



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

2022 Annual Charter Schools Report

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2022 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.

The 2022 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 academics and district impact. Finally, the report will highlight best practices and recognitions within the large range of diverse and unique North Carolina charter schools.

Currently, there are 206 charter schools operating for the 2022-2023 school year. Self-reported data from the state's charter schools indicate that 85% of charter schools had a waitlist totaling over 77,000 students statewide¹.

During the pandemic, charter schools showed significant gains in enrollment. As of December 1, 2022, there are over 137,500 students being served by charter schools. This represents just over 9% of the total public-school population as of the December 1 headcount. Charter enrollment gains during the pandemic show an increase of nearly 19%.

A national review of charter school enrollment found that North Carolina had the nation's fifth highest charter enrollment gains from the 2019 to 2021 school years.²

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 206 charter schools. The Office of Charter Schools and Charter Schools Advisory Board look forward to continued partnership to ensure North Carolinian families have access to high-quality schools of choice.

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

² [*Changing Course: Public School Enrollment Shifts During the Pandemic*](#). Nov. 2022. Accessed March 2023.

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Legislation and Historical Background

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

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

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

- Purpose of charter schools; establishment of North Carolina Charter Schools Advisory Board and North Carolina Office of Charter Schools
- Eligible applicants; contents of applications; submission of applications for approval
- Opportunity to correct applications; opportunity to address Advisory Board
- Fast-track replication of high-quality charter schools
- Final approval of applications for charter schools
- Review and renewal of charters
- Material revisions of charters
- Nonmaterial revisions of charters
- Charter school exemptions
- Charter school operation
- Civil liability and insurance requirements
- Open meetings and public records
- Accountability; reporting requirements to State Board of Education
- Charter school facilities
- Public approval for private activity bonds
- 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 (SBE) 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.

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 – (Non-Voting)	Terry	Stoops	2023	December 31, 2025
Lt. Governor	Stephen	Gay	2023	December 31, 2025
House	Bruce	Friend	2021	June 30, 2025
House	Hilda	Parlér	2021	June 30, 2025
House	Dave	Machado	2022	June 30, 2025
House	Shelly	Shope	2021	June 30, 2025
Senate	Bartley	Danielsen	2022	June 30, 2025
Senate	Rita	Haire	2021	June 30, 2025
Senate	John	Eldridge	2021	June 30, 2025
Senate	Todd	Godbey	2021	June 30, 2025

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.

Table 2: Office of Charter School Workflows/Responsibilities

Workflow	Responsibilities
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.
Applications	Facilitates the new school application process, provides training to applicants, hires and trains external evaluators, provides updates to CSAB members.
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.
Performance Framework	Facilitates the yearly collection and audit of documents from schools to ensure compliance with statute, policy, and the Charter Agreement.
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 (4xs/year).
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.
Renewals	Facilitates the 2-year charter renewal process including renewal data collection (last 3-years), renewal site visits, renewal interviews, and trainings. Prepares renewal documentation and presentations for CSAB and SBE.
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.
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.
Stakeholder Support	Manages grievances and complaints from stakeholders. Produces OCS Guidance Documents and tools/resources.

Supporting Charter Schools, Stakeholders, and Partners

During the last year, the Office of Charter Schools (OCS) staff facilitated charter school operations, compliance, and support in a multitude of ways. 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. A survey of workflow productivity includes:

- Implemented 17 Charter Schools Advisory Board Meetings.
- Presented at all monthly State Board Meetings.
- Processed over 50 amendments.
- Supported and trained over 20 charter school applicants.
- Managed the charter school application process – application system, training, evaluation facilitation.
- Created and sent weekly communications to schools.
- Responded to dozens of public record/data and student record requests.
- Reviewed over 3500 compliance documents for Performance Framework.
- Implemented a full year of trainings for schools in their planning years, reviewed hundreds of documents during planning to ensure alignment with Charter Agreement and law.
- Conducted board trainings.
- Facilitated Charter Teacher and Principal of Year evaluation process.
- Conducted over 250 hours of stakeholder interviews for renewal schools.
- Managed over 130 grievances from stakeholders.
- Approved over a dozen alternative evaluation instruments.
- Committee and partnership participation: SEL State Implementation Team, High School Accreditation recommendations, various award and recognition committees, IABS Charter Collaboration, Driver's License Committee, Counselor Cohort, Arts Committee, Data Management Group, PowerSchool Steering Committee, Blue Ribbon Committee, and Comprehensive Needs Assessment engagements.

Figure 1: Office of Charter Schools Staffing and Charter School Growth, 2009-2022

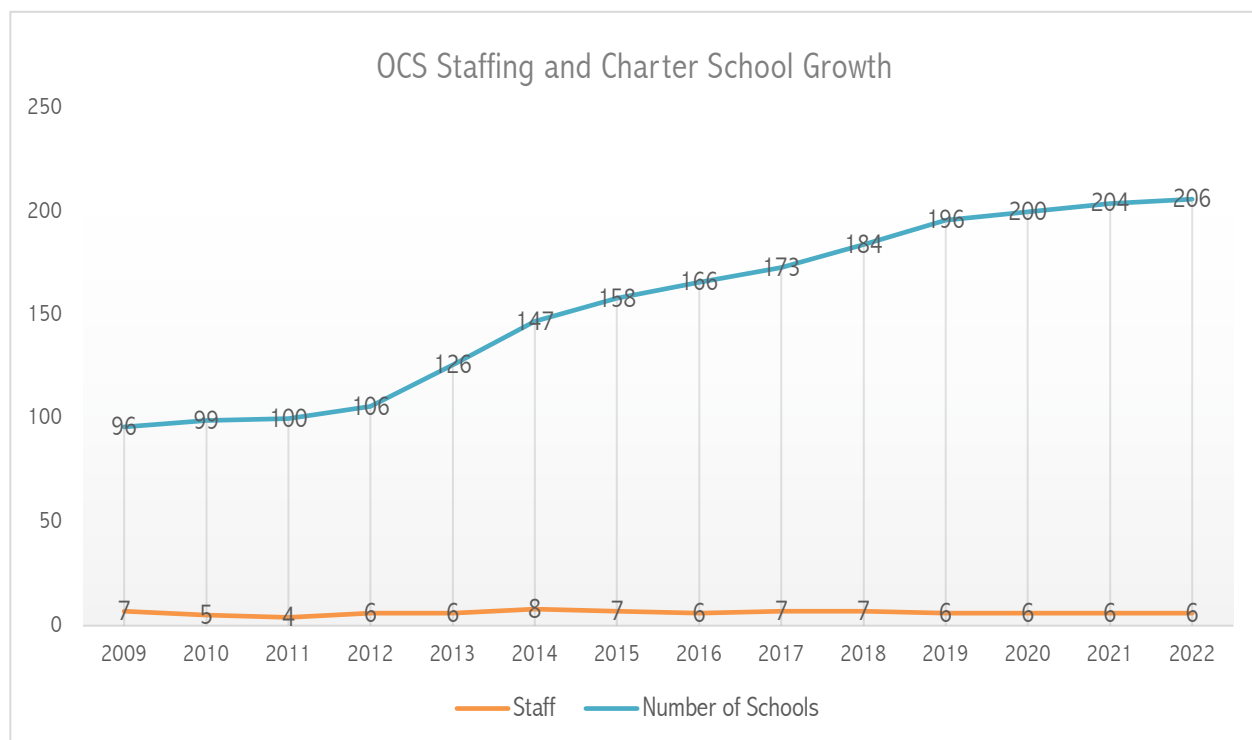


Figure 1 shows OCS staff over time in comparison to charter school growth in the state³. OCS was allotted two new full-time consultant positions during the 2022 budget process. Those positions are in the process of being filled and will bring the total number of consultants to eight.

OCS could not facilitate its duties without the support and help of Department of Public Instruction staff. As the student population of charter school attendees nears 10% of public school enrollment in North Carolina, it is critical that staff within Department of Public Instruction (DPI) are able to properly support and monitor charter schools. The OCS could not fulfill its statutory obligations as outlined above without the assistance and cooperation of DPI divisions and offices. Collaboration and charter specific staff are essential in Financial School Business, Exceptional Children, Internal Audit, Early Learning, Office of District and Regional Support, Accountability, Federal Programs, and Integrated Academic and Behavior Systems.

³ Staffing numbers are averaged using monthly data on filled/occupied positions.

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:

SL 2022-74 HB 103 2022 Appropriations Act

Section 7.1 -School Business System Modernization

Grant program for the 2021-2022 fiscal year to provide funds to eligible local school administrative units and charter schools to migrate the unit's or charter school's school business data to an off-site premises. All local school administrative units and charter schools shall store their school business data at an off-site premises by June 30, 2023.

SL 2022-74 HB 103 2022 Appropriations Act

Increase SRO grant match in low wealth counties

Section 7.2- Provides additional non-recurring funding for the school safety competitive grant and additional recurring funding for the SRO grant program. Administered by the Center for Safer Schools.

Revisions to the Standards of Student Conduct

Section 7.7 - Standards of student conduct-NC G.S. 115C-390. Charters will now need to submit their discipline/codes of conduct annually.

Section 7.9- School Threat Assessment Survey- All PSUs shall report by 11/15/22 to the Center for Safer Schools.

Section 7.10- Feminine Hygiene Product Grants of up to 5K to PSUs. \$250,000 in recurring dollars to fund grants (first come first serve) for feminine hygiene products for students. Priority for PSUs who did not get this in FY2021.

Section 7.13 - (f) A charter school that submitted a virtual instruction plan for the 2021-22 school year to DPI may continue to provide virtual instruction in accordance with that plan for the 2023-24 school year. This will be managed by the DPI Digital Teaching & Learning Division of IT services. (g) & (h) Extends the pilot status of the virtual charters through the 2024-2025 school year & allows the virtual charter pilots to apply to the State Board of Education for a charter renewal. Our two virtual schools who were in the 2023 Renewal Cohort will be in the 2025 Cohort.

SL 2022-71 HB 159 Extension of enrollment priority

2.3.(a) G.S. 115C-218.45(f) reads as rewritten: "(f) The charter school may give enrollment priority to any of the following: ... (3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, the following:

Children or grandchildren of persons (i) employed full time by the charter school or (ii) working full time in the daily operation of the charter school, including children of persons employed by

an education management organization or charter management organization for the charter school. Children or grandchildren of the charter school's board of directors.

SL 2022-75 HB 911 Regulatory Reform Act of 2022

TOLLING THE TERMS OF CHARTERS TO ALLOW TIME TO OBTAIN LAND USE APPROVALS. SECTION 2. G.S. 115C-218.5 is amended by adding a new subsection to read: "(g) A charter school shall be entitled to automatically extend any deadline to begin operations or commence the term of its charter until the next school year if it notifies the State Board by June 30 that it is seeking land use or development approvals for its selected site or facilities or if it is challenging the denial of any requested land use or development approvals. The term of the charter issued by the State Board shall be tolled during the period of any extension or extensions issued under this section."

SL 2022-53 Bond Information Transparency

SECTION 9.5.(a) G.S. 115C-218.15 is amended by adding a new subsection to read: "(f) Funds received by a charter school as required by G.S. 115C-218.105 may be deposited by the board of directors with the State Treasurer for investment under G.S. 147-69.2(b8), to the extent permitted by the Internal Revenue Code, as amended. The deposit and investment of such funds under this subsection are deemed essential to the provision of public education by the State and the income from such investment shall accrue solely to the charter school for the provision of public education pursuant to this Article."

SECTION 9.5.(e) G.S. 159-30(g) reads as rewritten: "(g) A local government, public authority, an entity eligible to participate in the Local Government Employee's Retirement System, or a local school administrative unit, or a charter school, may make contributions to a Local Government Other Post-Employment Benefits Trust established pursuant to G.S. 159-30.1."

Charter School 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

The 2021-2022 school year saw the resuming of state accountability data. Two hundred and four charter schools received accountability data. This was the first official accountability data since the 2018-2019 school year. Schools identified as low-performing or continually low-performing receive various supports, and must meet specific requirements, from the Office of Charter Schools and other divisions within NCDPI. Those include:

- Low-performing schools are subject to similar requirements as traditional public schools: stakeholder notification of low-performing status, school improvement teams, and school improvement plan submission and review.

- Low-performing schools appear before the Charter Schools Advisory Board for updates on progress/plans for improvement.
- Low-performing schools are subject to Risk Assessment processes including site visits and progress monitoring.
- Low-performing schools receive supports including School Improvement Plan trainings conducted by the Office of District and Regional Support.
- Schools are offered professional development and support through OCS and other DPI divisions including NC ACCESS, Exceptional Children, Federal Programs, NC Instructional Leadership Academy (Office of District and Regional Support) and more.

OCS's Risk Assessment workflow conducts site visits and analyzes academic data in order to monitor the progress of low performing schools. OCS, along with other departments in DPI support low performing schools by offering professional development, providing feedback and technical assistance for School Improvement Plans (SIP). Finally, during the renewal process, each renewal school undergoes an extensive review of academic data.

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:

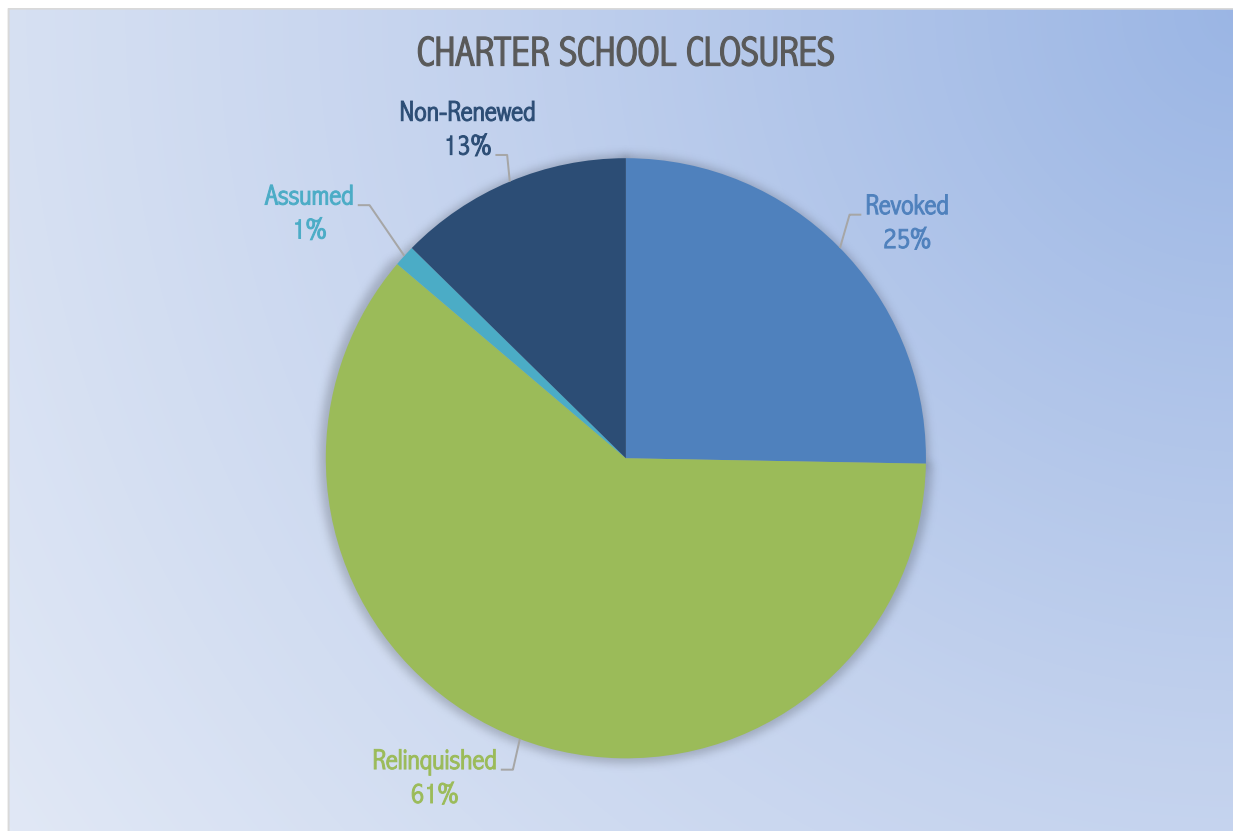
- (1) Failure to meet the requirements for student performance contained in the charter;
- (2) Failure to meet generally accepted standards of fiscal management;
- (3) Violations of law;
- (4) Material violation of any of the conditions, standards, or procedures set forth in the charter;
- (5) Two-thirds 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 2021-2022 school year, four charter schools closed permanently. Charter terminations and closures fall into four categories: relinquishment, assumption, non-renewal, or revocation.

- Two charters were revoked: Torchlight Leadership Academy and Three Rivers Academy.
- One charter, The Learning Center, was relinquished.
- Uproar Leadership Academy was not renewed at the conclusion of its charter term.

Since 1998, there have been a total of 87 charter terminations. This includes schools that were in operation and those that may have been in the planning year program prior to opening the school to students.

Figure 2: Charter School Closures, 1998-2022



Since 1998, 53 charter schools have voluntarily relinquished their charters, one has been assumed by another non-profit board, eleven have been non-renewed, and twenty-two charters have been revoked by the State Board of Education.

2021-2022 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 2021-2022 academic year include information from annual accountability data along with financial and operational requirements set forth in General Statute, SBE Policies, and the Charter Agreement.

APPROACH TO GUIDANCE AND MONITORING

Implementation of the Epicenter document management system in fiscal year 2019 continues to be a valuable resource for managing the heavy load of reviewing and providing meaningful guidance on thousands of documents annually by a small team of Education Consultants. The overall compliance statistics are then captured in the final School Performance Framework Report presented here.

2021-22 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 41 criteria. 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), renewal criteria, and other measurements that did not yield a data point for some schools, such as testing subgroup requirements. Most charter schools were measured on a range of criteria between 29-40 measures.

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 which 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

One hundred forty-four (144) of 202 charter schools, or 71.3%, achieved at or above 80% but less than 100% success in the category of operational annual monitoring criteria. Fifty-eight (58) charter schools, 28.7%, 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.

Operational Annual Monitoring Results by Measure

Six of 21 criteria yielded a charter school compliance percentage above 80% but below 100%. Of the 21 Operational criteria, thirteen criteria measured as having 100% of charter schools in compliance. Two criteria were exceptionally low.

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. 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.

A17. The school is compliant with all student health and safety requirements as defined in general statute, SBE policy, or the signed charter agreement. One hundred and twenty of 202 schools, 59.41%, met this target, down from 91.57% the previous year. After having been waived for two years, many charter schools indicated that they did not have one or more of the DHHS requirements in place. Several schools have since come forward to claim with evidence that they had mistakenly marked "no" on a requirement they had in place. The Charter School Nurse Consultants work closely with OCS to remind schools of the importance of having all thirteen of the required pieces in place and accurately reporting so on the annual self-report, which cannot be amended once it is submitted by the school.

Table 3: Operational Compliance Results by Measure, 2021-2022

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>	98.96%
<i>A2. The school has an assigned administrator in the Education Value-Added Assessment System (EVAAS).</i>	99.49%
<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>	94.06%

<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>	100%
<i>A7. The school's official funded ADM is within 10% of the projected ADM.</i>	52.97%
<i>A8. The non-profit board has a current grievance policy.</i>	99.5%
<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>	96.04%
<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>	100%
<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>	59.41%
<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%

Section: B. Operational Renewal Monitoring Criteria

Eighteen schools with a renewal year of 2022 were measured against a maximum of seven criteria, some which were not applicable to all the renewal schools. OCS is currently working to revise

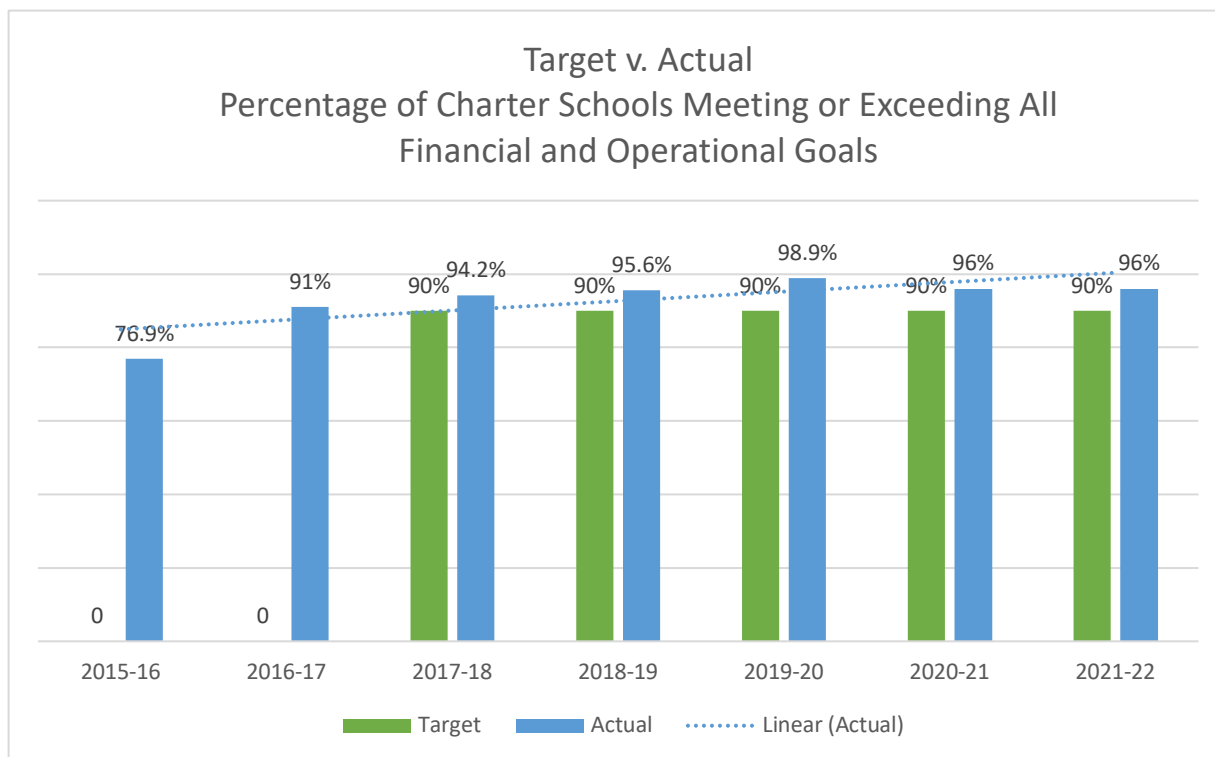
criteria and renewal reviews to ensure thorough reviews and supply schools with helpful information regarding compliance. The Renewal measures are described here:

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.*

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-four of 202 (96%) charter schools met or exceeded all financial and operational goals. Of the 202 operating charter schools, the 194 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%. This steady improvement accompanied the increase in rigor of monitoring for compliance and only one opportunity for correction with OCS staff monitored indicators. With dedicated guidance and proactive communication, we expect this positive accountability effort to continue. A seven-year trend of this measure is shown in the figure below.

Figure 3: Percentage of Charter Schools Meeting or Exceeding All Financial and Operational Goals, 2016-2022



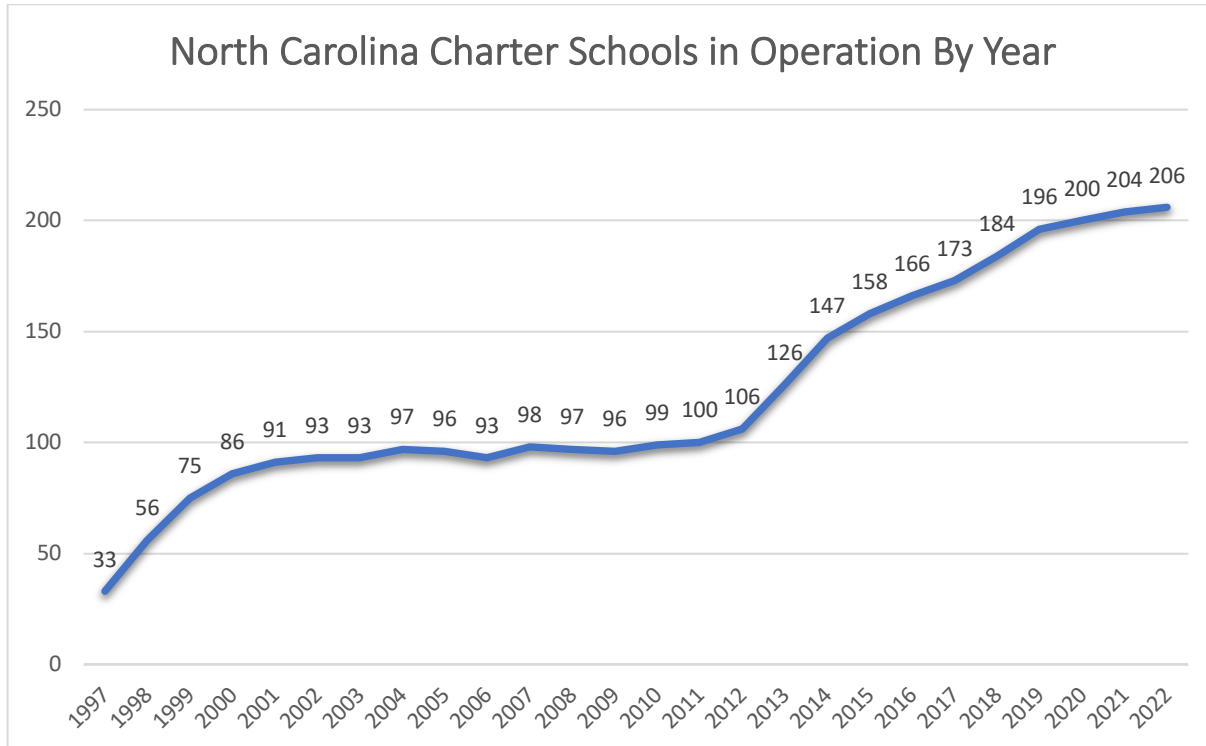
PERFORMANCE FRAMEWORK CONCLUSION

Overall, the vast majority of charter schools show compliance in operational, financial, and renewal criteria each year. 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.

2022 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 206 operating charter schools as of the 2022-2023 school year.

Figure 4: North Carolina Charter Schools in Operation By Year



2022-2023 NEW CHARTER SCHOOLS

After successful completion of the [Ready to Open process](#), six new charter schools opened for the 2022-2023 school year.

School Name	County	1 st Year Grade Levels	At Full Enrollment
Wake Preparatory Academy	Franklin	K-10	K-12
Movement School Southwest	Mecklenburg	K-1	K-5
Oak Hill Charter School	Caldwell	K-7	K-8
Central Carolina Academy Charter	Lee	6-10	6-12
TMSA Apex	Wake	K-5	K-8

American Leadership Academy Johnston	Johnston	K-10	K-12
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READY TO OPEN STATUS - FALL 2023

As of this report, there are eight charter schools scheduled to open in fall 2023, 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	EMO/CMO	County	1 st Year Grade Levels	At Full Enrollment
Bonnie Cone Leadership Academy	Charter One	Mecklenburg	K-10	K-12
Aspire Trade High School	None	Mecklenburg	9-10	9-12
School of the Arts for Boys Academy (SABA)	None	Chatham	3-5	K-12
Movement School Northwest	None	Mecklenburg	K-1	K-5
Greenville Preparatory Academy	None	Greenville	K-5	K-9
Wayne STEM Preparatory	None	Wayne	K-3	K-5
Mountain City Public Montessori*	None	Buncombe	K-6	K-8
Legacy Classical*	American Traditional Academies	Rockingham	K-4	K-8

*These schools are accelerated 2022 applicants.

2022 CHARTER APPLICATION CYCLE

Twenty-one non-profit boards submitted applications to open public charter schools by the April 29, 2022 application deadline. Of these, four boards were seeking approval for Fast-Track or Acceleration to open in the 2023-2024 school year with another seventeen applying under the regular timeline to open in 2024. One application withdrew before CSAB capacity interviews took place.

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. It should be noted that non-profit board applicants may choose to partner with a management organization according to guidelines set forth in [NC Administrative Code](#).

2022 ACCELERATED APPLICATIONS

Two of the four accelerated applications were approved by the SBE to enter Ready to Open (RTO) status and plan for a 2023 fall opening. The schools have begun the RTO programming. Final approval for opening will go before the CSAB and SBE in the summer of 2023.

The approved schools are below:

School Name	EMO/CMO	County	1 st Year Grade Levels	At Full Enrollment
Mountain City Public Montessori	None	Buncombe	K-6	K-8
Legacy Classical	American Traditional Academies	Rockingham	K-4	K-8

2022 REGULAR TIMELINE APPLICATIONS

Sixteen regular timeline charter applications were received and reviewed by external evaluators, NCDPI staff, and CSAB between May 2022 and September 2022. Seven applications were recommended for approval by the CSAB.

Dispositions of the sixteen standard applications following CSAB review:

- Four applicants withdrew
- Seven applicants recommended for approval
- Five applicants not recommended

CSAB and SBE Review of Applications

At the December 2022 SBE meeting, two schools were sent back to the CSAB for additional review and reconsideration of the original approval recommendation. The two schools that were returned to the CSAB were American Leadership Academy (ALA) Monroe and Legacy Classical Academy.

Concerning ALA Monroe, questions were raised regarding the EMO agreement including concerns relative to the EMO fee structure for any federal funds received by the school. Concerning Legacy Classical academy, questions were raised regarding the EMO agreement, financial capacity of the management organization and the relationship between interested parties and facility developer.

The CSAB met for its regular meeting December 5, 2022, and second capacity interviews were held with the applicant boards and EMO representatives. The CSAB again recommended approval for both schools. Following discussion at the January 2023 SBE meeting, SBE voted to approve Legacy Classical Academy and did not approve ALA Monroe.

At the February 2023 SBE meeting, the charter application for Heritage Collegiate Leadership Academy of Wake was sent back to the CSAB for an additional review and reconsideration of the

original approval recommendation after the SBE voted unanimously to reject HCLA Wake. HCLA Wake was originally reviewed by CSAB at its November 8th and December 5th, 2022, meetings. CSAB voted at its February meeting to again recommend approval to SBE. At its March meeting, SBE denied approval of HCLA Wake.

At the conclusion of the 2022 Charter School Application Cycle, six schools were approved by SBE to open on a standard timeline:

School Name	LEA Location	Grade Levels for 1st Year	Grades when fully enrolled
Agape Achievement Academy	Cumberland	K-3	K-5
Flat Rock Classical Academy	Henderson	K-4	K-8
Riverside Leadership Academy	Craven	K-7	K-12
Movement School Raleigh	Wake	K-1	K-5
Movement School West Charlotte	Mecklenburg	K-1	K-5
Movement School Northeast Charlotte	Mecklenburg	K-1	K-5

THE UNIQUE STATE OF CHARTER AUTHORIZING IN NORTH CAROLINA

Throughout the United States, there are a number of types of authorizers (i.e. entities which approve charter schools for operation).

Types of Authorizers

Non-Educational Government Entity (NEG)

Nonprofit Organization (NFP)

State Education Agency (SEA)

Higher Education Institution (HEI)

Independent Chartering Board (ICB)

Local Education Agency (LEA)

As of 2020, North Carolina is one of 22 SEA authorizers. North Carolina's authorizing process and the monitoring and review of charter schools is implemented through the state's education agency. As seen in the figures below, the vast majority of authorizers are LEA authorizers and about half of all charter schools are overseen by LEAs.

Figure 5: Number of Authorizers by Type

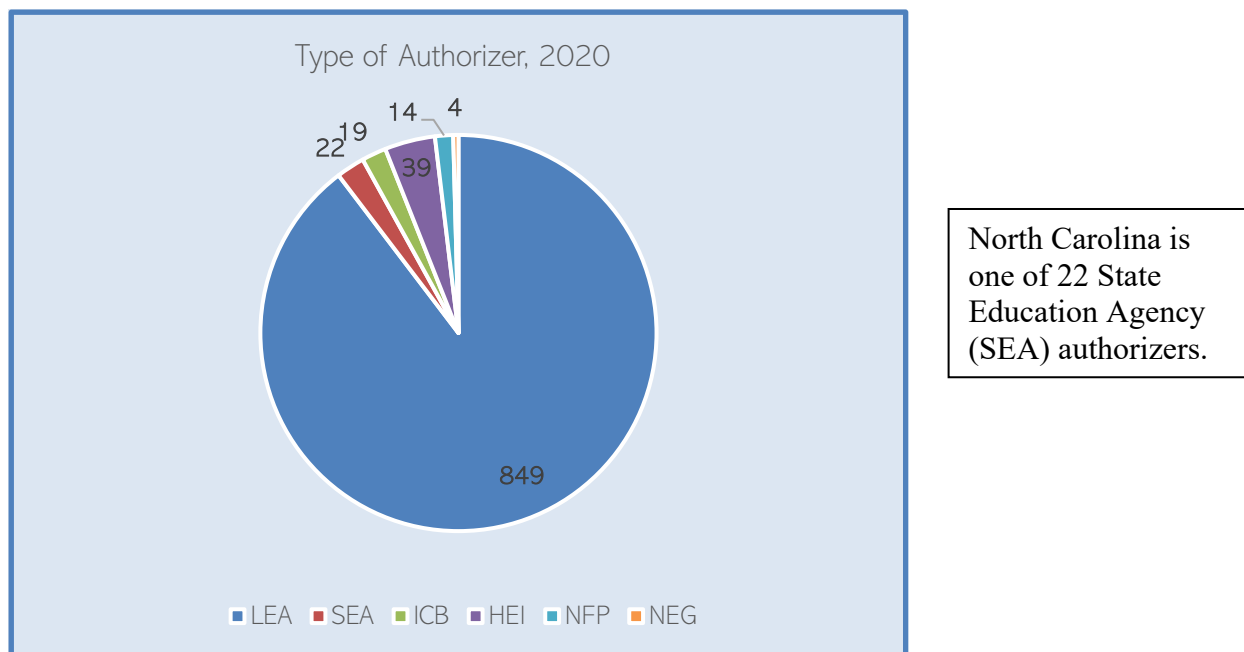
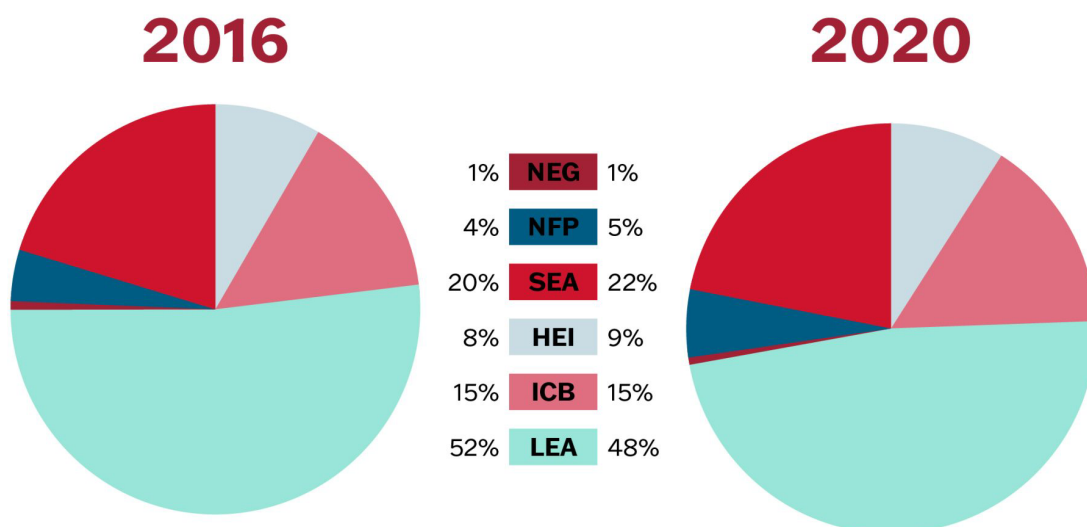


Figure 6: Proportion of Schools Overseen by Authorizing Type⁴

How To Read This Figure

This figure shows the proportion of charter schools overseen by authorizing type in 2016 and 2020. It shows, for example, that state education agency (SEA) authorizers oversaw 20 percent of all charter schools in 2016, and that proportion increased to 22 percent in 2020.



⁴ Figure created and [published](#) by the National Association of Charter School Authorizers.

North Carolina is also one of few states with one single authorizer and oversight agency. Twenty two percent of charter schools nation-wide are overseen by an SEA.

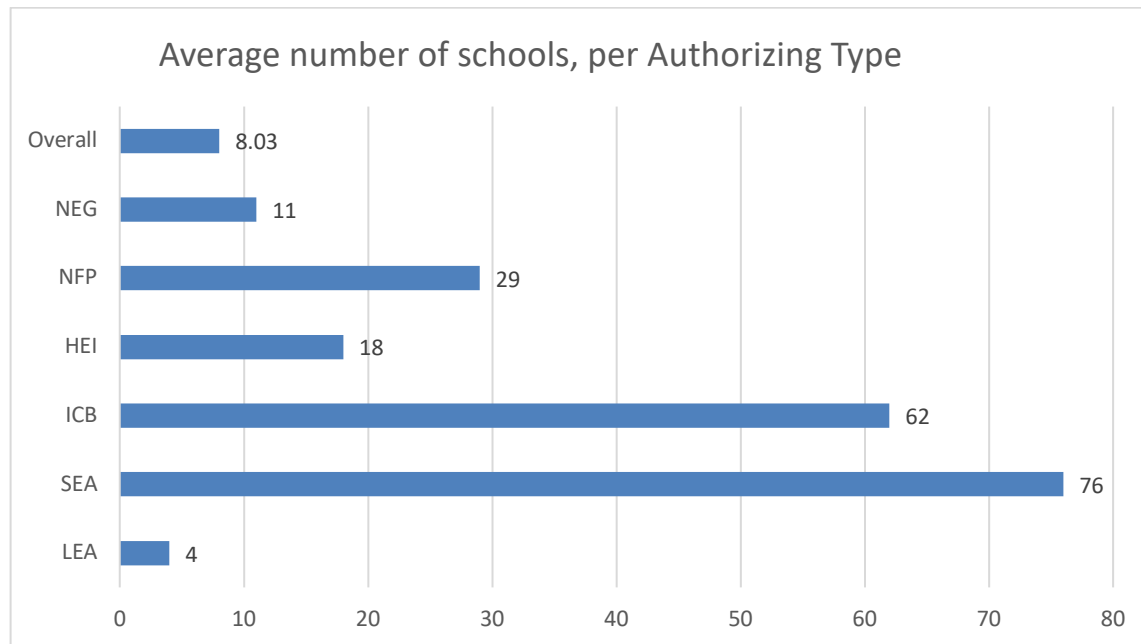
Figure 7: Authorizing by State⁵



As seen in Figure 7, while there are twenty-two states with SEA authorizers, North Carolina is only one of six states with a single SEA authorizer (i.e. no other type of authorizer allowed within the state).

⁵ Figure created and [published](#) by the National Association of Charter School Authorizers.

Figure 8: Average Ratio of Schools per Authorizer, by Type⁶

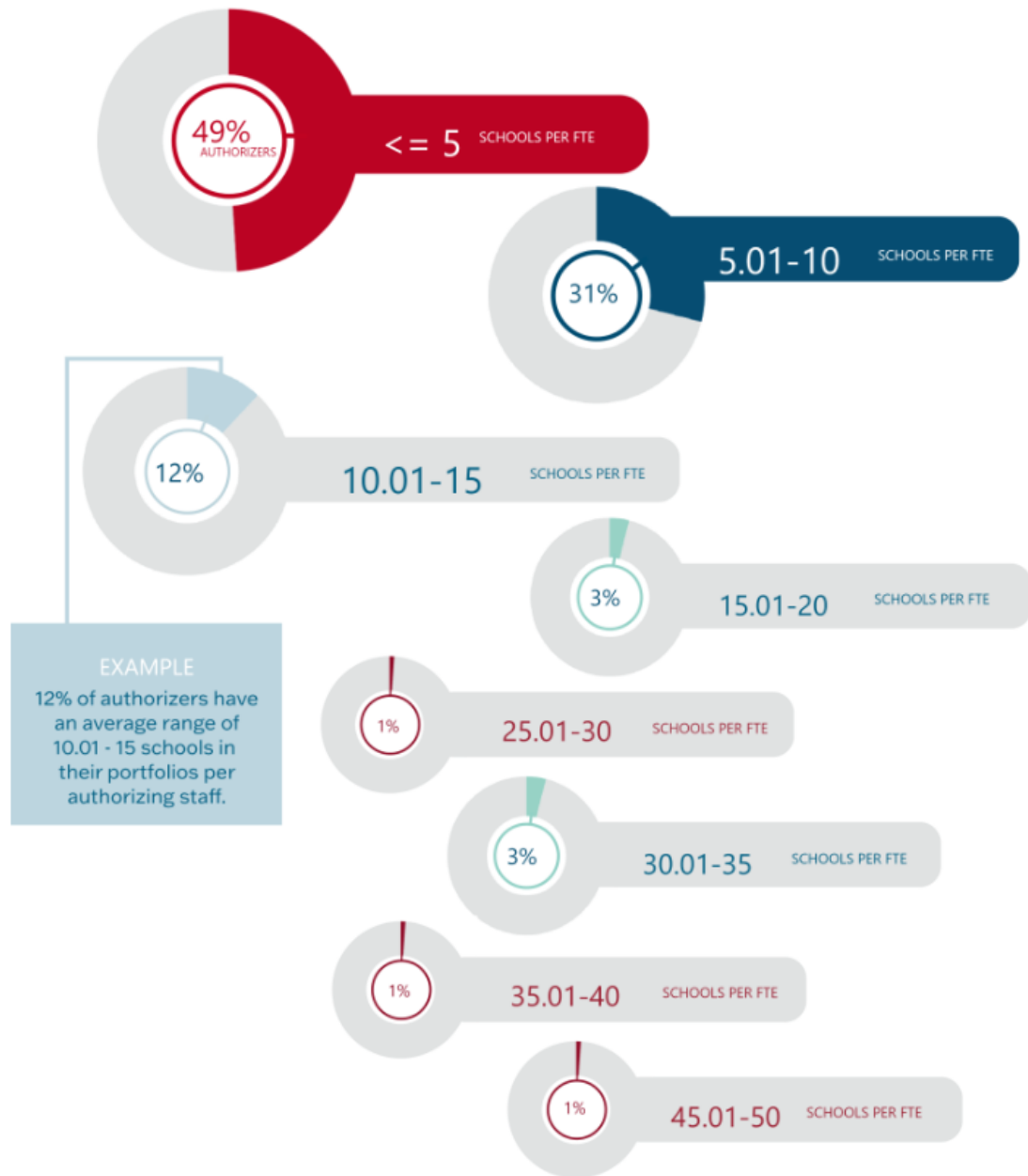


North Carolina's school to authorizer ratio is more than double the national average of 76.

Figure 9: Average Number of Schools Per Full Time Authorizing Staff⁷

⁶ Data source <https://qualitycharters.org/>

⁷ Figure created and [published](#) by the National Association of Charter School Authorizers.



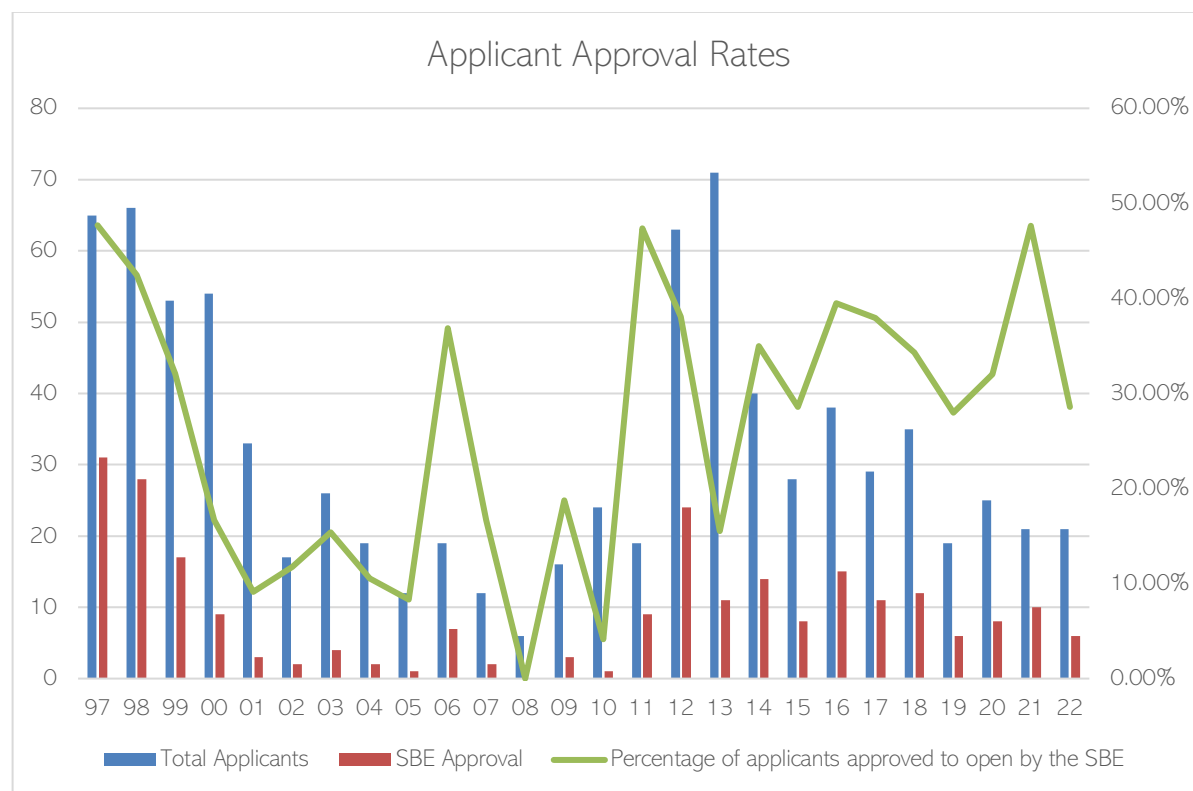
Most authorizers (80%), have a ratio of no more than ten schools per full-time employee. North Carolina’s average of six consultants staffing the Office of Charter Schools provides a ratio of 34.3 schools per consultant.

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 2022 is just under 32 applications.

From 1997 to 2022, the average percentage of applications approved by the State Board of Education is 26.26% of yearly applications.

Figure 10: Charter School Application Approval Rates, 1997-2022



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. OCS staff work on a two-year timeline for each renewal cohort culminating in a presentation to the CSAB to receive renewal recommendations which will be forwarded to SBE. Renewal reports utilize data 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, and from renewal site-visits.

Table 4: 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	Schools request to enter the renewal process (Cohort 1) New Charter Agreements become active (Cohort 2)
August	New Renewal cohort is established, contact groups created Communication regarding online training dates
September - October	Renewal Process Training
November	Renewal Self-Studies are due Consultant schedules conference calls to do the following: 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	Non-refundable \$500.00 Renewal Fee is due Consult with OCS/DPI Compliance Team regarding any compliance matters related to Renewal Cohorts
January – May	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	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	Renewal discussions take place at CSAB Schools not presented as a 10-year guideline placement, appear before CSAB
December	CSAB votes on recommended renewal terms Recommendations are forwarded to SBE for review
January – March	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

Thirty-eight charter schools requested renewal of their charters that will expire June 30, 2023. Receipt of a ten-year renewal is based on statutory requirements. Schools that did not meet the ten-year requirements

were interviewed over the course of three CSAB meetings (November 7–8, 2022, December 5-6, 2022, and January 9, 2023). On January 9, 2023 and February 6, 2023 the CSAB held a final review of the renewing schools to determine final recommendations to be submitted to the SBE.

During the February 6 meeting, the CSAB decided to table the vote on Invest Collegiate Transform (60Q) and Next Generation Academy (41M) in order to get more information about corrective action needed from the schools regarding compliance issues.

The Charter School Advisory Board recommended a ten (10) year charter renewal for the following schools, which per § 115C-218.6 shall be granted a ten-year renewal term. The schools have provided financially sound audits the previous three years, have academic outcomes comparable to the local LEA for the preceding three years, and are in compliance with State law, federal law, the school's own bylaws, or the provisions set forth in its charter granted by the State Board of Education.

16B	Tiller School
19C	Willow Oak Montessori
23A	Pinnacle Classical Academy
34H	NC Leadership Charter Academy
39A	Falls Lake Academy
39B	Oxford Preparatory
41J	Summerfield Charter Academy
49F	Langtree Charter Academy
60G	Queen's Grant Community
65D	Island Montessori Charter
68C	The Expedition School
76A	Uwharrie Charter Academy
78B	Southeastern Academy
92U	Longleaf School of the Arts

A seven (7) year renewal was recommended for:

53B	Ascend Leadership Academy: Lee County
55B	West Lake Preparatory Academy
61V	Bonnie Cone Classical Academy
61W	East Voyager Academy of Charlotte
61X	Jackson Day School

A three (3) year charter renewal was recommended for:

09A	Paul R Brown Leadership
13B	Cabarrus Charter Academy
24B	Thomas Academy
29A	Davidson Charter Academy: CFA
32P	The Institute for Developing Young Leaders
41N	The Experiential School of Greensboro
41M	Next Generation Academy
60N	Aristotle Prep Academy
61P	VERITAS Community School, CFA
63C	Moore Montessori Community School
64A	Rocky Mount Preparatory

65C	Classical Charter Schools of Wilmington
90D	Monroe Charter Academy
90F	Apprentice Academy of NC
93Q	Carolina Charter Academy
93R	Raleigh Oak Charter School

Non-Renewal was recommended for:

60P	Eastside STREAM Academy
60Q	Invest Collegiate Transform
67B	Z.E.C.A. School Arts & Technology

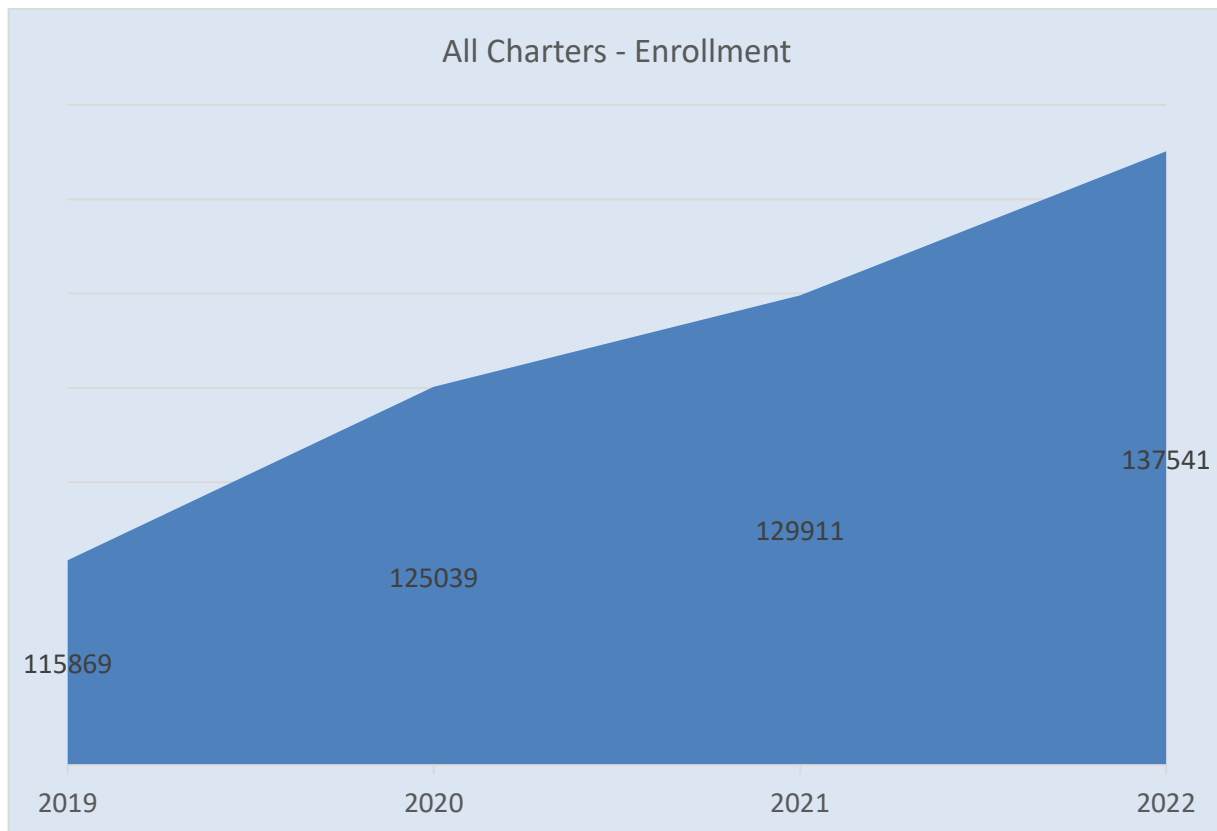
Update with current SBE renewal vote status

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 206 (as of the 2022-23 school year). 204 are brick-and-mortar charter schools operating in 63 counties, and two are virtual charter schools. Both virtual charter schools have brick-and-mortar headquarters in Durham County.

As of December 1, 2022, there are over 137,500 students being served by charter schools. This represents just over 9% of the total public-school population as of the December 1 headcount. The figure below shows charter enrollment gains since the pandemic, growth of nearly 19%.

Figure 11: Charter School Enrollment, December 1st 2019 to December 1st 2022



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.

Table 5: Charter Schools by County, List, as of March 5, 2023

County Description	School Name -----
Alamance	River Mill Academy
	Clover Garden
	The Hawbridge School
	Alamance Community School
Avery	Marjorie Williams Academy
Beaufort	Washington Montessori
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
	Francine Delany New School
Burke	New Dimensions
Cabarrus	Carolina International School
	Cabarrus Charter Academy
	A.C.E. Academy
	Concord Lake STEAM Academy
Caldwell	Oak Hill Charter School
Carteret	Tiller School
Chatham	Chatham Charter
	Woods Charter
	Willow Oak Montessori
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
	Durham Charter School
	Community School of Digital & Visual Art
	Kestrel Heights School
	Research Triangle Charter
	Central Park School For Child
	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 Charter Academy

Franklin	Crosscreek Charter School
	Youngsville Academy
	Wake Preparatory Academy
Gaston	Piedmont Community Charter School
	Mountain Island Charter School
	Ridgeview Charter School
Granville	Community Public Charter
	Falls Lake Academy
	Oxford Preparatory
Guilford	Greensboro Academy
	Guilford Preparatory Academy
	Phoenix Academy - Primary, Elem, Upper
	Triad Math and Science Academy
	Cornerstone Charter Academy-CFA
	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
	KIPP Halifax College Preparatory
	Hobgood Charter School
Harnett	Anderson Creek Academy
	Achievement Charter Academy
Haywood	Shining Rock Classical Academy
Henderson	The Mountain Community Sch
	FernLeaf
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
	American Leadership Academy - Johnston
Lee	Ascend Leadership Academy: Lee County
	MINA Charter School of Lee County
	Central Carolina Academy
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 Reg 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
	Charlotte Lab School
	TMSA Charlotte
	VERITAS Community School, CFA
	Mallard Creek STEM Academy
	Matthews Charter Academy
	Unity Classical Charter School
	Movement Charter School
	Bonnie Cone Classical Academy
	East Voyager Academy of Charlotte
	Jackson Day School
	Steele Creek Preparatory Academy
	Southwest Charlotte STEM Academy
	Movement School Eastland
	Telra Institute
	Movement School Southwest
Montgomery	Tillery Charter Academy
Moore	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

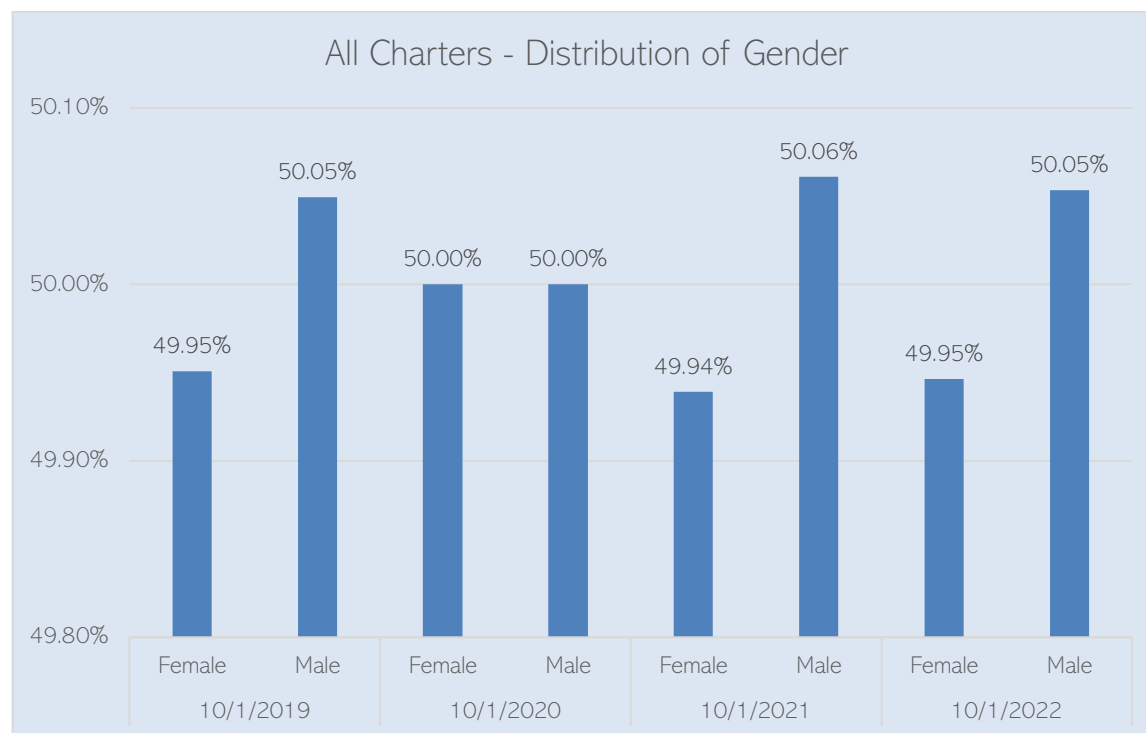
	Island Montessori Charter School
	American Leadership Academy-Coastal
	Girls Leadership Academy of Wilmington
	Wilmington School of the Arts
Northampton	KIPP Gaston College Preparatory
Onslow	Z.E.C.A. School of Arts and Technology
Orange	Eno River Academy
	The Expedition School
Pamlico	Arapahoe Charter School
Pasquotank	Northeast Academy of Aerospace & AdvTech
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
	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
	The Math and Science Academy of Apex
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 DATA

As of October 1, 2022, males slightly exceeded female enrollment at charter schools, which is aligned with state-wide public school enrollment figures showing slightly greater male enrollment.

Figure 12: Gender Distribution in Charters, 2019-2022

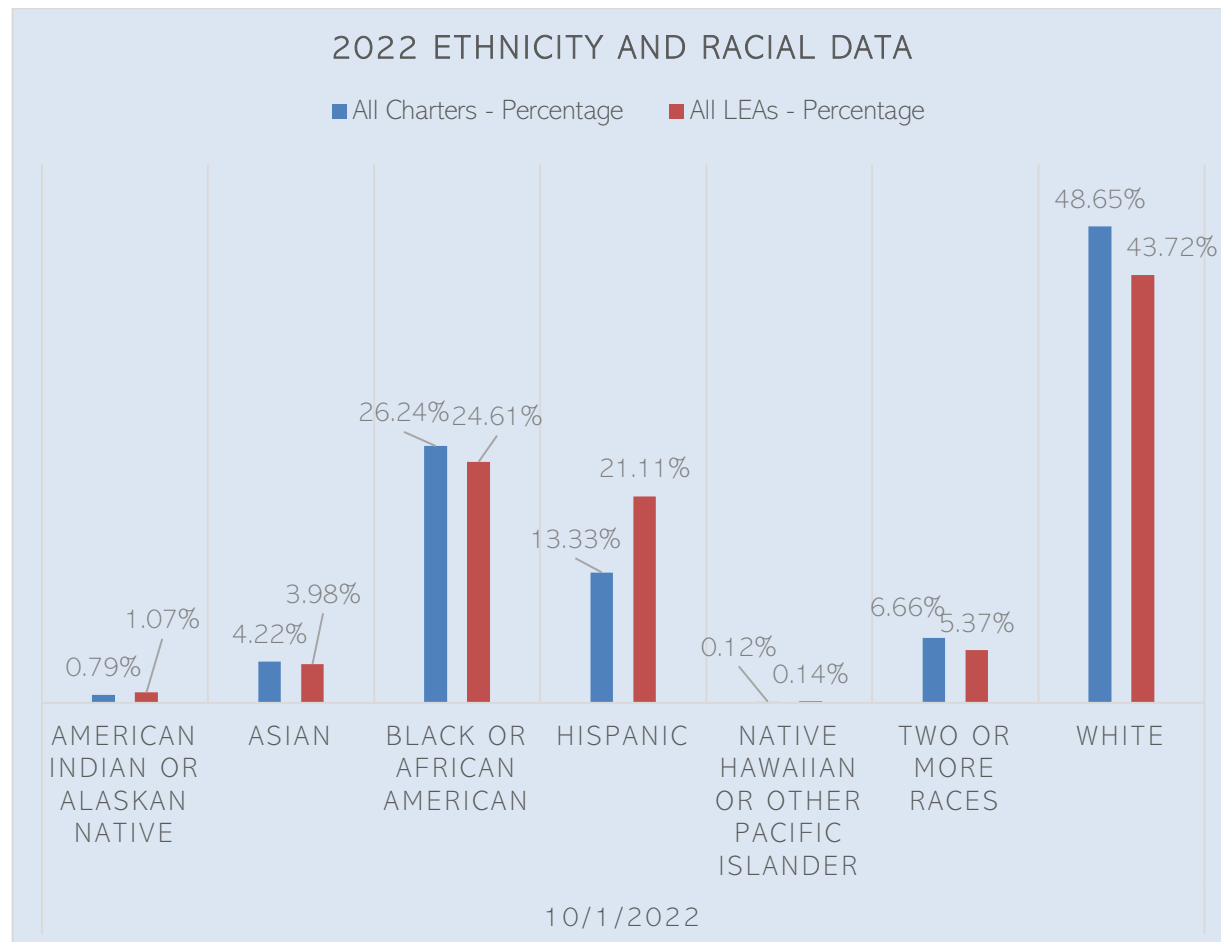


ETHNICITY AND RACIAL DATA

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.

The figure below shows racial/ethnic composition within all charters and all traditional (non-charter) local education agencies (LEAs) as of October 1, 2022.

Figure 13: Demographic Data, Charters and Traditional LEAs, 2022

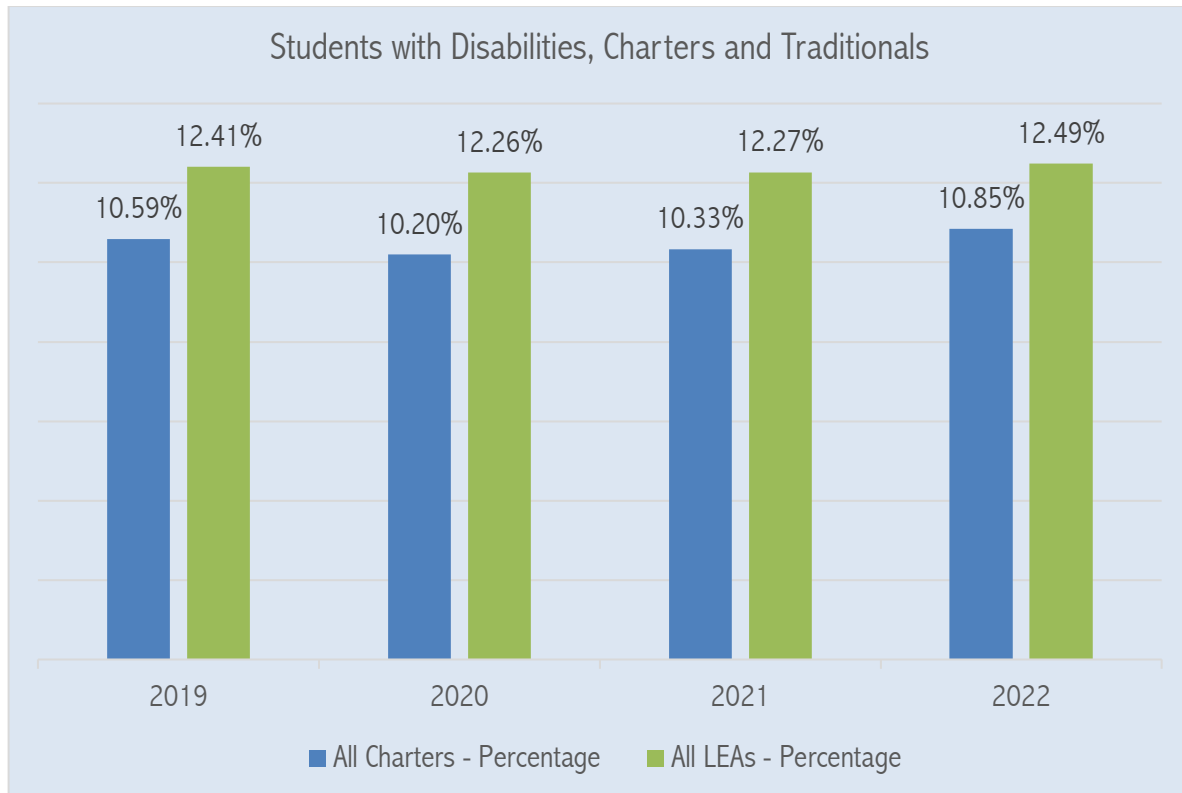


Special Population Student Enrollment

STUDENTS WITH DISABILITIES

As of the December 1, 2022, federal headcount of Students with Disabilities (SWD), the SWD headcount at charter schools was 10.85%, up from 10.33% the year prior.

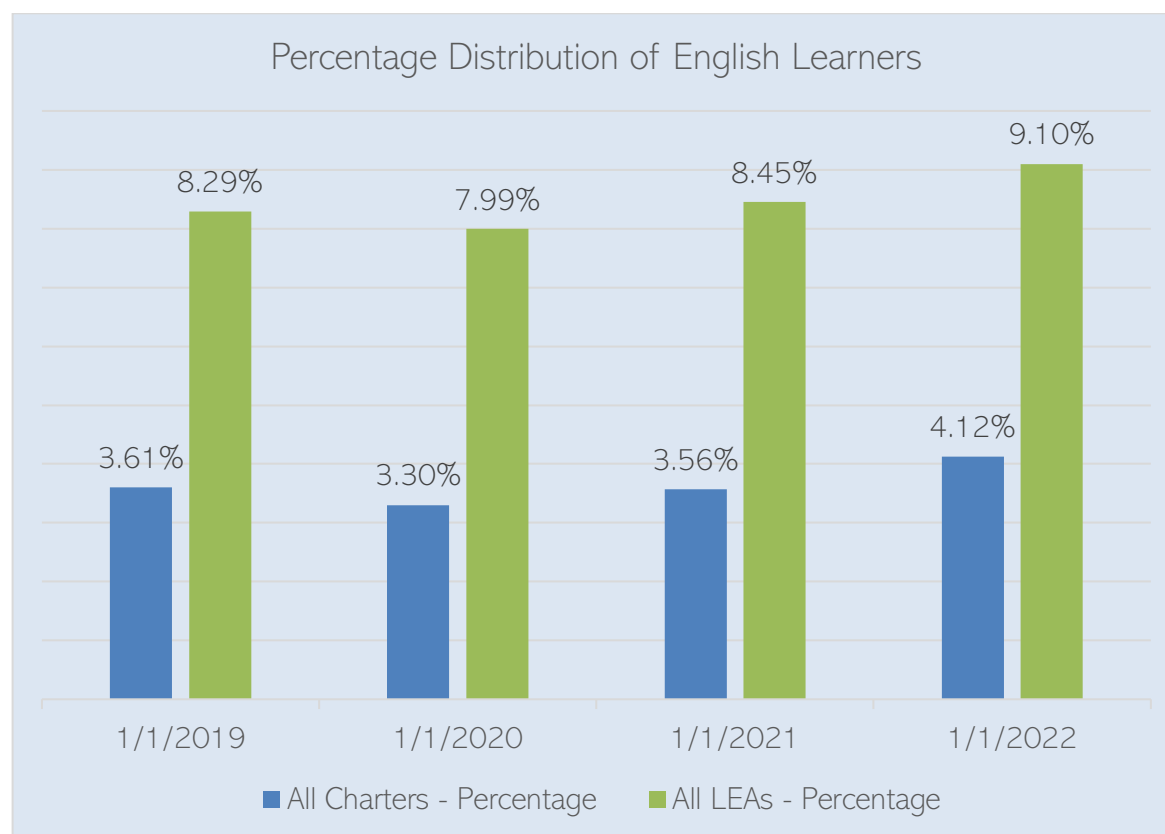
Figure 14: Percentage of Students with Disabilities, 2019-2022



ENGLISH LEARNERS

As of the October 1, 2022, federal headcount, charter schools continue to show increased enrollment of English Learners, but much lower rates of enrollment when compared to traditional (non-charter) public schools.

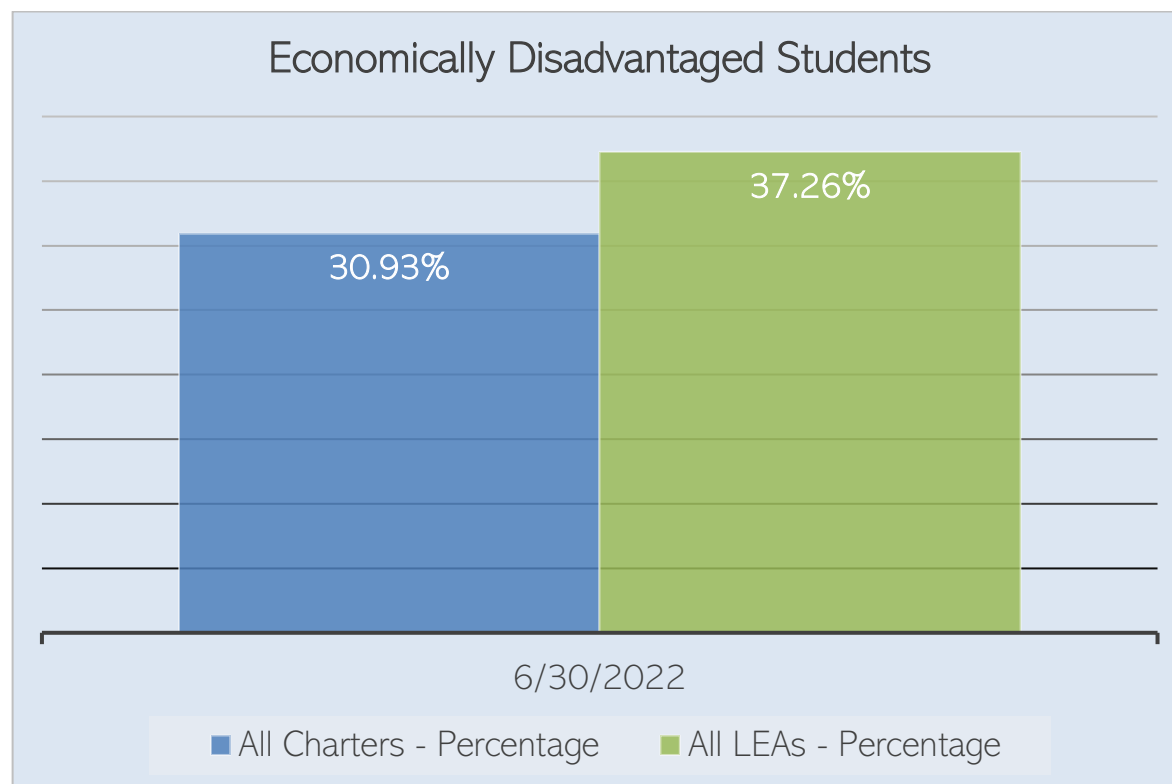
Figure 15: Percentage of English Learners, 2019-2022



ECONOMICALLY DISADVANTAGED STUDENTS

As of June 30, 2022, charter schools enrolled 40,496 economically disadvantaged students, or 30.93% of charter students. This is an increase from the 2020 June 30th headcount of 22.48%.

Figure 16: Percentage of Economically Disadvantaged Students, 2022



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.

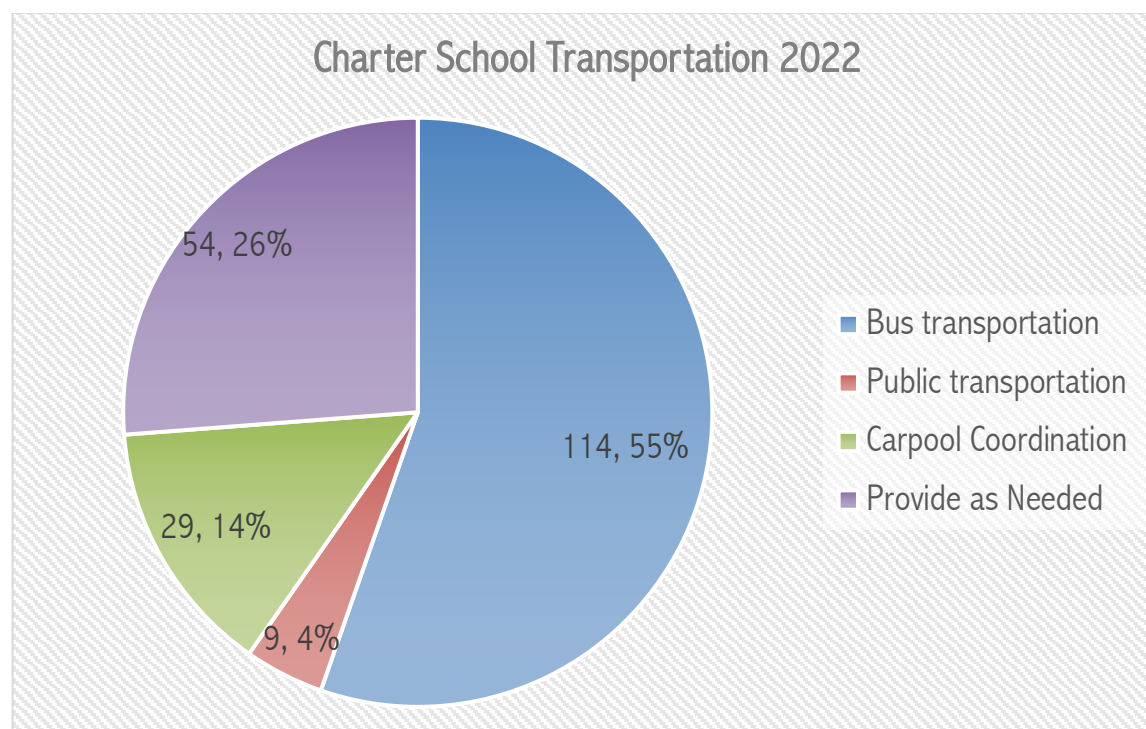
Over 70 charter schools are approved to utilize a weighted lottery. As a greater number of charter schools begin to implement a weighted lottery, the hope is to see a greater number of educationally disadvantaged students enrolling in charter schools. As part of the approval process, schools must explain 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.

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.

Figure 17: Charter School Transportation, 2022



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 2021-2022 school year, 76 charter schools participated in NSLP and for the current 2022-2023 school year, 82 schools implement the NSLP.⁸

NC ACCESS PROGRAM

Overview

The North Carolina Office of Charter Schools is currently in its fifth 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 educationally and economically 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 the largest investment the NC ACCESS Program makes to remove barriers for educationally disadvantaged students. Over 90% of our total award goes directly to schools through a competitive subgrant application process. Through four cycles, the NC ACCESS Program has awarded 62 charter schools with subgrants totaling \$33 million.

NC ACCESS Fellowship 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 Fellowship 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

⁸ Data from School Nutrition Division, NCDPI.

between charter and traditional public schools. The Fellowship Institute expanded its reach for 2021-2023 and provided an opportunity for all NC Charter Schools to attend the monthly sessions. The sessions 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. A select number of leaders from traditional public schools using the state's Restart Model were invited to participate in the full ACCESS Fellowship. Currently, over 160 school leaders have participated in the year-long Institute over the five-year grant period.

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 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 completed the 24-hour credit, online MSA program at Appalachian State University. Upon completion of the Add on Licensure Program, candidates earned a North Carolina School Administrator License. Twelve (12) aspiring leaders completed the program in May of 2022 and have secured leadership roles at charter schools across the state.

Charter School Transformative Executive Leadership Program

The NC ACCESS Program Office of Charter Schools has launched the newly created Charter School Transformative Executive Leadership Program to provide high-quality, customized professional coaching for a cohort of charter school leaders with a focus on dramatically accelerating their leadership capacity and improving student outcomes at schools designated as low- or continually low-performing.

Transformational principal leadership is critical to turning around low-performing schools. This year-long cohort learning experience is designed to examine the implementation and evaluation of programmatic strategies, the effectiveness of the decision-making process, and the engagement of multiple stakeholders by a transformational leader engaged in an agenda of change in low-performing schools. Currently, 22 school leaders are taking part in the Executive Leadership Program. The Charter School Transformative Executive Leadership Program is facilitated by Alex Quigley, Executive Director of Healthy Start Academy and former Chair of the North Carolina Charter School Advisory Board, and Jason Jowers, Principal of Eno Valley Elementary School.

The Office of Charter Schools and NC ACCESS Science of Reading (LETRS) Training and Support

In furthering our mission to ensure high-quality charter schools in North Carolina, the NC ACCESS Program and Office of Charter Schools joined forces with the NC Department of Public Instruction Office of Early Learning to provide charter school leaders and teachers the opportunity to engage in LETRS training. Over 225 charter schoolteachers and 100 charter school administrators are participating in the trainings which began in September of 2022.

LETRS is a suite of professional development offerings that bridges deep, meaningful research into practical application. It provides educators with the background, depth of knowledge and tools to teach language and literacy skills to every student. LETRS professional development addresses four critical outcomes for effective literacy instruction: (1) understanding the science of reading, (2) converting research to practice, (3) enhancing teacher effectiveness and (4) transforming instruction by understanding the “why” behind science and evidence-based research. As a result, educators can effectively know how to aid students in learning to read. LETRS professional learning is relevant and applicable and designed to be the cornerstone of a multiyear, systemic literacy improvement initiative.

Teach Like a Champion Training and Support for NC Charter Schools

In continuing the mission to ensure high-quality charter schools in North Carolina, the Office of Charter Schools in collaboration with the NC ACCESS Program has committed to partnering with Teach Like a Champion to provide charter school leaders and teachers the opportunity to engage in Teach Like a Champion training. The NC ACCESS Program is supporting 200 charter school teachers and administrators to participate in the trainings which began in January 2023. Teach Like a Champion focuses on a belief that the solutions to education challenges exist in the classrooms of real-life teachers, that exceptional practitioners of the art of teaching are the true experts. Their mission is to dramatically improve teaching. Teach Like a Champion provides educators with a set of techniques, a shared vocabulary, and a framework for practice that equip teachers to achieve dramatic results with their students.

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.”

ACADEMIC PERFORMANCE 2021-2022

2021-2022 Accountability data was the first state academic data following the pandemic-related waivers. Two hundred and four schools received at least some accountability data (depending on grade levels served).

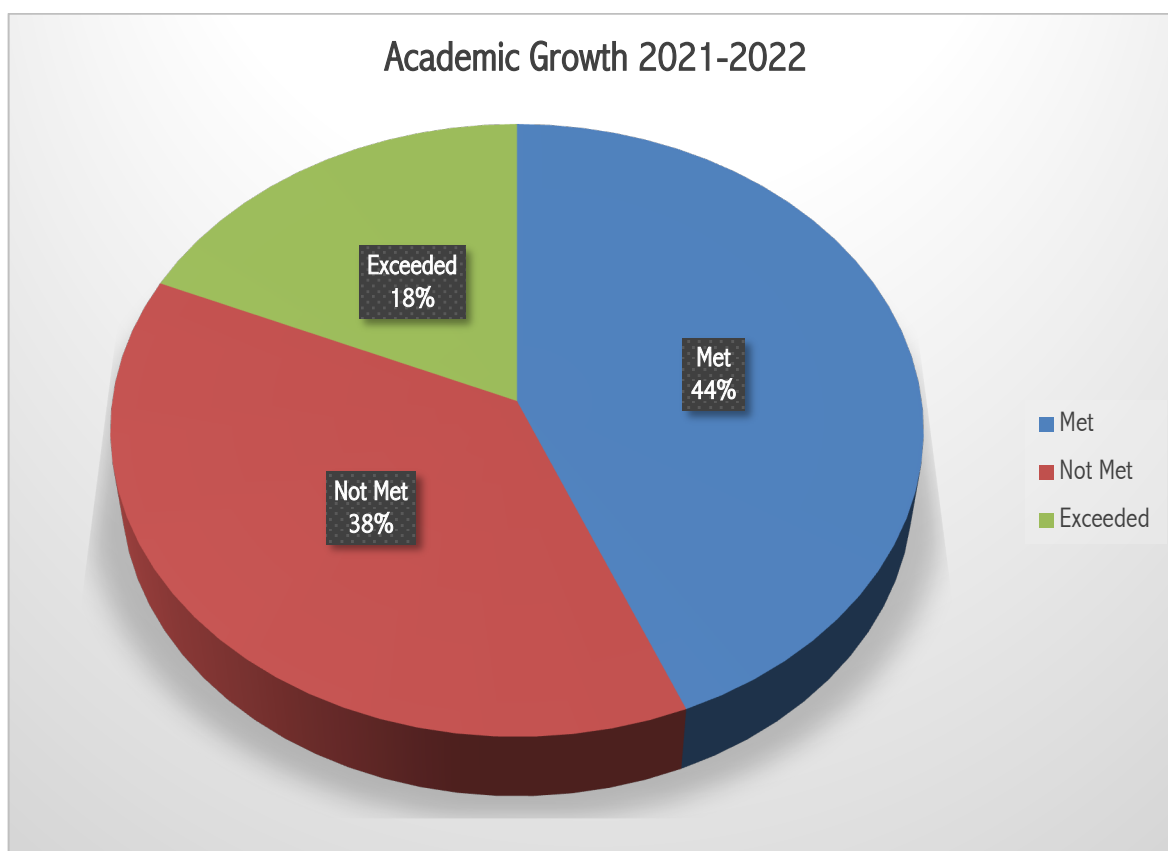
Percentage of charter schools receiving a School Performance Grade of an A or B

Fifty-three of 195 (27.2%) of charter schools received a School Performance Grade of an A or B. This calculation does not include three schools that did not have tested grades in 2021-22 and four schools participating in the Alternative Schools' Accountability Model.

Percentage of charter schools meeting or exceeding expected annual academic growth

One hundred twenty-two of 195 (62.6%) of charter schools met or exceeded expected growth for 2021-22. This calculation does not include seven schools that did not have growth measures reported for 2021-22.

Figure 18: Charter School Academic Growth, 2021-2022



Charter schools meeting the statutory definition of Low Performing (School Performance Grade of D or F and a school growth score of “met expected growth” or “not met expected growth”)

Sixty-seven of 195 (34%) applicable charter schools met the General Assembly’s definition of Low Performing, having earned either a School Performance Grade of D or F and a school growth score of “met expected growth” or “not met expected growth.” Forty-eight of the 67 low performing charter schools were under 10 years old.

Charter schools meeting the statutory definition of Continually Low Performing (Identified as Low Performing two out of the last three reported school years)

Thirty-five of 195 (18%) applicable charter schools met the General Assembly’s definition of Continually Low Performing, having been identified as Low Performing two out of the last three reported school years. Twenty-three of the 35 continually low performing charter schools were under 10 years old.

Academic Recognitions

Fifty-five U.S. schools have been named 2022 National Elementary and Secondary Education Act (ESEA) Distinguished Schools for the extraordinary success of their students in several categories. Two North Carolina charter schools were recognized for the following categories:

Category 2: Schools that have closed the achievement gap between student groups

- Durham Charter School (formerly Healthy Start Academy)

Category 3: Schools that show excellence in serving special populations of students (e.g. homeless, migrant, English learners, etc).

- ArtSpace Charter

North Carolina Coalition for Charter Schools- Although public charter schools comprise about 10% of all public schools in NC, they account for 30% of top-ranked high schools according to U.S. News and World Reports.

The eight charter schools to make the top-25 list on the U.S. News and World Reports rankings are:

1. Raleigh Charter High School (Raleigh), #3
2. Woods Charter School (Chapel Hill), #4
3. Gray Stone Day (Misenheimer), #9
4. Research Triangle High Schools (Durham), #12
5. Thomas Jefferson Classical Academy (Mooresboro), #14
6. Pine Lake Preparatory (Mooresville), #16
7. Community School of Davidson (Davidson), #23

Seven more charter schools ranked in the top 50:

1. Henderson Collegiate (Henderson), #26

2. The Hawbridge School (Saxapahaw), #28
3. Triangle Math and Science Academy (Cary), #35
4. The North Carolina Leadership Academy (Kernersville), #38
5. KIPP Gaston College Preparatory (Gaston), #41
6. Franklin Academy (Wake Forest), #45
7. Oxford Preparatory (Oxford), #47

Charter School Impact on Local Districts

FUNDING AND MEMBERSHIP

For 2021-2022 state funding, charter school average daily membership (ADM) accounted for 8.8% (\$909,998,508) of the state's total ADM. This increased to 8.9% the following year, 2022-2023 (\$985,919,148).

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.

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."

Detailed financial data regarding student enrollment, school personnel, expenditures, and reports can be found at [NCDPI Financial and Business Services](#).

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 and 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. In this year's report, specific programmatic offerings are being highlighted as an example of the diverse programming throughout the state.

NORTH CAROLINA CHARTER SCHOOLS: PROGRAMMING BY TYPE

Social Emotional and Mental Health Supports

Mountain Island Charter School

- Utilizes Gaggie Services with the support of federal funding to support mental health/behavior. Partnership with Atrium Health to provide Mental Health Teletherapy.

Pine Lake Preparatory

- Implemented Capturing Kids' Hearts which provides training, coaching, and character-based resources for students, and equips staff with the tools necessary to support the emotional wellbeing of students.

Alamance Community School

- Responsive Classroom Program which begins each day with morning meetings to promote optimal student learning and create a caring community of students and staff.

Charlotte Secondary School

- Sown to Grow allows students to become comfortable sharing their personal and academic concerns with staff.

NC Leadership Academy

- Implemented "Rox", a 12-week program for empowering girls with their self-confidence and analyzing social media tendencies.

Thomas Academy Charter School

- PAWS FOR PEOPLE partnership with UNCW which is a dog handling elective that allows students to experience a therapeutic program that could lead to a 4-year degree.

Willow Oak Montessori Charter School

- Works with a therapy dog and her handler to provide SEL support to the school community.

Technology

Quality Education Academy

- Emerging Technologies course focused on aviation and drones; students have ability to earn Level I Pilot License.

Old Main Stream Academy

- Students are engaging with drone technologies through a partnership with Emerging Technology Institute.

Next Generation Academy

- National WozED School of Distinction incorporating technology pathways including drone, cyber security, animation, and artificial intelligence.

Community School of Digital & Visual Arts

- Students take coding, digital animation, and newscasting classes. E-Sports team competes against teams worldwide.

Aristotle Preparatory Academy

- Department of Defense STARBASE provides fifth grade students with 25 hours of experience with the National Guard, Marines, Air Force Reserves, Army and Air Force bases across the nation.

Alpha Academy

- The Katherine G. Johnson S.T.E.M. Institute at Alpha Academy is named after NASA Pioneer Katherine G. Johnson. The Katherine G. Johnson STEM Institute will provide a comprehensive, rigorous, and interactive curriculum that challenges students to maximize their potentials for advanced studies and STEM-related careers.

World Language

Socrates Academy

- Only Greek language school in NC and only one of three in the nation. The Academy's bilingual, multicultural curriculum follows both the North Carolina Standard Course of Study (language arts, mathematics, science, social studies, physical education, art, and music) and the National Greek Curriculum Standards (language arts, mathematics, and Greek culture).

NCDPI reports that for the Class of 2022, 45 out of 74, or 61%, of charter schools with a grade 12 had graduates who earned the Global Languages Endorsement (GLE), NC's Seal of Biliteracy, which is new record.

Arts

Longleaf School of the Arts

- First charter school to integrate academics with fine and performing arts which include choral music, dance, instrumental music, musical theatre, theatre, and visual art.

Jackson Day School

- Offers competitive dance teams with previous teams undefeated at regional competitions and progressing to the World Championships in NYC. The Elementary Elite team won 1st place at the World Championships in NYC.

Career Technical Education

Eighty-one charter schools reported offering CTE/dual credit courses, 41 of those on campus.

Fifty-nine schools report that their students have an opportunity to receive an Associate's Degree and/or Career Certification upon graduation from high school.

Awards and Recognition

Gray Stone Day School has earned the College Board AP Computer Science Female Diversity Award for achieving high female representation in AP Computer Science Principles.

The Wells Fargo Principal of the Year Award was introduced in 1984 to recognize the role of the principal in establishing an environment conducive to the pursuit and achievement of academic excellence in North Carolina's schools. The Wells Fargo Principal of the Year serves as the North Carolina ambassador for the state's approximately 2,500 principals.

2022 Principal of the Year for charter schools: Maria Mills- Carolina Charter Academy, Angier, NC

2023 Principal of the Year for charter schools: T.J. Worrell- Northeast Academy for Aerospace and Advanced Technologies, Elizabeth City, NC

The Burroughs Welcome Fund Charter School Teacher of the Year chooses a candidate who is dedicated and highly skilled, a candidate proven capable of inspiring students of all backgrounds and abilities to learn.

2022 Teacher of the Year: William Keegan Storrs, Roxboro Community School

2023 Teacher of the Year: Ryan Henderson, Sugar Creek Academy