improvements. Further analysis on facilities savings is necessary to confirm this figure.

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Best Practices and Innovation

Charters are innovating in some broad areas including scheduling, collaboration, programming, and curricula. The summary below paints a picture, through the words of charter leaders, of innovative practices occurring across the state in the charter school community.

Innovative Scheduling and School Organization

- Community School of Davidson “We use looping in our grades K-7 so that all students remain with the same core teaching team for a two-year loop, In grades K-5, this is a two-year loop with a lead teacher and an assistant teacher. In grades 6-7, this is a team of four academic content teachers plus EC support who loop from 6th grade to 7th grade with the same cohort of students.”
- Franklin School of Innovation “Every student in our school is part of a Crew, a small group of students paired with an adult mentor. Crew meets daily, with a focus on making sure that every student knows there is an adult in school who knows and cares about them. We use this time to focus on our Habits of Scholarship, social/emotional well-being, and service to the community. Crew is the heart of our school, and has been a key factor in keeping students engaged through this challenging year.”
- Institute for the Development of Young Leaders “The staff of The IDYL School offers our students an extended day school that ends at 6pm. We also offer our students a Saturday Academy for grades 3-8 during hours 9-12.”
- Thomas Jefferson Classical Academy “We have come up with an innovative approach to address equity issues for students who are struggling as remote or blended that we call our Learning Lab. Early in the year, we identified students who were not participating or having a hard time working remotely. We reassigned some of our staff whose classes were not meeting in person to oversee the learning lab and supervise students as they worked through their daily assignments. The lab also has afforded teachers an opportunity to stop in and check on the progress of their students throughout the day. Struggling students who have opted for our blended (Plan B) instructional plan were invited to join the Lab on their "off-campus" days. This innovation has been a great resource for students who need additional support, encouragement, and supervision. Many of our teachers offer virtual tutoring opportunities in the evenings to students who require additional support. Recognizing the social/emotional impact that COVID has had on our students, we have allocated funds from the ESSR grant to support our hiring of a part-time social worker. Our social worker has been a tremendous asset to our students and their families. She has helped to connect families with community resources, conducted home visits to make connections with our hardest to reach students, and partnered with our guidance counselors to support the social and emotional needs of our students. Community Foundation of W. NC grant was used to hire a part-time interventionist to work with struggling middle school students in math and science.”
- Veritas “School-wide we have implemented flex grouping. We have three groups Primary (K-2), Intermediate (3-4), and Middle School (5-7). We are striving to meet our students’ needs both through remediation and acceleration.”

- Piedmont Community Classical “The School implemented a 1:1 computer program for grades 3-12 in 2013. In 2020, the program was expanded to include grades K-2. As a part of that program, a technology facilitator was hired. Because of this program, we were able to transition to remote learning within one week of the Governor's order to close schools in March 2020.”
- [KIPP Halifax College Preparatory offers students the option of evening online classes](#). The staff at KIPP Halifax recognized that many of their students had difficulty accessing virtual classes during traditional school hours and created this flexible learning plan to address this issue. Student participation rates in virtual classes has increased significantly since the introduction of online evening classes.

Arts Integration/NC A+ Schools

- Community School of Davidson “We have an extensive arts education program for grades K-12 that culminates with an arts concentration in high school.”
- Arts Space Charter School “Our arts integration model was featured in a recent [report from the Education Commission of the States](#). We have an innovative approach to teacher collaboration, led by the Arts Team with weekly Arts Integration Meetings (AIM) and built in "flex time" for teachers to collaborate in the classroom.”
- Raleigh Oak Charter School “We're focused on Public Waldorf, A+ Schools of NC, and Conscious Discipline.”
- The Arts Based School “We teach children through the arts, using music, dance, visual art, and drama to deliver the NC Standard Course of Study.”
- The Capitol Encore Academy “We are an arts integration school (NC A+ Schools) which focuses on the arts. Our theater teacher has developed his own Chameleon Theater where the students perform with local theaters.”
- United Community School “We are part of the NC A+ Schools network.”
- Central Park School for Children “Project-based learning, Integrated Arts, Outdoor Learning, Peaceful Schools, Antiracist curriculum.”
- Healthy Start Academy “We have partnered with KidzNotes, a violin afterschool program for our K-1 students. This program affords students with the opportunity to learn how to play the violin.”

At-Risk Programming

- Central Wake High School “The mission of Central Wake High School is to help at-risk students earn a standard high school diploma and prepare for postsecondary success. Central Wake implements an educational program dedicated to serving high school students who have dropped out or are in danger of dropping out. Central Wake has flexible scheduling for students with multiple sessions for instruction each day; a blended learning instructional model which combines direct, face-to-face, small and large group, individual, and technology-based instruction; and, wrap-around social services to meet the individual needs of students.”
- Commonwealth Charter School “The mission of Commonwealth Charter School is to provide students who have dropped out of school or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success. Commonwealth implements an educational program dedicated to

serving high school students who have dropped out or are in danger of dropping out. Commonwealth has flexible scheduling for students with multiple sessions for instruction each day; a blended learning instructional model which combines direct, face-to-face, small and large group, individual, and technology-based instruction; and, wrap-around social services to meet the individual needs of students.”

- Stewart Creek High School “The mission of Stewart Creek Charter School is to provide students who have dropped out of school or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success. Stewart Creek implements an educational program dedicated to serving high school students who have dropped out or are in danger of dropping out. Stewart Creek has flexible scheduling for students with multiple sessions for instruction each day; a blended learning instructional model which combines direct, face-to-face, small and large group, individual, and technology-based instruction; and, wrap-around social services to meet the individual needs of students.”

Character Education

- Winterville Charter “Our Moral Focus curriculum goes above and beyond some other LEA efforts. We have weekly schoolwide showcases that are led by our students, our children participate in daily moral focus lessons, monthly social contracts are completed and signed each month in preparation for the new monthly moral virtue, and our students are graded on moral focus efforts just as they would be for other core subject areas.”
- Union Academy “Union Academy has a character and community program that we are very proud of. For our character program, we teach our students what good character looks like so when they graduate they are good citizens and people who make a positive influence in the world. We have eight character traits we focus on and character education goes from K to 12th grade. We have assemblies, speakers, class lessons, and a dedicated staff member who works with our guidance department to ensure that our students are getting the most of the character education at UA. We also teach our students about the value in giving back to the community. In K-8 grade, each grade has a community service organization they work with. They volunteer with the organization, donate items, send cards, etc. In HS, each student must have 105 volunteer hours before they graduate. Through this program our students learn the needs of the community and what community service really means. As part of the character and community initiatives we also have days throughout the year where we bring all of our students together for “family day”; all students of all grade levels are brought together in families to do activities together and get to know each other. Throughout the year they also partner in ways such as the older students reading to the younger students, etc.”
- Evergreen Community Charter “Our character education program includes weaving Habits of Scholars into academic as well as social/emotional learning.”
- Clover Garden School “We have a character-building program that encourages students to be “Heroes” and demonstrate various character traits. This has improved student engagement/excitement, and reduced discipline concerns and issues. Students are taught a different trait weekly and encouraged to “show” how they demonstrate those characteristics.”

- Gate City Charter “We require students to conduct 2 hours of community service each quarter that aligns with our Moral focus community.”

Curricula/Pedagogical Model

- Carter G. Woodson “Our school is built on Dr. Woodson's pedagogical model. “
- Columbus Charter School “We teach Latin to grades 4-8 and teach cursive writing starting in 1st grade. We have a robust World History program.”
- Island Montessori “Montessori curriculum.”
- Ridgeview Charter School “We offer foreign language (Chinese) to ALL our students beginning as young as kindergarten. We also offer a more rigorous curriculum called ICF to provide equity in access to a marginalized community to raise the bar for minority students.”
- Sterling Montessori “Montessori curriculum. At Sterling Montessori we have found the coaching leadership method for teacher support has worked well. The coaching method allows teachers to receive the support they need as their supervisors work alongside them. It is about inspiring an individual, building confidence, and teaching them the skills they need in order to develop and work together successfully while ensuring they feel supported by the coaching leader along the way.”
- Triad Math & Science “We incorporated the use of Schoology this year, which is very successful.” Schoology is a virtual learning environment and social networking service for K-12 schools and higher education institutions that allows users to create, manage, and share academic content.”
- Union Day School “UDS K-5 students receive instruction in Singapore Math, a balanced literacy approach through Reader’s and Writer’s Workshop, comprehensive and multi-sensory handwriting and cursive instruction through Handwriting Without Tears, inquiry-based science, and American Heritage: An Adventure in Liberty (a Social Studies supplemental curriculum on U.S history). Beginning in kindergarten, all students will take Spanish, as well as Music, Art, and Physical Education every year. UDS takes an inquiry and project-based approach to classroom learning, allowing students to build critical thinking, research, problem solving, and communication skills while engaging more deeply with topics and ideas that spark their love of learning. UDS is proud to be undertaking the authorization process to become an International Baccalaureate (IB) School that offers the IB Middle Years Program (MYP) to all middle school students, beginning in sixth grade. The IB MYP began in the 2019-2020 academic year. Please see disclaimer below. Union Day school is currently applying for candidacy status to be able to offer the IB MYP in grades 6-8. Until such time that UDS is accepted as an IB MYP candidate school, Union Day claims no affiliation with the IB organization and our ability to offer the IB MYP at UDS is contingent on being accepted as a candidate school.”
- Eastside STREAM Academy “We have a Cinematography and production program for K-8th. Scholars learn how to create and edit videos, present the announcements and help with marketing. A partnership with the library who present STEM projects and literacy programs to our scholars.”

College & Career Focus/College & Career Promise

- Apprentice Academy “We are career and college, personalized learning school. Our mission is to prepare students both for high tech, high paying jobs and/or college immediately after high school graduation. We have been in operation for less than two years and in that time we have already placed students in paid apprenticeships in the skilled trades of automotive technology and plumbing.”
- Bethany Community School “Scholarship Program through Career Exploration Class.”
- Chatham Charter “Our high school is designed to maximize the use of the Career and College Promise pathways, using both the college transfer and career and technical curricula. We are graduating students with an average of 38+ transferable college credits. We are also now starting to see students who are earning certificates as well (i.e. welding) and are now joining the military with a higher rank because of the credits they earned in high school. The program is free to students thanks to the vision of our legislature and the North Carolina Department of Education leadership.” Our strong use of the Career and College Promise Curriculum in partnership with Central Carolina Community College. Students are graduating with an average of 38 transferrable credits. Some are finishing certificates (i.e. welding) prior to graduation. Some have used their credits to earn a higher rank in the military.”
- Lincoln Charter Group “Partnership with Gaston College.”
- Mountain Island Day Community Charter “We are a dual enrollment school. Roughly half of our 11th graders are in dual enrollment and will graduate high school with close to 2 years of college credit. We are only in our third year as a charter but we are growing a very strong arts program, including a competitive dance team.”
- NE Preparatory School “We are one of a few select schools in the nation to offer Pre-AP classes.”
- Oxford Preparatory “We have a very robust CCP partnership with VGCC.”
- Pine Lake Preparatory “Pine Lake offers a dual immersion, college preparatory and STEM program that we believe is unique.”
- Sugar Creek Charter School “Our high school has an innovative college and career readiness program. We have 6 certified school counselors and an external opportunities and alumni counselor. Every student gets a counselor on their first day of HS (1 counselor to every 50 students) and has a class with that counselor every day for 4 years. The CCR class includes prep for ACT, college and career exploration, completing college and scholarship applications and a myriad of life skills such as resume writing, job applications, interviewing skills and everyday practical skills like how to deal with college roommates, and how not to get caught up in the easy credit card offers that are all over college campuses. Our external opportunities counselors find internships and summer programs for students and follow all of our grads for 4 years after graduation or until college graduation in the case of students in 5-year programs.”
- The College Preparatory & Leadership Academy “We offer a 2-2-2 high school program with a plan for 2 years on campus, 2 years at the community college and 2 years at a four-year college.”

Community Partnerships

- American Renaissance School “Partnerships with local businesses to learn about industry, skills and our local community. Quilting, radio, restaurant, and retail are some of the business owners who have built relationships with our students. We also have a community supported backpack program sending food home to families in need each weekend.”
- Anderson Creek “Excited about our 80% military connected students and the outreach with military and local community, Purple Star School, students participation in Art Shows and Authors Program sponsored by local women's club.”
- Summit Charter School “Summit's approach to teaching and learning is based on the principles of Place-Based Education, which among other things, seeks to engage the "community as classroom.”

Environmental Stewardship/Outdoor Education

- Carolina International School “We purchased our 82 acres and built an environmentally friendly facility in an effort to support this area of study. We have a solar tower which supports the energy of our administration wing. This solar tower was a part of a green school grant in which our students participated. We also have weather and wildlife cameras, bird and bat boxes and bee hotels across our campus in an effort to study the native birds and nocturnal animals. Each grade level is responsible for tending to a certain area of campus. These activities include weeding, planting, pruning, etc. For example, our 2nd grade is responsible for tending to our Butterfly garden. We also have 3 ponds on our campus, each which provides a perfect study of various types marine life. Each pond provides a different study of the marine life specific to the pond. We annually have an Environmental or Earth Day celebration. This year we plan to hold a campus beautiful program along with other aspects of our traditional Earth Day celebration. Respect for our natural resources, renewal energy, and reducing waste are also major components of our program. No waste Wednesday, is a school wide competition in which the grade with the least amount trash for the day, receives a casual day. All left over food is collected each day and used in our 8th grade composting project.”
- Envision Science Academy “We initiated and are continuing to expand an outdoor classroom area. So far, the area consists of a large fenced in garden, seating and workspace tables, a pergola for growing vine-like plants, a greenhouse, and storage area. We are using a rain barrel to collect as much water as possible but we are also trying to add running water to offset when experiencing dry weather. We applied for, and received, multiple grants to get this started including a grant from Cigna that was part monetary and part human resources as a Cigna employee (and ESA parent) spent 3 months on campus during the initial planning and installation phase of the original garden area. It is an integral part of our overall STEAM curriculum and is utilized by all grade levels K-8.”
- Lake Lure Classical “We are in the process of developing an outdoor educational program for K-12 that includes a focus on this region’s native habitats, pollinator gardens, and physical outdoor spaces for learning.”
- Pocosin Innovative Charter School “We focus on agriculture and STEM- specifically farming and agriculture. We have a greenhouse and planters and lots of work with farm animals. On Fridays, we do STEM/Agriculture day and we will continue to build on our mission.”

- Reaching All Minds Academy “Recently received grant funding to install a solar panel on our science house and a second grant to convert a school bus into a greenhouse garden.”
- Two River Community School “We partner with an outdoor education center and are planning to expand this partnership next year. This year we started a program for studying social justice issues in grades k-8. It is led by many different staff members (not just classroom teachers). Once we are beyond COVID, we hope multiple staff members working with groups of students and then have students sharing with other groups of students.”
- The Hawbridge School “Our Outdoors Program - Place Based Education.”

Entrepreneurship

- ACE Academy “Introduction to Entrepreneurship and the creation of student run businesses. These are profiled on aceacademycharter.org, under entrepreneurship.”

Family Engagement

- Johnston Charter Academy “Our WatchDOGS (Dads of Great Students) program where in non-COVID times we have dads, uncles and grandfathers assisting on campus 2-3 days a week! Our Moral Focus program is comprehensive with daily explicit and implicit instruction for our scholars and with nine virtues for each of the nine full months of the school year.”
- Rocky Mount Preparatory School “We have a Family Engagement Team that collaborates with the PTA for events and Teacher-Family-Scholar Connections. We host monthly meetings.”

Leadership

- NC Leadership Academy “We love our leadership development program that helps students and parents understand how to take personal responsibility for their education and non-academic choices with the understanding that some things are out of our control but focusing on those things within our control.”
- Paul R. Brown Leadership Academy “We are the state’s only military charter school. Even though we are in a pandemic, the Cadet Leadership continued to enforce the rules and regulations of the Academy. The Cadet leadership acts in a capacity similar to most school's student councils. However, our Cadets lead every aspect of the day to day operations of the Academy.”

Personalized Learning

- Endeavor Charter School “Dreambox and Iready are new to our school. The students are using them weekly and moving through personalized lessons.”
- Peak Charter “We focus on providing small group, workshop-based learning experiences through a unique system of differentiated and tiered instruction that allows us to best meet our scholars’ needs for challenge, enrichment or support.”
- PreEminent Charter School “We utilize intervention programs to help students who are behind grow towards grade level.”
- Research Triangle High School “We use a unique personalized learning system that is mastery- and growth-based.”

- Quest Academy “Accelerated academic programming for motivated students who are pursuing high-intensity training outside the classroom. Quest Academy is designed to promote academic excellence and substantial extracurricular involvement in athletics or performance in fine arts.”
- Discovery Charter School “We offer Passion Learning Time daily akin to Google's Genius Hour for students to explore their individual interest areas.”

Project-Based Learning

- Ascend Leadership Academy “At ALA we seek to grow our students self-efficacy through the infusion of proven leadership principles into all aspects of the learning environment. We will expand our students intellectual understanding through the execution of project-based learning techniques and a digital media curriculum focused on real-world applications. ALA will advance student social competence by empowering students to use their own unique experiences and realities as effective resources in their own learning.”
- Gray Stone Day School “We recently added an Innovation Lab where students can solve problems modeled after think tanks in colleges.”
- Mountain Discovery “We focus on experiential, project-based learning.”
- The Expedition School “We engage our students in project-based learning. Through PBL, our students have done things like created a virtual walking tour guide of black history in Hillsborough, NC and presented it to the town's historical museum, Identified areas of environmental racial injustice, and presented the problem and proposed solution to county commissioners, created a rain-forest or ocean within the classroom and taken visitors on a tour that included QR codes visitors could access to learn more about the life there, created a photo-essay about businesses in Hillsborough, and invited Hillsborough business owners to tour the show, designed their own businesses to sell self-created products that are healthy, and raised money for a field trip, and more. Through connected learning with authentic products and audiences, our students are excited about learning.”
- The Exploris School “Our school uses a combination of project-based learning and global education to pursue global and local issues through collaborative, long-term, interdisciplinary projects to empower students to make change in the world. We center the core value of relationships, which includes a crew model to strengthen relationships between peers and with teachers. We value SEL on par with academics.”

Student Grouping/Intervention

- Arapahoe Charter School “We use an innovative schedule for intervention and enrichment titled Brilliance Block. In Brilliance Block students are able to receive small group support from general education teachers, EC teachers, Title I Specialists, and other support personnel.”
- Bear Grass Charter “Language Live for Intervention and Support.”
- Children’s Village Academy “CVA implemented learning pods in the surrounding community (public library, off campus properties, etc.) to help support families and students needing extra support with remote learning, while the school operated under Plan C. “
- LangTree Charter “School-wide "pride time" with a focus on small group and student- centered skills.”
- Marjorie Williams Academy “Marjorie Williams Academy created an innovative remote classroom within the school so that all students could come to school every day. Any available

space was cleared out and staffed with a supervisor so that the students could remote into the classroom from within the school. The students in the class took turns (A day/B day) in the remote room. This allowed students to be at school and their teacher could come to the remote room if there was a situation that warranted an in-person visit. Marjorie Williams Academy is also a trauma-informed school that is accredited through Sanctuary Model of Care, and whose principal is a certified trainer for Love and Logic in the Classroom. Both of these innovative programs guide students and teachers in how to help students work through trauma so they can receive a good education and change the trajectory of their future.

Service Learning

- Gate City Charter “We require students to conduct 2 hours of community service each quarter that aligns with our Moral focus community.”
- Raleigh Charter High School “Flex Days and Community Work Days - On six school days each year, we cancel regular classes, and students participate in enrichment activities and experiential learning. Many of these activities involve working with people and organizations from the surrounding communities.”
- Roxboro Community School “We have Bulldog Care Days four times a year. Students participate in community service projects locally and abroad designed by them and their teachers.”

Social Emotional Learning (SEL)

- Alamance Community Charter “Responsive Classroom: Social and emotional learning approach to teaching and discipline.”
- Bonnie Cone Classical “We have instituted both male and female mentoring and check-ins for our scholars.”
- Carolina International School “We have offered clubs and activities for all students during the remote learning period.”
- Carter Community School “Peaceful Schools is our groundbreaking approach to discipline. It has done wonders.”
- Charlotte Secondary School “Sown to Grow is a student goal setting and reflection platform that empowers learners while building critical social-emotional and academic skills.”
- Community School of Davidson “Behavior Management - We have never used extrinsic reward systems and Behaviorism practices at our school. We have always used restorative justice strategies, community building, class meetings, therapeutic intervention, conflict resolution strategies, peer mediation, social thinking, counseling intervention, etc. as ways to help students communicate their needs more effectively and use their strengths to help get what they need.”
- Evergreen Community Charter “Our character education program includes weaving Habits of Scholars into academic as well as social/emotional learning.”
- Franklin School of Innovation “Every student in our school is part of a Crew, a small group of students paired with an adult mentor. Crew meets daily, with a focus on making sure that every student knows there is an adult in school who knows and cares about them. We use this time to focus on our Habits of Scholarship, social/emotional well-being, and service to the community. Crew is the heart of our school, and has been a key factor in keeping students engaged through this challenging year.”

- NEAAAT “We are highly innovative on multiple fronts, from instructional design to socio-emotional supports, standards-based grading with feedback on academic standards and skills to various synchronous learning tools, adherence to our instructional framework and strategic planning systems, and more.”
- Phoenix Academy “We have done many innovative practices over the years at Phoenix Academy. None more so successful than the first school wide implementation of Positive Behavior Intervention Support (PBIS). Currently, we have our administrators rotating through all three of our campuses on a weekly basis. This allows our administration to be aware of the progress of all students and staff across the grades and allows our staff the benefit of each administrator’s area of specialty. It also provides an opportunity for our families and staff to communicate with the administrator they feel most connected to and with whom they have a relationship of trust.”
- Rolesville Charter “Our school incorporates a mindfulness program. We have a mindfulness curriculum which teachers can use. In addition, each classroom is equipped with a mindfulness chime. Teachers use the chime for mindful moments and to help students consider their own feelings and senses.”
- The Mountain Community School “We support an expeditionary model of instruction with lots of support for the social and emotion development of our students.”
- Maureen Joy Charter School “K-4 SEL Curriculum: Toolbox / 5-8 SEL Curriculum Advisory.”
- Moore Montessori Community School “System of Justness, an approach to school-wide behavior management that prioritizes keeping students learning in the classroom instead of removing them via detention or suspension.”

Social Justice/Culturally Responsive Teaching (CRT)

- Francine Delany “Our social justice focus.”
- Lake Norman Charter “Our Global Diversity and Inclusion program has done some strong work around teacher/staff training, helping students to talk around difference and offering innovative resources for staff to strengthen curriculum.”
- Union Preparatory Academy at Union Trail “Many innovative practices, but we are most excited about our UPA Equity Team.”
- Central Park School for Children “Project based learning, Integrated Arts, Outdoor Learning, Peaceful Schools, Antiracist curriculum.”
- Two River Community School “We partner with an outdoor education center and are planning to expand this partnership next year. This year we started a program for studying social justice issues in grades k-8. It is led by many different staff members (not just classroom teachers). Once we are beyond COVID, we hope multiple staff members working with groups of students and then have students sharing with other groups of students.”
- Moore Montessori School “System of Justness, an approach to school-wide behavior management that prioritizes keeping students learning in the classroom instead of removing them via detention or suspension.”

STEM/STEAM

- Concord Lake Steam
- Eno River “We have a STEAM model and teach engineering as a required course K-8. We are also working toward becoming an AP Capstone School.”
- Envision Science Academy
- Global Scholars Academy “We have implemented a STEAM 21st Century program and Passion Friday. The sessions include student interest selections such as engineering, real estate and financial literacy. In addition, we are using community partners to facilitate groups.”
- Gray Stone Day School
- Mallard Creek STEM “We have a very focused STEM program for all students in grades K-8 and we have developed specific "academies" for our middle school students including Leadership, Business and Innovation, even during virtual learning.”
- Pocasin Innovative Charter School We focus on agriculture and STEM- specifically farming and agriculture. We have a greenhouse and planters and lots of work with farm animals. On Fridays we do STEM/Agriculture day and we will continue to build on our mission.
- Quality Education Academy “QEA has embarked on an aviation program as a part of our STEM education classes. In November 2019, about 35 scholars participated in Aviation Day where we partnered with Sugar Valley Airport for scholars to engage in flight simulations, learn about airplanes with hands-on experience, and fly in/take control of an airplane. Each scholar was paired with a pilot, took a ride in a small, two-seater plane, and was given control to fly the airplane while they were in the air. This program is helping QEA give our scholars new experiences and also interest them in the field of aviation. Next Year, QEA is teaming up with the BeeGeek program to offer courses in the Computer/Technology field that can lead to certifications in programming, networking, network security, etc. The program will be called the Pharaoh IT Academy.
- Queen City Stem “We have a SmartLab where students engage in STEM curriculum (coding, robotics, etc.)”
- Pine Springs Preparatory
- Southwest Charter STEM “We have a very focused STEM program and we also offer an advanced/accelerated track for our upper grades effective next year.”
- Vance Academy “We have a career and technical education program with an emphasis on STEM which focuses on Agriculture Education.

Whole Child/Holistic Approach

- Bradford Preparatory Academy “We have a great whole child program that focuses on health, wellness, and community service. We provide small class sizes that allow us to focus on individual student needs. We have a strong program called ENRICH that focuses on meeting the needs of the whole child including health, wellness, and mental health. We also provide PE and recess everyday.”
- Rolesville Charter “Our school incorporates a mindfulness program. We have a mindfulness curriculum which teachers can use. In addition, each classroom is equipped with a

mindfulness chime. Teachers use the chime for mindful moments and to help students consider their own feelings and senses.”

- The Learning Center Charter School “Our charter has many innovative programs, including middle school electives built off student interest, such as drama and quidditch. Our school implements a walking program for the first 10 minutes of the school day that all students can participate in to help increase focus in the classroom. Furthermore, our award-winning school nutrition program allows our nutrition staff to get creative; students are able to try new foods from across the world and broaden their horizons, all for free.”

World Languages/Dual Language

- East Voyager Academy “We offer a Mandarin Immersion program to students starting with Kindergarteners and going through Middle School. Our innovative Mandarin Immersion program is helping our students progress even through the pandemic. Our teachers have been committed to providing synchronous instruction that has provided growth in our diagnostic test scores.”
- MINA Charter School of Lee County “We are a dual language school this year. Every child in each grade gets 10% Spanish - 90% English, and as our kindergarten group advances, they will increase each year with more Spanish.”
- Ridgeview Charter School Yes- we offer foreign language (Chinese) to ALL our students beginning as young as kindergarten. We also offer a more rigorous curriculum called ICF to provide equity in access to a marginalized community to raise the bar for minority students.
- Socrates Academy “Greek Immersion.”
- Casa Esperanza “We offer a Dual Language/Montessori program in grades Kindergarten-5th and a Dual Language/Project Based Learning program in grades 6th-8th.”

School Discipline

Seventy-four (74) charter schools reported an innovative discipline or restorative justice component that directly led to a decrease in suspensions.

Awards and Recognition

Purple Star Charter Schools

The [Purple Star designation](#) is awarded to schools that demonstrate military-friendly practices and a commitment to military students and families. The following charter schools received the designation with the inaugural 2019-2020 award: Alpha Academy, Fayetteville; Anderson Creek Academy Charter, Spring Lake; Lincoln Charter, Denver; and Wayne Preparatory Academy, Goldsboro.

The Canopy Project

[The Canopy Project](#) is a nationwide research project, launched in 2019, with the goal of building collective knowledge on a more diverse set of innovative schools across the country. Schools are nominated by “nominating organizations” that work with schools but are not schools themselves. Eight schools were selected in North Carolina and three of those were charter schools: Charlotte Lab School, Evergreen Community Charter School, and Northeast Academy for Aerospace and Advanced Technologies. These schools were selected for specific innovative practices including social justice focus, social-emotional learning, project-based learning, and design thinking process, among others.

Brevard Academy, Pisgah Forest

Brevard Academy is the first Blue Zones Project Approved School in the state of North Carolina. The [Blue Zones Project](#) is a community, well-being improvement initiative that brings residents, business owners, civic organizations, and schools together to enhance the health and welfare of community members.

Central Park School for Children, Durham

Central Park School for Children was selected to the [Century Foundation’s Bridges Collaborative Cohort](#) whose mission is to “dramatically increase the number of students attending diverse, integrated, rigorous and inclusive schools by: fostering authentic collaboration among school and housing partners pursuing integration, providing strategic support to practitioners using research and policy, and the national dialogue on school integration.” Central Park School for Children is one of the only charter schools in the nation to join and the only NC charter school. The school will join NC districts including Charlotte-Mecklenburg and Wake County Public Schools participating in the collaborative.

Peak Academy, Cary

[Peak Academy in Cary was named a 2021 Model School](#) for the second year in a row by the [International Center for Leadership in Education](#). Only 16 schools nationwide received the award and are selected based on multiple factors including substantive evidence of growth year over year; a strong culture that focuses on student needs; and dedication to continuous improvement no matter the circumstances.

Pinnacle Classical Academy, Shelby

Pinnacle Classical Academy celebrated being in the top 10% in state for ACT scores, as well as their state champions in Robotics and state and national Archery champions.

Raleigh Charter High School, Raleigh

Raleigh Charter High School received the following recognition from [U.S. News High School Rankings for 2020](#): #116 in nation, #2 in NC, #1 in Raleigh Metro area, #29 of all charter high schools, and #20 in STEM high schools.

Thomas Jefferson Classical Academy, Mooresboro

Thomas Jefferson Classical Academy celebrated its first student to win a prestigious [Questbridge Scholarship](#). This program matches exceptional low-income students to colleges with awards of a four-year full scholarship. The school's class of 2020 received almost \$8 million dollars in merit-based scholarships.

Union Academy Charter School, Monroe

[Union Academy was ranked the #1 Healthiest Employer of Greater Charlotte](#) in the 100-499 employees category by the Charlotte Business Journal. The Healthiest Employers of Greater Charlotte Awards are given to companies that make a significant investment in wellness programs for their staff. In addition, the Union Academy Business Office was awarded the Certificate of Excellence in Financial Reporting from the Association of School Business Officials International. The school has also been named a [State School of Character for 2021](#), only one of two NC schools receiving the designation in 2021.

Appendix

Appendix A: Performance Framework Guidelines

Appendix B: Low-performing Charter Lists

Appendix C: Maps showing trends in charter school membership

Appendix D: Full list of charter school membership for each LEA in the state

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Appendix A

Performance Framework; Standard Operating Procedure

Description –. Refine, communicate, assess, and report the Performance Framework (PF) for areas of charter school operation, finance, governance, and academics.

Goal: By 2021, report 0 items of operational non-compliance among NC Charter Schools and minimize all areas of non-compliance through proactive and intentional guidance.

An initial version of the Performance Framework was rolled out in 2014-15 after being reviewed by the Charter Schools Advisory Board and shared in regional meetings with charter operators across the state. A revised PF was implemented in 2015-16 and used through 2018. As of the 2019-2020 school year, we have completed a full year of collecting and reviewing items through the Epicenter document management system. We are implementing some responsive changes to the scheduling and collection of items due, to ease the administrative burden on schools and to allow the OCS PF team to be more proactive with providing guidance on needed corrections throughout the year.

- Joseph Letterio- Lead
- Dr. Darian Jones
- Dr. Shaunda Cooper
- Melanie Rackley

Goal 2, Objective 2.4 of the North Carolina State Board's Strategic Plan is to "increase the number of charter schools meeting academic, operational, and financial goals." Annually, the Office of Charter Schools' (OCS) Performance Framework serves as the standard mechanism for reporting on progress toward achievement of these goals. The framework provides a consolidated view of each charter school's performance relative to a list of academic, operational, and financial requirements. The academic elements of the Framework are all standard indicators provided by the State accountability system (provide link). The operational and financial elements of the Framework are all required by [General Statute](#), [State Board Policy](#), or the [Charter Agreement](#).

The performance framework provides:

- A clear and consistent measure of operational, financial, and academic performance;
- Feedback for school operators;
- Transparency for schools, parents, students, and the public;
- Information regarding school performance over time.

Charter school leaders upload all required documents through a web-based document management tool called [Epicenter](#). For technical support, please contact the Epicenter Support Team at 855-899-1624. For questions related to document requirements or content, please reach out to the Office of Charter Schools at PerformanceFramework@dpi.nc.gov.

OCS must collect various documents annually from each charter school in order to review the school's operational compliance status for the reporting of Section A and portions of Section B in the Performance Framework.

Collection, review, and communication:

Shortly after the start of each fiscal school year, the Performance Framework team posts individual submission tasks on Epicenter specific to each operational item of the Performance Framework, initially due by all schools at the end of the month in which the task appears. The final due date for all items is June 30th of each year. Staggering the submission schedule allows ample time for review, returns for correction, and general guidance.

Each school has at least one user assigned in the Epicenter system to complete the tasks in the queue. That person should read the instructions provided in each submission item carefully and review the resources provided in each item before submitting their evidence of compliance. This will make the process go smoothly for the PF team and the school.

The PF team carefully reviews each submission, well over 3,000 items in total, and determines if the submission meets minimal requirements of Statute, SBE Policy, and the Charter Agreement. If the submission meets the requirements the item is marked compliant. If the evidence provided does not meet the requirements the item is returned for correction. The reviewer provides specific feedback within the Epicenter system so that no more than one return should be necessary. If the specific guidance and instructions are not followed after multiple returns, the reviewer may mark the item non-compliant. The reviewer may reach out to the school by email or courtesy call, but this should not be expected for all items for 200 schools and growing. It is necessary that Epicenter be the primary vehicle of communication on these items. All Performance Framework items are due by June 30th, whether or not they were returned for correction. Any items not marked compliant at this point are deemed non-compliant in the final report. The Office of Charter Schools may allow a grace period of up to one month past the June 30 deadline but that should not be taken for granted.

In 2019 the Office of Charter Schools adjusted the collection procedure for the six school board policies that are tracked by the Performance Framework. For any school in which one of these policies had been deemed compliant in the previous year and has not changed the policy, a simple form will be submitted with the signature of the board chair and school director verifying that no change had been made to the compliant policy. This will alleviate the burden of school administration of needing to retrieve each of these policies every year redundantly. Newly operating schools, and schools who received a non-compliant rating on one of the policies, must submit the policy for review. The verification form is made available in Epicenter during the month the policy item is due. Verified policies that had been deemed compliant (in the immediately preceding year) will be marked compliant for the current year.

Report to Charter Schools Advisory Board:

Upon collection of all Performance Framework items, operational, financial, and academic, the Office of Charter Schools delivers a comprehensive report to the Charter Schools Advisory Board and the State Board of Education. This report provides an overview of performance as well as noting trends and areas excelling or needing improvement. Schools with 0 operational and financial issues are determined to be 'exceeding' expectations. Schools with less than 100% compliance but more than 80% are considered to have 'met' expectations. Schools with less than 80% operational and financial compliance are deemed to have 'not met' expectations. The State Board of Education has set a strategic goal of 90% of Charter Schools meeting or exceeding expectations each year beyond 2017.

2019-2020 Schedule of items reviewed by OCS:

September

A11. Board Schedule

October

A14. Certificate of Occupancy A20. Retirement Dissolution Fund

November

A6.1 Enrollment Policy* A6.2 Application A12. Directors List

January

A10. Board Conflict of Interest Policy* A1.2 Parent Letter(D/F)

February

A16. Criminal History Policy*

A19. EMO/CMO Records Request (Paid employees and school expenditures)

March

A1.1 Report Cards on Website A21. School Improvement Plan A9. Nepotism Policy*

April

A15. Insurance Certificate A13. Fire Inspection

A8. Both Employee and Parent Grievance Policies*

Performance Framework FAQs

- Who- All currently operating schools are required to participate in the annual Performance Framework. The Office of Charter Schools staff provides thoughtful and responsive guidance throughout the year.
- What- The Performance Framework consists of several indicators related to charter school operations, academics, finance, and governance.

- When- Document submissions for the 2019-20 Performance Framework will take place from September 2019 through April 2020. Final submissions are due June 30th.
- Where- Most documents are submitted via the Epicenter portal and evaluated by OCS. However, certain measures are collected and evaluated by divisions and agencies external to OCS. For example, measure A5 is collected by the various federal programs within DPI (EC, ELL, etc.). Measure A17, Health and Safety Requirements, is collected and evaluated by the Department of Health and Human Services.
- Why- The Performance Framework is an accountability measure and it is a tool to help us keep you out of trouble so you(Charter Schools) can focus on educating students!

Information by Measure

The following section outlines each submission task in Epicenter. Information provided includes: the submission due date, applicable schools, the description and submission instructions as they appear in Epicenter, references, reviewer criteria, and any additional considerations.

A01.1 – School Performance Score and Letter Grade

A01.2 – Parent Letter for Schools with D or F

A06.1 – Board Admissions and Enrollment Policy

A06.2 – Lottery Application

A08.1 – Parent Grievance Policy

A08.2 – Employee Grievance Policy

A09 – Board Conflict of Interest Policy

A10 – Nepotism Policy

A11 – Board Meeting Schedule

A12 – Board Membership List

A13 – Fire, OSHA, and Other Required Health or Safety Inspections

A14 – Certificate of Occupancy

A15 – Civil and Liability Insurance Certificate

A16 – Board Criminal History Check Policy

A19 – EMO/CMO Public Records Request

A20 – NC Retirement System Dissolution Funds

A21 – School Improvement Plan

B1 – Graduation Requirements

B2 – Student Promotion Requirements

B7 – Board Student Discipline Policy

A01.1 – School Performance Score and Letter Grade

Submission Due Date: March 31, 2020

Applicable Schools: Schools currently operating in Year 2+ (including those designated under the Alternative Accountability Model). Not applicable to the new charter schools who opened in Fall 2019.

Description: The overall School Performance Score and Letter Grade must be prominently displayed on the school's website in accordance with G.S. 115C-218.65.

Submission Instructions:

1. Please provide a screenshot of the overall School Performance Score and Letter Grade for the current and previous four school years displayed on the school's website.
2. In the narrative box below, please copy and paste the URL for the page on the school's website that contains the school performance score and letter grade display.

Schools operating in year 1 will not have accountability data for the previous school year. If your school is operating in year 1, please state that in the narrative box below and submit.

Reference(s): [G.S. 115C-218.65](#)

Criteria: The school performance score and letter grade earned for the following years are prominently displayed on the school's website, as evidenced through the screenshot and the URL link provided:

- *Current:* 2018-19
- *Prior Year 1:* 2017-18
- *Prior Year 2:* 2016-17
- *Prior Year 3:* 2015-16
- *Prior Year 4:* 2014-15

Reviewer Considerations:

- **Website URL.** The URL should take you to the charter school's website, not the SAS Report Card website or the NCDPI Accountability Services Division's website.
- **Series of Hyperlinks.** If the evidence is a series of links, ensure that all links work appropriately and that the information presented is accurate. *Note: a link to the full SAS Report Card site is not appropriate. Stakeholders should not have to search a database for the charter school's information.

- **Less than 5 Years Data.** A charter school may have less than 5 years of data based on when the school opened or when the school first had tested grades. Check for evidence of presentation of maximum available data.
- **Alternative Schools.** A charter school may not have received a school performance score or letter due to SBE approval of an Alternative Accountability Model. This information should be presented on their website instead of the School Performance Score and Letter Grade.
- **Schools Receiving an “I”.** A charter school may have received a Letter Grade of “I” due to having insufficient data. This typically applies to schools who recently operated with grade levels K-2. This information should be presented on their website.

A01.2 – Parent Letter for Schools with D or F

Submission Due Date: January 31, 2020

Applicable Schools: Schools that earned a D or F according to the 2018-19 Accountability Data. **This submission task has been assigned to those schools only.*

Description: Schools receiving a D or F for the school year, provide a copy of the letter sent to parents to notify them of the school’s Letter Grade.

Submission Instructions: Please provide a copy of the letter sent/to be sent to parents to notify them of the school’s Letter Grade. At a minimum, the letter should contain the date of distribution to parents and the letter grade earned for the 2018-19 school year.

Reference(s): [G.S. 115C-218.65](#)

Criteria: A parent letter was provided that contains a date range between the release of accountability data in October 2019 and the due date of March 31, 2020. The letter, at a minimum, should contain the letter grade earned during the 2018-19 school year.

A06.1 – Board Admissions and Enrollment Policy

Submission Due Date: November 30, 2019

Applicable Schools: All schools.

Description: The school follows student admissions and lottery requirements as stated in North Carolina General Statute, State Board of Education Policy, and the signed charter agreement.

Submission Instructions: If this item was deemed compliant in the 2018-2019 Performance Framework, please submit the Policy Verification note signed by the School Director and Board Chair. Otherwise, please provide the current board admissions and enrollment policy.

Reference(s): [G.S. 115C-218.45](#), [CHTR-003](#), [Section 7 of the Charter Agreement](#), [General Checklist for A6](#)

Criteria: The board policy provided is up-to-date, comprehensive, transparent, and accurately applies requirements from law.

Common reasons a policy may be returned:

- Policy misapplies or misaligns with General Statute.
- Policy is not current, or it is apparent that it has not been revisited in several years.
- Policy lacks key information (i.e., open enrollment period, enrollment preferences used and in what order, length of time to accept a seat, etc.)
- Information provided within the policy contradicts a different section in the policy.
- Policy is very limited in information provided. For example, the policy is simply a cut and paste of the General Statute.
- Policy contains unlawful practices such as dropping a student due to failure of a parent to return a “Letter of Intent,” creating enrollment priorities not included in law, refusal of admission of a student that is not included in law, etc.

Reviewer Considerations:

- **Language.** Pay close attention to the language used in the policy. A charter school could have made subtle changes to requirements written in General Statute that may not be visible on a first read.
 - *Example:* “Multiple birth siblings lottery procedures: The school may enter one surname into the lottery for multiple birth siblings.” This language is not reflective of G.S. 115C-218.45(g)(2) where it states a charter school **shall** enter one surname.

· **Shall versus May.** If General Statute uses the word “shall,” this means a charter school must follow the directive. When the word “may” is present, the charter school can choose whether or not to implement the directive.

A06.2 – Lottery Application

Submission Due Date: November 30, 2019

Applicable Schools: All schools.

Description: The school follows student admissions and lottery requirements as stated in North Carolina General Statute, State Board of Education Policy, and the signed charter agreement.

Submission Instructions: Please provide the Lottery Application to be used during the current/upcoming open enrollment period for student admittance in the 2020-2021 academic year. The lottery application provided should align with content provided in the Board Admissions and Enrollment Policy. If the actual application is not available yet, please submit documentation of all the questions that are going to be asked on the application.

Reference(s): [G.S. 115C-218.45](#), [General Checklist for A6](#), [Sample Lottery Application](#)

Criteria: The lottery application provided is for student admission into the school for the next school year, in this case for the 2020-2021 academic year. The lottery application should not contain any prohibitive or non-essential question fields. The enrollment packet, not the application, is the proper place for more detailed questions.

Common reasons a lottery application may be returned:

- Prohibitive or non-essential question fields including, but not limited to:
 - Current/previous school information
 - Preferred name or nickname
 - Social security number
 - Gender or sex
 - Race or ethnicity
 - IEP or related service questions
 - Medical history
 - Parent employer information
 - Home language information
 - “How did you hear about our school?”
- Lottery application has the dates of 2019-2020. OCS should be reviewing the application used during this academic year, therefore it should be for students entering in the 2020-2021 academic year.
- Board uses an online lottery system and paper application but does not provide both.

- Board uses an online application and provides either no evidence or only partial screenshots.

Reviewer Considerations:

- **Language.** Pay close attention to the language in the lottery application. The wording of question fields may cause a lottery application to be deemed non-compliant.
- **Alignment with Board Policy.** The question fields in the lottery application should align with the enrollment priorities identified in the board’s Admissions and Enrollment Policy.

A08.1 – Parent Grievance Policy

Submission Due Date: April 30, 2020

Applicable Schools: All schools.

Description: The non-profit board has a current grievance policy for parents.

Submission Instructions: If this item was deemed compliant in the 2018-2019 Performance Framework, please submit the Policy Verification note signed by the School Director and Board Chair. Otherwise, please provide the board’s current grievance policy for parents.

Reference(s): [CHTR-006](#)

Criteria: The grievance policy contains the following, at a minimum:

- Transparent and clear steps for the grievant to act upon throughout the process.
- A logical “chain of command” for the grievant to bring his/her concern in order to have it addressed.
- A timeline at each step in the process.
- A step within the process (usually the final step) that allows the grievant to bring his/her concern to the governing board of directors for an investigation and final decision.
- If the grievant has a concern with the lead administrator, the policy should include a process for how that concern can be addressed.

Reviewer Considerations:

- **Language.** Pay close attention to the language of the policy to ensure it is not limiting and that it is fair.
- **Combined policy.** Some charters have a single policy that addresses all stakeholders, including parents and employees. They have been instructed to submit the single policy for both

A08.1 and A08.2. Read the policy thoroughly from the perspective of a parent when completing the submission task A08.1.

- **Single policy versus handbook.** The submission instructions specifically ask for the single board policy. If a school submits an entire handbook, return the document due to not following directions. It is important to receive the single policy so that there is no confusion around what the school is expecting you to review and what you are actually reviewing.

A08.2 – Employee Grievance Policy

Submission Due Date: April 30, 2020

Applicable Schools: All schools.

Description: The non-profit board has a current grievance policy for employees.

Submission Instructions: If this item was deemed compliant in the 2018-2019 Performance Framework, please submit the Policy Verification note signed by the School Director and Board Chair. Otherwise, please provide the board's current grievance policy for employees.

Reference(s): [CHTR-006](#)

Criteria: The grievance policy contains the following, at a minimum:

- Transparent and clear steps for the grievant to act upon throughout the process.
- A logical “chain of command” for the grievant to bring his/her concern in order to have it addressed.
- A timeline at each step in the process.
- A step within the process (usually the final step) that allows the grievant to bring his/her concern to the governing board of directors for an investigation and final decision.
- If the grievant has a concern with the lead administrator, the policy should include a process for how that concern can be addressed.

Reviewer Considerations:

- **Language.** Pay close attention to the language of the policy to ensure it is not limiting and that it is fair.

- **Combined policy.** Some charters have a single policy that addresses all stakeholders, including parents and employees. They have been instructed to submit the single policy for both A08.1 and A08.2. Read the policy thoroughly from the perspective of an employee when completing the submission task A08.2.

- **Single policy versus handbook.** The submission instructions specifically ask for the single board policy. If a school submits an entire handbook, return the document due to not following directions. It is important to receive the single policy so that there is no confusion around what the school is expecting you to review and what you are actually reviewing.

A09 – Board Conflict of Interest Policy

Submission Due Date: January 31, 2020

Applicable Schools: All schools.

Description: The non-profit board has a current Conflict of Interest Policy that complies with G.S. 115C-218.15 and the most recent charter agreement.

Submission Instructions: If this item was deemed compliant in the 2018-2019 Performance Framework, please submit the Policy Verification note signed by the School Director and Board Chair. Otherwise, please provide the board's current Conflict of Interest Policy.

Reference(s): [G.S. 115C-218.15](#) and [Section 4 of the Charter Agreement](#)

Criteria: The board policy provided is up-to-date, transparent, and accurately applies General Statute and requirements from the charter agreement.

Common reasons a policy may be returned:

- Policy misapplies or misaligns with General Statute.
- Policy is not current, or it is apparent that it has not been revisited in several years.
- Policy lacks the required language outlined in General Statute and the charter agreement.
- Information provided within the policy contradicts a different section in the policy.
- Policy is very limited in information provided. For example, the policy is simply a cut and paste of the General Statute.*

Reviewer Considerations:

- **Language.** Pay close attention to the language used in the policy. Sometimes a policy will include subtle changes to requirements written in General Statute that may not be visible on a first read. Additionally, the required language per General Statute and the charter agreement may be divided amongst A09 – Conflict of Interest and A10 – Nepotism. Be sure to read both policies before giving a rating.

Note: If required language is missing, provide feedback that directs a school to put the language in the policy that makes the most sense.

- **Shall versus May.** If General Statute uses the word “shall” this means a charter school must follow the directive. When the word “may” is present, the charter school can choose whether or not to implement the directive.

- **Combined policy.** Some charters have a separate policy for Conflict of Interest and Nepotism. Others have one single policy that addresses both Conflict of Interest and Nepotism. Be mindful when reviewing to ensure that the rating for A09 is the same for A10 if the single policy meets requirements.

A10 – Nepotism Policy

Submission Due Date: March 28, 2020

Applicable Schools: All schools.

Description: The non-profit board has a current nepotism policy that complies with G.S. 115C-218.15 and the most recent charter agreement.

Submission Instructions: If this item was deemed compliant in the 2018-2019 Performance Framework, please submit the Policy Verification note signed by the School Director and Board Chair. Otherwise, please provide the board’s current Nepotism Policy.

Reference(s): [G.S. 115C-218.15](#) and [Section 4 of the Charter Agreement](#)

Criteria: The board policy provided is up-to-date, transparent, and accurately applies general statute and requirements from the charter agreement.

Common reasons a policy may be returned:

- Policy misapplies or misaligns with General Statute.
- Policy is not current, or it is apparent that it has not been revisited in several years.
- Policy lacks the required language outlined in General Statute and the charter agreement.
- Information provided within the policy contradicts a different section in the policy.
- Policy is very limited in information provided. For example, the policy is simply a cut and paste of the General Statute.

Reviewer Considerations:

- **Language.** Pay close attention to the language used in the policy. Sometimes a policy will include subtle changes to requirements written in General Statute that may not be visible on a first read. Additionally, the required language per General Statute and the charter agreement may be divided amongst A09 – Conflict of Interest and A10 – Nepotism. Be sure to read both policies before giving a rating.

Note: If required language is missing, provide feedback that directs a school to put the language in the policy that makes the most sense.

- **Shall versus May.** If General Statute uses the word “shall” this means a charter school must follow the directive. When the word “may” is present, the charter school can choose whether or not to implement the directive.

- **Combined policy.** Some charters have a separate policy for Conflict of Interest and Nepotism. Others have one single policy that addresses both Conflict of Interest and Nepotism. Be mindful when reviewing to ensure that the rating for A09 is the same for A10 if the single policy meets requirements.

A11 – Board Meeting Schedule

Submission Due Date: September 30, 2020

Applicable Schools: All schools.

Description: A quorum of the non-profit board of directors meets no less than 8 times during the fiscal year (may include an annual meeting).

Submission Instructions: Please provide the governing board’s meeting schedule for the fiscal year. List the date, time, location, and type of meeting (i.e. regular board meeting, special called meeting, annual meeting, etc). Please note that the fiscal year runs from July 1st of a given year through June 30th of the next year. The non-profit board of directors is required to meet no less than 8 times a year (including annual meeting).

Reference(s): [CHTR-006](#)

Criteria: A board meeting schedule is provided with dates that fall between July 1, 2020, and June 30, 2021. The number of meetings on the schedule is no less than 8. The evidence submitted contains the information requested: date, time, location, and type of meeting.

Common reasons to return a board meeting schedule:

- The schedule is for a calendar year (January 2020 – December 2021) and not the fiscal year (July 2020 – June 2021).
- The schedule provided does not have at least 8 board meetings listed.
- The evidence document contains a narrative in lieu of a schedule, much like the following:

“ABC Charter is governed by a non-profit board of directors. The Board of Directors hold monthly meetings in accordance with NC Open Meetings Law. ABC Charter board meets on the third Thursday of each month, except the months of July and December.”

A12 – Board Membership List

Submission Due Date: November 30, 2019

Applicable Schools: All schools.

Description: The majority of the non-profit board members and 50% or greater of the board officers have primary residence in North Carolina.

Submission Instructions: Please provide the list of board members including the first and last name, board role, and the city and state of primary residence for each member. If the board has any ex-officio members, please ensure to clearly denote this on the membership list.

Reference(s): [Section 4 of the Charter Agreement](#)

Criteria: The board membership list includes the names, board role, and city and state of primary residence. Using this information, a compliant governing board will have the majority of all board members and 50% or more of board officers with a primary residence listed as the state of North Carolina.

Common reasons to return a board membership list:

- The list is missing key information requested through the submission instructions.
- The list provided does not meet one (or both) of the requirements:
 - Majority of board members have NC residence; and/or
 - 50% or greater of board officers have NC residence.

A13 – Fire, OSHA, and Other Required Health or Safety Inspections

Submission Due Date: April 30, 2020

Applicable Schools: All schools.

Description: There is evidence of current fire inspections and related records.

Submission Instructions: Please provide your most recent fire, OSHA, and any other required health or safety inspection completed by the municipality/county. The inspection/s must be official.

Reference(s): [Section 14 of the Charter Agreement](#)

Criteria: The evidence documents provided have inspection dates within the academic calendar (July 2019 – June 2020) and show that the inspection was conducted by the municipality or county. Take into consideration a school may function on a year-round calendar and begin in July. Use best judgement if you see a June or July inspection date.

Common reasons to return an inspection report:

- Report date does not fall within the current academic calendar.
- Evidence provided covers an inspection conducted by a local business, for example Pye Barker.
- Inspection report covers building equipment, rather than fire hazards and regulations for the entire school building (including classrooms, hallways, etc). For example, evidence of fire extinguishers inspected is not the same as having a fire inspection conducted by the local fire marshal.
- School submitted a capacity certificate or monthly principal's fire report in lieu of a fire inspection report.

Reviewer Considerations:

- **Group by municipality/county.** It may be helpful to review school's residing in the same LEA, more specifically county or municipality at the same time. Those reports may look similar, which can result in a faster review process. Also, if you are unsure about a report submitted, (if possible) it is helpful to pull up an evidence document submitted by a school in the same location.

- **Dates matter.** The inspection should be conducted at or around the time when teachers and students are back in the building. Take into consideration a school may function on a year-round calendar and begin in July. Use best judgement if you see a June or July inspection date.
- **Other related records.** Some charters willingly turn over health inspection reports or other related records of building inspections. At this time, it is hard for OCS to determine which schools should be submitting other related records, so the focus is currently on fire inspections only.

A14 – Certificate of Occupancy

Submission Due Date: October 31, 2019

Applicable Schools: All schools.

Description: The school has a viable certificate of occupancy or other required building use authorization.

Submission Instructions: Please provide your school's Certificate of Occupancy for all facilities. Each building please. This is about making sure students are learning in safe buildings sufficient for an educational environment.

Reference(s): [G.S 115C-218.5\(c\)](#) and [Section 15 of the Charter Agreement](#)

Criteria: The evidence documents provided have the following elements:

- Address listed on the Certificate of Occupancy matches the address listed in EDDIE
- Certificate(s) of Occupancy or other building use authorization indicates that the building/facility is for **Educational Purposes.**
- School submits all Certificates issued for the facility and any sub-campus facilities.

Reviewer Considerations:

- **Evidence saved on the O: Drive.** If you are unsure about a Certificate of Occupancy, checking the school's folder on the O: Drive can be a great place to start. Compare the submitted document to what the office has saved there. If there is no documentation, check the file room for any related records.
- **Contacting local municipal offices.** If you receive a Certificate of Occupancy you are unsure of and there is no evidence saved on the O: Drive, it would be helpful to call the municipal office that oversees the issuance of COs to verify what the school has turned in.

- **Updates to facility.** The Certificate of Occupancy may not be updated unless the school has undergone major construction or facility updates that would require a new certificate to be issued.
- **Maximum Occupancy Certificate is not quite the same.** A school may submit a paper that lists the maximum occupancy for a building or area. This is not the same as the building use or authorization certificate.

A15 – Civil and Liability Insurance Certificate

Submission Due Date: April 30, 2020

Applicable Schools: All schools.

Description: The non-profit board holds current, active civil and liability insurance with the minimum coverage as defined in the most recent charter agreement.

Submission Instructions: Please provide your current, active Civil and Liability Insurance Certificate. The certificate of insurance should show minimum coverage as required by section 13 of the charter agreement. Note that the coverage term should be current and active.

Reference(s): [G.S. 115C-218.20](#), [CHTR-004](#), and [Section 13 of the Charter Agreement](#)

Criteria: The evidence document(s) provided have the following elements:

- Coverage dates that are current (basically Certificate has yet to expire).
- Minimum coverage amounts:
 - Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
 - General Liability: one million dollars (\$1,000,000) per occurrence;
 - Property Insurance: for owned building and contents, including boiler and machinery coverage, if owned;
 - Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
 - Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
 - Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law.
- Certificate names the SBE as an additional insured.
- The amounts indicate "per occurrence" when required above.

Reviewer Considerations:

- **Missing coverages.** The common missed coverages include property insurance and automobile liability. Most, if not all, schools should own at least the contents within their building, so some evidence of property insurance should be provided. Schools that do not provide transportation will claim they do not need auto liability, but all schools need this coverage if students are being transported for official school business, e.g., field trips.
- **General Liability is not the same as Errors and Omissions.** Many schools will leave out E&O coverage and try to replace it with an extra \$1,000,000 in general liability. These are two separate coverages and should be noted on the Certificate appropriately. Errors and Omissions may show up as D&O (Directors and Officers Liability Insurance) or PLI (Professional Liability Insurance).
- **Per Occurrence.** The Certificate should mark “per occurrence” for those requiring it as mentioned above. In other areas where the Certificate may have a comment, stating the policy number, coverage amount, and type of insurance coverage, the words “per occurrence” should be included in the comment.

A16 – Board Criminal History Check Policy

Submission Due Date: February 28, 2020

Applicable Schools: All schools.

Description: The non-profit board has a criminal history check policy that mirrors the LEA in which the school is located.

Submission Instructions: If this item was deemed compliant in the 2018-2019 Performance Framework, please submit the Policy Verification note signed by the School Director and Board Chair. Otherwise, please provide your current Board Criminal History Check Policy that complies with G.S. 115C-218.90.

Reference(s): [G.S. 115C-218.90](#) and [Section 22 of the Charter Agreement](#)

Criteria: The board policy provided is up-to- date, transparent, and accurately applies General Statute and requirements from the charter agreement.

Common reasons a policy may be returned:

- Policy does not mirror, at a minimum, the Criminal History Check Policy of the LEA in which it is located.
- Policy is not current, lacks required language, or minimum requirements outlined in the LEA's policy.
- Information provided within the policy contradicts a different section in the policy.

Reviewer Considerations:

- **Stricter requirements.** A policy submitted by the charter school can be written in a way that is **stricter** than the policy of the LEA in which it is located, but it cannot have less strict requirements than the LEA.
- **Policy versus HR procedures.** If the LEA's policy is out of date with the current procedures at the central office (HR department), it is still required that the charter school's policy reflect, at a minimum, the information in the local board's policy until those changes have been updated by the board of the local LEA.

A19 – EMO/CMO Public Records Request

Submission Due Date: February 28, 2020

Applicable Schools: Schools that contract with an EMO/CMO. This measure was assigned to all schools in Epicenter.

Description: The charter school is compliant with the annual EMO/CMO public records request.

Submission Instructions: Please combine the items below and submit as one document. If your school is not contracted with an EMO/CMO please state that in the Narrative box below and submit, you do not need to provide any documentation if your school does not work with an EMO/CMO.

- 1) A list of all employees paid by EMO/CMO that are assigned to manage or work at the school. Minimum information for this item include: Name, Duties (brief description), and Annual Salary.
- 2) A budget/expenditure report that outlines each year of the contract. Minimum information for this item includes: Description of the activity, Budget amount (sum of which equals the contract total), prior year/current year expenditures.

Reference(s): [Section 10 of the Charter Agreement](#) and [CHTR-021](#)

Criteria: The evidence document(s) provided have the following elements:

- 1) A list of all employees paid by EMO/CMO that are assigned to manage or work at the school. Minimum information for this item includes: name, duties (brief description), and annual salary.
- 2) A budget/expenditure report that outlines each year of the contract. Minimum information for this item includes: description of the activity, budget amount (sum of which equals the contract total), prior year/current year expenditures.

Reviewer Considerations:

· **What entity budget is being turned in.** Often, the school will either turn in expenditures and revenues from the EMO/CMO or a school budget report that lists a single line item expense as the fee to the EMO/CMO. The budget report should reflect what the charter school is spending in fees per activity to receive services from the EMO/CMO.

· **Paid employees list.** The list of employees should be those who are on the personnel expense line item of the EMO/CMO, but the employee is assigned to manage or work at the school. For some schools, the EMO/CMO pays for all employees. For other schools, the EMO/CMO pays for the lead administrator only.

A20 – NC Retirement System Dissolution Funds

Submission Due Date: October 31, 2019

Applicable Schools: Schools that participate in the NC State Retirement System. This task has been assigned to all schools within Epicenter.

Description: The charter school is compliant with maintaining the required dissolution funds per G.S. 115C-218.100.

Submission Instructions: If your school participates in the NC Retirement System, please provide evidence of maintaining the minimum \$50,000 of funds in one or more of the following: an escrow account, a letter of credit, a bond, or a deed of trust. Note: schools who participate in the NC Retirement System and have received a 10-year renewal are waived from the requirement. Please state that in the Narrative box below and select submit.

If your school does not participate in the NC Retirement System, please state that in the Narrative box below and select submit.

Reference(s): [G.S. 115C-218.100](#)

Criteria: The evidence document(s) provided have the following elements:

- \$50,000 minimum funds in one or more of the following ways – escrow account, letter of credit, bond, or deed of trust.

A21 – School Improvement Plan

Submission Due Date: March 31, 2020

Applicable Schools: Schools designated as Low-Performing or Continually Low-Performing per 2018-19 accountability data. All schools were scheduled to submit something for this task in Epicenter.

Description: The school is compliant with the implementation of a School Improvement Plan submitted through NC Star.

Submission Instructions: If your school has been identified as Low-Performing or Continually Low-Performing, please provide the School Improvement Plan submitted through NC Star.

If your school has not been identified as Low-Performing or Continually Low-Performing, please state that in the Narrative box below and select Submit.

Reference(s): N/A

Criteria: The evidence document provided is an updated school improvement plan through the NC Star system.

B1 – Graduation Requirements (Renewal Year 1)

Submission Due Date: April 30, 2020

Applicable Schools: Schools in year 1 of the renewal cycle that serve HS grades or are projected to serve HS grades.

Description: The school has graduation requirements that match the approved charter application or approved charter application amendments.

Submission Instructions: If your school serves high school seniors or is projected and approved to do so, please provide a complete list of credits and other requirements for high school graduation. If your school does not serve high school seniors and is not projected and approved to do so, please state that in the Narrative box below and select Submit. Note: This submission is required for schools in their first year of the renewal cycle.

Reference(s): [Section 3.1 of the Charter Agreement](#)

Criteria: The evidence document provided contains a list of graduation requirements and what is listed matches what is in the charter application or any approved amendments. The graduation requirements must also show evidence that the school offers Occupational Course of Study for students with disabilities.

Note that this submission is required of schools currently serving high school grades or those that have been approved to serve high school grades.

B2 – Student Promotion Requirements (Renewal Year 1)

Submission Due Date: April 30, 2020

Applicable Schools: All schools in year 1 of the renewal cycle.

Description: The school has student promotion requirements that match the approved charter application or approved charter application amendments.

Submission Instructions: Please provide the school's student promotion requirements for all grades served in the current school year.

Reference(s): [Section 3.1 of the Charter Agreement](#)

Criteria: The evidence document provided contains a list of promotion requirements for all grade levels served. The promotion requirements provided match the approved charter application or approved charter application amendments.

Verify grades served to ensure the school is providing requirements for all as requested. Check to see whether the requirements address students with disabilities.

B7 – Student Discipline Policy (Renewal Year 1)

Submission Due Date: April 30, 2020

Applicable Schools: All schools in year 1 of the renewal cycle.

Description: The school maintains a discipline policy that is compliant with state and federal law and that is consistent with the approved charter application and approved charter application amendments.

Submission Instructions: Please provide the Board's Student Discipline Policy that includes discipline procedures for students with disabilities.

Reference(s): [G.S. 115C-218.60](#), [Chapter 115C – Article 27](#), [Section 20 of the Charter Agreement](#)

Criteria: The evidence document provided contains the discipline policy for students, including a process for students with disabilities, that aligns with state and federal law. The policy provided matches the information provided in the approved charter application or approved charter application amendments.

The policy should include discipline processes for students with disabilities and should comply with Article 27 of Chapter 115C of the General Statutes.



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Appendix B

2018–19 Continually Low-Performing Charter Schools List

A continually low-performing charter school is identified as low-performing in any two (2) of the last three (3) years. A low-performing charter has a School Performance grade of 'D' or 'F' and a growth status of 'Met' or 'NotMet'.

Note: For the 2018–2019 reporting year, a new column has been added to indicate the number of instructional days missed due to Hurricane Florence.

District Name	School Code	School Name	State Board Region	Missed Days due to Hurricane Florence	Low Performing 2018–19	Low Performing 2017–18	Low Performing 2016–17
Charter Schools	00A000	North Carolina Cyber Academy	Virtual	0	Y	Y	Y
Charter Schools	00B000	NC Virtual Academy	Virtual	0	Y	Y	Y
Charter Schools	06B000	Marjorie Williams Academy	Northwest	0	Y	Y	
Charter Schools	08A000	Three Rivers Academy	Northeast	0	Y	Y	Y
Charter Schools	09A000	Paul R Brown Leadership Academy	Sandhills	1	Y	Y	Y
Charter Schools	13B000	Cabarrus Charter Academy	Southwest	0	Y		Y
Charter Schools	13C000	A.C.E. Academy	Southwest	0	Y	Y	Y
Charter Schools	13D000	Concord Lake STEAM Academy	Southwest	0	Y		Y
Charter Schools	24B000	Thomas Academy	Sandhills	0		Y	Y
Charter Schools	26C000	The Capitol Encore Academy	Sandhills	3	Y		Y
Charter Schools	32C000	Carter Community Charter	North Central	0	Y		Y
Charter Schools	32P000	The Institute Development Young Leaders	North Central	2	Y	Y	Y
Charter Schools	32Q000	Reaching All Minds Academy	North Central	2	Y		Y
Charter Schools	34D000	Carter G Woodson School	Piedmont-Triad	0	Y		Y
Charter Schools	41L000	Gate City Charter	Piedmont-Triad	0	Y		Y
Charter Schools	42A000	KIPP Halifax College Prep	Northeast	0	Y	Y	
Charter Schools	49D000	Success Institute Charter	Southwest	0	Y		Y
Charter Schools	49G000	Iredell Charter Academy	Southwest	0	Y		Y
Charter Schools	54A000	Children's Village Academy	Southeast	3.5	Y	Y	Y
Charter Schools	60K000	Charlotte Secondary	Southwest	0		Y	Y
Charter Schools	60L000	KIPP Charlotte	Southwest	0	Y	Y	
Charter Schools	60N000	Aristotle Preparatory Academy	Southwest	2		Y	Y
Charter Schools	60P000	Charlotte Choice Charter	Southwest	0	Y		Y
Charter Schools	60Q000	Invest Collegiate Transform	Southwest	1	Y		Y
Charter Schools	60V000	Charlotte Learning Academy	Southwest	1	Y	Y	Y
Charter Schools	61K000	United Community School	Southwest	0		Y	Y
Charter Schools	61U000	UpROAR Leadership Academy	Northwest	0	Y	Y	
Charter Schools	64A000	Rocky Mount Preparatory	North Central	0	Y	Y	Y
Charter Schools	65B000	Wilmington Preparatory Academy	Southeast	0		Y	Y
Charter Schools	65C000	Douglass Academy	Southeast	0	Y	Y	Y
Charter Schools	65G000	Girls Leadership Academy of Wilmington	Southeast	12	Y	Y	Y
Charter Schools	67B000	Z.E.C.A. School of Arts and Technology	Southeast	0	Y	Y	Y
Charter Schools	74B000	Ignite Innovation Academy - Pitt	Northeast	0	Y	Y	Y
Charter Schools	92Q000	Hope Charter Leadership Academy	North Central	0	Y	Y	
Charter Schools	93A000	Haliwa-Saponi Tribal School	North Central	0	Y	Y	Y
Charter Schools	93J000	PAVE Southeast Raleigh Charter	North Central	0	Y	Y	
Charter Schools	96C000	Dillard Academy	Southeast	0	Y		Y
Charter Schools	97D000	Bridges Academy	Northwest	0	Y	Y	

2018–19 Low-Performing Schools List

A low-performing school has a School Performance Grade of 'D' or 'F' and a growth status of 'Met' or 'NotMet'. Schools are sorted by district with charter schools at the end of the list. *Note:* For the 2018–2019 reporting year, a new column has been added to indicate the number of instructional days missed due to Hurricane Florence.

District Name	School Code	School Name	State Board Region	Grade Span	Missed Days due to Hurricane Florence	School Performance Grade	EVAAS Growth Status
Charter Schools	00A000	North Carolina Cyber Academy	Virtual	0K-12	0	D	Not Met
Charter Schools	00B000	NC Virtual Academy	Virtual	0K-12	0	D	Not Met
Charter Schools	06B000	Marjorie Williams Academy	Northwest	0K-12	0	D	Met
Charter Schools	08A000	Three Rivers Academy	Northeast	0K-07	0	F	Not Met
Charter Schools	09A000	Paul R Brown Leadership Academy	Sandhills	06-12	1	F	Met
Charter Schools	13B000	Cabarrus Charter Academy	Southwest	0K-12	0	D	Not Met
Charter Schools	13C000	A.C.E. Academy	Southwest	0K-08	0	D	Met
Charter Schools	13D000	Concord Lake STEAM Academy	Southwest	0K-08	0	D	Not Met
Charter Schools	26C000	The Capitol Encore Academy	Sandhills	0K-08	3	D	Not Met
Charter Schools	29A000	Davidson Charter Academy CFA	Piedmont-Triad	0K-04	2	D	Not Met
Charter Schools	32C000	Carter Community Charter	North Central	0K-08	0	D	Met
Charter Schools	32M000	Global Scholars Academy	North Central	0K-08	0	D	Not Met
Charter Schools	32P000	The Institute Development Young Leaders	North Central	0K-08	2	D	Met
Charter Schools	32Q000	Reaching All Minds Academy	North Central	0K-07	2	F	Met
Charter Schools	34D000	Carter G Woodson School	Piedmont-Triad	0K-12	0	F	Not Met
Charter Schools	34F000	Forsyth Academy	Piedmont-Triad	0K-08	2	D	Not Met
Charter Schools	41H000	College Prep and Leadership Academy	Piedmont-Triad	0K-12	1	D	Not Met
Charter Schools	41L000	Gate City Charter	Piedmont-Triad	0K-07	0	D	Met
Charter Schools	41N000	The Experiential School of Greensboro	Piedmont-Triad	0K-06	2	D	Not Met
Charter Schools	42A000	KIPP Halifax College Prep	Northeast	0K-08	0	D	Met
Charter Schools	49D000	Success Institute Charter	Southwest	0K-08	0	D	Met
Charter Schools	49G000	Iredell Charter Academy	Southwest	0K-08	0	D	Not Met
Charter Schools	53B000	Ascend Leadership Academy Lee County	North Central	06-07	0	D	Not Met
Charter Schools	54A000	Children's Village Academy	Southeast	0K-08	3.5	F	Not Met
Charter Schools	60L000	KIPP Charlotte	Southwest	0K-08	0	D	Not Met
Charter Schools	60P000	Charlotte Choice Charter	Southwest	0K-08	0	F	Not Met
Charter Schools	60Q000	Invest Collegiate Transform	Southwest	0K-08	1	D	Met
Charter Schools	60V000	Charlotte Learning Academy	Southwest	06-12	1	F	Not Met
Charter Schools	61P000	VERITAS Community School, CFA	Southwest	0K-06	1	D	Met
Charter Schools	61T000	Movement Charter School	Northwest	0K-04	0	D	Not Met
Charter Schools	61U000	UpROAR Leadership Academy	Northwest	05-09	0	F	Not Met
Charter Schools	64A000	Rocky Mount Preparatory	North Central	0K-12	0	D	Met
Charter Schools	65C000	Douglass Academy	Southeast	0K-05	0	D	Met
Charter Schools	65G000	Girls Leadership Academy of Wilmington	Southeast	06-08	12	D	Not Met
Charter Schools	67B000	Z.E.C.A. School of Arts and Technology	Southeast	0K-08	0	F	Met
Charter Schools	74B000	Ignite Innovation Academy - Pitt	Northeast	0K-08	0	F	Not Met
Charter Schools	80B000	Essie Mae Kiser Foxx Charter	Southwest	0K-04	0	F	Met
Charter Schools	92Q000	Hope Charter Leadership Academy	North Central	0K-05	0	D	Met
Charter Schools	93A000	Haliwa-Saponi Tribal School	North Central	0K-12	0	D	Met
Charter Schools	93J000	PAVE Southeast Raleigh Charter	North Central	0K-04	0	D	Met
Charter Schools	96C000	Dillard Academy	Southeast	0K-08	0	D	Met
Charter Schools	97D000	Bridges Academy	Northwest	0K-09	0	D	Met



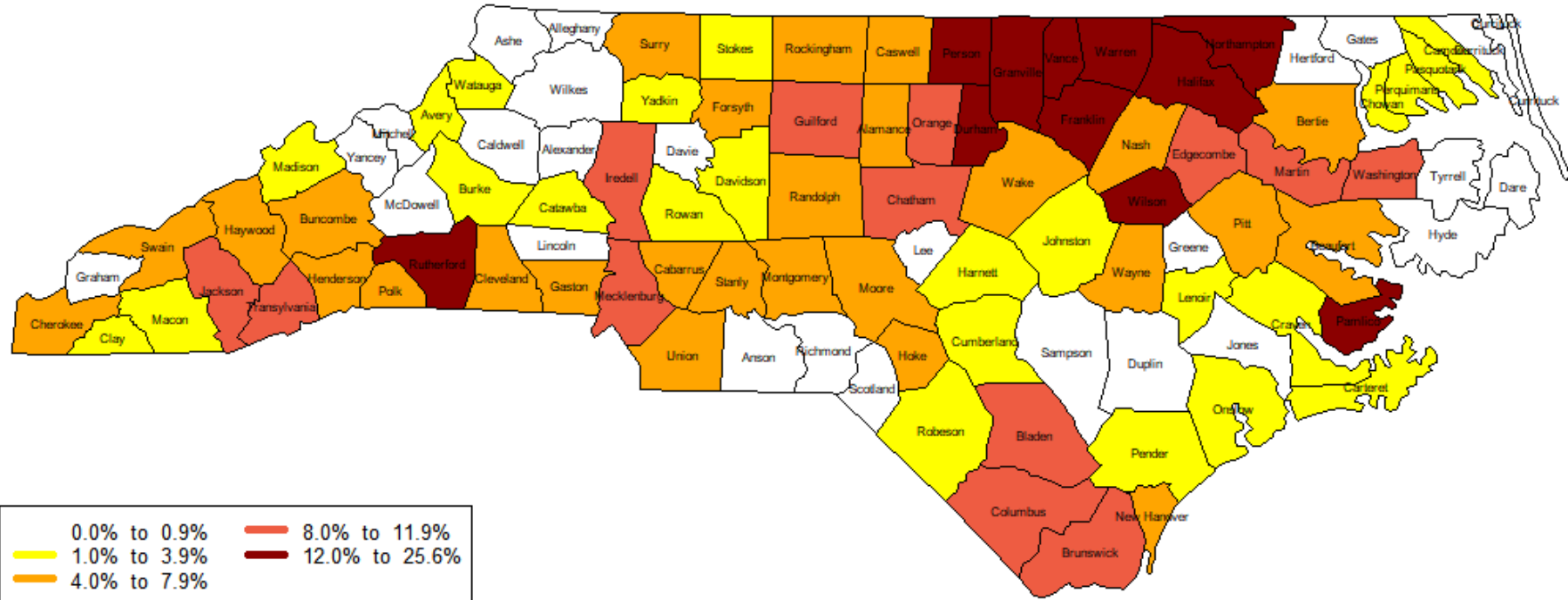
PUBLIC SCHOOLS OF NORTH CAROLINA
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Appendix C

Percentage of Public School Students in Membership at Charter Schools

FY 2018

ATTACHMENT C



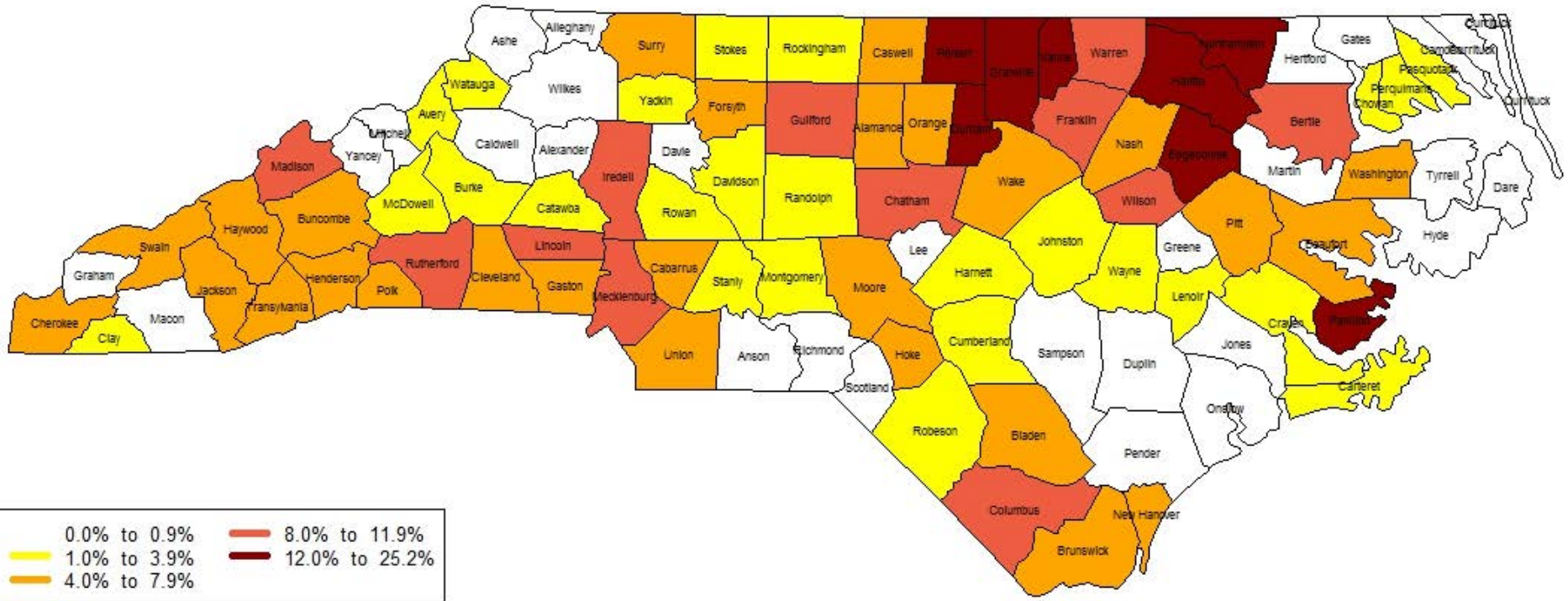
For purposes of illustration, city LEAs are combined with the county LEAs. In most cases, the city percentage is similar to the county percentage, except for the following:

Halifax	25.6%	Surry	5.7%
Weldon City	23.7%	Elkin City	2.6%
Roanoke Rapids	5.5%	Mount Airy City	10.8%
Orange	9.3%		
Chapel Hill	0.9%		

Source: Charter school membership collected from LEAs via electronic survey.
LEA membership from 2017-18 Allotted ADM

Percentage of Public School Students in Membership at Charter Schools

FY 2017



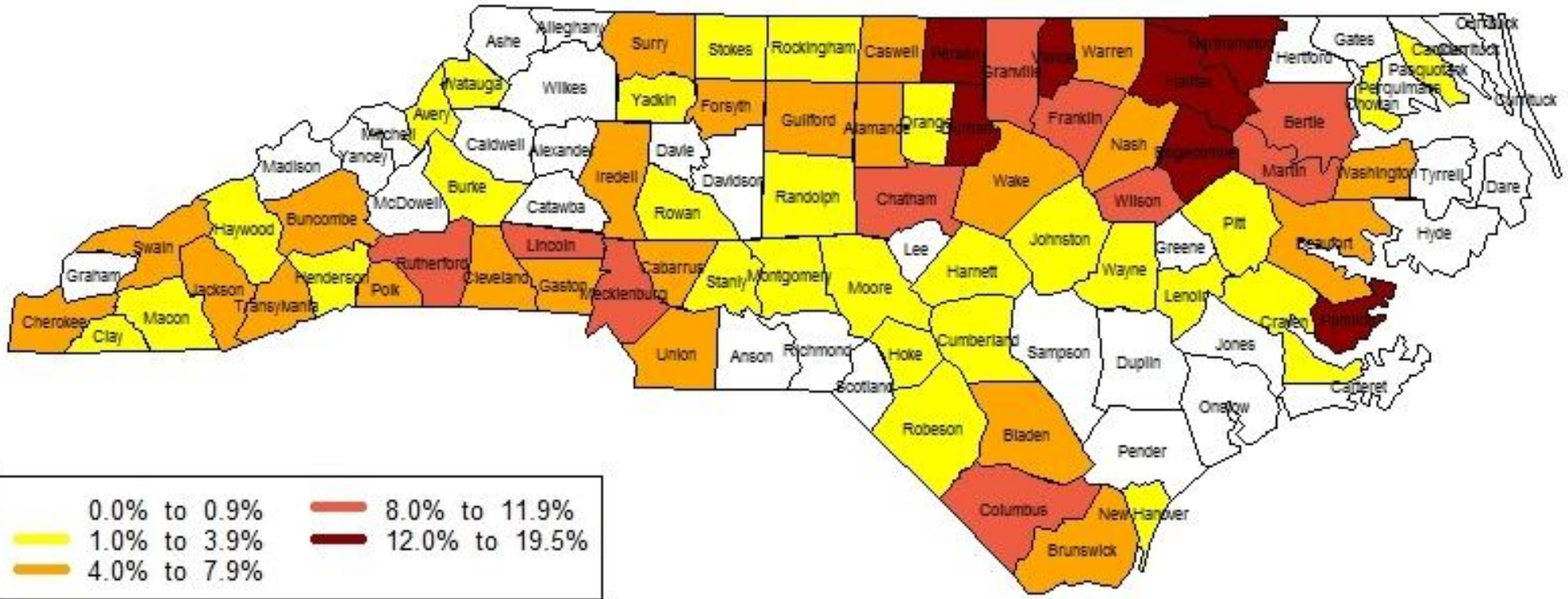
For purposes of illustration, city LEAs are combined with the county LEAs. In most cases, the city percentage is similar to the county percentage, except for the following:

Source: Charter school membership collected from LEAs via electronic survey.
LEA membership from 2016-17 Allotted ADM

Halifax	25.2%	Surry	5.2%
Weldon City	22.4%	Elkin City	2.4%
Roanoke Rapids	5.9%	Mount Airy City	10.2%
Orange	7.5%		
Chapel Hill	1.1%		

Percentage of Public School Students in Membership at Charter Schools

Month 1 2015-16



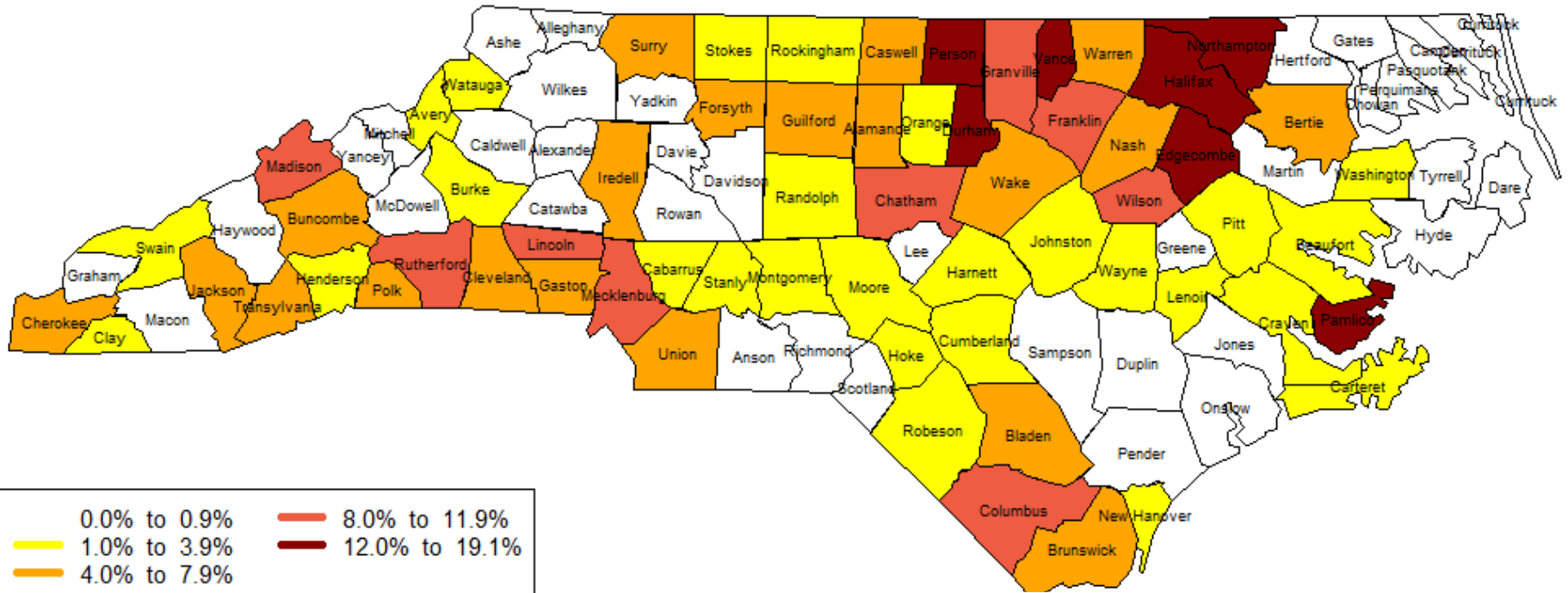
Source: Charter school membership collected from LEAs via electronic survey.

LEA membership from 2015-16 Allotted ADM

For purposes of illustration, city LEAs are combined with the county LEAs. In most cases, the city percentage is similar to the county percentage, except for the following:

Halifax	22.7%	Surry	4.7%
Weldon City	17.1%	Elkin City	1.8%
Roanoke Rapids	5.5%	Mount Airy City	9.4%
Orange	6.4%	Cabarrus	5.3%
Chapel Hill	1.2%	Kannapolis City	2.3%

Percentage of Public School Students in Membership at Charter Schools Month 1 2014-2015



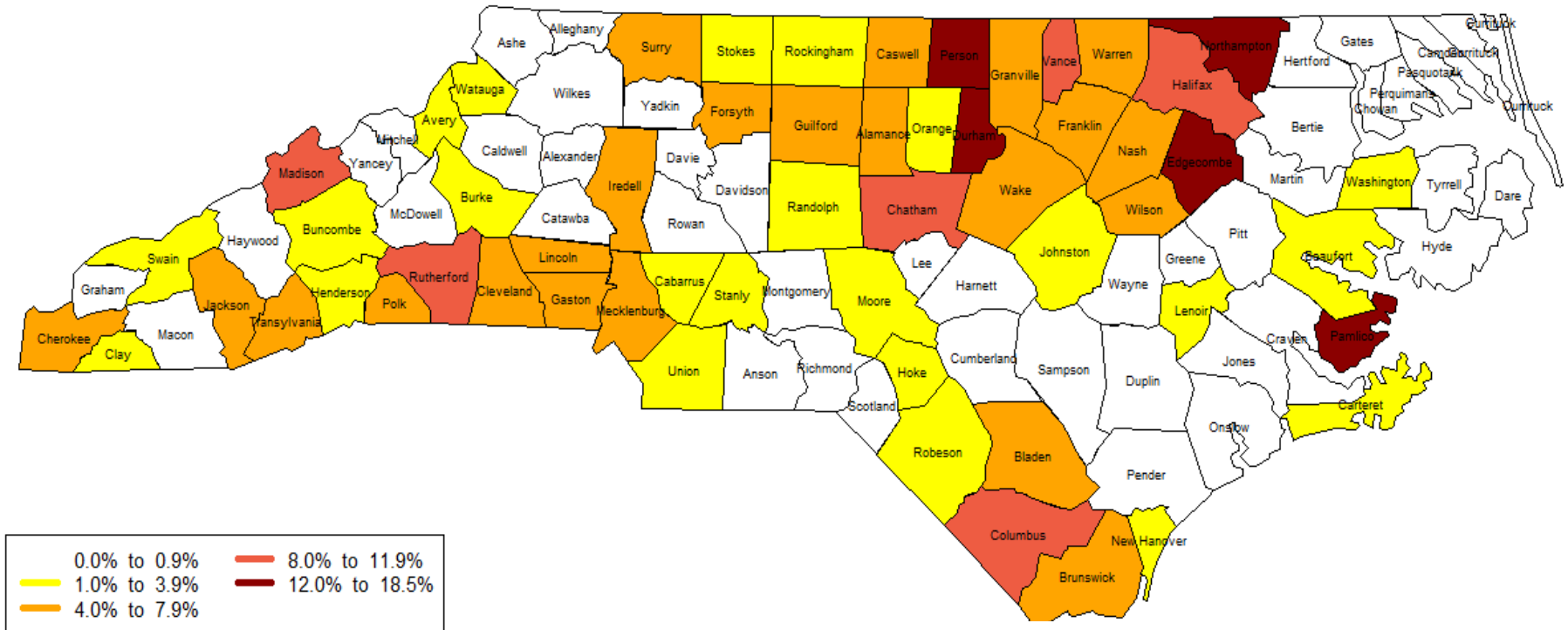
For purposes of illustration, city LEAs are combined with the county LEAs. In most cases, the city percentage is similar to the county percentage, except for the following:

Halifax	19.7%	Orange	5.8%
Weldon City	11.7%	Chapel Hill	0.9%
Roanoke Rapids	4.3%		
Buncombe	4.4%		
Asheville City	7.9%		

Source: Charter school membership collected from LEAs via electronic survey.
LEA membership from 2014-15 Allotted ADM

Percentage of Public School Students in Membership at Charter Schools

Month 1 2013-14

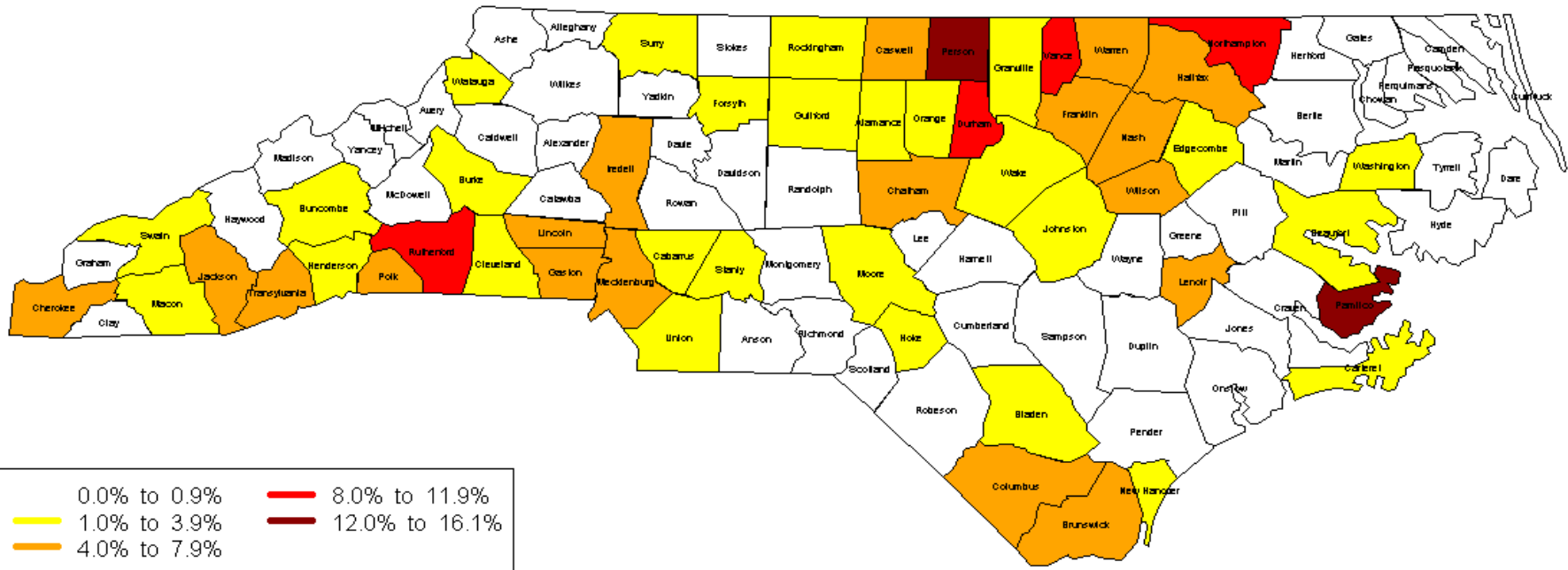


For purposes of illustration, city LEAs are combined with the county LEAs. In most cases, the city percentage is similar to the county percentage, except for the following:

Halifax	15.0%	Surry	3.6%
Weldon City	9.9%	Mt. Airy City	7.7%
Roanoke Rapids	4.0%	Elkin City	1.7%
Buncombe	2.5%	Orange	4.1%
Asheville City	6.2%	Chapel Hill	0.6%

Source: Charter school membership collected from LEAs via electronic survey.
LEA membership from 2013-14 Allotted ADM

Percentage of Public School Students in Membership at Charter Schools Month 1 2011-12



Source: Charter school membership collected from LEAs via electronic survey.
LEA membership from 2011-12 Allotted ADM

For purposes of illustration, city LEAs are combined with the county LEAs. In most cases, the city percentage is similar to the county percentage, except for the following:

Halifax	10.54%	Orange	3.7%
Weldon City	6.9%	Chapel Hill	0.7%
Roanoke Rapids	4.0%		
Buncombe	2.6%		
Asheville City	6.1%		



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Appendix D

Charter School Membership
By Region
2018-19

Region	LEA	LEA	2020 Membership							
Column1	Column2	Column3	2020 Charter membership	LEA Allotted ADM	Total LEA and CS	% of LEA	Column4	Increase 2012 to 2020	Increase 2019 to 2020	
1	420	Halifax	1,071	2,358	3,429	31.2%		616	112	
1	422	Weldon City	300	805	1,105	27.1%		222	49	
3	910	Vance	2,042	5,539	7,581	26.9%		1,393	189	
1	660	Northampton	556	1,533	2,089	26.6%		310	26	
3	730	Person	1,144	4,366	5,510	20.8%		185	10	
3	390	Granville	1,671	7,381	9,052	18.5%		1,448	171	
3	320	Durham Public	7,244	32,491	39,735	18.2%		3,711	287	
3	930	Warren	373	1,897	2,270	16.4%		250	(5)	
3	350	Franklin	1,581	8,178	9,759	16.2%		923	357	
1	580	Martin	509	2,966	3,475	14.6%		492	100	
3	980	Wilson	1,900	11,162	13,062	14.5%		1,048	66	
1	940	Washington	228	1,344	1,572	14.5%		209	113	
4	090	Bladen	699	4,136	4,835	14.5%		532	56	
8	810	Rutherford	1,300	7,847	9,147	14.2%		413	64	
2	690	Pamlico	221	1,367	1,588	13.9%		(56)	(9)	
3	330	Edgecombe	921	5,836	6,757	13.6%		778	92	
6	550	Lincoln	1,674	11,443	13,117	12.8%		867	160	
6	600	Char.-Mecklenburg	21,489	149,683	171,172	12.6%		13,208	1,898	
6	490	Iredell	2,828	20,283	23,111	12.2%		1,528	103	
3	190	Chatham	1,096	8,938	10,034	10.9%		413	19	
6	491	Mooresville City	691	5,991	6,682	10.3%		517	203	
3	680	Orange	844	7,388	8,232	10.3%		563	7	
		Region 6	38,421	343,783	382,204	10.1%		23,658	3,898	
5	410	Guilford	7,900	71,926	79,826	9.9%		6,034	592	
5	862	Mount Airy City	174	1,638	1,812	9.6%		12	(21)	
		Region 3	37,255	350,814	388,069	9.6%		21,757	1,835	
4	240	Columbus	581	5,545	6,126	9.5%		144	18	
2	100	Brunswick	1,303	12,803	14,106	9.2%		615	47	
8	880	Transylvania	329	3,346	3,675	9.0%		162	(10)	
6	900	Union	4,050	41,320	45,370	8.9%		2,560	950	
6	230	Cleveland	1,390	14,369	15,759	8.8%		929	84	
8	110	Buncombe	2,270	23,683	25,953	8.7%		1,590	160	
8	111	Asheville City	404	4,330	4,734	8.5%		146	16	
8	500	Jackson	331	3,615	3,946	8.4%		80	11	
5	170	Caswell	221	2,475	2,696	8.2%		41	6	
3	920	Wake	14,084	162,743	176,827	8.0%		8,286	275	
5	790	Rockingham	999	11,616	12,615	7.9%		767	423	
6	360	Gaston	2,641	31,153	33,794	7.8%		1,088	386	
		Total	116,136	1,433,877	1,550,013	7.5%		71,343	8,964	
4	620	Montgomery	308	3,817	4,125	7.5%		291	24	
1	700	Pasquotank	430	5,418	5,848	7.4%		430	113	
		Region 8	6,285	79,732	86,017	7.3%		3,379	162	
3	640	Nash	1,169	14,832	16,001	7.3%		362	(87)	
		Region 1	5,285	69,912	75,197	7.0%		3,979	653	
5	761	Asheboro City	339	4,492	4,831	7.0%		339	129	
5	760	Randolph	1,200	15,952	17,152	7.0%		1,157	48	
4	630	Moore	963	12,882	13,845	7.0%		632	121	
4	241	Whiteville City	166	2,229	2,395	6.9%		24	(14)	
		Region 5	17,069	235,205	252,274	6.8%		11,322	1,796	
5	291	Lexington City	200	3,031	3,231	6.2%		198	67	
5	010	Alamance-Burlington	1,486	22,809	24,295	6.1%		548	(29)	
1	070	Beaufort	418	6,501	6,919	6.0%		190	(25)	
6	130	Cabarrus	2,144	33,631	35,775	6.0%		1,728	142	
1	421	Roanoke Rapids City	179	2,814	2,993	6.0%		59	4	
5	340	Forsyth	3,428	54,174	57,602	6.0%		1,539	454	
8	750	Polk	134	2,128	2,262	5.9%		13	6	
5	860	Surry	481	7,645	8,126	5.9%		198	(3)	
2	650	New Hanover	1,589	26,292	27,881	5.7%		1,068	(11)	
8	450	Henderson	782	13,376	14,158	5.5%		559	24	
8	200	Cherokee	166	3,144	3,310	5.0%		(12)	4	
6	840	Stanly-Albemarle	442	8,414	8,856	5.0%		247	(45)	
2	960	Wayne	966	18,565	19,531	4.9%		793	148	
6	132	Kannapolis City	287	5,541	5,828	4.9%		281	(26)	
1	740	Pitt	1,177	23,547	24,724	4.8%		1,034	51	
3	510	Johnston	1,865	37,317	39,182	4.8%		1,187	(27)	
8	440	Haywood	352	7,150	7,502	4.7%		351	(102)	
3	430	Harnett	958	20,523	21,481	4.5%		943	398	

Data collected from local education agencies via electronic survey. For information only.

Charter School Membership
By Region
2018-19

Region	LEA	LEA	2020 Membership							
Column1	Column2	Column3	2020 Charter membership	LEA Allotted ADM	Total LEA and CS	% of LEA	Column4	Increase 2012 to 2020	Increase 2019 to 2020	
1	210	Chowan	87	1,962	2,049	4.2%		87	11	
8	870	Swain	83	1,960	2,043	4.1%		16	1	
6	800	Rowan	753	18,771	19,524	3.9%		680	43	
		Region 4	5,329	133,533	138,862	3.8%		3,739	525	
		Region 2	5,426	139,869	145,295	3.7%		2,963	133	
1	720	Perquimans	62	1,625	1,687	3.7%		62	12	
4	780	Robeson	828	21,725	22,553	3.7%		708	305	
1	890	Tyrrell	24	670	694	3.5%		24	22	
4	470	Hoke	320	9,064	9,384	3.4%		203	(105)	
5	292	Thomasville City	76	2,284	2,360	3.2%		76	21	
2	710	Pender	308	9,405	9,713	3.2%		274	(13)	
7	950	Watauga	142	4,694	4,836	2.9%		5	(16)	
7	120	Burke	341	11,895	12,236	2.8%		201	(3)	
4	260	Cumberland	1,400	50,405	51,805	2.7%		1,155	125	
5	861	Elkin City	32	1,192	1,224	2.6%		8	(2)	
2	160	Carteret	212	8,164	8,376	2.5%		(33)	(30)	
8	220	Clay	32	1,280	1,312	2.4%		23	(2)	
5	850	Stokes	144	5,819	5,963	2.4%		81	6	
2	540	Lenoir	195	8,506	8,701	2.2%		(246)	(16)	
1	460	Hertford	61	2,739	2,800	2.2%		61	33	
1	150	Camden	42	1,916	1,958	2.1%		42	(2)	
3	530	Lee	216	9,868	10,084	2.1%		205	91	
1	080	Bertie	45	2,111	2,156	2.1%		45	19	
7	060	Avery	41	1,926	1,967	2.1%		22	0	
2	250	Craven	255	13,625	13,880	1.8%		184	13	
5	290	Davidson	326	18,837	19,163	1.7%		296	110	
7	180	Catawba	250	15,910	16,160	1.5%		165	18	
8	560	Macon	62	4,466	4,528	1.4%		14	(9)	
8	570	Madison	31	2,286	2,317	1.3%		24	(1)	
		Region 7	1,066	81,029	82,095	1.3%		546	(38)	
3	681	Chapel Hill-Carrboro	147	12,355	12,502	1.2%		62	(8)	
2	670	Onslow	324	27,598	27,922	1.2%		324	7	
1	270	Currituck	44	4,134	4,178	1.1%		44	1	
6	040	Anson	32	3,184	3,216	1.0%		25	0	
5	990	Yadkin	52	5,182	5,234	1.0%		22	(5)	
7	050	Ashe	29	2,980	3,009	1.0%		16	7	
2	400	Greene	28	2,936	2,964	0.9%		19	0	
7	970	Wilkes	85	9,086	9,171	0.9%		29	(15)	
7	995	Yancey	18	2,127	2,145	0.8%		10	5	
1	370	Gates	14	1,706	1,720	0.8%		14	11	
4	830	Scotland	45	5,586	5,631	0.8%		45	33	
8	380	Graham	9	1,121	1,130	0.8%		0	0	
1	280	Dare	37	5,172	5,209	0.7%		37	2	
7	610	Mitchell	13	1,877	1,890	0.7%		6	(14)	
7	590	McDowell	34	5,945	5,979	0.6%		16	(10)	
7	140	Caldwell	61	11,389	11,450	0.5%		35	(3)	
7	020	Alexander	25	4,812	4,837	0.5%		17	2	
7	181	Hickory City	16	4,083	4,099	0.4%		15	(6)	
7	182	Newton City	8	2,958	2,966	0.3%		6	(3)	
2	310	Duplin	23	9,539	9,562	0.2%		21	(4)	
7	030	Alleghany	3	1,347	1,350	0.2%		3	0	
2	520	Jones	2	1,069	1,071	0.2%		0	1	
5	300	Davie	11	6,133	6,144	0.2%		6	0	
1	480	Hyde	1	591	592	0.2%		1	1	
4	820	Sampson	10	8,052	8,062	0.1%		10	(18)	
4	770	Richmond	7	7,100	7,107	0.1%		(7)	(20)	
4	821	Clinton City	2	2,992	2,994	0.1%		2	0	

Data collected from local education agencies via electronic survey. For information only.