

Recommended Revisions to CHTR-007 Charter School Renewal Process

April 2024 SBE Meeting

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Timeline

- **May 2023** Charter Schools Advisory Board, Office of Charter Schools first presented proposed revisions to the General Renewal Guidelines. A second draft was created with feedback from that meeting and then represented in the **June 2023**. Between these discussions, legislation changed the structure of the Charter Schools Advisory Board and the board became the Charter Schools Review Board (CSRB).
- In **September 2023**, the CSRB voted to approve the changes to the guidelines only (the policy as a whole was not addressed). At the **November 2023** meeting of the State Board of Education, the Charter School Review Board requested the updated guidelines be approved. This has led to a months long review and revision of the entire CHTR 007 policy.

The policy has been amended through the collaboration of the Charter Schools Review Board, the Office of Charter Schools, and the State Board of Education. ***The Charter Schools Review Board voted unanimously to recommend the amended version of CHTR 007 to the State Board of Education at the March 11, 2024 meeting.***

A. Process for Renewal

The Office of Charter Schools will work with the charter school seeking renewal, various departments and sections within DPI, and any other relevant entity to facilitate the renewal policy and bring recommendations to the Charter Schools Review Board. All Office of Charter Schools Actions (as described below) and the information, responses, and documents collected both historically and during the renewal process (the "Materials") will be compiled by the Office of Charter Schools and made available to the Charter Schools Review Board, the State Superintendent of Public Instruction, and the State Board of Education prior to any recommendations on renewal of a charter. For purposes of this policy, and in practice pursuant to this policy, the recommendations of the Office of Charter Schools are non-binding opinions suggesting a renewal or non-renewal category for a charter school after review and analysis according to the process and guidelines herein.

Language Updates

Section 1: OFFICE OF CHARTER SCHOOLS ACTIONS

Language Updates

The Office of Charter Schools shall take the following actions and communicate a timeline (as well as any necessary corrections to said timeline) with respect to the renewal process:

1. Communicate with the administrators at each renewal school explaining the renewal process, renewal fees, and the Self-Study.
2. Collect the renewal fee payment and receive the charter school's Self-Study (in the form and substance as defined and described in 16 NCAC 06G.0507).
3. Provide training and support for administrators beginning the renewal process.
4. Schedule and conduct meetings and gather Materials with a Department of Public Instruction Compliance Team, which team shall consist of departments and sections within the agency as described more fully below.

Section 1: OFFICE OF CHARTER SCHOOLS ACTIONS

5. Conduct in-person and/or remote site visits, as described more fully below, and gather Materials.
6. Prepare summaries of in-person and remote site visits and include with Materials.
7. Schedule interview(s) with the Charter Schools Review Board for schools seeking renewal.
8. Schedule date(s) the Charter Schools Review Board will meet regarding renewals.

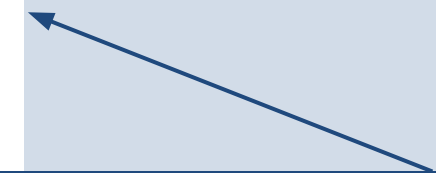
Language Updates Continued

Section 2: DEPARTMENT OF PUBLIC INSTRUCTION PORTFOLIO

(submitted by the Office of Charter Schools with the support of departments and sections of DPI)

The DPI Portfolio will consist of the Materials compiled by the Office of Charter Schools with assistance from various departments and sections of DPI that may comprise the Department of Public Instruction Compliance Team, such as Financial and Business Services, Accountability, Exceptional Children, Federal Programs, Center for Safer Schools, and any other office or service of the Department that may have Materials pertinent to the evaluation of the school. All Materials relevant to the charter school seeking renewal shall be provided to the Office of Charter Schools in a timely manner and the Office of Charter Schools will compile these submissions and create the DPI Portfolio, which is to be made available by the Office of Charter Schools to the Charter Schools Review Board, the State Superintendent of Public Instruction, and the State Board of Education prior to any recommendation on renewal of a charter school.

The following chart is an overview of possible sources of Materials. This is, in no way, an exhaustive list and is not meant to, in any way, limit the resources employed by the schools seeking renewal, the Charter Schools Review Board, or the State Board of Education (NCSBE) as they prepare for the future of charter schools.



Language Updates

AREAS OF COMPLIANCE	SOURCES OF DOCUMENTATION	SOURCES OF INFORMATION
FINANCIAL	Audit report, financial records, reporting schedule, student accounting, etc.	Office of Charter Schools Financial and Business Services Federal Programs
GOVERNANCE	Concerns brought to the Office of Charter Schools, board agendas and minutes, review of policy making committees, interviews, conflicts of interest policies and adherence to those and other legal requirements	Office of Charter Schools Office of the General Counsel Financial and Business Services Federal Programs
ACADEMICS AND OPERATIONS	School site visits are scheduled as needed throughout the life of a charter term and the Office of Charter Schools will keep records of Materials and summaries. Site visits may include, but are not limited to, the following: instructional observations, facility observations, in-person staff discussions, and student services observations.	Office of Charter Schools Exceptional Children Division Financial and Business Services Federal Programs
ACCOUNTABILITY	NC accountability results, EC compliance records, Student Information System	Division of Accountability Services Office of the General Counsel Exceptional Children Division Financial and Business Services Federal Programs Technology Services and Digital Learning (SIS)

Section 2: DPI Portfolio (cont.)

To ensure timely completion of reports and the DPI Portfolio, DPI staff will attend the following regular meetings coordinated by the Office of Charter Schools:

Aligned to current practices.

1. Quarterly Compliance Meetings: Held every quarter and required to be attended by staff from Office of Charter Schools, Exceptional Children's Division, Federal Programs, Beginning Teacher Support Program, Child Nutrition, School Business, and Accountability; and

Section 2: DPI Portfolio (cont.)

2. School business will evaluate all renewal schools for financial warnings/concerns and audit findings, reviewing at least the immediately three preceding years, and report those findings to CSRB prior to renewal voting.



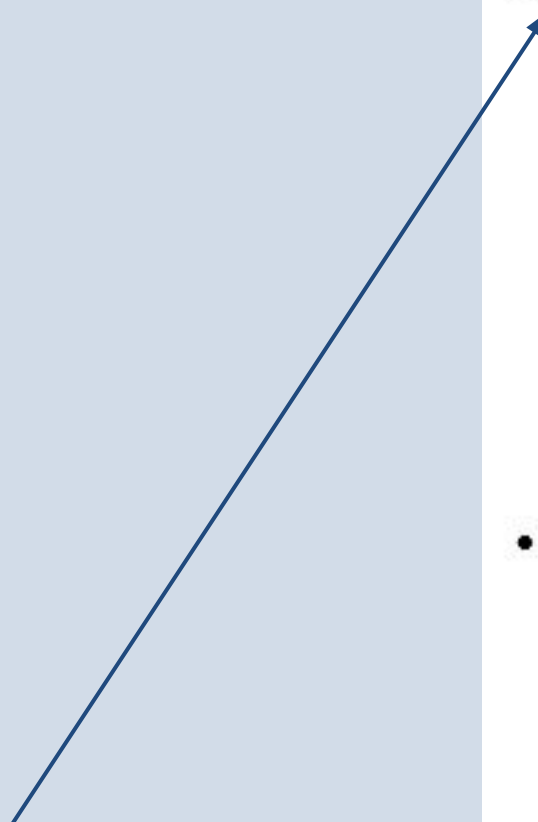
Aligned to current practice and feasible timelines.

B. GUIDELINES FOR DECISIONS

To receive a recommendation for renewal, the school must meet the requirements outlined in 115C-218.6. The General Renewal Guidelines below are used by the Charter Schools Review Board and the Office of Charter Schools to determine renewal recommendations and decisions. The Charter Schools Review Board may make an alternate renewal decision not included in the General Renewal Guidelines. For purposes of these Guidelines:

- The term “Compliance Issues” may include, but is not limited to, findings within the following programs and divisions: Exceptional Children, Federal Programs, Beginning Teacher Support Program, Child Nutrition, School Business, and Accountability.
- The term “Comparable” is defined as a proficiency score that is no less than 5 points of the local school administrative unit’s Composite score based on the EOG/EOC courses offered;
- A school's charter is considered to result in it providing services to certain targeted subgroups if the charter, as presented in its application or self-study, indicates an intent to target certain subgroups and its enrollment reflects this intent.

Add’s clarification for how to determine if a Charter School serves a certain targeted subgroup. Believe it will allow for all parties to be clear on what subgroups a school seeks to serve and what data to consider.

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- The local school administrative unit shall be assumed to be the local school administrative unit identified in the approved charter application, provided that the Charter Schools Review Board may consider additional factors such as where the charter school is physically located, its proximity to districts across county lines, and the base school district from which a majority of the school's students are enrolled. The Charter Schools Review Board may consider more than one local school administrative unit, at its discretion, for purposes of this policy.
 - In the case of a charter school that has been designated as an alternative school for purposes of accountability pursuant to policy CHTR-020, the Charter Schools Review Board shall consider the charter school's performance under the accountability model approved for the school pursuant to policy ACCT-038.

Support explaining how CSRB may consider other factors related to comparable LEA and believe it to be a better comparison for schools that serve a majority of students in LEAs other than where they are located. Schools will need to be trained/prepared to advocate for additional comparability factors in their self-studies.

10 Years

1. The charter school has provided financially sound audits for the immediately preceding three years; and
2. The charter school's student academic outcomes for the immediately preceding three years have been Comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located. If a school's charter results in it providing services to certain targeted subgroups, The Charter Schools Review Board may also consider the comparison to the academic outcomes of students in the same subgroups and in the local school administrative unit where the school is located. Comparability in grade level academic outcomes may also be considered; and
3. The charter school is currently in compliance, and has been in compliance for the immediately preceding three years, with State law, federal law, the school's own bylaws, and the provisions set forth in its charter granted by the Charter Schools Review Board.

**No Substantial Changes.
Aligned to G.S. 115C-218.6.**


7 Years

Previously “last 2 years”



Growth was changed from 2 out 3 years to “each” year.

Updated language to align with G.S. 115C-218.6 regarding subgroups.



1. No evidence of Compliance Issues in the past 2 years that would show a pattern of unresolved or persistent issues; and
2. The charter school has provided financially sound audits for the immediately preceding 2 years; and
3. The school has not been on Financial Noncompliance Disciplinary Status at any time in the immediately preceding three years; and
4. Academic outcomes have been Comparable to the local school administrative unit for the last 2 out of 3 years or has met or exceeded growth in each of the immediately preceding 3 years. If a school's charter results in it providing services to certain targeted subgroups, The Charter Schools Review Board may also consider the comparison to the academic outcomes of students in the same subgroups and in the local school administrative unit where the school is located. Comparability in grade level academic outcomes may also be considered; and
5. The school is not currently designated as low-performing.

5 Years

Previously “Not currently on Financial Noncompliance Disciplinary Status”

Growth was changed from 1 out of 3 years to 2 out of 3 years.

Updated language to align with G.S. 115C-218.6 regarding subgroups.

1. No evidence of Compliance Issues in the past year that would show a pattern of unresolved or persistent issues; and
2. The charter school has provided financially sound audits for the immediately preceding 2 years; and
3. The school has not been on Financial Noncompliance Disciplinary Status at any time in the immediately preceding two years; and
4. Academic outcomes have been Comparable to the local school administrative unit for 1 out of the last 3 years or has met or exceeded growth in 2 of the past 3 years. If a school's charter results in it providing services to certain targeted subgroups, The Charter Schools Review Board may also consider the comparison to the academic outcomes of students in the same subgroups and in the local school administrative unit where the school is located. Comparability in grade level academic outcomes may also be considered; and
5. The school is not currently designated as continually low-performing.

3 Years

1. No Compliance Issues in the past year that shows a pattern of unresolved or persistent issues, or, if Compliance Issues exist, there is a strategic improvement plan in place and is making measurable progress toward meeting it; or
2. Inability to provide sound audits for the immediately preceding year, but the strategic improvement plan addresses this and there is evidence provided to convince the State Board of Education and Charter Schools Review Board that adequate and successful corrective measures are in place; or
3. Academic outcomes have not been Comparable to the local school administrative unit but the school has met growth in at least one of the immediately preceding 3 years or the charter school has a strategic improvement plan and is making measurable progress toward meeting it. If a school's charter results in it providing services to certain targeted subgroups, The Charter Schools Review Board may also consider the comparison to the academic outcomes of students in the same subgroups and in the local school administrative unit where the school is located. Comparability in grade level academic outcomes may also be considered.



Addition of the need to show progress on a “Strategic Improvement Plan”

Non-Renewal or Assumption

1. A Failure to meet the requirements for student performance contained in the charter and academic outcomes have not been Comparable to the local school administrative unit in any of the immediately preceding 3 years and the school has not met or exceeded growth in the last 2 years (with either no strategic improvement plan or measurable progress identified toward meeting that plan); or
2. A persistent pattern of failure to meet generally accepted standards of fiscal management and lack of financially sound audits in 2 of the preceding 3 years; or
3. A pattern of unresolved, persistent and/or intentional material violations of law; or
4. A pattern of unresolved, persistent and/or intentional material violation of any of the conditions, standards, or procedures set forth in the charter; or
5. Two-thirds of the faculty and instructional support personnel at the school request that the charter be terminated or not renewed; or
6. Current and persistent patterns of material noncompliance with directives of the Office of Charter Schools, the Charter Schools Review Board and/or the State Board of Education; or
7. Other documented good cause identified.

ADDITIONAL FACTORS THAT MAY AFFECT RENEWAL RECOMMENDATION

1. Feedback from Site Visits
2. Declining or Increasing ADM
3. Pattern of high, or low, student and/or staff attrition

*Any renewal of the Charter can be revoked according to SBE Policy CHTR-010.

*CSRB and NCSBE reserve the right to add stipulations to any renewal period.

Notwithstanding the foregoing, the Charter Schools Review Board may at any time initiate revocation proceedings of the charter of any school in accordance with 115C-218.6.



North Carolina Department of
PUBLIC INSTRUCTION