



Public Schools of North Carolina

# 2018-19 Charter Schools Performance Framework Report

Charter Schools Advisory Board  
Mr. Dave Machado, Director  
NC Office of Charter Schools

# Overview

- **State Board of Education Goals**
- **Performance Framework Process**
- **2019 Performance Framework**
  - Overall compliance percentages



# What is the Performance Framework?

- **Standard tool** for reporting progress towards achieving goals outlined in the SBE Strategic Plan
- **Consolidated view** of charter school performance
- **Monitoring tool** for charter school academic, operational, and financial accountability
- Measures are **governed by** SBE policy, the charter agreement, and general statute



# Performance Framework Process

## When



- Annual reporting
- Collection and reviews occur throughout the school year

## Where



- Virtual collection of documents through Epicenter
- Interagency and external department cooperation

## Who



- OCS staff review over 3,300 school/board submitted documents
- NCDPI divisions and external agencies provide remaining measures (e.g. FBS, EC, Accountability, DHHS, Federal Programs)
- Report provided to CSAB, SBE, and public stakeholders

\* CSAB = Charter Schools Advisory Board \*OCS = Office of Charter Schools



# 2019 Charter School Performance Framework

SCHOOL NAME:

LEA CODE:

GRADE SPAN:

## A. Operational Annual Monitoring Criteria

MEASURE	CRITERIA	STATUS
A1	The overall School Performance Score and Letter Grade are prominently displayed on the school's website and schools with D/F have sent letter to notify parents.	
A2	The school has an assigned administrator in the Education Value-Added Assessment System (EVAAS).	
A3	The school meets the required number of instructional hours or days in accordance with State law.	
A4	The school adheres to all testing and accountability policies for state assessments.	
A5	The school implements mandated programming as a result of state or federal requirements.	
	Title I	
	Title II	
	EC	
	School Nutrition	
A6	The school follows student admissions and lottery requirements as stated in North Carolina General Statute, State Board of Education Policy, and the most recent charter agreement.	
	The school's official funded ADM is within 10% of the projected ADM.	
A7	The school's official funded ADM is within 10% of the projected ADM.	
A8	The non-profit board has a current grievance policy for parents and employees.	
A9	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.	
A10	The non-profit board has a current nepotism policy.	
A11	A quorum of the non-profit board of directors meets no less than 8 times a year (including annual meeting).	
A12	The majority of the non-profit board members and 50% or greater of the board officers have primary residence in NC.	
A13	There is evidence of current fire inspections and related records.	
A14	The school has a viable certificate of occupancy or other required building use authorization.	

MEASURE	CRITERIA	STATUS
A15	The non-profit board holds current, active civil and liability insurance with the minimum coverage as defined in the signed charter agreement.	
A16	The non-profit board has a criminal history check policy that mirrors the LEA in which the school is located.	
A17	The school is compliant with all student health and safety requirements as defined in General Statute, SBE Policy, or the signed charter agreement.	
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.	
A19	The charter school is compliant with the annual EMO/CMO public records request.	
A20	The charter school is compliant with maintaining the required dissolutions funds as required by G.S. 115C-218.100.	
A21	The school is compliant with the implementation of a School Improvement Plan submitted through NCStar.	

## B. Operational Renewal Monitoring Criteria

MEASURE	CRITERIA	STATUS
B1	The school has graduation requirements that match the approved charter application or approved charter application amendments.	
B2	The school has student promotion requirements that match the approved charter application or approved charter application amendments.	
B3	The school is consistently implementing the mission and educational program in the approved charter application or approved charter application amendments.	
B4	The non-profit board operates in accordance with the approved charter application by-laws or approved charter application amended by-laws.	
B5	The non-profit board is compliant with Open Meetings Law.	
B6	The non-profit board is compliant with Public Records Requests.	
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.	



# Performance Framework SBE Alignment

Goal 2

Improve school and district performance by 2025

Objective 8

Increase the number of charter schools meeting academic, operational, and financial goals

**\*State Board of Education Statewide Strategic Plan 8/8/19 – 9/30/25**



# Performance Framework SBE Alignment

## Goal 1

Eliminate opportunity gaps by 2025

## Objective 7

Increase the number of charter schools providing equitable access to economically disadvantaged students or reflecting the LEA in which they are located

**\*State Board of Education Statewide Strategic Plan 8/8/19 – 9/30/25**



# Charter School Weighted Lottery Practices

## Goal 1

Eliminate opportunity gaps by 2025

## Objective 7

Increase the number of charter schools providing equitable access to economically disadvantaged students or reflecting the LEA in which they are located

Currently there are **twenty-six charter schools** with approved weighted lottery policies. The **thirty-four schools** recommended to receive NC ACCESS subgrants (Cohort Two) will also implement a weighted lottery as part of the program's mission to support the development, expansion, and replication of high-quality charter schools in North Carolina that demonstrate a commitment to increase access for educationally disadvantaged students.





# Academic Outcomes

The background features abstract, overlapping green geometric shapes in various shades of green, ranging from light to dark. A thin, vertical green line is positioned to the right of the text. The overall design is clean and modern.

#### D. Academic Outcomes

MEASURE	CRITERIA	STATUS	DATA
D1	The charter school has a School Performance Grade (SPG) of a C or better. <sup>1</sup>		
D2	The charter school met or exceeded expected growth.		
D3	The charter school is identified as a Low-Performing school.		
D4	The charter school is identified as a Continually Low-Performing school.		
D5	The charter school's Performance Composite GLP is comparable <sup>2</sup> to the LEA.		
D6	The charter school's Performance Composite CCR is comparable <sup>2</sup> to the LEA.		
D7	Female Subgroup Grade Level Proficiency		
D8	Male Subgroup Grade Level Proficiency		
D9	Black Subgroup Grade Level Proficiency		
D10	White Subgroup Grade Level Proficiency		
D11	Hispanic Subgroup Grade Level Proficiency		
D12	American Indian Subgroup Grade Level Proficiency		
D13	Economically Disadvantaged Subgroup Grade Level Proficiency		
D14	Exceptional Children Subgroup Grade Level Proficiency		
D15	Reading Performance Grade		
D16	Math Performance Grade		

<sup>1</sup>Schools receiving a D or F rating are at-risk of Low Performing designation and must notify parents of School Performance Grade.

<sup>2</sup>Comparable as defined by the Charter School Advisory Board (CSAB) as being no more than 5% below the LEA on proficiency ratings.

**Academic Outcomes are reported on each school's individual Performance Framework Report. Academic data comes directly from the state's authoritative source – NCDPI Accountability.**

**\*GLP = Grade Level Proficiency**



# SBE Academic Measures

2016-17		2017-18		2018-19	
2.4.1 – Percentage of charter schools receiving a School Performance Grade of an A or B					
Target	Actual	Target	Actual	Target	Actual
*	*	43.5%	41.7%	<b>43.5%</b>	<b>44.4%</b>
2.4.2 – Percentage of charter schools meeting or exceeding expected annual growth					
Target	Actual	Target	Actual	Target	Actual
75%	70.4%	75%	68.5%	<b>75%</b>	<b>69.1%</b>

\*Starting with the 2017-18 academic year, charter school proficiency began to be measured the same as traditional public schools.

# Academic Measures: School Performance Grades

	2015 – 16		2016 – 17		2017 - 18		2018 – 19	
Grade	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
A <sup>+NG</sup>	12	7.7%	11	6.7%				
A	5	3.2%	5	3.1%	15	8.9%	20	11.2%
B	45	29.0%	55	33.7%	55	32.7%	59	33.1%
C	50	32.3%	51	31.3%	60	35.7%	53	29.8%
D	29	18.7%	28	17.2%	29	17.4%	33	18.5%
F	14	9.0%	13	8.0%	8	4.8%	13	7.3%
Total	155		163		167		178	

\*Due to rounding, the percent of schools may not total 100%.

\*Total number of schools reflect performance grades given to charters in the given year, schools that follow the Alternative Accountability Model or do not serve tested grades may not be included in the total.



# Accountability: Charter School Closure

- **Two charter schools closed in the 2018-19 school year. The Office of Charter Schools worked closely with these schools to smoothly complete all closure activities.**
- **The academic data of these two schools is included in the previous percentages. Both were low-performing schools.**



# Academic Measures: School Performance Grades

	14 – 15	15 – 16	16 – 17	17 – 18	18-19
Percentage of C or Better Charter Schools	70.4%	72.3%	74.8%	77.8%	75%
Percentage of D and F Charter Schools	29.6%	27.7%	25.2%	22.2%	25%



## Low-Performing Charter Schools Increased to 40 22% of tested charter schools

<b>Academic Year</b>	<b>Targeted</b>	<b>Actual</b>
2016-17	N/A	37
2017-18	25	28
2018-19	25	40

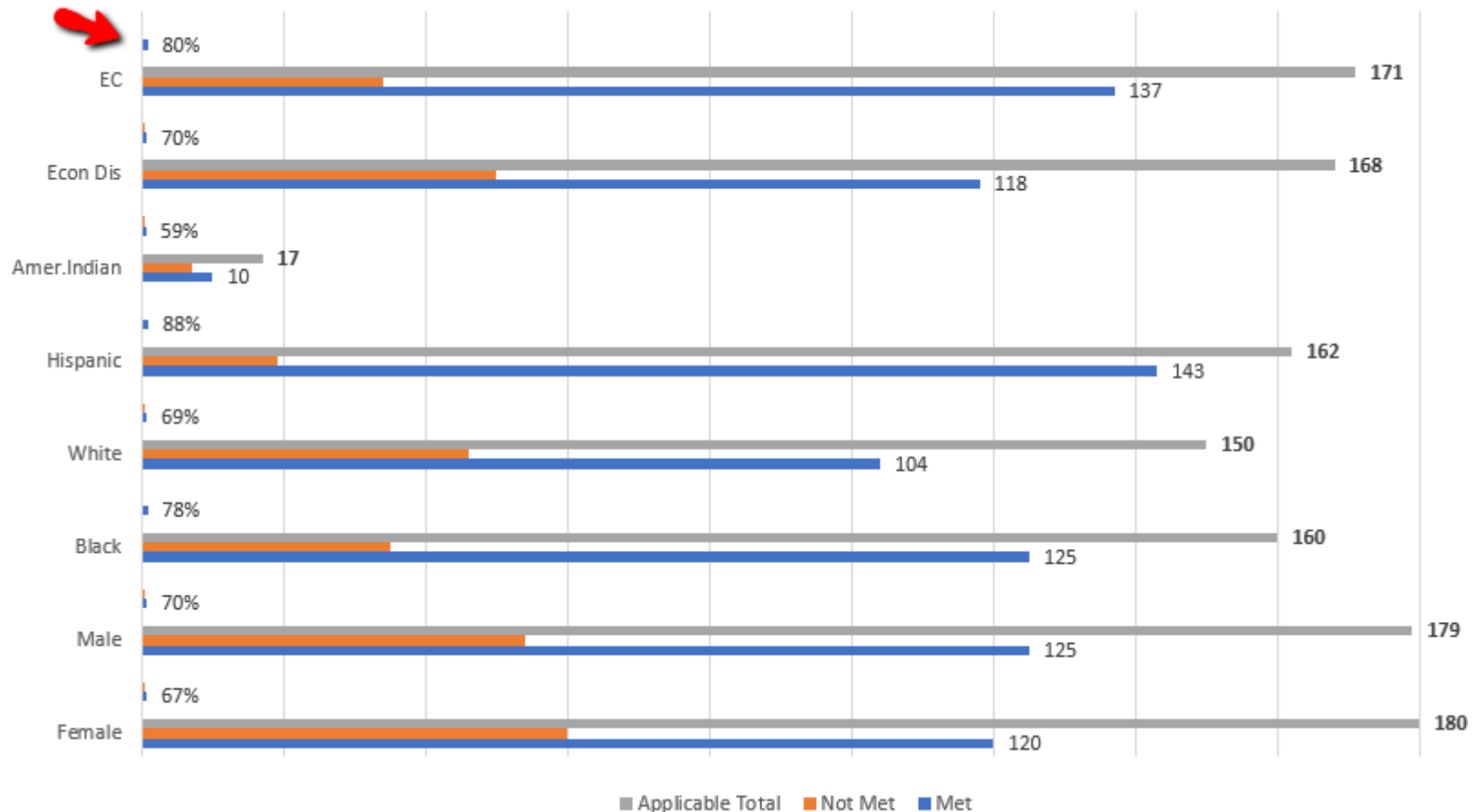
## Continually Low-Performing Charter Schools Increased to 37 20% of tested charter schools

<b>Academic Year</b>	<b>Targeted</b>	<b>Actual</b>
2016-17	10	20
2017-18	9	28
2018-19	9	37



# Academic Measures: Grade Level Proficiency (GLP) Subgroup Outcomes

\*CS with fewer than 11 students N/A per FERPA and DMG policy



GLP = 3 or above on EOG/EOC assessments

Comparable = no more than five percent (5%) below the local LEA's proficiency score



# Academic Outcomes: Overall

## D5. Performance Composite Grade Level Proficiency is comparable to the LEA

- 125 out of 182 (69%) schools met goal. 2 N/A
  - 56 operating in years 1-9
  - 69 operating in years 10+



# Academic Outcomes: Overall

## D6. Performance Composite College Career Ready is comparable to the LEA

- 118 out of 182 (65%) schools met goal. 2 N/A
  - 51 operating in years 1-9
  - 67 operating in years 10+



# Operational and Financial Outcomes

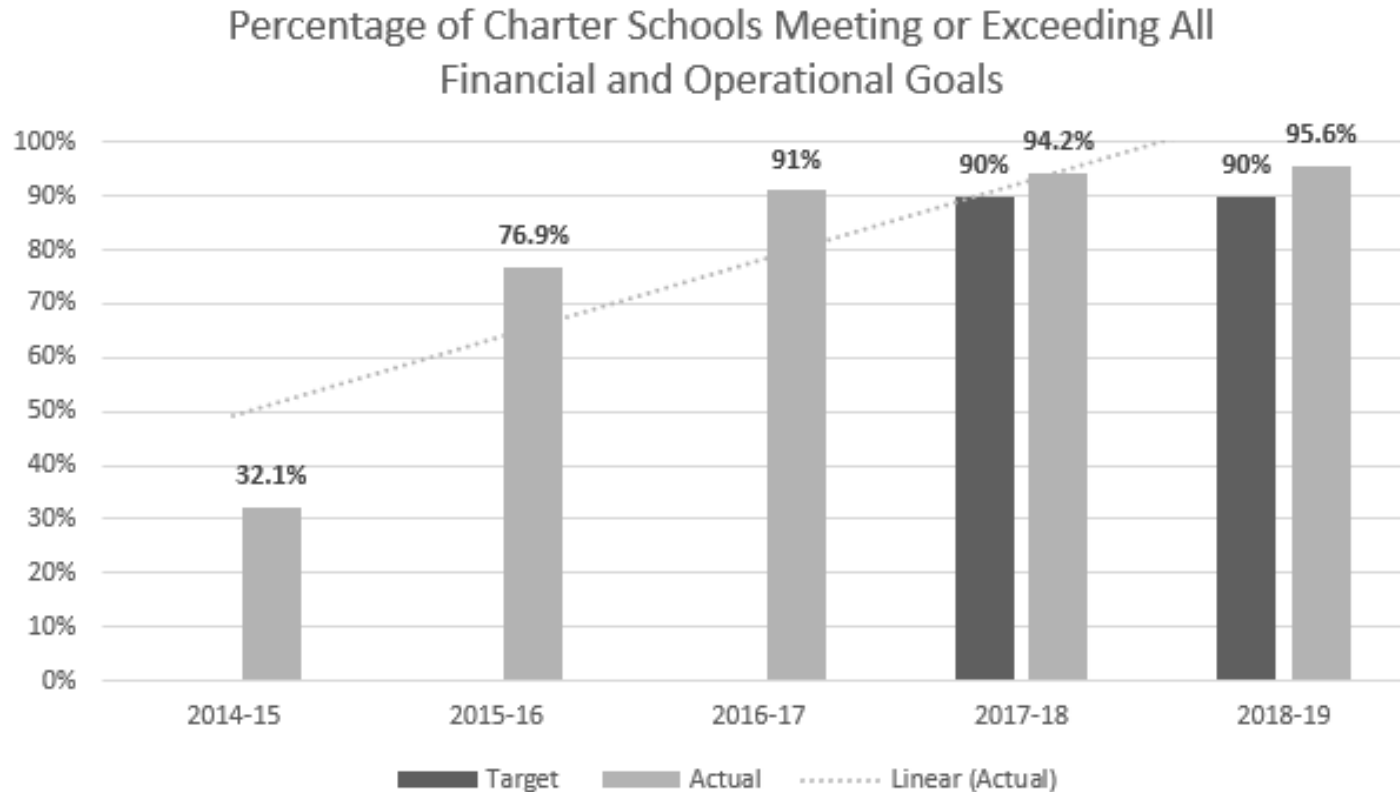


# SBE Operational and Financial Measures

- Goal II – Improve school and district performance by 2025
- Objective 8 – Increase the number of charter schools meeting or exceeding academic, operational, and financial goals
- All charter schools were measured on a maximum of 19 criteria for operational and 1 criteria for financial.



# SBE Operational and Financial Measures



Meet = 80% or above all operational and financial measures Exceed = 100% operational and financial measures met

# Operational Measures for Renewal Schools

Results	2017-18 Framework		2018-19 Framework		Classification
	Number of Schools	Percent of Schools	Number of Schools	Percent of Schools	
100%	31	91.2%	19	95%	Exceeding Goals
80 - 99%	3	8.8%	1	5%	Meeting Goals
0 - 79%	0	0%	0	0%	Not Meeting Goals

Meet = 80% or above all renewal measures

Exceed = 100% renewal measures met



# Financial Compliance

Measured against one criteria aligned to the SBE Policy CHTR-006 regarding charter school financial compliance.



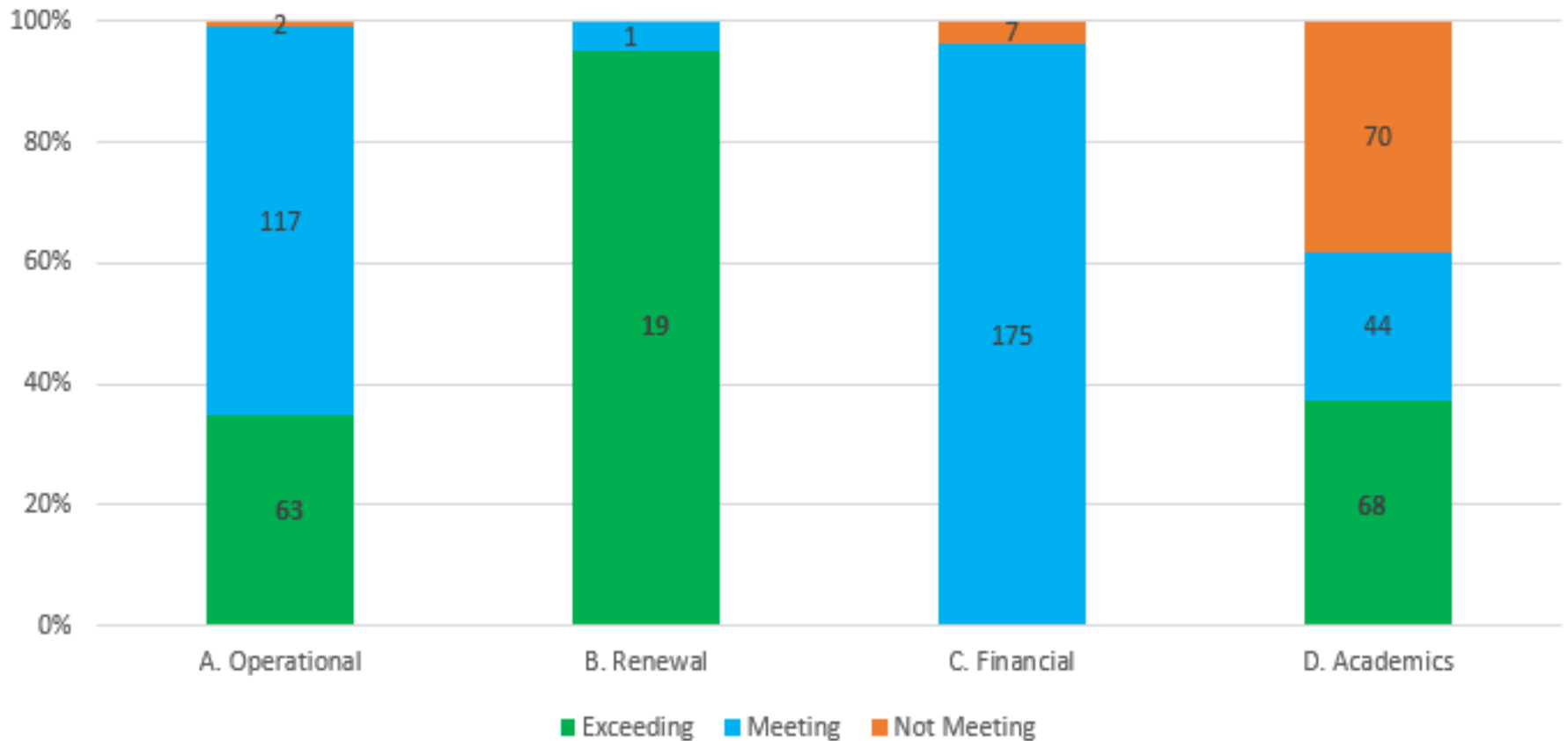
Compliant (175)

Unresolved (2)

Non-compliant (5)

# Summary

Percentage of Charter Schools Exceeding, Meeting, or Not Meeting Goals by Performance Framework Categories





# Virtual Public Charter School Pilot Program

- NC Cyber Academy (00A, formerly NC Connections Academy) and NC Virtual Academy (00B) are the two virtual charter schools authorized by the General Assembly in Session Law 2014-100 for a four-year pilot program ending with the 2017-18 school year.
- The pilot was extended for another four years in Senate Bill 99 and now extends through the 2022-23 school year.
- OCS and CSAB monitoring and review includes:
  1. Annual presentations to the CSAB regarding academic status and school improvement plans;
  2. Requests for data including enrollment, attendance, and withdrawal data; and
  3. NC Cyber Academy appears before and submits monthly reports to the CSAB as part of the management company termination amendment stipulation.



# Academic Performance

## NC Cyber Academy (00A)

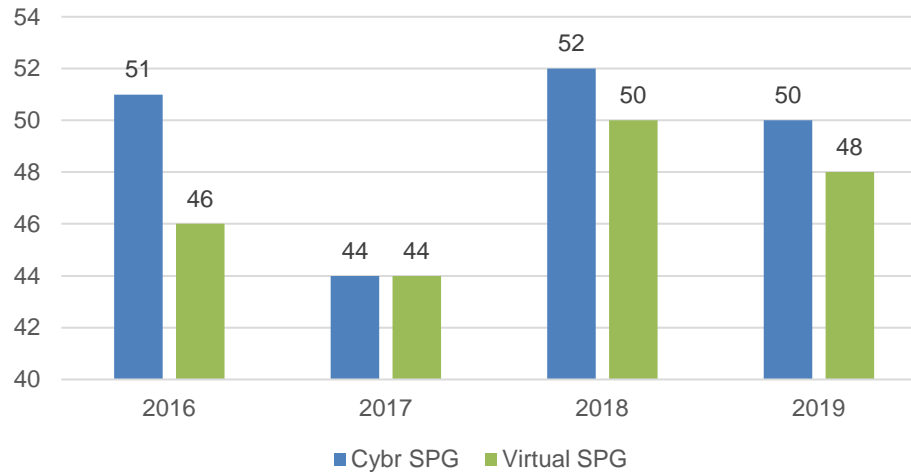
Cyber	SPG	Growth
2016	D	Not met
2017	D	Not met
2018	D	Not met
2019	D	Not met

## NC Virtual Academy (00B)

Virtual	SPG	Growth
2016	D	Not met
2017	D	Not met
2018	D	Not met
2019	D	Not met

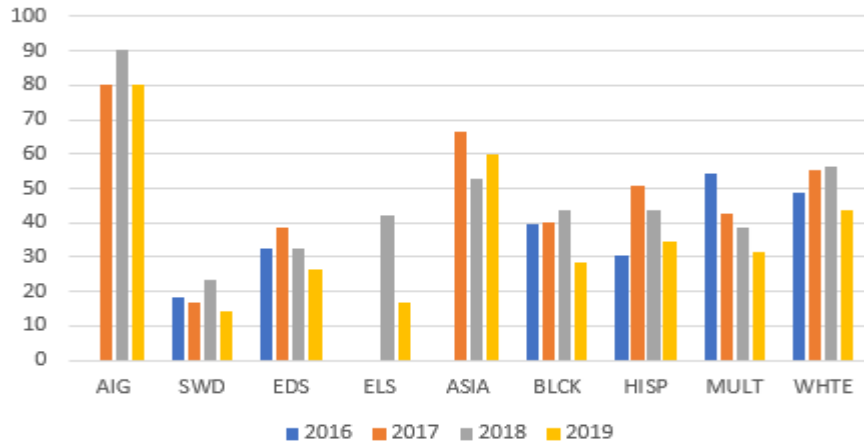
SPG = School  
Performance  
Grade

SPG Scores

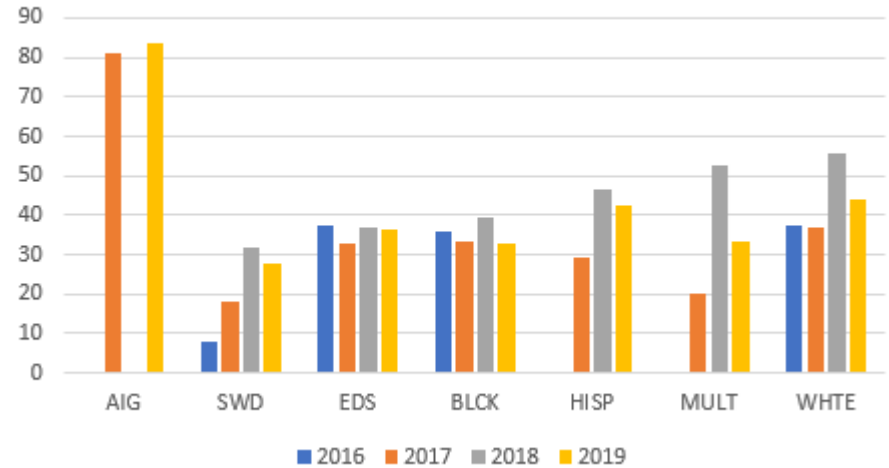


# Subgroup Performance Grade Level Proficiency (GLP)

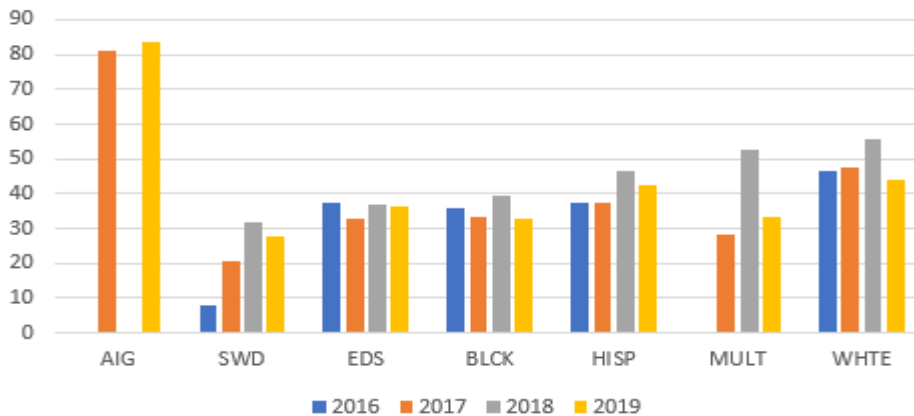
NC CYBER EOC GLP



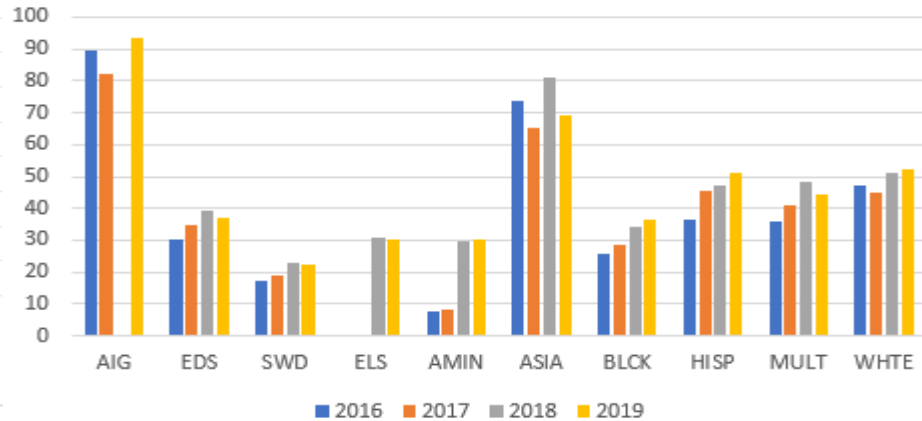
NC Virtual EOC GLP



NC CYBER EOG GLP

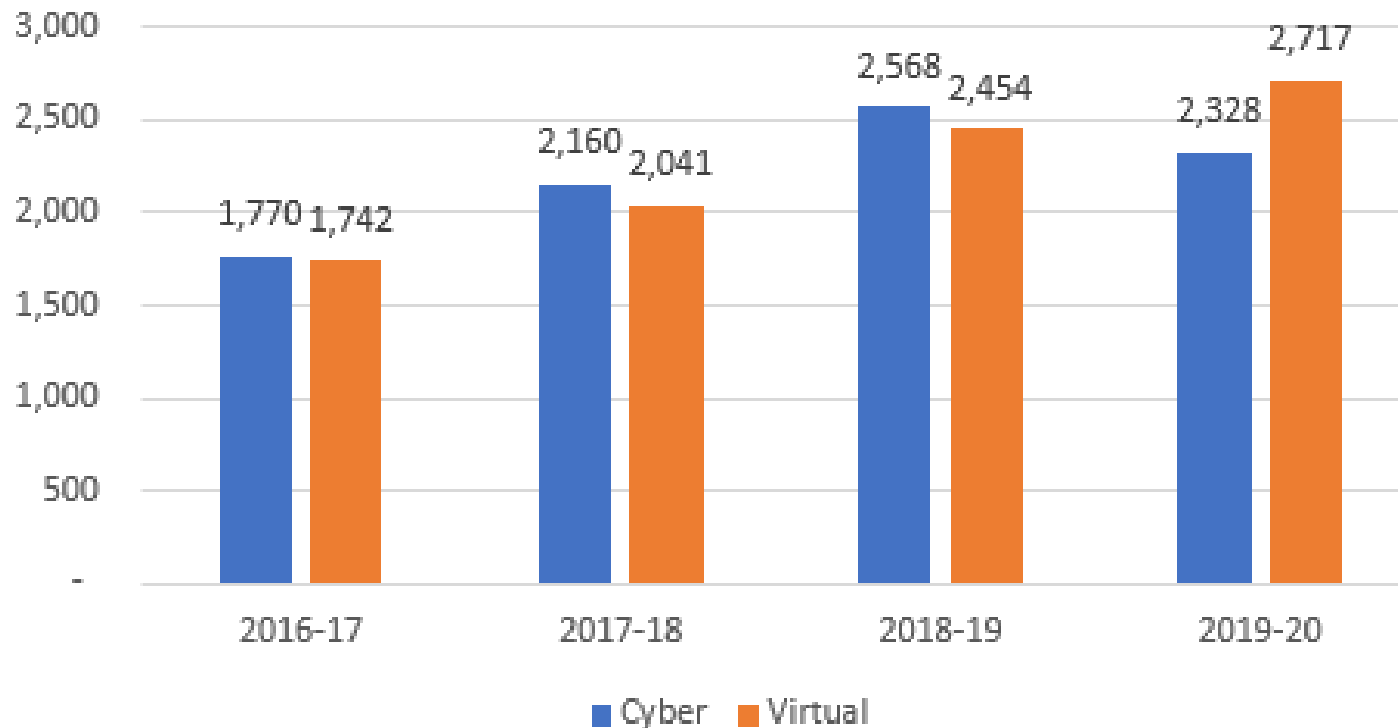


NC Virtual EOG GLP



# Virtual Charter Enrollment

Enrollment at virtual charters over 4 years



# Questions

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