



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

Report to the North Carolina General Assembly

2021 Annual Charter Schools Report

<S.L. 2013-335; S.L. 2014-115; S.L. 2019-
165; S.L. 2020-49>

Date Due: June 15, 2022
DPI Chronological Schedule, 2021-2022

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

ERIC DAVIS

Chair: Charlotte – At-Large

JILL CAMNITZ

Greenville – Northeast Region

VACANT

Northwest Region

ALAN DUNCAN

Vice Chair: Greensboro – Piedmont-Triad Region

REGINALD KENAN

Rose Hill – Southeast Region

DONNA TIPTON-ROGERS

Brasstown – Western Region

MARK ROBINSON

Lieutenant Governor: High Point – Ex Officio

AMY WHITE

Garner – North Central Region

J. WENDELL HALL

Ahoskie – At-Large

DALE FOLWELL

State Treasurer: Raleigh – Ex Officio

OLIVIA OXENDINE

Lumberton – Sandhills Region

JAMES FORD

At-Large

CATHERINE TRUITT

Secretary to the Board: Cary

VACANT

Southwest Region

NC DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, State Superintendent :: 301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to:

Thomas Tomberlin, Director of Educator Recruitment and Support, NCDPI

6301 Mail Service Center, Raleigh, NC 27699-6301 / Phone: (984) 236-2114 / Fax: (984) 236-2099

Visit us on the Web: www.dpi.nc.gov

2021 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, Charter Schools Advisory Board, and Office of Charter Schools welcome this opportunity to reflect on the successes and challenges encountered in the charter sector over the past year.

As students and staff returned to school buildings, the increase in charter school enrollment seen during the pandemic continued. Charter schools also faced the hurdles confronting the entire public school system including school health and safety, staffing shortages, and addressing pandemic related learning loss.

The 2021 Annual Charter Schools Report will demonstrate the continued growth of the North Carolina charter school community. The report will explain charter school authorizing and monitoring within the state, provide data on charter school student demographics, and report on district impact. In addition, the report will illustrate the various best practices and innovations happening on the ground in North Carolina charter schools.

The demand for charter schools continues to grow with 203¹ operating charter schools in districts across the state. The increase in charter school enrollment during the pandemic continued into the 2020-2021 school year.

During the 2019-2020 school year, over 117,000 North Carolina students were enrolled in charter schools. Despite falling enrollment in many public schools throughout the pandemic, the following school year, 2020-2021, saw an increase with over 126,000 North Carolina students enrolled in charter schools as of October 1, 2020. Current 2021-2022 school year enrollment in charter schools is over 130,000. Self-reported data from the state's charter schools indicate that 73% of charter schools had a waitlist totaling over 60,000 students statewide².

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 203 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 As of April 8, 2022. Prior to that date, for the 21-22 school year, there were 204 operating charter schools.

² Figure may include duplicates, as students are often waitlisted at multiple charter schools.

Table of Contents

STATE BOARD OF EDUCATION	2
NC DEPARTMENT OF PUBLIC INSTRUCTION	2
Legislation and Historical Background.....	6
North Carolina Charter School Authority and Oversight	8
Table 1: Current Charter School Advisory Board Members	9
Table 2: Office of Charter School Workflows/Responsibilities	10
Figure 1: Office of Charter Schools by the Numbers	12
Figure 2: Office of Charter Schools Staffing and Charter School Growth, 2009-2021	13
NC ACCESS Grant Program	14
Legislative Updates.....	17
Charter School Accountability	20
Figure 3: Charter School Closures, 1998-2021	22
2020-2021 Performance Framework.....	23
Figure 4: Percentage of Charter Schools Meeting or Exceeding All Financial and Operational Goals, 2016-2021.....	25
Table 3: Operational Compliance as Measured by the Performance Framework, 2020-2021.....	25
Figure 5: Operational Compliance, 2018 – 2021	26
Table 4: Operational Compliance Results by Measure, 2020-2021	28
2021 Charter Sector Growth and Sustainability	30
Figure 6: Charter Schools in Operation Per Year	30
Figure 7: Charter School Application Approval Rates, 1997-2020.....	33
Table 5: Charter Renewal Timeline	33
Charter School Student Enrollment and Demographics	36
Figure 8: Overview of North Carolina Enrollment and Demographics, 2021-2022 School Year	36
Table 6: Charter Schools by County, List, as of March 1, 2022	37
Figure 9: Male/Female Ratios 2021.....	42
Figure 10: Demographic Data, Charters and Traditional LEAs, 2021	42
Special Population Student Enrollment.....	44
Figure 11: Percentage of Students with Disabilities, 2010-2021	44
Figure 12: Percentage of English Learners, 2010-2021	45
Figure 13: Percentage of Economically Disadvantaged Students, Charter, 2020-2021	46
Figure 14: Percentage of Economically Disadvantaged Students, Charter, 2011-2021	47

Eliminating Barriers to Access	48
Figure 15: Number of Charter Schools Approved to Utilize a Weighted Lottery, 2013-2022	48
Figure 16: Charter School Transportation, 2020-2021.....	49
Charter School Academic Performance	51
Table 7: At-Risk Charter Students, 2021	51
Charter School Impact on Local Districts	53
Figure 17: Charter ADM, Percent of Total ADM 2019-2021	53
Figure 18: Total State Funds Allotted, 2019-2021.....	54
Table 8: Number of Charters Approved, Opened, Closed and Total State Funds Allotted	55
Best Practices and Innovation	57
Awards and Recognition.....	67
Appendix	69

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
- 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 fulfills 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 entire slate of CSAB members, their date of appointment, and their term is below. There are currently two vacancies on the board.

Table 1: Current Charter School Advisory Board Members

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	Eric	Sanchez	2021	June 30, 2025
Superintendent	Jamey	Falkenbury	2021	December 31, 2025
Lt. Governor	Terry	Stoops	2021	December 31, 2025
House	Bruce	Friend	2021	June 30, 2025
House	Hilda	Parlér	2021	June 30, 2025
House	VACANT*			
House	Shelly	Bullard	2021	June 30, 2025
Senate	VACANT			
Senate	Rita	Haire	2021	June 30, 2025
Senate	John	Eldridge	2021	June 30, 2025
Senate	Todd	Godbey	2021	June 30, 2025

*Lynn Kroeger resigned from this seat following the April 11, 2022 CSAB meeting.

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 shared 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 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. Provides Epicenter assistance.
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. Handles miscellaneous duties including collaboration with other divisions, TOY/POY processes, and alternative licensure validations.
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 and monitors at-risk schools. Analyzes academic data; monitors and supports low-performing 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. 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 nonprofit boards engaging in the application process. Consultants are often tasked with providing guidance and support in the areas of discipline, admissions, 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 including the SEL State Implementation Team, High School Accreditation recommendations, various award and recognition committees, and Comprehensive Needs Assessment engagements.

North Carolina currently has 203 charter schools in operation, eight schools slated to open in fall 2022 and twelve schools in the Ready to Open process, and dozens of applicant boards (number fluctuates each year), all which OCS supports.

Figure 1: Office of Charter Schools by the Numbers

Figure 1 highlights a portion of the work conducted annually through the various OCS workflows. Numbers reflect 2021 cycles, and in some cases are approximate.

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.

Figure 2 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.

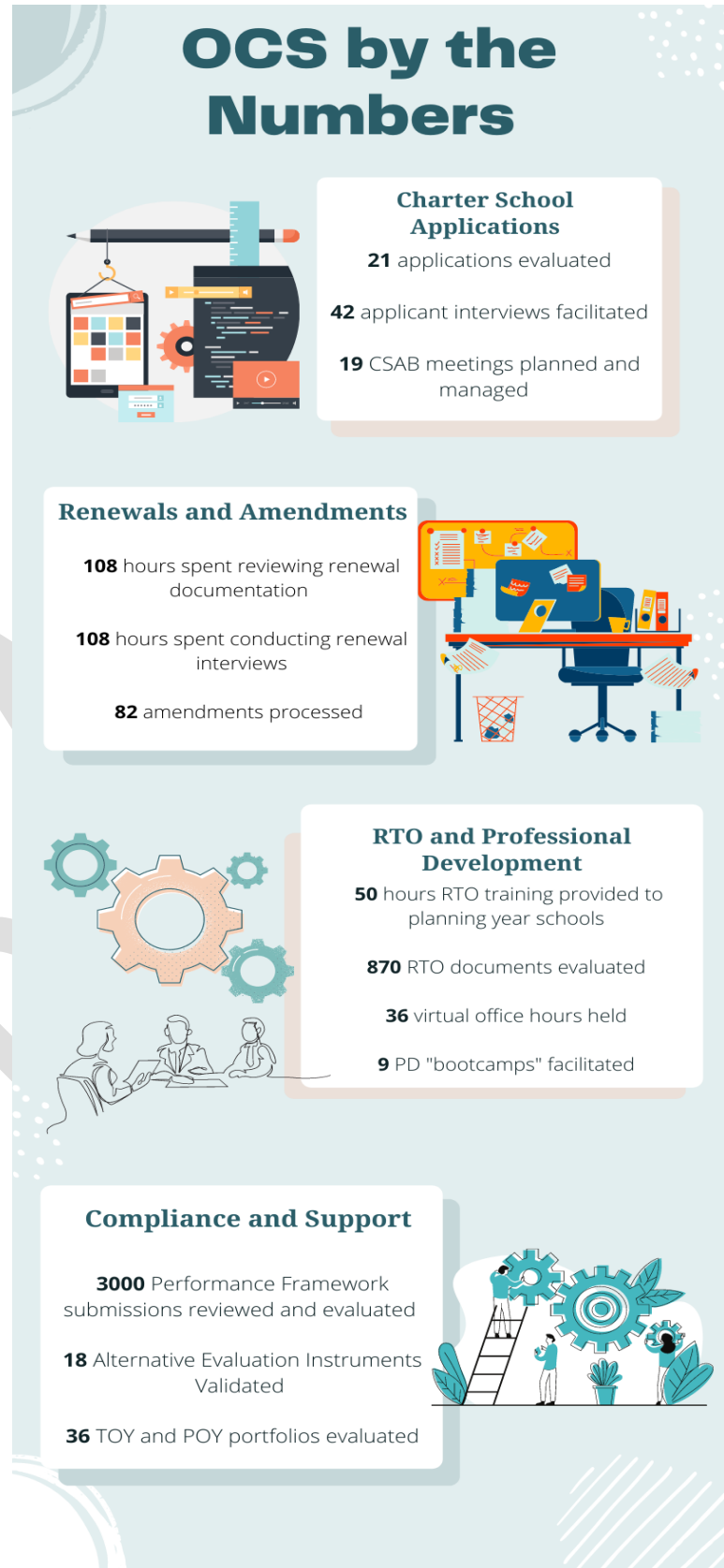
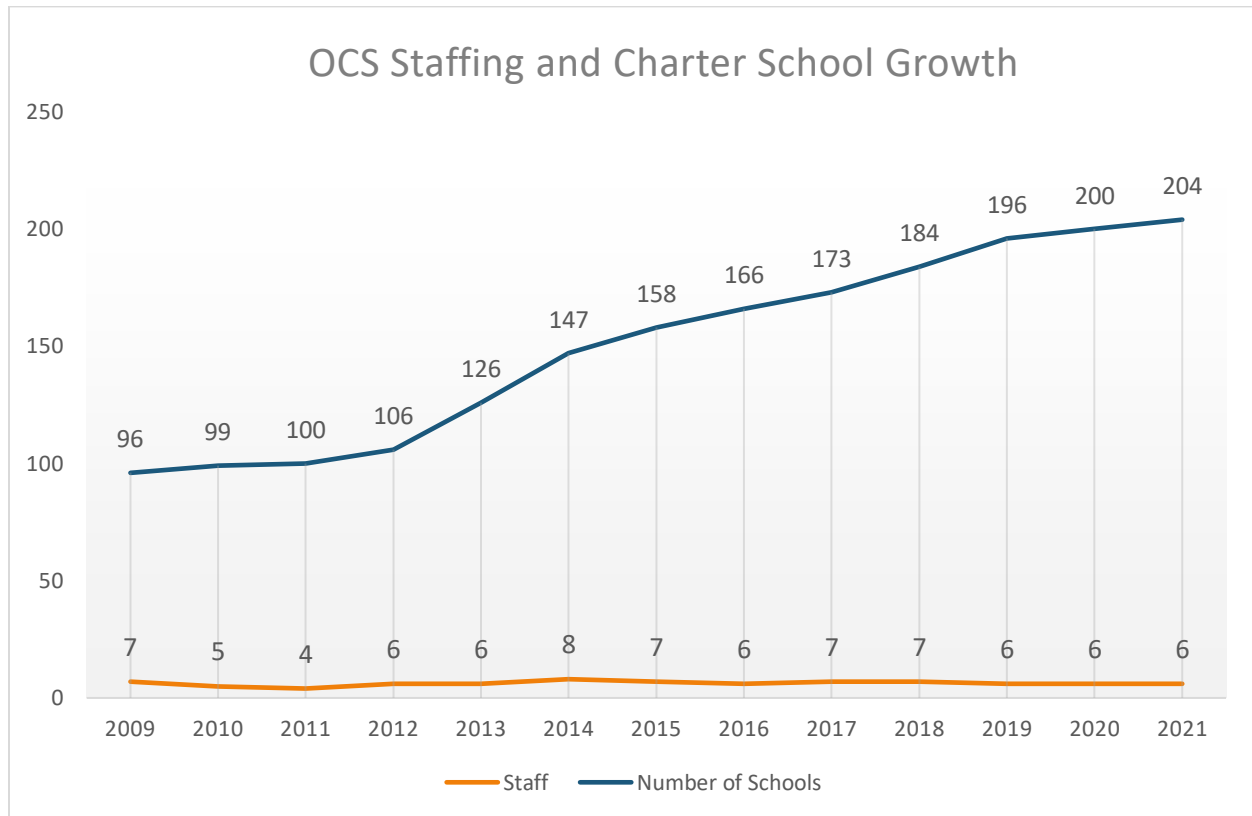


Figure 2: Office of Charter Schools Staffing and Charter School Growth, 2009-2021



NC ACCESS Grant Program

Overview

The North Carolina Office of Charter Schools is currently in its fourth year of 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 at least 60 NC charter schools with subgrants. Currently, [61 charter schools](#) located across 28 counties have received subgrants to better serve educationally disadvantaged students.

NC ACCESS subgrantees enrolled nearly 1,500 additional educationally disadvantaged students and increased the racial diversity of their charter schools through the first 2 years. Subgrantees are implementing proven strategies, such as providing transportation and lunch services, to remove barriers for all students. Every NC ACCESS subgrantee must utilize a weighted admissions lottery.

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.

The NC ACCESS Program has created three (3) cohorts of charter school leaders from across the state. The goal is to provide an opportunity for 160 participants to complete the [ACCESS Fellowship](#). The Fellowship Institute has provided participants with demonstrated best practices training for serving educationally disadvantaged students. The NC ACCESS Program also partners with traditional public school leaders by opening seats in the yearlong ACCESS Fellowship. A select number of leaders from traditional public schools using the state's Restart Model are invited to participate in the full ACCESS Fellowship, including monthly professional development, networking support, and other resources. Currently, 153 Fellows have completed or are in the process of completing the ACCESS Fellowship, including five Restart School Fellows have joined the program from district public schools.

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.

Educational Equity Aspiring Minority Leaders Program

The NC ACCESS grant program implemented the Educational Equity Aspiring Minority School Leaders Program. The purpose of the program was 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 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. Twelve (12) aspiring leaders will complete the program in May of 2022 and will be fully credentialed by Appalachian State University to serve as Principals in North Carolina Charter Schools.

Professional Development Program

The NC ACCESS Program has provided over twenty (20) Professional Development opportunities for all NC charter schools. The monthly professional development is open to all of the NC charter schools to take advantage of this investment in the development of charter school leaders, teachers,

and staff across North Carolina. All development opportunities are free to attendees. The program will target and focus professional development opportunities for low-performing schools.

DRAFT

Legislative Updates

Throughout the 2021-2022 Session, the General Assembly passed several bills impacting the North Carolina charter school community, including, but not limited to the following:

Session Law 2021-117 H366

Requires NC Pre-K operators to provide rising Kindergarten parents with information about public charter schools and private school options in their county.

Session Law 2021-70 H335

Concerns timely local payments to charter schools. Requires charter school to provide local school administrative units (LEAs) list of name, age, grade, address, and student identification number. No other information is needed. Requires LEAs to pay charters within 30 days of receipt of invoice. Imposes a 5% late fee, with interest continuing at 8%. LEAs are required to pay penalties if they do not transfer the per pupil share of the local current expense fund to charter schools within the statutory timeframe. Directs the Superintendent of Public Instruction to establish standard procedures for invoicing LEAs.

Session Law 2021-130 S654

Directs the North Carolina State Board of Education (SBE) not to identify low performing schools for the 2020-2021 school year. Schools are not required to publish report cards or academic performance data for 2020-21 school year; there is no requirement to notify parents. Schools designated as low performing for 2018-2019 will continue to be classified as low performing. SBE will not identify additional low-performing schools/continually low-performing schools based on the 2020-21 school year.

Remote Instruction: Public School Units (PSUs) in a county that has not received a calendar waiver, may use up to 5 days remote instruction to satisfy calendar requirements (up to 30 hours) for severe weather, power outages, and other emergencies. Allowable use of remote instruction includes when schools are unable to open due to severe weather, energy shortages, power failures or other emergency situations. The days may be scheduled prior to the anticipated event or after the fact.

Remote Instruction for COVID-19 Emergencies: A PSU may shift a school or classroom from in person to remote instruction due to COVID exposures that result in insufficient personnel or student quarantines. These unplanned shifts are temporary and are not included in the remote instruction requirements. A PSU shall report to DPI any shift from in-person to remote instruction due to COVID exposures within 72 hours of the shift. PSUs may use virtual instruction for the 2021-22 school year, if schools submit a plan to DPI with details of the program. Remote instruction is defined as instruction delivered to students in a remote location outside of the school facility, whether synchronously or asynchronously.

Session Law 2021-180 S105

Section 7.9(a) Report on K-12 Computer Science Data Reporting

Requires PSUs to report the number of teachers in the field of computer science, courses offered in subject, information and students enrolled in those courses, including enrollment by grade level, and by certain demographic and educational classifications. PSUs will submit this information annually to the NC SBE.

Section 7.12(a) Special State Reserve Fund for Transportation

Beginning with the 2021-22 fiscal year, the Special State Reserve Fund for children with disabilities may also be used to cover extraordinary transportation costs for high-needs children with disabilities. The Department of Public Instruction shall provide an application for local school administrative units and charter schools to apply for extraordinary transportation funds and may provide additional eligibility guidelines consistent with this section.

Section 7.19(g) Grants

“Of the funds appropriated to the Department of Public Instruction by this act for the grants provided in this section, the Superintendent of Public Instruction shall award grants to public school units for (i) the purchase of safety equipment for school buildings and (ii) training associated with the use of safety equipment purchased pursuant to this subsection. Notwithstanding G.S. 115C-218.105(b), charter schools may receive grants for school safety equipment pursuant to this subsection.”

Section 7.23(a) ADM (Average Daily Membership) Hold Harmless

The state shall fund charters at better of actual or projected average daily membership.

Section 7.33(a) rewrites 115C-218.3 Fast Track Replication of High-Quality Charter Schools

Section 7.64(a) Water and Sewer Service to Charters

Right of charter schools to connect water/sewer system of closest city/town as long as there is capacity.

Section 7.69(a) Permanent Charter School Transportation Grant

Requires 50% of households in school to qualify for free & reduced lunch. Up to \$100,000 per school to offset up to 65% of cost of (i) fuel; (ii) contracted transportation servs; (iii) maintenance; (iv) salaries. \$2.5 million initial funding.

Section 9D.21 Charter Schools Medicaid Reimbursement

“A charter school that is approved by the State as a public school pursuant to this Article shall be deemed a local government entity that is responsible, or assumes responsibility, either directly or indirectly through an agency or other political subdivision, for the payment of the nonfederal share for reimbursable medical services, if any, provided by the charter school.”

Session Law 2021-25 S172

Regarding additional COVID-19 response and relief including ESSER funding legislation.

Session Law 2021-58 H163

Rewrites §115C-218.30 to add the following stipulation: “The audit requirements shall not include submission to, review of, or approval by, the Local Government Commission for any audit reports, audit contracts, or audit invoices, nor shall they require any other authority, involvement, or oversight by the Local Government Commission with regard to financial reporting, accountability requirements, or procedures.”

DRAFT

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 expectations. Additionally, 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, as well as accountability requirements found in [NC Administrative Code](#).

- Per General Statute 115C-218.25, all charter school boards are subject to the Open Meetings Laws.
- Per General Statute 115C-218.25, all charter schools are subject to the Public Records Act and must promptly comply with citizen requests.
- 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.
- 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.
- 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.
- 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

As was the case in the previous, 2019-2020 school year, Session Law 2021-130 (SB654) 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 for the 2021-2022 school

year. 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.
- Academic progress monitoring and site visits.

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:

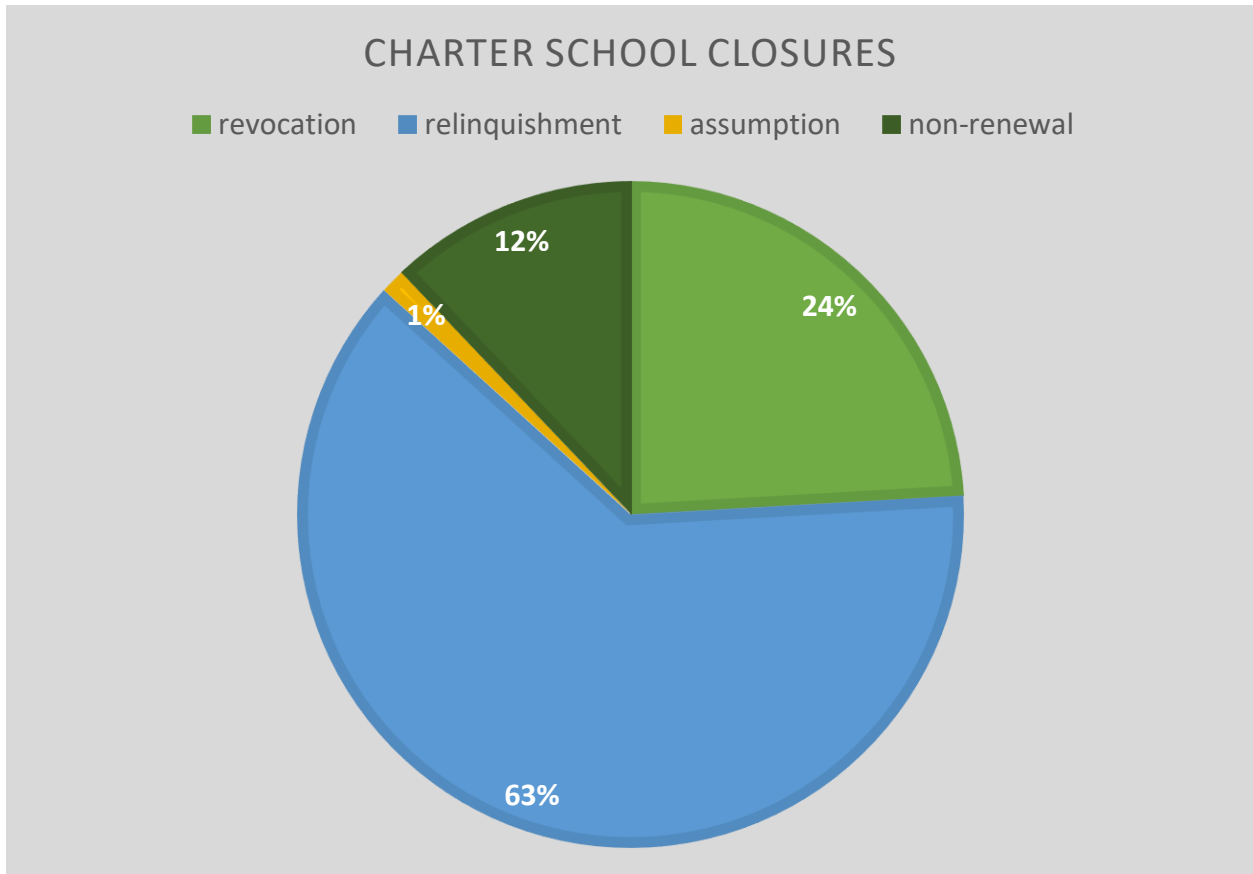
- (1) Failure to meet the requirements for student performance contained in the charter;
- (2) Failure to meet generally accepted standards of fiscal management;
- (3) Violations of law;
- (4) Material violation of any of the conditions, standards, or procedures set forth in the charter;
- (5) Two-thirds 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 2020-2021 school year, Grandfather Academy voluntarily relinquished its charter, two planning year schools relinquished charters prior to opening, and two planning year schools had their charters revoked prior to opening. Additionally, Essie Mae Kiser Foxx's charter was revoked; the school closed after three years in operation.

Charter terminations and closures fall into four categories: relinquishment, assumption, non-renewal, or revocation. Since 1998, there have been a total of 83 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 3: Charter School Closures, 1998-2021

Since 1998, 52 charter schools have voluntarily relinquished their charters, one has been assumed by another non-profit board, ten have been non-renewed, and twenty charters have been revoked by the State Board of Education.



2020-2021 Performance Framework

The State Board of Education (SBE) sets goals and measures for all public Charter Schools to annually monitor and track performance trends. Identification and analysis of charter school performance trends provides the opportunity for targeted programmatic support and professional development offerings by the Office of Charter Schools (OCS). The measures for charter schools operating in the 2020-2021 academic year (200 charter schools) include information from annual accountability data along with financial and operational requirements set forth in General Statute, SBE Policies, and the Charter Agreement. The following report provides an update on progress towards achieving the SBE goals and a more in-depth analysis on charter school performance trends as measured by OCS's Performance Framework.

SBE GOALS AND MEASURES PERTAINING TO CHARTER SCHOOLS

The strategic goal most applicable to the Charter Schools Performance Framework is:

- *Goal 2: Every student has a personalized education*
- *Objective 8: Increase the number of charter schools meeting academic, operational, and financial goals.*

APPROACH TO GUIDANCE AND MONITORING

In the early years of the North Carolina Charter School Performance Framework, OCS and other applicable divisions from within DPI and the Department of Health and Human Services had to rely heavily on school leaders knowing the expectations and requirements necessary for compliance with the various measures to be tracked. It was often the case where school administrative teams would be scrambling at the end of the school year to get all documentation submitted through email or SharePoint and hope that it would be received as adequate upon first read.

Implementation of the Epicenter document management system in fiscal year 2019 has been very well received by school leaders and has made manageable the heavy load of reviewing and providing meaningful guidance on thousands of documents annually by a small team of Education Consultants. As an example, for the 2020 Performance Framework, three consultants reviewed over 3000 documents by the conclusion of the review cycle. Through Epicenter, a consultant can return an item with specific instructions as needed. The school can then make the corrections and return the item prior to the due date. Documents are structured very clearly and securely, with notes attached showing submission and return history with guidance and feedback. OCS has also implemented a staggered submission schedule to allow for greater ease of submission and review. The overall compliance statistics are then captured in the final School Performance Framework Report.

2020-21 PERFORMANCE FRAMEWORK TREND ANALYSIS

In 2014, OCS created the Performance Framework to serve as the standard mechanism for annual reporting on progress toward achievement of the State Board's goal to increase the number of charter schools meeting 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 SBE, along with academic performance measures found in General Statute applicable to all public school units.

The Performance Framework reports on 46 operational, financial, and academic indicators. Of the 46 reported indicators, schools were measured against a maximum of 29 criteria; academic measures for the year were suspended per legislation. Some measurements were not applicable to all schools, such as required EMO/CMO reporting, posting of previous performance scores (not applicable to first year schools), and the renewal criteria.

Financial and operational goals as measured by the Office of Charter School's Performance Framework: Percentage of charter schools meeting or exceeding

One hundred ninety-two of 200 (96%) of charter schools met or exceeded all financial and operational goals. Of the 200 operating charter schools, the 192 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%. The percentage drop from the previous year was due to two more schools being placed on Financial Noncompliance, addressed in further detail below. A six-year trend of this measure is shown in the figure below.

Figure 4: Percentage of Charter Schools Meeting or Exceeding All Financial and Operational Goals, 2016-2021

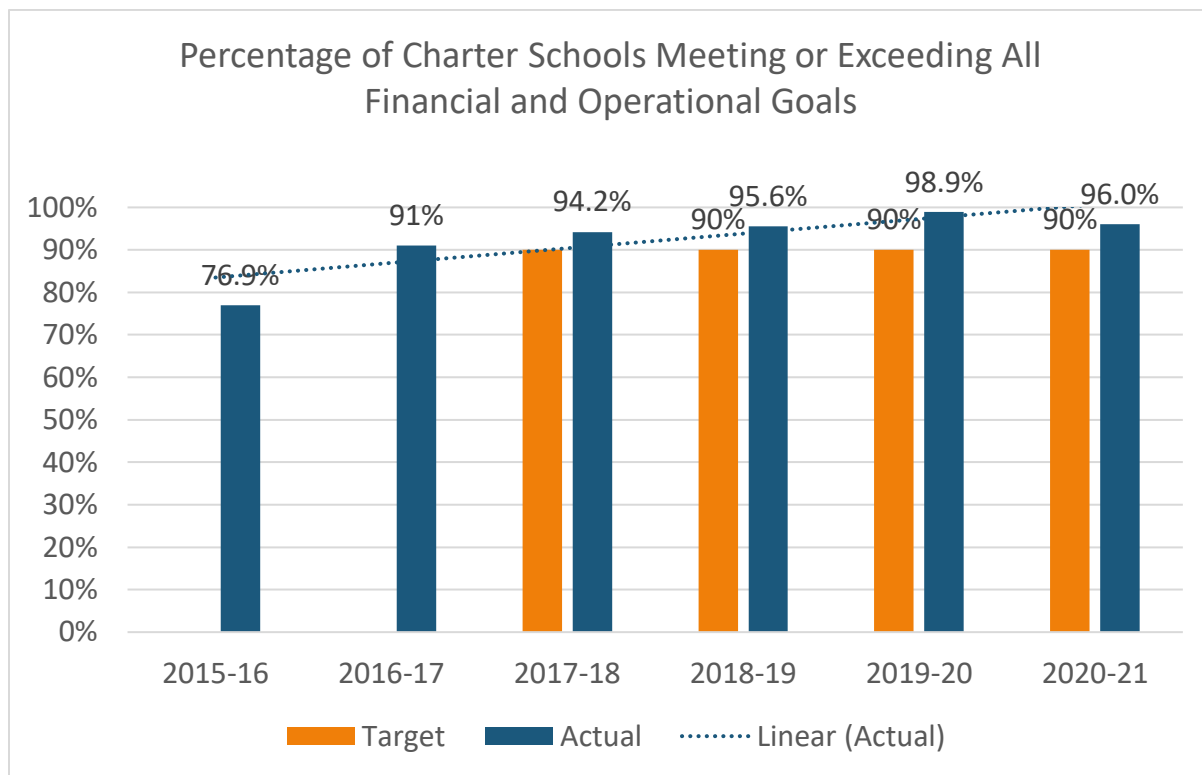
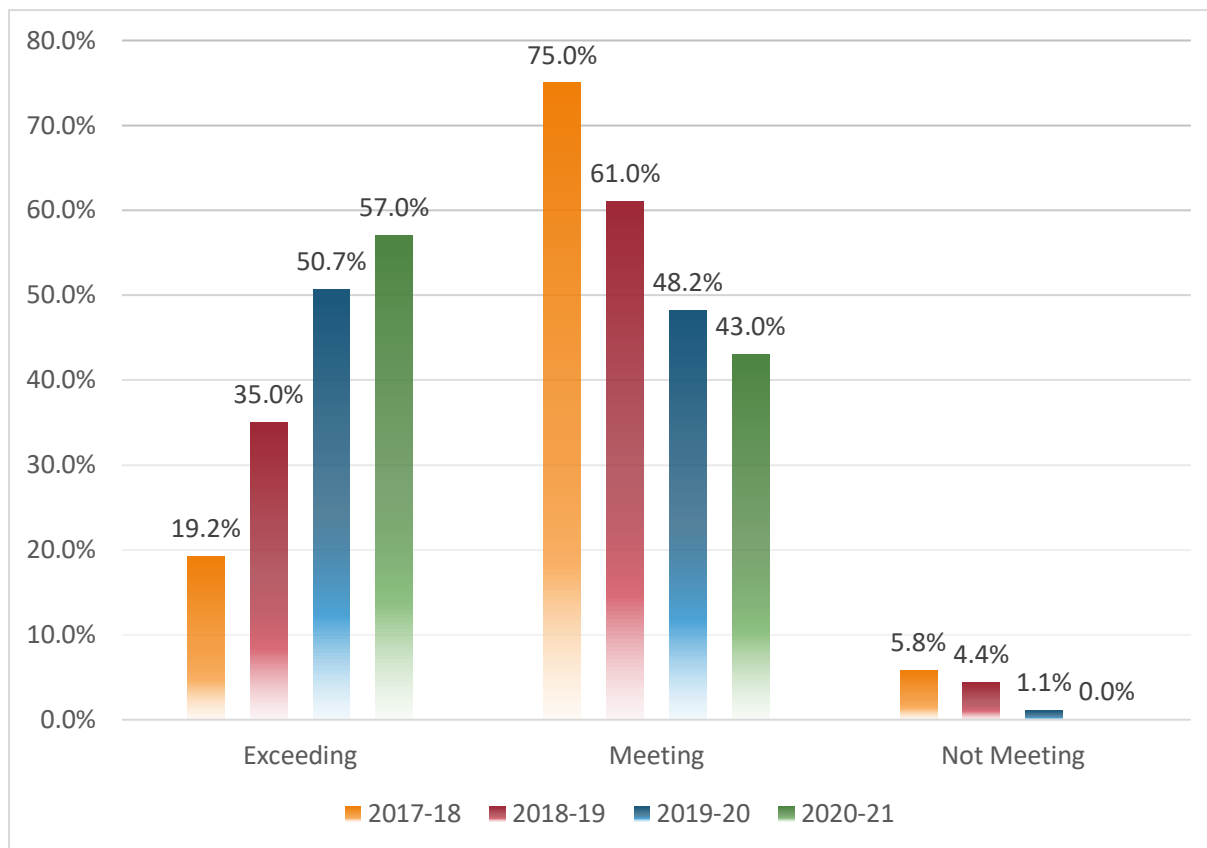


Table 3: Operational Compliance as Measured by the Performance Framework, 2020-2021

Compliance	2019-20 Framework		2020-21 Framework		Classification
	Number of Schools	Percent of Schools	Number of Schools	Percent of Schools	
100%	99	50.77%	114	57%	Exceeding Goals
80 - 99%	94	48.20%	86	43%	Meeting Goals
0 - 79%	2	1.03%	0	0%	Not Meeting Goals

Figure 5: Operational Compliance, 2018 – 2021



Number of schools obtaining 80% or higher goals met by measurement category

This section provides accountability numbers and percentages for charter schools based on the four main categories of the Performance Framework. The four measurement categories include operational criteria, renewal criteria, financial criteria, and academic outcomes. For each section, the number of charter schools achieving at or above 80% of standards met is reported. The compliance percentage is calculated for each school by the number of criteria measures met divided by the total number of criteria the school was measured against for the given category.

Section: A. Operational Annual Monitoring Criteria

Eighty-six of 200 charter schools, or 43%, achieved at or above 80% but less than 100% success in the category of operational annual monitoring criteria. One hundred fourteen charter schools, 57%, were compliant in every single applicable measure. All charter schools were measured against a maximum of 21 criteria, of which some were not applicable to all schools.

Section: B. Operational Renewal Monitoring Criteria

One hundred percent of schools with a renewal year of 2021 achieved 100% compliance in the category of operational renewal monitoring criteria. The 2021 renewal charter schools were

measured against a maximum of seven criteria, of which some were not applicable to all the renewal schools. The Renewal measures are described here:

1. *The school has graduation requirements that match the approved charter application or approved charter application amendments.*
2. *The school has student promotion requirements that match the approved charter application or approved charter application amendments.*
3. *The school is consistent in implementing the mission and educational program in the approved charter application or approved charter application amendments.*
4. *The non-profit board operates in accordance with the approved charter application by-laws or approved charter application amended by-laws.*
5. *The non-profit board is compliant with Open Meetings Law.*
6. *The non-profit board is compliant with Public Records Requests.*
7. *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.*

Section C: Financial Compliance

One hundred ninety-two of 200 operating charter schools, or 96%, achieved 100% success in the category of financial compliance. Those schools not meeting financial compliance were on various levels of financial noncompliance (Cautionary, Probationary, Disciplinary). Charter schools placed on financial noncompliance have restricted access to funding withdrawals as a means of protecting taxpayer dollars and to incentivize the improvement of financial management practices at the school level.

Operational Annual Monitoring Results by Measure

Eight of 21 criteria yielded a charter school compliance percentage above 80% but below 100%. Of the 21 Operational criteria, twelve criteria measured as having 100% of charter schools in compliance. For the second year in a row, the one low area of compliance, applicable to all 200 operating schools, was A7. *Official funded ADM is within 10% of projected.* Accurately predicting enrollment within 10% accuracy can be a difficult computation for charter schools, especially since a school's funding is capped at the number projected, leading many school leaders to err on the side of too many rather than too few. This difficulty was exacerbated by the fact that in the summer of 2020 there was significant uncertainty about the extent of in-person versus virtual learning that would take place for prospective families. While schools were held harmless financially, this measure was not amended and therefore reported as is. The Office of Charter Schools understands the importance of accurately projecting student enrollment and has consistently communicated this to the field. Charter schools that project more than 10% above their actual enrollment are automatically ineligible for enrollment expansion requests.

Table 4: Operational Compliance Results by Measure, 2020-2021

Measure	Percent Compliant
<i>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.</i>	96.8%
<i>A2. The school has an assigned administrator in the Education Value-Added Assessment System (EVAAS).</i>	100%
<i>A3. The school meets the required number of instructional hours or days in accordance with State law.</i>	100%
<i>A4. The school adheres to all testing and accountability policies for state assessments.</i>	100%
<i>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.</i>	98.5%
<i>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.</i>	99%
<i>A7. The school's official funded ADM is within 10% of the projected ADM.</i>	66.5%
<i>A8. The non-profit board has a current grievance policy.</i>	99%
<i>A9. The non-profit board has a current conflict of interest policy that complies with G.S. 115C-218.15.</i>	100%
<i>A10. The non-profit board has a current nepotism policy.</i>	100%
<i>A11. A quorum of the non-profit board of directors meets no less than 8 times a year (including annual meeting).</i>	100%
<i>A12. The majority of the non-profit board members primary residence in NC.</i>	100%
<i>A13. There is evidence of current fire inspections and related records.</i>	99%
<i>A14. The school has a viable certificate of occupancy or other required building use authorization.</i>	100%
<i>A15. The non-profit board holds current, active civil and liability insurance with the minimum coverage as defined in the signed charter agreement.</i>	99%
<i>A16. The non-profit board has a criminal history check policy that mirrors the LEA in which the school is located.</i>	100%
<i>A17. The school is compliant with all student health and safety requirements as defined in general statute, SBE policy, or the signed charter agreement.</i>	98%

<i>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.</i>	100%
<i>A19. The charter school is compliant with the annual EMO/CMO public records request.</i>	100%
<i>A20. The charter school is compliant with maintaining the required dissolutions funds as required by G.S. 115C- 218.100.</i>	100%
<i>A21. The school is compliant with the implementation of a School Improvement Plan submitted through NCStar.</i>	96.7%

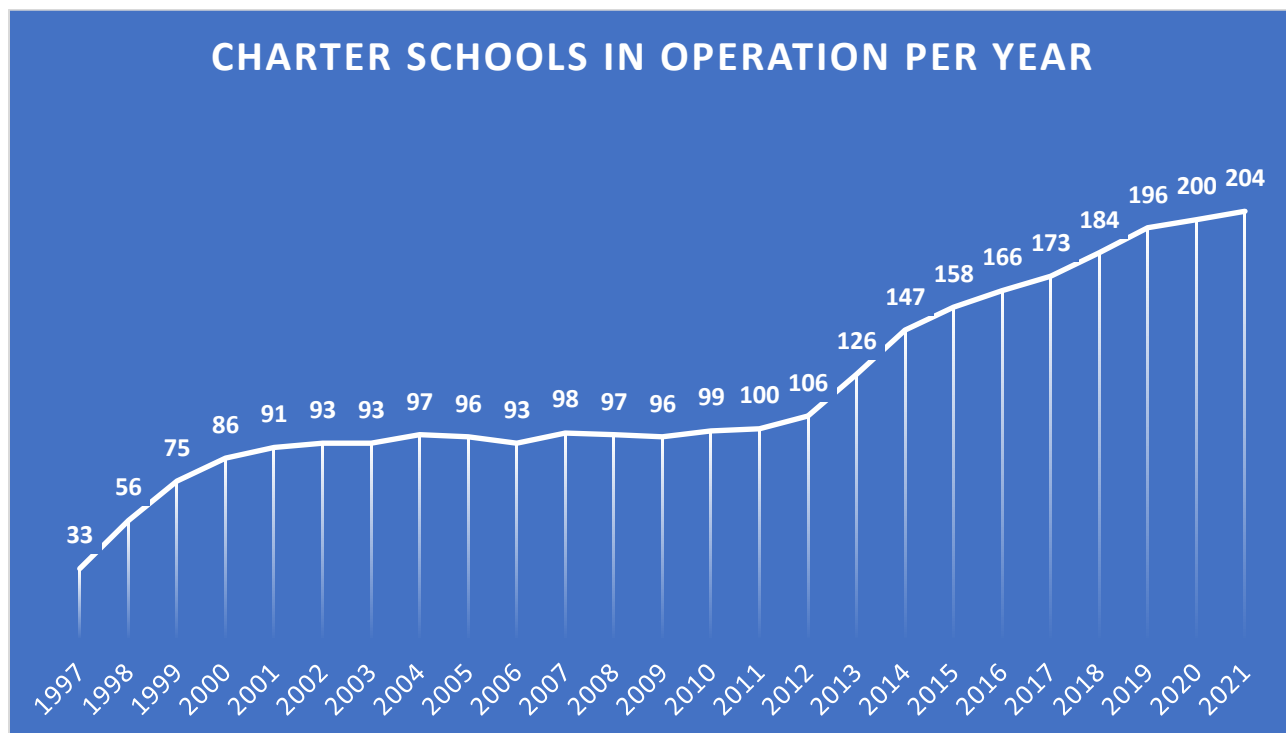
PERFORMANCE FRAMEWORK CONCLUSION

Overall, charter schools are making steady gains in increasing performance trends as measured by the State Board of Education Goals and Measures. It should be noted that compliance ratings are reported based on evidence provided that a measure has been met within a certain timeframe. It should not be assumed and is not always the case that a charter school is violating a law or policy due to failure to provide timely evidence of compliance. The Charter Schools Performance Framework is a vital accountability tool used by the Office of Charter Schools to review compliance annually for the over 200 charter schools currently operating in the state with the goal of improvement and stability in operational, academic, and financial status.

2021 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 over 100% to 204 operating charter schools as of the 2021-2022 school year.

Figure 6: Charter Schools in Operation Per Year



2021 NEW CHARTER SCHOOLS

After successful completion of the [Ready to Open process](#), six new charter schools opened for the 2021-2022 school year.

School #	School Name	County	1 st Year Grades Served	Grades when fully enrolled
11F	Asheville PEAK Academy	Buncombe	K,01,02	K-8
41R	Summit Creek Academy	Guilford	K,01,02,03,04,05	K-8
62L	Telra Institute	Mecklenburg	K,01,02,03	K-5
93V	Doral Academy North Carolina	Wake	K-2	K-8
78C	Old Main Stream Academy	Robeson	K-4	K-8
80C	Faith Academy	Rowan	K-7	K-12

2021 READY TO OPEN STATUS

As of this report, there are eight charter schools scheduled to open in fall 2022, contingent upon the successful completion of the Ready to Open (RTO) process and a final approval vote from the State Board of Education.

School Name	County	1 st Year Grades Served	Grades when fully enrolled
American Leadership Academy Johnston	Johnston	K-10	K-12
Central Carolina Academy Charter	Lee	6-10	6-12
Movement School Southwest	Mecklenburg	K-1	K-5
Oak Hill Charter School	Caldwell	K-7	K-8
Revitalize Charter School	Wake	K-2	K-8
School of the Arts for Boys Academy (SABA)	Chatham	3-5	K-12
TMSA Apex	Wake	K-5	K-8
Wake Preparatory Academy	Franklin	K-10	K-12

Central Carolina Academy, TMSA Apex, American Leadership Academy Johnston, School of the Arts for Boys Academy, and Wake Preparatory Academy applied under the regular timeline. Revitalize Charter School, Movement School Southwest, and Oak Hill Charter School were approved in 2021 as accelerated applicants.

2021 CHARTER APPLICATION CYCLE

Twenty-one non-profit boards submitted applications to open public charter schools by the July 30, 2021 application deadline. Of these, five boards were seeking approval for Fast-Track or Acceleration to open in the 2022 school year with another sixteen applying under the regular timeline to open in 2023.

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.

2021 ACCELERATED/FAST-TRACK APPLICATIONS

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

School Name	County	1 st Year Grades Served	Grades when fully enrolled
-------------	--------	------------------------------------	----------------------------

Movement School Southwest	Mecklenburg	K-1	K-5
Oak Hill Charter School	Caldwell	K-7	K-8
Revitalize Charter School	Wake	K-2	K-8

2021 REGULAR TIMELINE APPLICATIONS

Sixteen regular timeline charter applications were received and reviewed by external evaluators, NCDPI staff, and CSAB between August 2021 and February 2022. Seven applications were recommended for approval by the CSAB. At its March 2022 meeting, the SBE voted to approve the five schools and return two schools to CSAB for reconsideration per SBE policy CHTR-012. Greenville Preparatory Academy and Wayne STEM Academy are pending reconsideration and will return to both CSAB and SBE for final approval or denial.

School Name	County	1 st Year Grades Served	Grades when fully enrolled
Greenville Preparatory Academy*	Pitt	K-5	K-12
Movement School Northwest	Mecklenburg	K-1	K-5
West Triangle High School	Orange	9	9-12
Wayne STEM Academy*	Wayne	K-3	K-5
Nalanda Academy	Wake	K-2	K-8
Great Opportunities Boarding Institute for Girls	Mecklenburg	K-2	K-6
Honor Preparatory Charter School	Mecklenburg	K-1	K-5

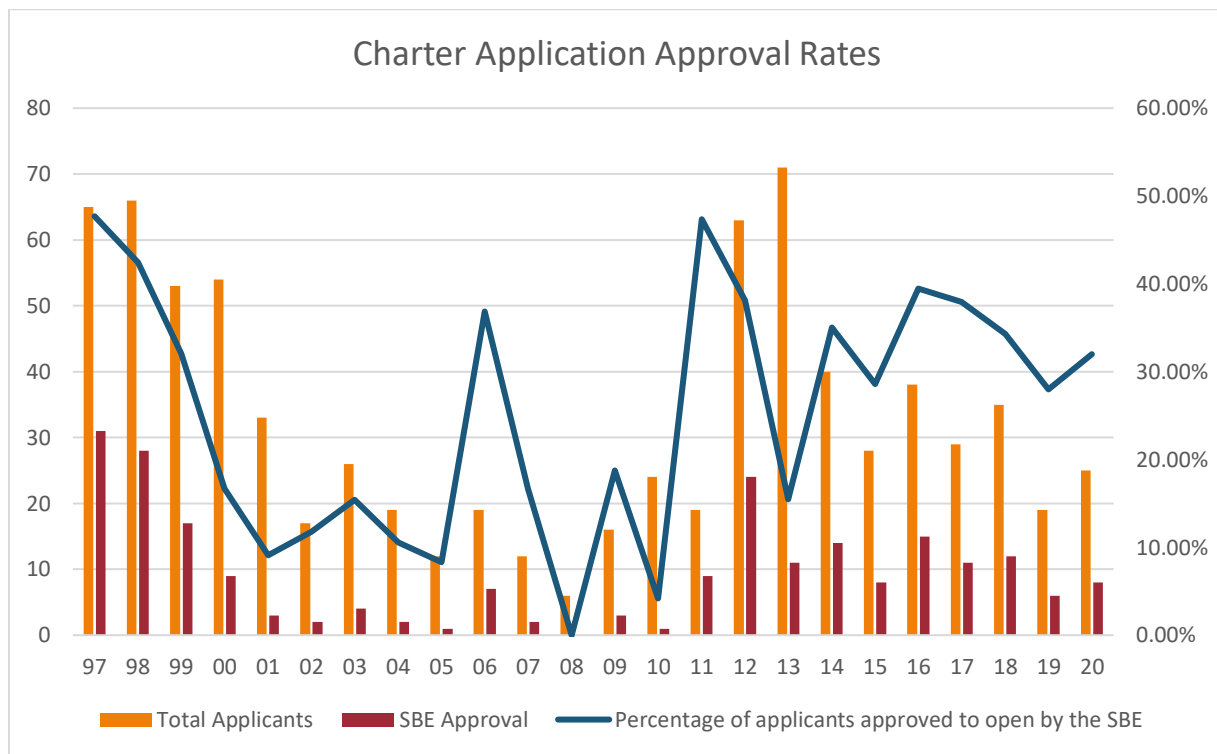
*See above, pending final SBE decision.

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 2021 is just under 33 applications.

From 1997 to 2020, the average percentage of applications approved by the State Board of Education is 25.28% of yearly applications.

Figure 7: Charter School Application Approval Rates, 1997-2020



2022 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 5: Charter Renewal Timeline

As one Renewal Cohort receives new Charter Agreements in July, a new Cohort enters the process and the remaining Cohort continues into the second year tasks culminating in a charter renewal term vote by the SBE. The chart below outlines the main tasks that take place throughout the two-year process. This is an approximate timeline as the process may take more or less time due to several factors.

Month	Tasks
July	<ul style="list-style-type: none"> – Schools request to enter the renewal process (Cohort 1) – New Charter Agreements become active (Cohort 2)
August	<ul style="list-style-type: none"> – New Renewal cohort is established, contact groups created – Communication regarding online training dates
September - October	<ul style="list-style-type: none"> – Renewal Process Training
November	<ul style="list-style-type: none"> – Renewal Self-Studies are due – Consultant schedules conference calls to do the following: <ul style="list-style-type: none"> ○ Review Self-Study submissions ○ Discuss any compliance issues that were present at the time of the renewal request ○ Answer questions asked by the school – Schedule Renewal Site Visits
December	<ul style="list-style-type: none"> – Non-refundable \$500.00 Renewal Fee is due – Consult with OCS/DPI Compliance Team regarding any compliance matters related to Renewal Cohorts
January – May	<ul style="list-style-type: none"> – Conduct site visits to each renewal school (virtual model started during the pandemic) – Consult with OCS/DPI Compliance Team regarding any compliance matters related to Renewal Cohorts
August – October	<ul style="list-style-type: none"> – Continue site visits as needed – Consult with OCS/DPI Compliance Team regarding any compliance matters related to Renewal Cohorts – Prepare Renewal Presentation for CSAB – Consult with DPI divisions regarding Renewal Presentation and relevant data
November	<ul style="list-style-type: none"> – Renewal discussions take place at CSAB – Schools not presented as a 10-year guideline placement, appear before CSAB
December	<ul style="list-style-type: none"> – CSAB votes on recommended renewal terms – Recommendations are forwarded to SBE for review
January – March	<ul style="list-style-type: none"> – The SBE reviews renewal recommendations – SBE may request any additional information of the CSAB and/or DPI staff needed to support decision – Makes final vote on Charter Agreement terms

Twenty-seven schools were considered for renewal in 2022. CSAB made the following renewal-term recommendations to SBE. The recommendations were approved by SBE on March 3, 2022.

Schools receiving a ten-year renewal term:

63A The Academy of Moore County
63B STARS Charter
41D Phoenix Academy
32N Research Triangle High School
33A North East Carolina Prep
58B Bear Grass
60M Corvian Community School
41G Cornerstone Charter Academy-CFA
92T Triangle Math and Science Academy

Schools receiving a seven-year renewal term:

09B Emereau: Bladen
41C Guilford Prep Academy
41H College Preparatory and Leadership Academy
27A Water's Edge Village School

Schools receiving a three-year renewal term:

13C A.C.E. Academy
60K Charlotte Secondary
32C Carter Community Charter
96C Dillard Academy
32T Discovery Charter School
93A Haliwa-Saponi Tribal School
51B Johnston Charter Academy
61J Lakeside Charter Academy
61T Movement School
32Q Reaching All Minds Academy
93P Rolesville Charter Academy
61K United Community

Schools which were not renewed:

61U UpROAR Leadership Academy
08A Three Rivers Academy

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 204 (as of the 2021-22 school year). 202 are brick-and-mortar charter schools operating in 64 counties, and two are virtual charter schools. Both virtual charter schools have brick-and-mortar headquarters in Durham County.

As of March 10, 2022, there are over 130,000 students being served by charter schools. This represents 8.6% of the total public school population. This is an increase over the 2020-2021 school year which saw 126,165 students being served by charter schools as of October 1, 2020.

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. As student data naturally fluctuates over time, point in time is noted throughout.

Figure 8: Overview of North Carolina Enrollment and Demographics, 2021-2022 School Year

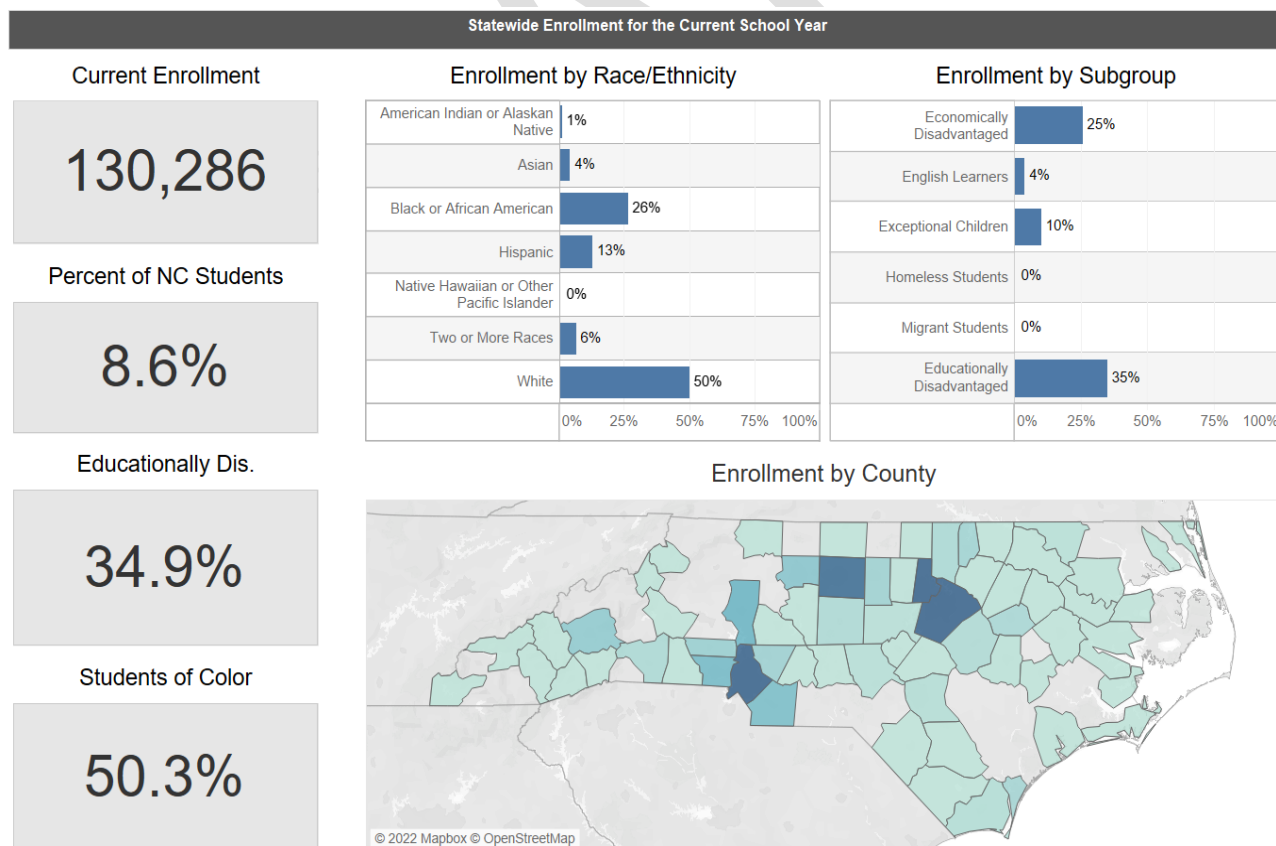


Table 6: Charter Schools by County, List, as of March 1, 2022

County Name	School Name
Alamance	River Mill Academy
	Clover Garden
	The Hawbridge School
	Alamance Community School
Avery	Marjorie Williams Academy
Beaufort	Washington Montessori
Bertie	Three Rivers Academy
Bladen	Paul R. Brown Leadership Academy
	Emereau: Bladen
Brunswick	Classical Charter Schools of Leland
	Classical Charter Schools of Southport
Buncombe	Evergreen Community Charter
	ArtSpace Charter School
	IC Imagine
	The Franklin School of Innovation
	Asheville PEAK Academy
Burke	Francine Delany New School
	New Dimensions
	Carolina International School
Cabarrus	Cabarrus Charter Academy
	A.C.E. Academy
	Concord Lake STEAM Academy
	Tiller School
Carteret	Chatham Charter
Chatham	Woods Charter
	Willow Oak Montessori
Cherokee	The Learning Center
Cleveland	Pinnacle Classical Academy
Columbus	Thomas Academy
	Classical Charter Schools of Whiteville
Cumberland	Alpha Academy
	The Capitol Encore Academy
Currituck	Water's Edge Village School
Davidson	Davidson Charter Academy
Durham	North Carolina Cyber Academy
	NC Virtual Academy
	Maureen Joy Charter School
	Healthy Start Academy
	Carter Community Charter
	Kestrel Heights School

	Research Triangle Charter
	Central Park School For Children
	Voyager Academy
	Global Scholars Academy
	Research Triangle High School
	The Institute Development Young Leaders
	Reaching All Minds Academy
	Excelsior Classical Academy
	KIPP Durham College Preparatory
	Discovery Charter
Edgecombe	North East Carolina Prep
Forsyth	Quality Education Academy
	Carter G. Woodson School
	Forsyth Academy
	The Arts Based School
	NC Leadership Academy
Franklin	Crosscreek Charter School
	Youngsville Academy
Gaston	Piedmont Community Charter School
	Mountain Island Charter School
	Ridgeview Charter School
	Community Public Charter
Granville	Falls Lake Academy
	Oxford Preparatory
Guilford	Greensboro Academy
	Guilford Preparatory Academy
	Phoenix Academy
	Triad Math and Science Academy
	Cornerstone Charter Academy
	College Prep and Leadership Academy
	Summerfield Charter Academy
	Piedmont Classical High School
	Gate City Charter
	Next Generation Academy
	The Experiential School of Greensboro
	Revolution Academy
	Summit Creek Academy
Halifax	KIPP Halifax College Preparatory
	Hobgood Charter School
Harnett	Anderson Creek Academy
	Achievement Charter Academy
Haywood	Shining Rock Classical Academy
Henderson	The Mountain Community School
	FernLeaf Community Charter School
Iredell	American Renaissance School

	Success Institute Charter
	Pine Lake Preparatory
	Langtree Charter Academy
	Iredell Charter Academy
Jackson	Summit Charter
Johnston	Neuse Charter School
	Johnston Charter Academy
Lee	Ascend Leadership Academy: Lee County
	MINA Charter School of Lee County
Lenoir	Children's Village Academy
Lincoln	Lincoln Charter School
	West Lake Preparatory Academy
Martin	Bear Grass Charter School
Mecklenburg	Sugar Creek Charter
	Lake Norman Charter
	Metrolina Regional Scholars Academy
	Queen's Grant Community School
	Community School of Davidson
	Socrates Academy
	Charlotte Secondary
	KIPP Charlotte
	Corvian Community School
	Aristotle Preparatory Academy
	Eastside STREAM Academy
	Invest Collegiate Transform
	Bradford Preparatory School
	Commonwealth High
	Pioneer Springs Community School
	Lakeside Charter Academy
	United Community School
	Stewart Creek High School
	Charlotte Lab School
	Queen City STEM School
	VERITAS Community School
	Mallard Creek STEM Academy
	Matthews Charter Academy
	Unity Classical Charter
	Movement Charter School
	UpROAR Leadership Academy
	Bonnie Cone Classical Academy
	East Voyager Academy of Charlotte
	Jackson Day School
	Steele Creek Preparatory Academy
	Southwest Charlotte STEM Academy
	Movement School Eastland

Montgomery	Telra Institute
Moore	Tillery Charter Academy
	The Academy of Moore County
	STARS Charter
	Moore Montessori Community School
Nash	Rocky Mount Preparatory
New Hanover	Cape Fear Center for Inquiry
	Wilmington Preparatory Academy
	Classical Charter Schools of Wilmington
	Island Montessori Charter School
	Coastal Preparatory Academy
	Girls Leadership Academy of Wilmington
	Wilmington School of the Arts
Northampton	KIPP Gaston College Preparatory
Onslow	Z.E.C.A. School of Arts and Technology
Orange	Eno River Academy
	The Expedition School
Pamlico	Arapahoe Charter School
Elizabeth City- Pasquotank	Northeast Academy of Aerospace and Advanced Technology
Person	Bethel Hill Charter
	Roxboro Community School
Pitt	Winterville Charter Academy
Randolph	Uwharrie Charter Academy
Robeson	CIS Academy
	Southeastern Academy
	Old Main Stream Academy
Rockingham	Bethany Community School
Rowan	Faith Academy Charter School
Rutherford	Thomas Jefferson Class Academy
	Lake Lure Classical Academy
Stanly	Gray Stone Day
Surry	Millennium Charter Academy
Swain	Mountain Discovery
Transylvania	Brevard Academy
Union	Union Academy
	Union Day School
	Union Prep Academy at Indian Trail
	Monroe Charter Academy
	Apprentice Academy High School
Vance	Vance Charter School
	Henderson Collegiate
Wake	The Exploris School
	Magellan Charter
	Sterling Montessori Academy
	Franklin Academy

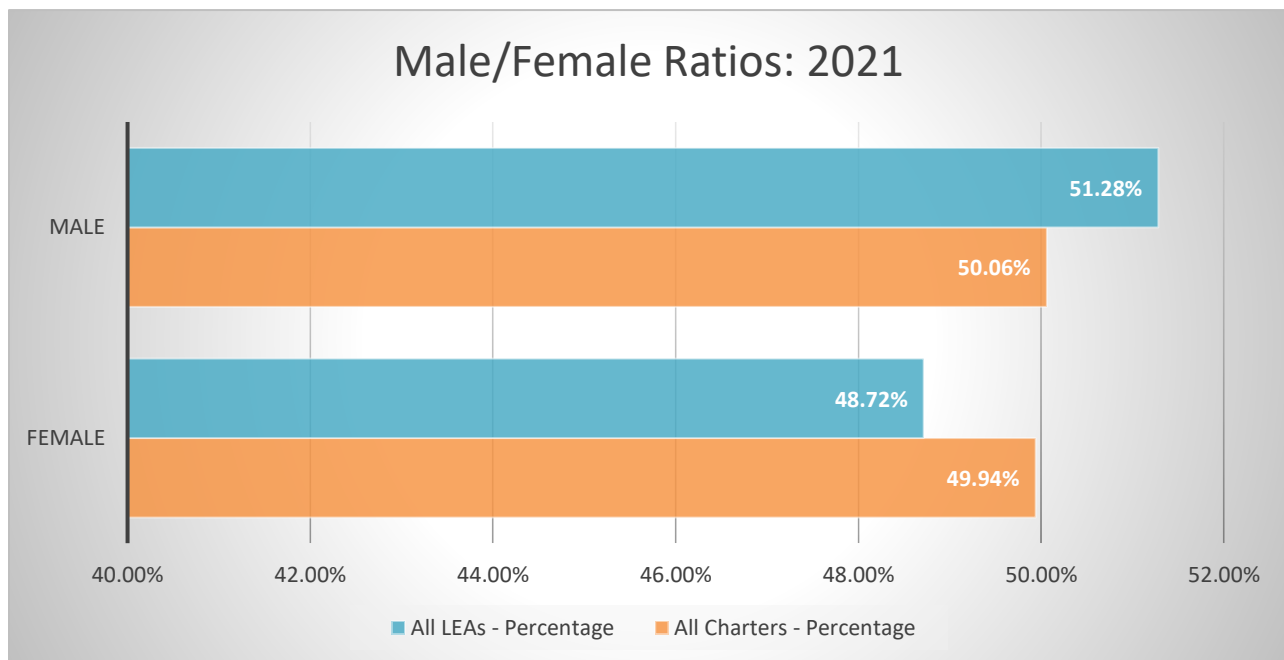
	East Wake Academy
	Raleigh Charter High School
	Torchlight Academy
	PreEminent Charter
	Quest Academy
	Southern Wake Academy
	Casa Esperanza Montessori Charter School
	Endeavor Charter School
	Triangle Math and Science Academy
	Longleaf School of the Arts
	Wake Forest Charter Academy
	Cardinal Charter Academy
	Envision Science Academy
	RISE Southeast Raleigh Charter
	Central Wake High School
	Peak Charter Academy
	Pine Springs Preparatory Academy
	Rolesville Charter Academy
	Carolina Charter Academy
	Raleigh Oak Charter
	Cardinal Charter Acad at Wendell Falls
	Doral Academy of North Carolina
Warren	Haliwa-Saponi Tribal School
Washington	Pocosin Innovative Charter
Watauga	Two Rivers Community School
Wayne	Dillard Academy
	Wayne Preparatory Academy
Wilson	Sallie B Howard School
	Wilson Preparatory Academy

GENDER DATA³

As of October 1, 2021, males slightly exceeded female enrollment at charter schools, which is a slight difference from the 50/50 split seen in 2019 and 2020 but aligned with general public school enrollment figures showing greater male enrollment.

³ October 1st point in time report from CEDARS.

Figure 9: Male/Female Ratios 2021



ETHNICITY AND RACIAL DATA⁴

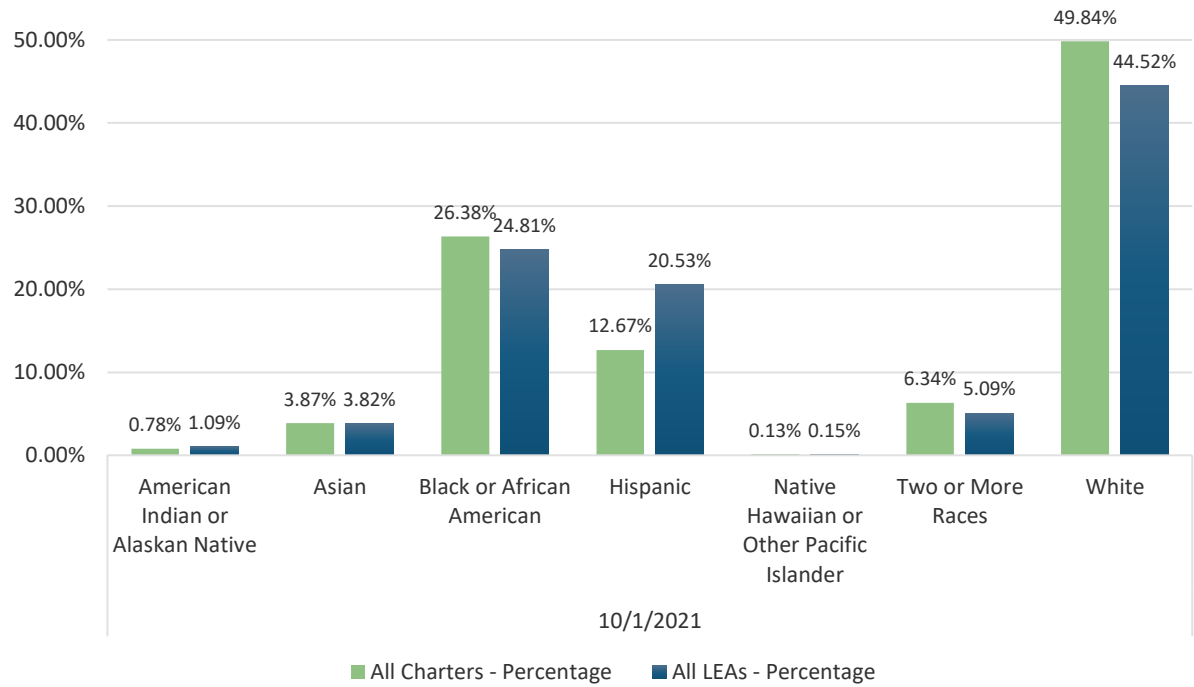
N.C. General Statute 115C-218.45(e) states, “within one year after the charter school begins operation, the charter school shall make efforts for the population of the school to reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative 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.” The school shall also be subject to any court-ordered desegregation plan in effective for the local LEA. Beginning January 2022, all charter schools are required to submit plans to the Office of Charter Schools as to how the school is making efforts to meet these requirements.

Figure 10: Demographic Data, Charters and Traditional LEAs, 2021

The chart below shows racial/ethnic composition within all charters and all traditional (non-charter) local education agencies (LEAs) as of October 1, 2021.

⁴ October 1st point in time report from CEDARS.

2021 Ethnicity and Racial Data

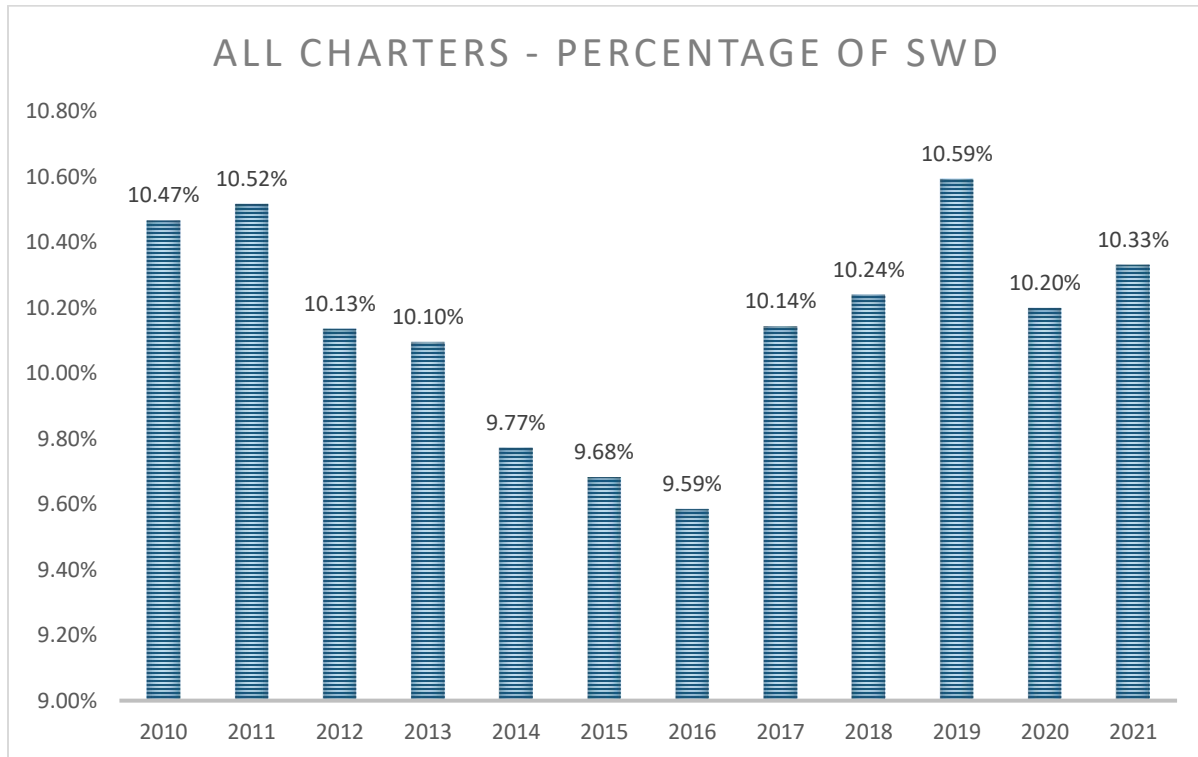


Special Population Student Enrollment

STUDENTS WITH DISABILITIES

As of the December 1, 2021, federal headcount of Students with Disabilities (SWD), there were 13,424 identified SWD attending charter schools (10.33% of enrollees).

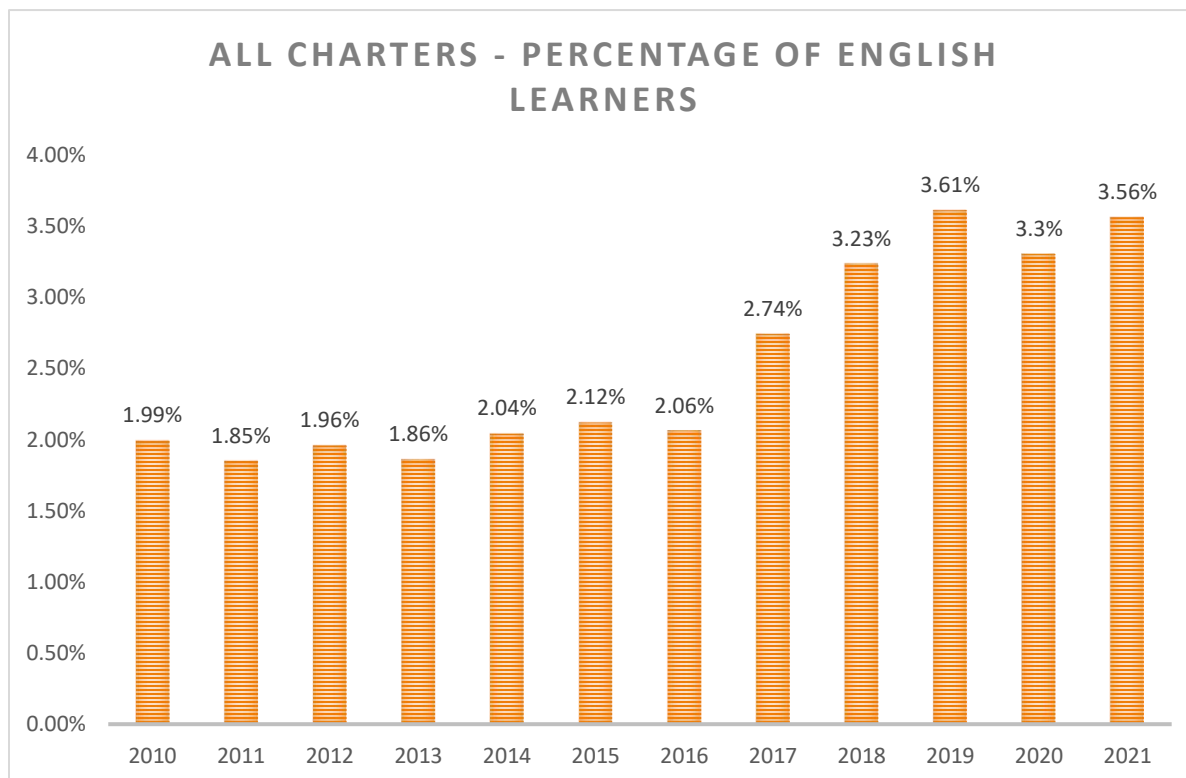
Figure 11: Percentage of Students with Disabilities, 2010-2021



ENGLISH LEARNERS

As of the October 1, 2021, federal headcount, charter schools enrolled 4,702 English Learners (3.56%) and traditional district schools enrolled 116,744 English Learners (7.7%).

Figure 12: Percentage of English Learners, 2010-2021



ECONOMICALLY DISADVANTAGED STUDENTS

Previous Annual Reports have discussed challenges in accurately reporting school economic disadvantaged status data. Effective the 2021 school year, the definition of economically disadvantaged status (EDS) subgroup for federal reporting purposes has changed. Per a memorandum⁵ issued by the Director of Data, Research, and Reporting at NCDPI, the EDS subgroup will now consist of any student who meets one of the following criteria:

- Direct Certification System.⁶
- Categorically Eligible (homeless, runaway, or migrant child; foster child; or child enrolled in a federally funded Head Start Pre-K Program).
- A method consistent with State or Federal guidance for financial assistance regardless of participation or eligibility in the National School Lunch Program.

The context of this change was explained in the memorandum: “With the advent of the Community Eligibility Provision (CEP), Economically Disadvantaged (ED) can no longer be defined using

⁵ See Appendix

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.

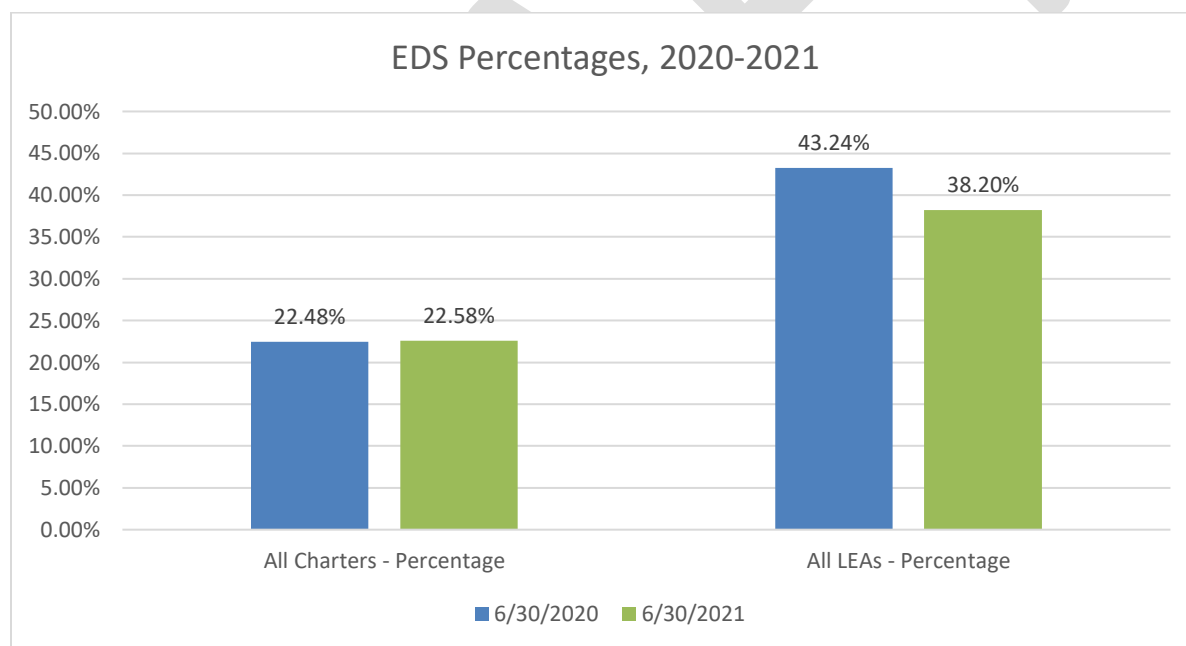
<https://childnutrition.ncpublicschools.gov/information-resources/direct-certification>

only data generated from the National School Lunch Program (NSLP) which reflects students who are eligible for Free or Reduced Price meals at school (FRL). The use of CEP data would result in 100% of a public school unit's (PSU) students being identified as ED, regardless of individual classification. When sub-category reporting is required, individual level data is integral to reporting across programs. PSUs that participate in the NSLP and are CEP qualified or those charter schools that do not participate in the NSLP have not had the ability to report data other than through Direct Certification and Categorically Eligible status for the application of the Economically Disadvantaged status."

While NCDPI will continue to use authoritative sources for Direct Certification and Categorically Eligible data to identify EDS, PSUs will provide additional eligible students from a collection of information consistent with State and Federal guidance. Data using this updated method of identification will be reported in the next Annual Report.

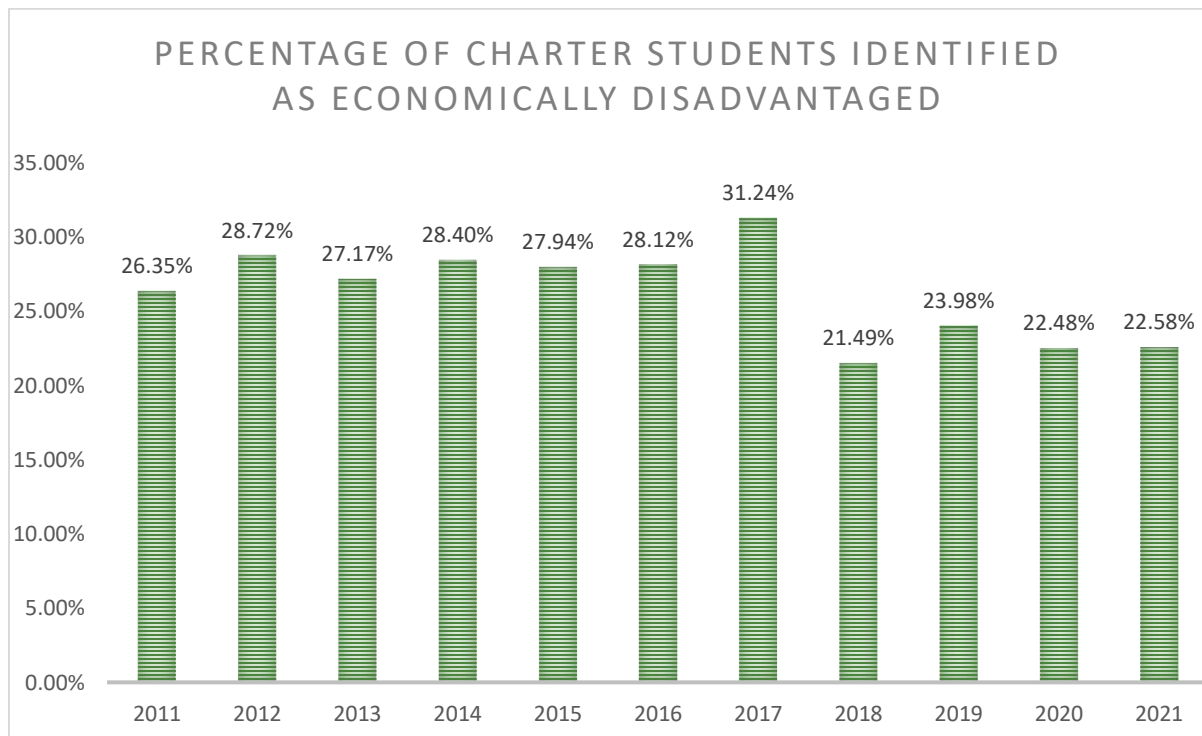
As of June 30, 2021, charter schools enrolled 28,507 (22.58%) EDS students and traditional district schools enrolled 545,416 EDS students (38.20%).

Figure 13: Percentage of Economically Disadvantaged Students, Charter, 2020-2021



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).

Figure 14: Percentage of Economically Disadvantaged Students, Charter, 2011-2021



Eliminating Barriers to Access

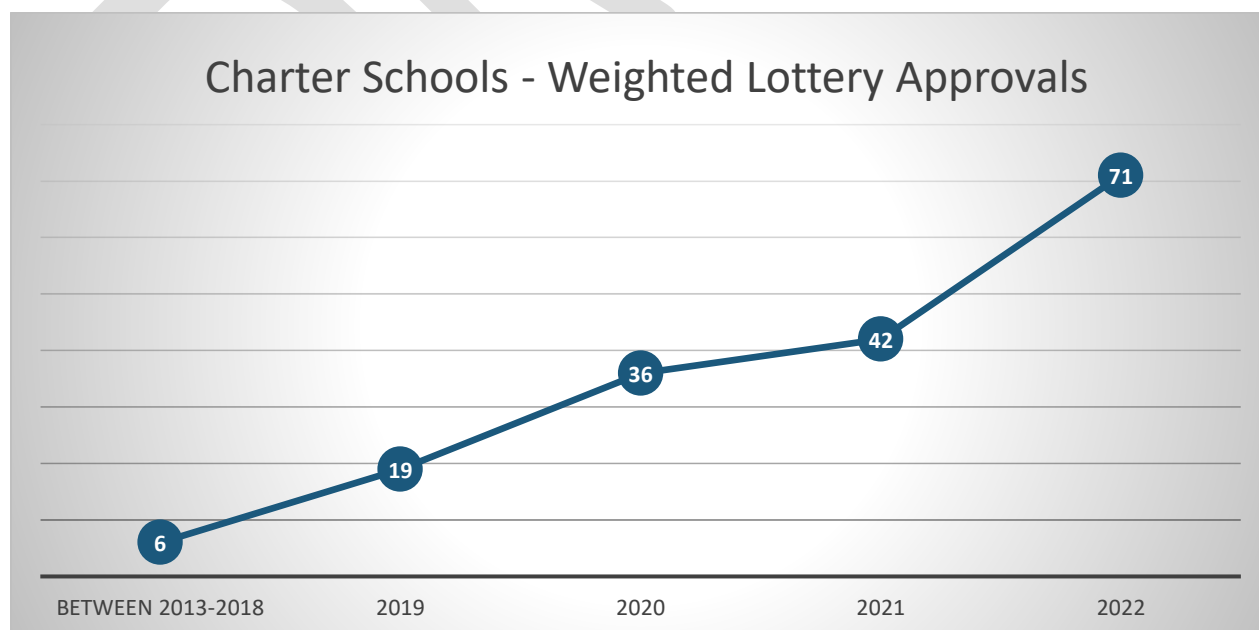
WEIGHTED LOTTERIES

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 April 7, 2022, there are 71 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. The NC ACCESS grant program disseminates an annual report each year analyzing the impact of weighted lottery, and the grant program in general.

Figure 15: Number of Charter Schools Approved to Utilize a Weighted Lottery, 2013-2022



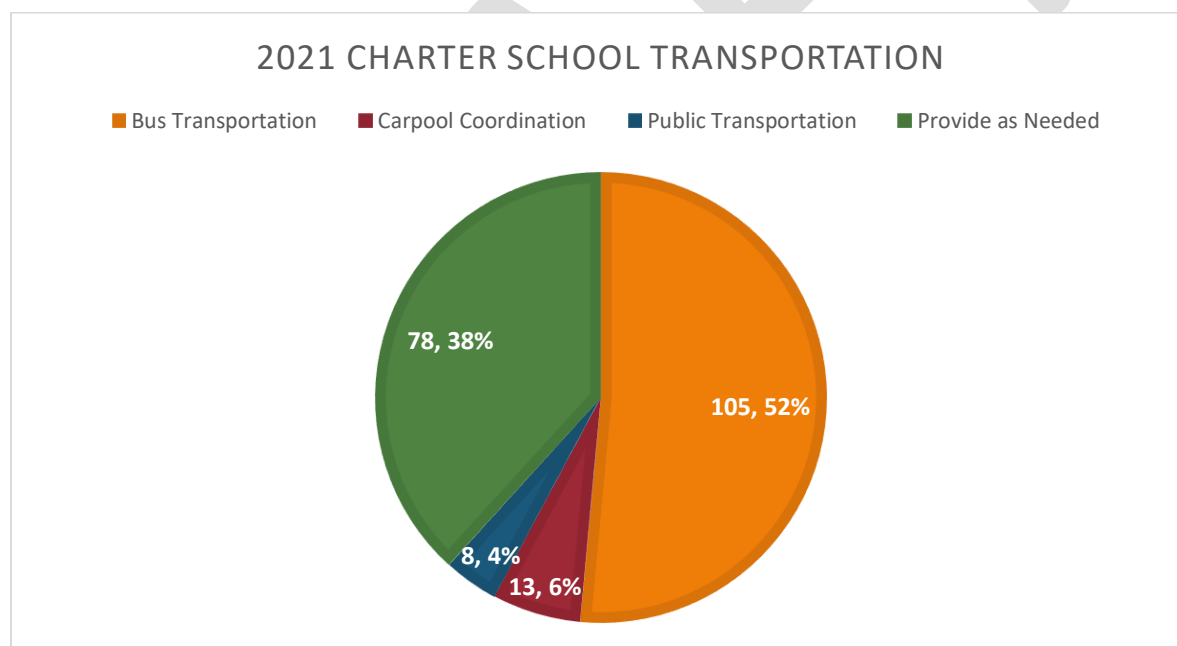
TRANSPORTATION

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; however, the grant was made permanent during the 2021 legislative session.

During the 2020-2021 school year, over half of charter schools provided bus transportation. With the transportation grant, the availability of bus transportation is expected to increase.

Figure 16: 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. Child nutrition plans are evaluated during the initial charter school application phase and are a consistent component of interview questioning before CSAB prior to sending application recommendations to SBE.

In the 2020-2021 school year, 68 charter schools participated in NSLP and for the current 2021-2022 school year, 76 schools implement the NSLP.⁷

DRAFT

⁷ Data from School Nutrition Division, NCDPI. March 2022.

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](#).

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 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 7: 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.

DRAFT

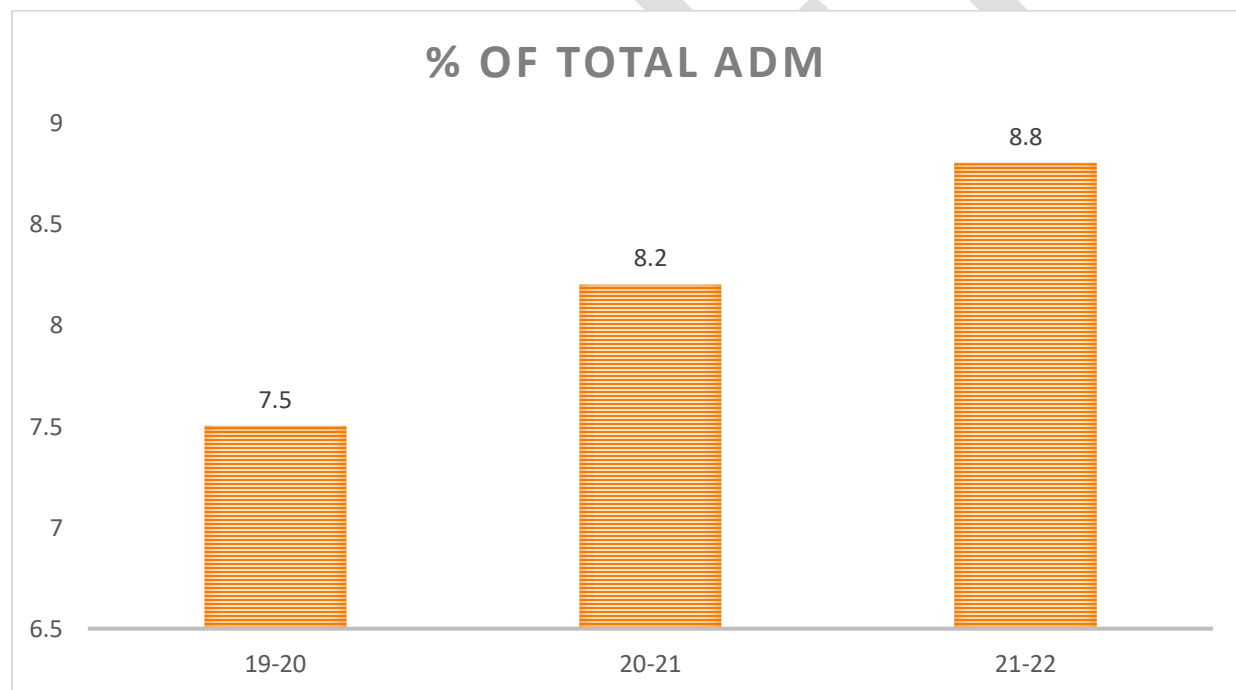
Charter School Impact on Local Districts⁸

FUNDING AND MEMBERSHIP

For 2020-2021 state funding, charter school average daily membership (ADM) accounted for 8.2% (\$817,976,766) of the state's total ADM. This increased to 8.8% the following year, 2021-2022 (\$909,998,508). Figures below show the increase from the most recent three years.

State funds are allotted based on the number of students in ADM at an individual charter school. State funds may be used for any purpose with the exception of purchasing a building. Most federal funds are targeted to specific school populations such as Title I or IDEA Handicapped. Local funds are based on the local current expense appropriation in the county in which the student resides. Local funds may be used for any purpose.

Figure 17: Charter ADM, Percent of Total ADM 2019-2021



⁸ Information in this section is received from the Division of School Business, NCDPI.

Figure 18: Total State Funds Allotted, 2019-2021

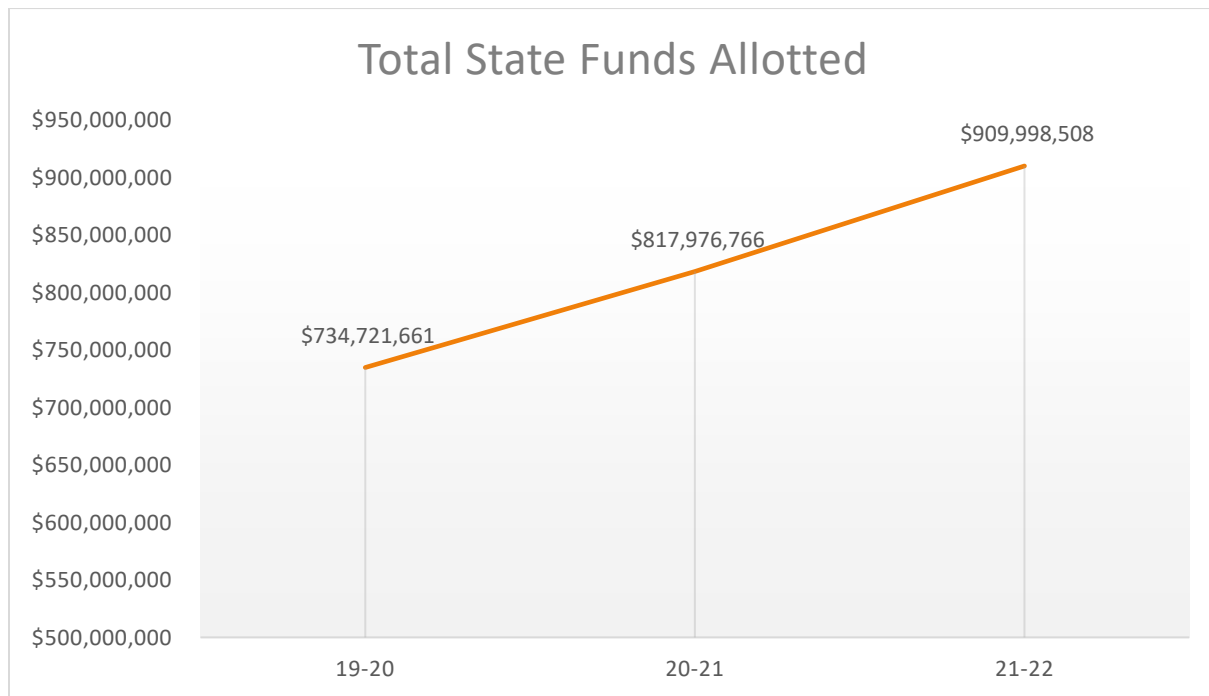


Table 8: Number of Charters Approved, Opened, Closed and Total State Funds Allotted

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	12	14	2	4	196	117,264	7.5%	\$ 734,721,661
2020-21	6	7	3	1	200	127,496	8.2%	\$ 817,976,766
2021-22	5	6	2	2	204	136,163	8.8%	\$ 909,998,508
	281	254	50	22				

Specific financial guidelines pertaining to charters are:

- Funds are allocated in an unrestricted block allotment;
- Charters are not eligible for capital funds from state or county revenues; and
- Charters are not required to pay personnel using the State salary schedule, participate in the State Retirement System or State Major Medical Plan or purchase on state contract or participate in e-procurement.

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.” See the “Charter School Membership by Region” for 2020-2021 in the Appendix.

DRAFT

Best Practices and Innovation

Charter schools were designed to provide families and students with greater choice in the types of educational opportunities available within the public school system. Through the charter process, charter boards and founders design schools that provide innovative or unique opportunities that attract a diverse range of students. The attraction to charter schools, for many families and students, lies in the specific programming and mission of the chosen charter school. The foundation of charter school success in NC lies in **choice** – families choosing the programming and environment that best meets the individual needs of their unique students.

With over 200 operating charter schools, there are a great variety of specific innovations and programs within the NC charter community. Evident within the programmatic profiles is charter schools implementing programs that consider the needs and desires of students and families, and also the unique geographic and professional opportunities within the state. The section below profiles a selection of schools from across the state to illustrate the diverse opportunities available to families and students.

NORTH CAROLINA CHARTER SCHOOLS: PROGRAMMATIC PROFILES

*Project Based and Experiential Learning Program at [FernLeaf Community Charter School](#)
Henderson County, Western District 8, Fletcher, NC*

As a part of FernLeaf's comprehensive instructional programming, the schools utilizes a rich and meaningful Project Based Learning (PBL) and Experiential Learning program. FernLeaf uses PBL as a framework for teaching content standards through inquiry while seeking answers to driving questions that are based on authentic problems or needs in the community. It is student led, teacher facilitated, and collaborative.

What does this look like in practice? To launch a project, second grade students went to MOOG (the famous synthesizer factory in Asheville) and the Asheville Museum of Science to spark curiosity in the students. Through experimentation, the students learned about how sound is made including pitch and tone. A local band spent a day collaborating with students helping them understand how instruments work. The students played a wide range of percussion instruments including congas, tambourines and cymbals. To finish the day off, the students got to move and groove at their own private concert. For the culminating project, the students made their own working instruments for a sound garden on the school's campus.

FernLeaf teachers are supported in enhancing their knowledge and use of PBL through access to annual trainings and workshops led by experts in the field, ongoing in-house professional development, and support from a standing PBL Committee. As teachers facilitate projects with their students, FernLeaf's PBL Committee provides regular professional development opportunities to ensure that students are provided with high quality instruction through Project Based Learning. These include ongoing "*PBL Lunch & Learns*" where teachers collaborate to enhance their PBL teaching practices, receive feedback, and share strategies.

In addition to formal PBL, FernLeaf teachers emphasize experiential, hands-on learning both in and out of the classroom wherever possible. Fieldwork is an integral part of the FernLeaf experience and educational approach. All FernLeaf students participate in at least eight off campus fieldwork experiences each year including required trips in the areas of outdoor adventure sports, service projects, professional arts-based performances, student developed fieldwork, and overnight experiences. These fieldwork opportunities and others provide opportunities to strengthen the school community, make connections within the greater community, and provide students with access to rich and meaningful experiences that support their education and enrich their lives. FernLeaf students generally have 1.5+ hours of outdoor time each school day. The school believes that there is no bad weather, just bad gear. The outdoors is a critical part of recreation in its mountain home and, the Blue Ridge Mountains as a temperate rainforest, boasts one of the most extensive bio-diversities outside of the Amazon rainforest!

*Responsive Classrooms and Social and Emotional Learning at [Tiller School](#)
Carteret County, Southeast District 2, Beaufort, NC*

[Responsive Classroom](#) is an evidence-based approach to teaching and discipline with four key domains: engaging academics, positive community, effective management, and developmental awareness. CASEL, The Collaborative for Academic, Social, and Emotional Learning, has awarded *Responsive Classroom* their highest designation as a [CASEL SElect Program](#) in the newly launched [CASEL Program Guide](#).

At Tiller School, one of the oldest charter schools in the state, all Tiller School administrators, classroom teachers, arts teachers, and most teacher assistants receive at least one level of *Responsive Classroom* training. All staff receive professional development in the use of the school's social curriculum throughout each school year. C.A.R.E.S. stands for cooperation, assertion, responsibility, empathy, and self-control—key social skills children need to learn and practice if they are to succeed socially and academically. C.A.R.E.S. is a part of the “common language” of the school’s adult and student community. Each year begins with a focus on the C.A.R.E.S. to give all learners a base for understanding their teachers’ expectations as they begin the school year. Opportunities for using the C.A.R.E.S. words and living by those values came up naturally in the process of making classroom rules, learning to put these rules into action in the classroom, and practicing respectful behavior in all aspects of learning in our school.

Tiller School is an arts-integrated school where students receive art programming four days per week. The school caps class sizes at 17 and every class has a teacher assistant. This environment allows for consistent integration of the *Responsive Classroom* approach and the social emotional curriculum, C.A.R.E.S.

Further, Tiller School incorporates the five principles of teacher language into daily communication with students to build a classroom where students feel safe, respected, and engaged. By paying attention to teacher language and using it to open the doors of possibility for children, the school can help them become successful learners.

- We are direct and be genuine - we say what we mean, in a kind and supportive tone - this leads to trust, the foundation of our relationship with our students.

- Convey faith in children's abilities and intentions - our tone is everything, when our students know that we believe in them, they are more likely to follow through on expectations.
- Focus on action - we name the desired behavior rather than saying something about the child's character or attitude when we want a student to change.
- Keep it brief - our students understand more when we speak less. "Who can tell us one way to include everyone at recess?" The children now have an opportunity to remind themselves of the positive behaviors.
- Know when to go quieter, know when to be silent - silence can be just as powerful as the skillful use of words...silence allows children to think, rehearse what to say, and sometimes to gather the courage to speak at all, silent moments during a conversation may seem uneasy at first, but allowing wait time is invaluable and gives students confidence.

*Agriculture Education and FFA at [North East Carolina Preparatory School](#)
Edgecombe County, North Central District 3, Tarboro, NC*

North East Carolina Preparatory School (NECP) opened in August 2012 as the only charter school in Edgecombe County. The school now sits on a 52-acre campus and serves grades PK-12. Recognized as a top high school by U.S. News and World Report, one of its innovative programs is the agriculture education and [FFA](#) (Futures Farmers of America) offerings. With agriculture originally only being in middle and high school students in the beginning, NECP now offers agriculture as an elective for all grade levels, making NECP one of the first schools in NC to have elementary agriculture education as its own class. The school offers agriculture as an elective to grades K-7 and lessons help reinforce topics on science, literacy, and math. Agriculture classes in grades 8-12 include: agriscience applications, horticulture I & II, animal science I & II, equine science, and sustainable agriculture production. On campus, the agriculture program has a greenhouse, raised garden beds, and an active beehive. This past fall, about four gallons of honey were harvested from the bees on campus! Annually, during spring, the agriculture department plans an Agriculture Field Day where representatives from different parts of the agriculture industry bring educational booths to showcase their industries to all students, K-12, on campus.

In 2015, NECP chartered their FFA Chapter for students in grades 6-12. During the first year, there were only eleven members in FFA. Since then, the chapter has grown to 126 members active in the 2021 school year. Students in FFA are very active at local, regional, [state](#), and national levels. At the local level, there is a team of student officers in charge of planning and implementing FFA activities throughout the school year. Several students have also served in leadership positions at the regional level. FFA members compete on teams during the year that help build career and soft skills such as public speaking, parliamentary procedure, livestock judging, vet science, and more. Seven NECP students have earned their Old North State FFA Degree, which is the highest membership degree that can be earned in NC. One student has earned the American FFA Degree, which is the highest membership degree that can be earned from the National FFA Degree - less than 2% of the total membership in the national organization earn this award. During the 2021 National FFA Convention, the NECP FFA Chapter was recognized as a 3-Star National FFA Chapter, which is the highest honor that a chapter can earn from the National FFA Organization. In addition to leadership, contests, and awards, the NECP FFA chapter is very active and involved

in the community by completing community service projects, participating in town events, and working closely with local agriculture organizations and farmers.

Open Way Learning at The Learning Center Charter School
Cherokee County, Western District 8, Murphy, NC

Open Way Learning (OWL) is a nonprofit organization with the singular mission to help schools develop, sustain, and grow cultures of innovation that better prepares students for our modern world and workforce. OWL is a framework that encourages educators to create, modify, and share best practices to help education keep pace with a rapidly changing economy, society, and environment. In September 2020, The Learning Center earned the distinction of being an OWL Academy.

The OWL Academy designation was granted by the OWL Board of Directors to highlight schools that have demonstrated a commitment to authentic innovation. Specifically, the designation is only extended to schools that have shown dedication toward building a culture of innovation through the principles of Open Way Learning: living mission, collective leadership, systemic collaboration, open sharing, and a willingness to adopt and sustain innovative teaching and learning practices.

Evidence of the school's OWL philosophy can be found in the school's focus on High Quality Project-Based Learning (HQPBL) as a learning tool with students. The school works to deliver an educational program that is well rounded, including an emphasis on Arts education with weekly specials and elective programs such as chorus, art, and drama. In addition, the school encourages education in the outdoors, with the use of an Outdoor Learning Center classroom and STEM space as well as nature trails connected to the school. The Learning Center has an E-STEAM (Entrepreneurship, Science, Technology, Engineering, Arts & Agriculture, Math) focus. Finally, the school's emphasis on wellness (physical and mental) provides high-quality breakfasts and lunches to students daily and models healthy choices for students and staff alike.

Civil Air Patrol at The NC Leadership Academy
Forsyth County, Piedmont-Triad District 5, Kernersville, NC

Since the Civil Air Patrol's (CAP) formation during the earliest days of World War II, this vigilant organization of citizen Airmen has been committed to service to America. CAP has evolved into a premier public service organization that still carries out emergency service missions when needed — in the air and on the ground. Student cadets have an opportunity to serve in the Auxiliary of the U.S. Air Force, Civil Air Patrol where they learn how to search for and find the lost, provide comfort in times of disaster, and work to keep the homeland safe. Their goal is to devote their time, energy, and expertise toward the well-being of their communities. The program's three main missions, Aerospace Education, Cadet Programs, and Emergency Services, promote aviation and related fields through Aerospace/STEM education and help shape future leaders through the cadet program.

The North Carolina Leadership Academy cadet squadron allows 7th through 12th grades to participate in the Civil Air Patrol program. Cadets enter the program in 7th grade and take Civil Air Patrol as a leadership course throughout the year. They participate in drill and ceremony, learn the etiquette of properly wearing the uniform, and progress through the cadet ranks. With higher

rank comes more responsibility and leadership roles. Our high school students who continue as cadets in the program have ample opportunity to take part in planning and carrying out squadron meetings outside of class. Cadets participate in outside classroom activities on evenings and weekends, including opportunities to fly through the cadet orientation flight program. Every CAP cadet under age 18 is eligible for five flights in a powered aircraft, five flights in a glider aircraft, and an unlimited number of backseat flights.

Character Education at [Union Academy](#)
Union County, Southwest District 6, Monroe, NC

Established in 2000, Union Academy is a National School of Character and is the first and longest operating charter school in Union County. Union Academy believes excellent academic preparation for college and character development for life are not mutually exclusive. Through an in-depth and rigorous evaluation process, Union Academy was one of 67 in the nation found to be an exemplary model of character development and designated a National School of Character in 2016. Union Academy is being recognized as a school that has demonstrated its use of character development to drive a positive impact on academics, student behavior, and school climate. The designation of [National School of Character](#) stands for five years. The school was again named a School of Character for 2021, only one of two NC schools receiving the designation in 2021.

The National School of Character designation requires schools to demonstrate a mission-driven environment that embodies the *11 Principles* of character in schools, a framework based on decades of research into effective schools. “[The 11 Principles](#) focus on all aspects of school life, including school culture and climate, social and emotional learning (SEL), student engagement and academic achievement, as well as MTSS, PBIS, RTI, restorative practices, teacher morale, and parent engagement.”

The school’s focus on Challenge, Character, and Community prepares students for college and a life of purpose and service. More than 92% of graduates attend a college or career education program, and the opportunity to develop character is woven into the fabric of the school’s programmatic offerings. Union Academy offers a wide variety of activities and clubs to provide a well-rounded education to all its students. Band, theater, fine arts, agriculture, student government, middle school sports, clubs, and more allow students the opportunity to become involved and explore their interests and become a part of a group outside of the classroom. The athletic department provides student athletes with the opportunity to develop character and athletic abilities in an environment which challenges athletes to support the mission of Union Academy through sportsmanship, commitment, teamwork, integrity, and high academic standards. UA is a member of the NCHSAA and has won individual and team state championships.

Outdoor Education and Global Scholars at [Summit Charter School](#)
Jackson County, Western District 8, Cashiers, NC

At Summit, located in the Blue Ridge Mountains of Cashiers, North Carolina there are abundant opportunities to engage the outdoors in the student learning experience, fostering character development, leadership, and critical thinking.

Summit's Outdoor Education program is integrated throughout the K-12 student experience. Beginning in grades K-5, students participate in outdoor education experiences through exploration of the woods, trails, and outdoor learning spaces across Summit's campus and venturing beyond to explore the cultural and natural environments of the local area.

In middle school, students continue to experience integrated outdoor learning throughout their core classes through both on-campus and off-campus outdoor learning experiences. Middle school students also participate in "Quest" learning expeditions, culminating in end-of-year capstone trips in each grade level. Sixth grade participates in an overnight experience at a local environmental and adventure education center, seventh grade students spend two days on a rock-climbing trip, and 8th grade explores the culture and natural environment of the Atlantic on a weeklong trip to the Barrier Islands. Additionally, middle school students participate in a range of other day and overnight experiences throughout the school year, such as a multi-day trip on the Appalachian Trail to conduct water monitoring experiments in 8th grade. At the conclusion of each school year, all middle school students attend a two-day outdoor adventure program facilitated by the Nantahala Outdoor Center.

In high school, students embark on their high school experience in 9th grade with a week-long orientation in the Teton Mountain Range of Wyoming. Immersed in the wilderness, students develop self-awareness, teamwork, and leadership. The 9th grade Teton experience serves as a foundation for a four-year experiential, individualized leadership development program that includes monthly field studies in our community and natural surroundings. Through experiences in the outdoors and beyond the traditional classroom, our students develop the confidence, interpersonal skills, and leadership that prepare them for success in college and pursuits beyond.

Summit is committed to providing high school students with educational travel opportunities that further our mission of "engaging students in learning experiences that stimulate discovery, inspire excellence, and nurture a positive influence in an ever-changing world." As a member of the [Teton Science Schools Place Network](#), Summit's educational experience is founded on six educational principles, including Local to Global Learning.

Though Summit's curated travel experiences are diverse in scope, they are unified in purpose: to offer students the ability to earn high school credit through travel opportunities that cultivate a global mindset. Summit's Global Scholars program currently offers domestic trips but looks forward to expanding to offer the international opportunities focused on language immersion, service-learning, and outdoor adventure.

Fine Arts at [Emereau: Bladen Charter School](#)
Bladen County, Sandhills District 4, Elizabethtown, NC

The Emereau Fine Arts curriculum includes and may not be limited to Visual Arts, Theatre, Music, Chorus, Music Theory, Band, Orchestra, Percussion, Drumming, and Strings. While Fine Arts programs continue to see cuts due to shrinking school budgets, Emereau recognizes the connection between imagination, innovation, curiosity and creative learning modalities including spatial and kinesthetic intelligences in the individual learner. The Emereau Fine Arts curriculum is integrated throughout all grades K-8. Students have the opportunity to take visual arts, music class, chorus,

and band. The Fine Arts programs are celebrated and highlighted with Fall and Spring concerts. Music and Visual Arts teachers collaborate on these events with Visual Arts displays accompanying the concerts. In addition, the school offers a full Theatre experience. During the 2021 school year the students auditioned for roles in *Beauty and the Beast*. Students practice and prepare daily for the May performance and the middle school Visual Arts students work collaboratively to provide the props and backdrops for the play.

Social Emotional Learning at Alamance Community School
Alamance County, Piedmont-Triad District 5, Haw River, NC

Alamance Community School (ACS) utilizes the Responsive Classroom and Social-Emotional Learning (SEL) practices as a foundation for teaching and learning. The school believes it is a foundation for not only students' social-emotional growth, but also their academic success. Therefore, the Administrative Team made it a high priority and invested time and used NC ACCESS funds to have all teachers attend the four-day Responsive Classroom Elementary Core Course at the beginning of this school year. This work has been instrumental in ensuring that every teacher has the training to effectively implement Morning Meeting and Responsive Classroom practices to build a positive classroom and school climate and culture where every student feels safe and valued.

Social-Emotional Learning must be a priority. The coronavirus pandemic has brought mental health to the forefront and more than ever students and staff need support. ACS purchased the Fly Five SEL curriculum which was developed by Responsive Classroom and provides weekly classroom lessons. Fly Five is a kindergarten to eighth grade social and emotional learning curriculum developed on the core belief that, in order for students to be academically, socially, and behaviorally successful in, out of, and beyond school, they need to learn a set of social and emotional competencies, namely cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.). At the center of the work is the recognition that the academic curriculum and the SEL curriculum are equally important. ACS has also embedded an SEL/Empathy time within the school day for empathy read alouds, discussions, and service tasks within the classroom and school community, such as the first-grade canned food drive for a local food pantry.

SEL approaches are incredibly proactive when it comes to student behavior. Teaching students the language and tools needed to be socially and emotionally adept sets them up for success, now and in the future. The school attributes its social-emotional learning successes to being promoted school wide and used by all staff members - administrators, support staff, classroom teachers, EC teachers, specials, school counselors, etc. Furthermore, the lead administrator must hold all staff accountable for implementing effectively and “practicing what we preach”.

Since starting this important SEL work, ACS has found that its students are learning to be more mindful of their emotions and social interactions. They are able to self regulate and have started to make the connection that their response is separate from the emotion itself. Students are now having greater control, requiring less staff intervention to problem solve difficulties, and are increasing their positive peer and adult interactions. Students are able to utilize their coping and calming strategies and can take a break in the classroom on their own and rejoin the group after they have taken a moment to calm down. Many are able to recognize the difference between

tattling and reporting and are using their voice to ask a friend for help. When students have the tools to name their emotions and the strategies to regulate them, they can quickly regain focus on their learning which leads to far greater academic success.

*Educational Model in Action at [Triangle Math and Science Academy](#)
Wake County, North Central District 3, Cary, NC*

The educational model at Triangle Math and Science Academy (TMSA), one of a network of three high-performing charter schools in the state, is based on Excellence in STEAM, Whole Child, and Inclusive Community. The school's motto, "Science, Wisdom, Peace" signifies, we seek knowledge, pursue wisdom, and foster peace to build a better future for all. To ensure the fidelity of the educational model and see its foundations in STEAM, Whole Child, and Inclusion integrated into the school's daily operations, TMSA implements the following:

- **Strategic Positioning Platform:** TMSA uses predictive analysis based on its data and collaboration with external and internal stakeholders. The schools use [TMSA's strategic positioning platform](#) to guide its the future. The platform is an ongoing and responsive process that coalesces the stakeholders around a shared vision and produces a dynamic plan that reflects the needs of the communities we serve.
- **Leader in Me:** TMSA implements the award-winning framework [Leader in Me](#) at its schools. Leader in Me is a whole-school improvement process based on the idea that everyone can be a leader. This evidence-based approach empowers students with the leadership and life skills they need to thrive in the 21st century.
- **Project Green Schools:** TMSA is a member of [Project Green Schools](#). TMSA is committed to developing the next generation of environmental leaders through education, project-based learning, and community service. The school was recently awarded a grant from [NC Green Power](#) to incorporate solar power technology into TMSA's curriculum and building system and has also opened [EV charging stations](#) on our campuses. The stations will support not only a commitment to a sustainable future but also the school's robotics team!
- **Project Lead The Way (PLTW):** TMSA implements [Project Lead the Way \(PLTW\)](#). This transformative learning and teaching framework creates an engaging and hands-on classroom environment. It empowers students to develop in-demand knowledge and skills they need to thrive in today's world. There are three pathways at TMSA: Computer Science, Engineering, and Biomedical Sciences.
- **Dual Enrollment:** [TMSA's Dual Enrollment Program](#) allows students to earn tuition-free college credits during their high school years. These credits can be transferred to UNC institutions. TMSA is proud to have high school students graduating with Associate Degrees every year.
- **AP Program:** [TMSA has a strong AP Program](#) that helps high school students to build skills and confidence, and get into and succeed in college. It also saves them time and money by earning them college credits in various subjects during high school. We also implement [AP Capstone Diploma Program](#).
- **College Awareness and Leadership Program:** [TMSA's College Awareness and Leadership Program](#) is designed to prepare high school students for higher education and the real world.

- **Math and Science Competitions:** TMSA students bring home medals every year in science and math competitions from Olympiads to ISEF and Google Science Fair to the American Invitational Mathematics Examinations (AIME). TMSA is in [the top ten of this year's ongoing competitions](#). Two students have been qualified for AIME this year. [Our former graduate and Mathlete got into Stanford with a full scholarship at the age of 15.](#)
- **Robotics:** TMSA's Robotics Club is where engineering and math intersect with collaboration and teamwork. They combine diverse skills to solve problems and encourage innovation. Teams compete nationally and internationally.
- **Character Education:** TMSA is committed to developing ethics and responsibility among students and teaching them how to live in harmony with themselves, with others, and with the natural environment.
- **And the Arts...** TMSA's Combined Concert Band has recently been [rated "superior" at the 2022 Middle School Music Performance Adjudication](#) by The NC Bandmaster Association East-Central District. At TMSA, we have [various festivals](#) to showcase our artistic skills and celebrate our diversity.

[Agricultural Learning at Pocosin Innovative Charter School](#) Washington County, Northeast District 1, Creswell, NC

Pocosin Innovative Charter School was established in 2019 to serve students in Washington County and surrounding areas. The mission of Pocosin Innovative Charter is to provide students with a quality education while focusing on the local agriculture and related industries. The economy of Eastern North Carolina is driven by agriculture; therefore, it was very important to the school to incorporate agricultural education into the curriculum. Pocosin Innovative Charter provides all students, K-8, with agricultural education opportunities. Students in K-5 receive agriculture enrichment classes with a focus on hands-on experiences. Students in grades 6-8 are enrolled in an Introduction to Agriscience class that incorporates all components of the agriculture education model - classroom instruction, hands-on experience and Future Farmers of America (FFA). The Pocosin FFA Chapter was officially chartered on February 4th, 2022, with an official charter signing ceremony to follow this Spring. In the next academic year, there will be a student leadership team guiding the further development of the Pocosin FFA chapter. Middle grades students are looking forward to the leadership and career development opportunities that this organization provides.

Pocosin Innovative Charter strives to work closely with community members that are involved in the agriculture industry. On March 24, 2022, Pocosin hosted its 1st Annual Agriculture Expo to highlight the work of the industry in the local community. Local farmers, agricultural businesses and outreach organizations participated in this event that served approximately 400 guests. Guests were able to experience the local agriculture industry with livestock displays, farm equipment displays and discussions with agricultural professionals.

[Inclusion at Community School of Davidson](#) Mecklenburg County, Southwest District 6, Davidson, NC

Community School of Davidson (CSD) builds an inclusive community of learning for all its students by integrating Exceptional and Occupational Course of Study students into the fabric of

the school community through unique entrepreneurial activities designed and implemented by those students. Students working in Community School of Davidson's Life Skills classrooms are instrumental in running a school-wide vending machine business. Years ago, the school purchased two vending machines with the intent that these would be fully operated by the students within the Life Skills classroom to support vocational practices, math skills, independence, and community engagement! The class asked for a loan to purchase these machines. The students are and have been since, in charge of purchasing all bulk items and stocking them into our vending machines. The students, with the help of their teachers, collect survey interests from the whole school community asking for preferences to add to the vending machine options. Through the process, students within the program practice agency and empowerment.

Life Skills students must then make sure that the items meet the nutritional standards required. Reading environmental print and nutrition labels is an important skill that is enhanced through this practice. The students do comparison/bulk shopping so that they can calculate the best price options to purchase the requested items. Oftentimes this means they frequent Costco for real world shopping/math experiences. The students then inventory, stock the vending machine, retrieve the money, count the money, and determine profit, all while engaging within the school community to support communication and social skills.

After just a couple of years, the students were able to pay back the loan from the original purchase, and now the class owns the vending machines debt free. It is a thriving business! There have also been times that clubs within our school write proposals for grants asking for money from the vending machine profits to support club activities. For example, the school has a robust [Best Buddies Club](#) and the dues for this club, fundraising for the Friendship Walk and sending student ambassadors to the national Best Buddies conferences have been supported through Vending machine grants. Students feel empowerment and joy to be able to award grants to clubs within our school to support causes that raise awareness and promote inclusion.

The success of this program has led the student to design another school business. Beginning with the 2022/23 school year, students within the Life Skills program will add a fully operational coffee shop to serve CSD students and staff during certain hours of the school day. They have been working with staff to redesign a lunch counter to create the space for the coffee shop, "Spartan Perk!" Life skills to practice with the Coffee Shop include following a recipe, sequencing steps in an activity, fulfilling an order, appropriate social skills, sharing, peer-peer work, money skills, reading and comprehension, health and hygiene, and more. Students have secured a vendor who will donate all of the coffee products, and they will piggyback on the cooking/baking skills that are currently an integral part of the weekly instruction to add baked goods (properly labeled and with school nutrition guidelines approved) to sell at the Coffee Shop as well.

*Environmental Studies at [Carolina International School](#)
Cabarrus County, Southwest District 6, Concord, NC*

Carolina International School's (CIS) unique environmental studies program introduces students to the knowledge, skills and analytical tools needed to tackle some of the most compelling environmental challenges (climate change, loss of biodiversity, ozone layer depletion, destruction

of habitats, depleting ground water supplies, introduction of alien species, environmental pollution, etc.) on a local, regional, and even international level.

CIS is committed to creating learning environments that address learning needs and that promote the highest values of health – both for the human inhabitants and the environment. The campus is positioned on eighty-two (82) acres of underdeveloped, natural habitat and offers space for in-depth exploration. Many learners connect to concepts when applied within the natural environment. They can also develop a real-life connection with diverse ecosystems.

CIS believes that students can be empowered to change the world starting with hands-on, student-directed learning. Grade level projects with an environmental focus include maintaining dozens of bluebird houses, a nature trail through woods and around one of the campus ponds, and conservation projects such as raising mountain trout from eggs and releasing them in the Stone Mountain state park. Students at Carolina International also learn how changing even the smallest of our daily habits (such as not constantly running the tap water when brushing your teeth) can help create a more sustainable, healthier environment for generations to come.

Awards and Recognition

National History Day

National History Day is a nationwide, yearlong research competition. The most recent theme was “*Debate and Diplomacy*”. Students from across the United States started this journey back in September and it culminates with the national competition in late June. For the 2021 school year, 8th grade students at Pine Spring Preparatory Academy in Holly Springs, NC, started these projects during the first week of the academic year. The first level of competition was the Central Piedmont regional. Seven projects consisting of eighteen students entered the regional competition. Five of those projects, with twelve students, are moving onto the state competition later in the academic year.

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, Anderson Creek Academy Charter, Northeast Academy of Aerospace and Advanced Technology, Peak Charter, The Academy of Moore County, and Thomas Jefferson Classical Academy.

Drone Pilot Certification – Alpha Academy

Students can now earn a drone operator license through the Drone Remote Pilot Institute. Alpha Academy has partnered with STEMERALD City and Nine Ten Drones LLC to provide the training for staff and students.

GLOW Academy partners with Sony Entertainment

GLOW Academy is partnering with Sony Pictures Entertainment and Sony Global Social Justice Fund to start a program providing students with digital communications and video production training.

Sallie B. Howard School of Arts and Science – National Blue Ribbon Award

“The National Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. Every year the U. S. Department of Education seeks out and celebrates great American schools, schools demonstrating that all students can achieve to high levels.”

NEAAAT Named Texas Instruments Pilot School

The Northeast Academy for Aerospace and Advanced Technologies has been named a Pilot School by Texas Instruments. As a Pilot School, Texas Instruments will provide NEAAAT in-kind licenses of the TI-Nspire CX Premium software, TI-Nspire CX-II handhelds for students and staff, and specialized, ongoing educator training.

Presidential Awards for Excellence in Mathematics and Science Teaching

Kimberly Inman, a 6th grade math teacher at Pinnacle Classical Academy in Shelby, has been named a North Carolina finalist for the 2022 Presidential Awards for Excellence in Mathematics and Science Teaching. Inman is one of just three teachers in the state to earn this distinction in mathematics. In addition, three teachers were named as finalists in the science category. The statewide finalists will compete to become the national awardees for North Carolina.

Appendix

Appendix A: Performance Framework Measures

Appendix B: Low-performing Charter Lists

Appendix C: Memorandum re: EDS data collection

Appendix D: Charter School Membership by Region

DRAFT



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

Appendix A

2021 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	
	ELL	
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.	
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 most recent 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, and the most recent 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.	

C. Financial Compliance

MEASURE	CRITERIA	STATUS	DATA
C1	The State Board policy CHTR-006 outlines the charter school noncompliance levels. This policy details the following three levels of financial non-compliance under which a charter school may be placed by the Division of School Business.		

D. Academic Outcomes

MEASURE	CRITERIA	STATUS	DATA
D1	The charter school has a School Performance Grade (SPG) of a C or better. ¹		
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 ² to the LEA.		
D6	The charter school's Performance Composite CCR is comparable ² 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		
D17	Alternative Accountability Model Results ³		

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

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

³ In accordance with SBE policy ACCT-038, these schools have selected Option C in the Alternative Accountability Model. Each school proposes its own alternative accountability model for approval by the SBE.



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
State Board of Education | Department of Public Instruction

Appendix C



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*

WWW.DPI.NC.GOV

To: Superintendents Charter School Leaders and PIOs

From: Karl Pond, Director, Data, Research and Reporting, NCDPI

RE: Definition and Collection of Economically Disadvantaged Status

Dear Education Leadership,

The guidance outlined below addresses the concerns voiced by CEP and NSLP Non-Participating Charter Schools pertaining to the under reporting of students identified as Economically Disadvantaged. We believe that this guidance will provide CEP and Non-Participating Charter Schools the ability to more accurately report students identified as Economically Disadvantaged.

We ask that you share this information with the person within your PSU responsible for reporting this specific data to NCDPI.

Background:

With the advent of the Community Eligibility Provision (CEP), Economically Disadvantaged (ED) can no longer be defined using only data generated from the National School Lunch Program (NSLP) which reflects students who are eligible for Free or Reduced Price meals at school (FRL). The use of CEP data would result in 100% of a public school unit's (PSU) students being identified as ED, regardless of individual classification. When sub-category reporting is required, individual level data is integral to reporting across programs.

PSUs that participate in the NSLP and are CEP qualified or those charter schools that do not participate in the NSLP have not had the ability to report data other than through Direct Certification and Categorically Eligible status for the application of the Economically Disadvantaged status.

Changes:

Beginning with the 2021–22 school year, the criteria for identifying Economically Disadvantaged Student (EDS) status has been updated by the United States Department of Education. Federal guidance through the EdFacts data collection and the Common Education Data Standards define Economically Disadvantaged Status as follows:

EdFacts: Economically Disadvantaged Status: An indication that students meet the state criteria for classification as economically disadvantaged.

Common Education Data Standards: Economic Disadvantage Status: An indication that the student met the State criteria for classification as having an economic disadvantage.

Economically Disadvantage Status Definition:



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*

WWW.DPI.NC.GOV

The North Carolina Department of Public Instruction is further defining Economically Disadvantaged Status as:

Any student identified by a PSU, meeting the criteria of Directly Certified, Categorically Eligible, or a method consistent with State or Federal guidance for financial assistance regardless of participation or eligibility in the National School Lunch Program.

The process for reporting eligibility in the NSLP for all Non-CEP and NSLP participating schools the guidance for reporting NSLP Eligibility by student does not change.

Guidance:

This guidance is specific to Economically Disadvantaged Status only.

The following guidance applies only to the following scenarios:

- 1) CEP Schools and LEAs,
- 2) Non-participating NSLP schools, and
- 3) Non-CEP and NSLP participating schools that have the ability to identify a student as Economically Disadvantaged who may not be identified as part of the NSLP.

NCDPI will continue to use authoritative sources for Direct Certification and Categorically Eligible data to identify Economically Disadvantaged Status. In addition to these sources, PSUs will provide additional eligible students from a collection of information consistent with State or Federal guidance for financial assistance.

For all schools, a local process may be developed to collect information for the purpose of identifying students meeting the criteria for Economically Disadvantaged Status. For example, for schools participating in the NSLP, approved household applications is one method of assigning the Economically Disadvantaged Status.

Definitions:

Direct Certification--A process used to certify eligible children for free meals at school without the need for household applications.

Categorical Eligibility--Automatic eligibility for free meals at school due to a child's documented status in one of the following "other source" conditions:

- ***Homeless, runaway, or migratory child;***
- ***Foster child; or***



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*
WWW.DPI.NC.GOV

- ***Child enrolled in a Federally-funded Head Start or comparable State-funded Head Start or pre-kindergarten program.***

The NSLP Household Application is one mechanism households may use to apply for free or reduced-price meal benefits in the Federally assisted School Nutrition Programs.

Data Collection:

All identified students must be qualified using the State defined process. Each PSU will be required to maintain and produce the criteria and documentation for any Economically Disadvantaged determination made outside of Direct Certification and Categorically Eligible determinations upon request.

Data collection and submission processes are supported by PSU Testing/Accountability Coordinators. Only those PSU Testing/Accountability Coordinators listed on the Memorandum of Agreement between the School Nutrition Division and Accountability Services Division may have access to data provided from the National School Lunch Program.

Data collection and submission processes will now contain both students who are eligible for free or reduced price meals in the NSLP and those identified as Economically Disadvantaged by the PSU using an approved alternate method.

Updates to the Economically Disadvantaged Student data collection processes and procedures will include new coding. The additional category, PSU Identified EDS – Non-NSLP Participating, for submission of PSU identified Economically Disadvantaged students will be added. This code reflects students identified by a means other than Direct Certification, Categorically Eligible and household applications from the National School Lunch Program.

PSUs will provide all data to the Testing/Accountability Coordinators for submission to NCDPI in a single file on a monthly basis. Failure to provide the data requested may result in lower EDS counts for both the National School Lunch Program and Economically Disadvantaged numbers.

Updated data collection guidance will be provided to Testing/Accountability Coordinators and supported by the Accountability Services Division regional staff.

A webinar to present this information and discuss the data collection will be scheduled in the coming days. The first collection of EDS data in September do not require full implementation the PSU Identified EDS—Non-NSLP Participating designations as we understand it will take time to develop a system locally and collect these data.

Please provide any feedback or questions to me at karl.pond@dpi.nc.gov or 984-236-2227.

Thank you



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

Appendix D

Charter School Membership
By Region 2020-21

Region	LEA	LEA	2021 Membership				increase 2012 to 2021	increase 2020 to 2021
			2021 Charter membership	LEA Allotted ADM	Total LEA and CS	% of LEA		
1	070	Beaufort	415	6,351	6,766	6.1%	187	(3)
1	080	Bertie	39	1,987	2,026	1.9%	39	(6)
1	150	Camden	63	1,888	1,951	3.2%	63	21
1	210	Chowan	96	1,880	1,976	4.9%	96	9
1	270	Currituck	51	4,332	4,383	1.2%	51	7
1	280	Dare	44	5,296	5,340	0.8%	44	7
1	370	Gates	14	1,595	1,609	0.9%	14	0
1	420	Halifax	1,100	2,194	3,294	33.4%	645	29
1	421	Roanoke Rapids City	210	2,764	2,974	7.1%	90	31
1	422	Weldon City	291	755	1,046	27.8%	213	(9)
1	460	Hertford	59	2,646	2,705	2.2%	59	(2)
1	480	Hyde	0	541	541	0.0%	0	(1)
1	580	Martin	546	2,852	3,398	16.1%	529	37
1	660	Northampton	557	1,407	1,964	28.4%	311	1
1	700	Pasquotank	534	5,238	5,772	9.3%	534	104
1	720	Perquimans	60	1,634	1,694	3.5%	60	(2)
1	740	Pitt	1,090	23,826	24,916	4.4%	947	(87)
1	890	Tyrrell	35	629	664	5.3%	35	11
1	940	Washington	258	1,216	1,474	17.5%	239	30
		Region 1	5,462	69,031	74,493	7.3%	4,156	177
2	100	Brunswick	1,486	12,851	14,337	10.4%	798	183
2	160	Carteret	198	8,091	8,289	2.4%	(47)	(14)
2	250	Craven	293	13,295	13,588	2.2%	222	38
2	310	Duplin	29	9,656	9,685	0.3%	27	6
2	400	Greene	22	2,881	2,903	0.8%	13	(6)
2	520	Jones	2	1,031	1,033	0.2%	0	0
2	540	Lenoir	178	8,486	8,664	2.1%	(263)	(17)
2	650	New Hanover	1,869	26,002	27,871	6.7%	1,348	280
2	670	Onslow	360	27,608	27,968	1.3%	360	36
2	690	Pamlico	184	1,247	1,431	12.9%	(93)	(37)
2	710	Pender	326	9,973	10,299	3.2%	292	18
2	960	Wayne	1,165	18,032	19,197	6.1%	992	199
		Region 2	6,112	139,153	145,265	4.2%	3,649	686

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

Charter School Membership
By Region 2020-21

3	190	Chatham	1,188	9,071	10,259	11.6%	505	92
3	320	Durham Public	7,342	33,648	40,990	17.9%	3,809	98
3	330	Edgecombe	920	5,621	6,541	14.1%	777	(1)
3	350	Franklin	907	8,059	8,966	10.1%	249	(674)
3	390	Granville	1,819	7,231	9,050	20.1%	1,596	148
3	430	Harnett	1,216	20,688	21,904	5.6%	1,201	258
3	510	Johnston	1,989	37,837	39,826	5.0%	1,311	124
3	530	Lee	443	9,899	10,342	4.3%	432	227
3	640	Nash	1,108	15,015	16,123	6.9%	301	(61)
3	680	Orange	855	7,381	8,236	10.4%	574	11
3	681	Chapel Hill-Carrboro	100	12,312	12,412	0.8%	15	(47)
3	730	Person	1,108	4,326	5,434	20.4%	149	(36)
3	910	Vance	2,121	5,289	7,410	28.6%	1,472	79
3	920	Wake	14,719	163,731	178,450	8.2%	8,921	635
3	930	Warren	425	1,785	2,210	19.2%	302	52
3	980	Wilson	1,926	10,960	12,886	14.9%	1,074	26
		Region 3	38,186	352,853	391,039	9.8%	22,688	931
4	090	Bladen	779	4,094	4,873	16.0%	612	80
4	240	Columbus	503	5,395	5,898	8.5%	66	(78)
4	241	Whiteville City	180	2,192	2,372	7.6%	38	14
4	260	Cumberland	1,500	50,341	51,841	2.9%	1,255	100
4	470	Hoke	469	9,041	9,510	4.9%	352	149
4	620	Montgomery	310	3,694	4,004	7.7%	293	2
4	630	Moore	1,215	13,003	14,218	8.5%	884	252
4	770	Richmond	11	7,018	7,029	0.2%	(3)	4
4	780	Robeson	1,002	21,307	22,309	4.5%	882	174
4	820	Sampson	30	8,002	8,032	0.4%	30	20
4	821	Clinton City	2	2,950	2,952	0.1%	2	0
4	830	Scotland	47	5,597	5,644	0.8%	47	2
		Region 4	6,048	132,634	138,682	4.4%	4,458	719

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

Charter School Membership
By Region 2020-21

5	010	Alamance-Burlington	1,890	23,046	24,936	7.6%	952	404
5	170	Caswell	220	2,356	2,576	8.5%	40	(1)
5	290	Davidson	535	18,603	19,138	2.8%	505	209
5	291	Lexington City	212	3,058	3,270	6.5%	210	12
5	292	Thomasville City	70	2,271	2,341	3.0%	70	(6)
5	300	Davie	41	6,102	6,143	0.7%	36	30
5	340	Forsyth	3,721	53,777	57,498	6.5%	1,832	293
5	410	Guilford	8,546	71,331	79,877	10.7%	6,680	646
5	760	Randolph	1,321	15,817	17,138	7.7%	1,278	121
5	761	Asheboro City	394	4,594	4,988	7.9%	394	55
5	790	Rockingham	1,100	11,581	12,681	8.7%	868	101
5	850	Stokes	156	5,811	5,967	2.6%	93	12
5	860	Surry	450	7,433	7,883	5.7%	167	(31)
5	861	Elkin City	34	1,204	1,238	2.7%	10	2
5	862	Mount Airy City	161	1,611	1,772	9.1%	(1)	(13)
5	990	Yadkin	45	5,078	5,123	0.9%	15	(7)
		Region 5	18,896	233,673	252,569	7.5%	13,149	1,827
6	040	Anson	57	3,147	3,204	1.8%	50	25
6	130	Cabarrus	2,426	34,458	36,884	6.6%	2,010	282
6	132	Kannapolis City	213	5,418	5,631	3.8%	207	(74)
6	230	Cleveland	1,505	14,134	15,639	9.6%	1,044	115
6	360	Gaston	3,432	30,975	34,407	10.0%	1,879	791
6	490	Iredell	2,848	20,685	23,533	12.1%	1,548	20
6	491	Mooresville City	642	6,094	6,736	9.5%	468	(49)
6	550	Lincoln	1,795	11,406	13,201	13.6%	988	121
6	600	Char.-Mecklenburg	21,402	148,434	169,836	12.6%	13,121	(87)
6	800	Rowan	753	18,756	19,509	3.9%	680	0
6	840	Stanly-Albemarle	446	8,348	8,794	5.1%	251	4
6	900	Union	4,068	41,974	46,042	8.8%	2,578	18
		Region 6	39,587	343,829	383,416	10.3%	24,824	1,166

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

Charter School Membership
By Region 2020-21

7	020	Alexander	15	4,757	4,772	0.3%	7	(10)
7	030	Alleghany	2	1,410	1,412	0.1%	2	(1)
7	050	Ashe	30	2,936	2,966	1.0%	17	1
7	060	Avery	41	1,898	1,939	2.1%	22	0
7	120	Burke	392	11,908	12,300	3.2%	252	51
7	140	Caldwell	89	11,231	11,320	0.8%	63	28
7	180	Catawba	260	15,747	16,007	1.6%	175	10
7	181	Hickory City	24	4,120	4,144	0.6%	23	8
7	182	Newton City	15	2,929	2,944	0.5%	13	7
7	590	McDowell	58	5,936	5,994	1.0%	40	24
7	610	Mitchell	12	1,838	1,850	0.6%	5	(1)
7	950	Watauga	143	4,752	4,895	2.9%	6	1
7	970	Wilkes	70	9,003	9,073	0.8%	14	(15)
7	995	Yancey	15	2,091	2,106	0.7%	7	(3)
		Region 7	1,166	80,556	81,722	1.4%	646	100
8	110	Buncombe	2,417	23,718	26,135	9.2%	1,737	147
8	111	Asheville City	412	4,331	4,743	8.7%	154	8
8	200	Cherokee	161	3,102	3,263	4.9%	(17)	(5)
8	220	Clay	42	1,287	1,329	3.2%	33	10
8	380	Graham	9	1,140	1,149	0.8%	0	0
8	440	Haywood	453	7,143	7,596	6.0%	452	101
8	450	Henderson	801	13,463	14,264	5.6%	578	19
8	500	Jackson	333	3,613	3,946	8.4%	82	2
8	560	Macon	55	4,488	4,543	1.2%	7	(7)
8	570	Madison	29	2,252	2,281	1.3%	22	(2)
8	750	Polk	110	2,113	2,223	4.9%	(11)	(24)
8	810	Rutherford	1,265	7,615	8,880	14.2%	378	(35)
8	870	Swain	84	1,946	2,030	4.1%	17	1
8	880	Transylvania	332	3,381	3,713	8.9%	165	3
		Region 8	6,503	79,592	86,095	7.6%	3,597	218
		Total	121,960	1,431,321	1,553,281	7.9%	77,167	5,824

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