



NATIONAL  
CHARTER SCHOOL  
RESOURCE CENTER

# High-Quality Charter Authorizing Policy Profiles: North Carolina

U.S. Department of Education  
January 2020



NATIONAL  
CHARTER SCHOOL  
RESOURCE CENTER

The National Charter School Resource Center (NCSRC) provides technical assistance to Federal grantees and resources supporting charter sector stakeholders. NCSRC is funded by the U.S. Department of Education and managed by Manhattan Strategy Group in partnership with WestEd.

NCSRC acknowledges the major contributions of Robin Chait and Lauren Outlaw in the development of this profile.

NCSRC would like to thank Charter School Programs State Entity grantee representatives for their reviews and feedback on their respective State's profile.

Suggested citation: National Charter School Resource Center (2020). *High-Quality Charter Authorizing Policy Profiles: North Carolina*. Bethesda, MD: Manhattan Strategy Group.

This publication was produced in whole or in part with funds from the U.S. Department of Education under contract number GS10FO201T. The content does not necessarily reflect the position or policy of the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the Federal government.

# North Carolina: Overview of State Law and Snapshot of Quality Authorizing Practices

## Introduction and Methodology

The National Charter School Resource Center (NCSRC) created the [Policy Framework for High-Quality Charter Authorizing Practices \(Framework\)](#) as a tool for assessing a State policy environment’s support for high-quality authorizing practices. The Framework is based on a review of high-quality authorizing practices referenced in the Every Student Succeeds Act (ESSA) and literature by the National Association of Charter School Authorizers (NACSA) and the National Alliance of Public Charter Schools (Alliance).<sup>i</sup> NCSRC staff used this review to identify common themes or categories of policies that are essential to State support for high-quality authorizing and incorporated them into the Framework.

NCSRC then created High-Quality Charter Authorizing Policy Profiles (State Authorizing Profiles) that describe states’ authorizing policy contexts based on the Framework. As of winter 2020, NCSRC staff created 19 profiles for the States that were awarded Charter School Programs (CSP) State Entities grants between FY2017 and FY2019, including:

- Alabama
- Arizona
- Arkansas
- Colorado
- Delaware
- Idaho
- Indiana
- Maryland
- Michigan
- Minnesota
- Mississippi
- New Mexico
- New York
- North Carolina
- Oklahoma
- Rhode Island
- Texas
- Washington
- Wisconsin

CSP State Entity (SE) Grants provide funding for State entities to support eligible applicants in planning and preparation for the opening of new charter schools and the replication and expansion of high-quality charter schools. Grant funds must also be used by the State entity to provide technical assistance to eligible applicants and to improve the quality of authorizing.

More State Authorizing Profiles may be added in the future. In addition, NCSRC may publish updated versions of State Authorizing Profiles to reflect changes in State policy.

The State Authorizing Profiles are intended to be used by state policymakers and practitioners to learn about their own authorizing policy environments and those of their peers. They may also be useful to charter school support organizations and charter management organizations that are looking to learn about different states’ policy contexts.

Each State profile includes a (i) Framework Snapshot, which is an assessment of a State’s authorizing practices using the Framework described in the first paragraph above and (ii) a more detailed description of the state context for each practice. The basis for the State Profiles was a review of the charter law and significant State policies for applicable states. Significant

state policies included those issued by the state education agency and/or state board of education. NCSRC used this review to identify whether the authorizing practices specified in the Framework were present in state law or policy. That is, boxes that were checked in the Framework Snapshot indicated that particular aspects of an authorizing practice(s) were included in state law or policy.

The State Authorizing Profiles provide a foundation for understanding authorizing practices in the State. The profiles are not an exhaustive review of the State’s authorizing policies and practices; it is intended to describe the key elements of the State’s policy context for supporting high-quality authorizing practices. Therefore, it is possible that certain State policies are not reflected in the profiles, and that individual authorizers within a state are implementing other practices as well. In addition, the review does not assess the quality of implementation of the policies; it is possible that state policy or statute articulates a quality practice that authorizers do not implement with fidelity.

Finally, state policy is one strategy for advancing high-quality authorizing practices and is the strategy we are focusing on in these profiles. However, there are other strategies and sources of support, including technical assistance and resources provided by state, regional, and local charter support associations. While this report does not address those other strategies, it provides a narrative of the policy context in which authorizers operate. We articulate this context to support authorizers and authorizer support organizations in understanding how to implement quality authorizing practices in their States.

## Overview of State Law

The North Carolina Charter School Act was passed in 1996 and authorized the establishment of up to 100 charter schools.<sup>ii</sup> Pursuant to this law, charter schools are operated independently of existing schools and designed to “(i) improve student learning; (ii) 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; (iii) encourage the use of different and innovative teaching methods; (iv) create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site; (v) provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and (vi) hold the schools established under the charter school law accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.”<sup>iii</sup>

The Charter School Act also (i) established the State Board of Education (SBE) as the State’s authorizing entity,<sup>iv</sup> and (ii) created the North Carolina Charter Schools Advisory Board (CSAB) located within the Department of Public Instruction (DPI). The CSAB makes recommendations to the SBE on the adoption of rules regarding charter school operation, including timelines, standards, and criteria for acceptance and approval of applications, monitoring of charter schools, and grounds for revocation of charter schools; reviews applications and makes recommendations to the SBE for final approval of charter applications; and, makes recommendations to the SBE on actions regarding charter schools, including renewals, non-renewals, and revocations.<sup>v</sup> Lastly, the law created the North Carolina Office of Charter Schools (OCS), which is also located within the DPI. The OCS provides technical assistance and guidance to charter schools and nonprofit corporations seeking to operate charter schools within the State, and assists approved schools and schools seeking approval in coordinating services within the DPI.<sup>vi</sup>

Senate Bill 8, passed in August 2011, removed the 100-school cap on the number of established charter schools, eliminated the ability to restrict the number of students a charter school may enroll, and allowed for the creation of charter schools whose mission is to serve a specific subcategory of students (e.g., gifted students, students with disabilities, students of the same gender).<sup>vii</sup>

The legislature passed House Bill 514 in 2018 which permitted four municipalities to create their own charter schools. The related budget provision (§ 38.8) authorized cities in North Carolina to use local property taxes to fund any public school located within their localities, which can include charters, lab schools, and any other publicly funded entity.<sup>viii</sup>

# State Authorizing Profile: North Carolina

## Framework Snapshot<sup>1</sup>

### **Authorization**

- Does not cap charter school growth
- Provides for more than one authorizing pathway

*Application includes the following:*

- Specific application criteria
- Timelines
- Evaluation review process
- Process for denied applications

*Performance-based contract includes and provides for the following:*

- Separate post-application agreement
- Rights and responsibilities of authorizer and school
- Academic, financial, and operational performance expectations for schools
- Initial term of not more than five years
- Fiscal, legal, and programmatic autonomy for schools
- Independent charter school governing boards

### **Performance Monitoring**

- Provides for annual authorizer evaluation of schools based on the performance goals and expectations set forth in performance-based contract
- Establishes a comprehensive accountability/monitoring system that includes performance expectations and compliance requirements
- Minimizes schools' administrative and reporting burden
- Articulates authorizer action for schools that fail to meet performance expectations (e.g., probation, sanction, or turnaround)

### **Renewal/Revocation**

- Establishes a clear renewal process and decision-making criteria
- Requires that decisions to renew/revoke be based on student academic achievement
- Requires clear school closure procedures (e.g., parent notification, student enrollment, student record transfer, and disposition of assets)

### **Authorizer Accountability**

- Provides for a registration process for eligible authorizing entities
- Requires the State entity to review authorizers' performance
- Requires authorizers to adhere to standards for high-quality authorizing

### **Authorizer Leadership, Student Access, and Student Services**

- Requires a mission or strategic vision for authorizing
- Promotes quality authorizing by requiring technical assistance or professional development for authorizers and/or charter school applicants
- Ensures equitable access to all students
- Requires appropriate services for educationally disadvantaged students (e.g., students with special needs, English learners, students in foster care, or unaccompanied homeless youth)

### **Authorizer Funding**

- Provides a mechanism for guaranteed access to authorizer funding
- Includes a process for holding authorizers accountable for how funding is used

**Source(s):** North Carolina General Statutes Annotated Chapter 11C Article 14A; Public School Employee Charter Schools Administration.

<sup>1</sup> As noted in the Introduction and Methodology section, boxes checked in the framework snapshot indicate that aspects of an authorizing practice(s) were included in State law or policy. If individual authorizers create and follow a certain policy that is not in State statute or policy, then the box will not be checked for the entire State.

## Authorization

- Does not cap charter school growth
- Provides for more than one authorizing pathway

### Does not cap charter school growth

North Carolina law does not cap charter school growth.

### Provides for more than one authorizing pathway

The SBE is the only charter school authorizer in North Carolina.

*Application includes the following:*

- Specific application criteria
- Timelines
- Evaluation review process
- Process for denied applications

### Specific application criteria

The application must include components such as a program description, description of student achievement goals for the school’s educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals, the governance structure of the school, admission policies and procedures, and requirements and procedures for program and financial audits.

### Timelines

State law requires the SBE to distribute information announcing the availability of the charter school process to each local school administrative unit and public postsecondary educational institution and, through press releases, to each major newspaper in the State.<sup>ix</sup> The law requires the SBE to make final decisions on the approval or denial of applications by August 15 of a calendar year on all applications it receives prior to a date established by the OCS for receipt of applications in that application cycle.<sup>x</sup> The SBE must provide its decisions on fast-track replication applications in less than 120 days after the application submission date, and provide a decision no later than October 15 of the year immediately preceding the year of the proposed school opening.<sup>xi</sup>

### Evaluation review process

The SBE can approve applications if it finds “(i) the application meets the requirements set forth in [the law] and other requirements as may be adopted by the SBE, (ii) the applicant has the ability to operate the school and would be likely to operate the school in an educationally and economically sound manner, (iii) and granting the application would achieve one or more of the purposes set out in [the law].”<sup>xii</sup> The law also encourages the SBE “to give preference to applications that demonstrate the capability to provide comprehensive learning experiences to students identified by the applicants as at risk of academic failure.”<sup>xiii</sup> The SBE can approve “fast-track” applications, if a charter school governed by its board of directors “has student academic outcomes that are comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located and can provide three years

of financially sound audits and the board of directors agrees to contract with an education management organization or charter management organization that can demonstrate that it can replicate high-quality charter schools in the State that have proven student academic success and financial soundness.”<sup>xiv</sup> Before approving an application, the CSAB must provide the applicant an opportunity to address the SBE at a public meeting.

The law requires the SBE and the CSAB to “timely notify an applicant of any format issues of incomplete information and to provide the applicant at least five business days to correct those issues.”<sup>xv</sup>

### Process for denied applications

The law does not provide a process for denied applications.

*Performance-based contract includes and provides for the following:*

- Separate post-application agreement
- Rights and responsibilities of authorizer and school
- Academic, financial, and operational performance expectations for schools
- Initial term of not more than five years
- Fiscal, legal, and programmatic autonomy for schools
- Independent charter school governing boards

### Separate post-application agreement

North Carolina law mandates that charter schools operate under the written charter signed by the SBE and the applicant; the contract must also incorporate the information provided in the application, as modified during the charter approval process, and any terms and conditions imposed on the charter school by the SBE.<sup>xvi</sup>

### Rights and responsibilities of authorizer and school

The charter contract “shall incorporate the information provided in the application,” and the application must include, in part, “a description of student achievement goals for the school’s educational program” and “the governance structure of the school.”<sup>xvii</sup> The law also requires the SBE to hold all charter schools accountable for compliance with applicable laws and the provisions of their charters.<sup>xviii</sup>

### Academic, financial, and operational performance expectations for schools

Charter schools are required to (i) design education programs that at least meet the student performance standards adopted by the SBE and the student performance standards in its charter, and (ii) to conduct the student assessments required by the SBE.<sup>xix</sup> Per State law, charter schools are also subject to the financial audits, the audit procedures, and the audit requirements adopted by the SBE for charter schools, which may include the requirements of the School Budget and Fiscal Control Act.<sup>xx</sup>

### Initial term of not more than five years

The SBE may grant the initial charter for no more than 10 years.<sup>xxi</sup>

## Fiscal, legal, and programmatic autonomy for schools

North Carolina law provides legal and programmatic autonomy to charter schools by exempting schools from other statutes and rules applicable to a local board of education or local school administrative unit not included in the charter law, and affording a school's board of directors the authority to decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures.<sup>xxii</sup> Charter schools are required to employ "at least fifty percent [50%] of teachers [with] teacher licenses."<sup>xxiii</sup>

## Independent charter school governing boards

Charter schools in North Carolina are independent of other public schools and are governed by the school's board of directors which is responsible for deciding "matters related to the operation of the school, including budgeting, curriculum, and operating procedures."<sup>xxiv</sup>

## Performance Monitoring

- Provides for annual authorizer evaluation of schools based on the performance goals and expectations set forth in performance-based contract
- Establishes a comprehensive accountability/monitoring system that includes performance expectations and compliance requirements
- Minimizes schools' administrative and reporting burden
- Articulates authorizer action for schools that fail to meet performance expectations (e.g., probation, sanction, or turnaround)

### Provides for annual authorizer evaluation of schools based on performance goals and expectations set forth in performance-based contract

Each charter school must submit an annual report with information required by the SBE to the SBE.<sup>xxv</sup>

### Establishes a comprehensive accountability/monitoring system that includes performance expectations and compliance requirements

All charter schools shall be accountable to the SBE for ensuring compliance with applicable laws and the provisions of their charters.<sup>xxvi</sup> The CSAB is charged with making recommendations to the SBE on charter school monitoring. Charter schools must also administer State-required assessments and comply with North Carolina's Accountability Model, unless otherwise approved by the SBE.<sup>xxvii</sup>

### Minimizes schools' administrative and reporting burden

Though State law does not provide for minimizing schools' administrative and reporting burden, in its 2018 CSP application, the DPI stated "in an effort to avoid duplication of work for subgrantees, the NC ACCESS (Advancing Charter Collaboration and Excellence for Student Success) Program monitoring plan will leverage the State's existing annual performance framework and program-specific monitoring strategies to gather information about school progress."<sup>xxviii</sup>

## **Articulates authorizer action for schools that fail to meet performance expectations (e.g., probation, sanction, or turnaround)**

North Carolina law states that “if a charter school is inadequate in the first five years of the charter, the charter school shall develop a strategic plan to meet specific goals for student performance that are consistent with SBE criteria and the mission approved in the charter school. The strategic plan shall be reviewed and approved by the SBE.”<sup>xxix</sup>

## **Renewal/Revocation**

- ☒ Establishes a clear renewal process and decision-making criteria
- ☒ Requires that decisions to renew/revoke be based on student academic achievement
- ☒ Requires clear school closure procedures (e.g., parent notification, student enrollment, student record transfer, and disposition of assets)

### **Establishes a clear renewal process and decision-making criteria**

State law allows the SBE to renew a charter school for subsequent periods of 10 years unless one of the following applies:

- (i) the charter school has not provided financially sound audits for the immediately preceding three years,
- (ii) the charter school’s student academic outcomes for the immediately preceding three years have not been comparable to the academic outcomes of students in the local school administrative unit in which the school is located, or
- (iii) the charter school is not, at the time of the request for renewal of the charter, substantially in compliance with State law, federal law, the school’s own bylaws, or the provisions set forth in its charter.<sup>xxx</sup>

In addition, the SBE may terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the SBE for any of the following reasons:

- (iv) failure to meet the requirements for student performance contained in the charter;
- (v) failure to meet generally accepted standards of fiscal management;
- (vi) violations of law;
- (vii) material violation of any of the conditions, standards, or procedures set forth in the charter;
- (viii) two-thirds of the faculty and instructional support personnel at the school request that the charter be terminated or not renewed; or
- (ix) other good cause identified.<sup>xxxi</sup>

### **Requires that decisions to renew/revoke be based on student academic achievement**

As noted above, decisions to renew or terminate a school’s charter are based in part on the school’s student academic outcomes and/or failure to meet the requirements for student performance contained in the school’s charter.

### **Requires clear school closure procedures (e.g., parent notification, student enrollment, student record transfer, and disposition of assets)**

The DPI’s OCS has a Charter School Closure Framework that includes termination activities by the following categories: Closure Initiation, Governance, Finance, Employees, Students and

Families (including parent communication, and transfer of student records to the relevant districts of residence for students), and Systems.<sup>xxxii</sup> In addition, the State’s charter school law indicates that “Upon dissolution of a charter school, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located.”<sup>xxxiii</sup>

## Authorizer Accountability

- Provides for a registration process for eligible authorizing entities
- Requires the State entity to review authorizers’ performance
- Requires authorizers to adhere to standards for high-quality authorizing

### Provides for a registration process for eligible authorizing entities

Since the SBE is the only charter authorizer in the State, the law does not provide for an application process for other authorizing entities.

### Requires the State entity to review authorizers’ performance

The law requires the SBE—the only authorizer in the State—to “review and evaluate the educational effectiveness of the charter schools authorized and the effect of charter schools on the public schools in the local school administrative unit in which the charter schools are located and submit an annual report to the Joint Legislative Education Oversight Committee.”<sup>xxxiv</sup> This report is due no later than January 15 and must include “(i) the current and projected impact of charter schools on the delivery of services by the public schools; (ii) student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools’ operation; (iii) best practices resulting from charter school operations; and (iv) other information the SBE considers appropriate.”<sup>xxxv</sup>

### Requires authorizers to adhere to standards for high-quality authorizing

While neither State law nor policy requires authorizers to adhere to standards for high-quality authorizing, the DPI proposed using an independent evaluator to assess the effectiveness of current authorizing practices in the State and provide recommendations on how to improve authorizing to ensure alignment to national standards” in its 2018 CSP application.

## Authorizer Leadership, Student Access, and Student Services

- Requires a mission or strategic vision for authorizing
- Promotes quality authorizing by requiring technical assistance or professional development for authorizers and/or charter school applicants
- Ensures equitable access to all students
- Requires appropriate services for educationally disadvantaged students (e.g., students with special needs, English learners, students in foster care, or unaccompanied homeless youth)

### Requires a mission or strategic vision for authorizing

The law does not require authorizers to have a mission or strategic plan. However, the SBE’s strategic plan goals include increasing the number of charter schools “meeting or exceeding

academic, operational, and financial goals,” and “providing equitable access to economically disadvantaged students or reflecting the LEA in which they are located.”<sup>xxxvi</sup>

### **Promotes quality authorizing by requiring technical assistance or professional development for authorizers and/or charter school applicants**

State law requires the OCS to provide technical assistance and guidance to charter schools operating and nonprofit corporations seeking to operate charter schools in the State.<sup>xxxvii</sup> The law also requires the OCS to “provide or arrange for training for charter schools that have received preliminary approval from the [SBE] and to “assist approved charter schools and charter schools seeking approval from the [SBE] in coordinating services with the [DPI].”<sup>xxxviii</sup>

### **Ensures equitable access to all students**

The law states that “any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school.”<sup>xxxix</sup> The law also requires charter schools to make available to “a student who registers to enroll or who participates in a lottery the same opportunities available to a student enrolled or participating in a lottery contemporaneously with domicile in the State, such as registering for courses and applying for programs that require additional request or application.”<sup>xl</sup>

Schools are prohibited from limiting admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, or disability. Furthermore, within one year after the charter school begins operation, the school is required to “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.”<sup>xli</sup>

### **Requires appropriate services for educationally disadvantaged students (e.g., students with special needs, English learners, students in foster care, or unaccompanied homeless youth)**

Charter schools are subject to and must comply with the Individuals with Disabilities Education Improvements Act (IDEA). The law also states “students may be exempt from mandatory retention in third grade for good cause but shall continue to receive instructional supports and services and reading interventions appropriate for their age and reading level. Good cause exemptions shall be limited to the following: (i) Limited English Proficient students with less than two school years of instruction in an English as a Second Language program [and] (ii) Students with disabilities.”<sup>xlii</sup>

## **Authorizer Funding**

- Provides a mechanism for guaranteed access to authorizer funding
- Includes a process for holding authorizers accountable for how funding is used

### **Provides a mechanism for guaranteed access to authorizer funding**

North Carolina law does not provide a mechanism for guaranteed access to authorizer funding.

### **Includes a process for holding authorizers accountable for how funding is used**

As State law does not provide a mechanism for authorizer funding, it similarly does not specify a process to hold the SBE accountable for how funding is used.

## Endnotes

- <sup>i</sup> Language in ESSA Framework Details section below was taken directly and adapted from Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), §§ 4301 to 4311 (20 U.S.C. §§ 7221 to 7221j)—<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-entities/funding-and-legislation/>; Language in the NACSA: Framework Details section below were taken directly or adapted from the following resources: National Association of Charter School Authorizers: Quality Authorizing Practices; Reinvigorating the Pipeline; Authorizer Accountability Model Language; Higher Education Institution Authorizers; Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing; Findings from the Quality Practice Project; Principles and Standards for Quality Charter School Authorizing; Putting an End to Authorizer Shipping; Language in the Alliance: Framework Details section below were taken directly or adapted from the following resources: National Alliance for Public Charter Schools: 2019 State Charter Law Ranking—<https://www.publiccharters.org/ranking-state-public-charter-school-laws-2019>; 2016 Model Charter School Law—<https://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2016/10/2016ModelCharterSchoolLaw.pdf>
- <sup>ii</sup> NC General Statutes Annotated §115C-218, et seq.
- <sup>iii</sup> NC General Statutes Annotated § 115C-218.
- <sup>iv</sup> NC General Statutes Annotated § 115C-218.5.
- <sup>v</sup> NC General Statutes Annotated § 115C-218.
- <sup>vi</sup> NC General Statutes Annotated § 115C-218(c)(3).
- <sup>vii</sup> The final version of Senate Bill 8 became Session Law 2011-164. See also 2011 N.C. Sess. Laws 164, retrieved from <https://www.ncleg.net/Sessions/2011/Bills/Senate/PDF/S8v8.pdf>; Public Schools First NC, *The Facts on Charter Schools* (September 2019), retrieved from <https://www.publicschoolsfirstnc.org/resources/fact-sheets/quick-facts-on-charter-schools/>
- <sup>viii</sup> Osborne, M., *Charter schools in North Carolina: An Overview*, North Carolina Center for Public Policy Research (January 25, 2019). Retrieved from <https://nccppr.org/charter-schools-in-north-carolina-an-overview/>
- <sup>ix</sup> NC General Statutes Annotated § 115C-218.110(a).
- <sup>x</sup> NC General Statutes Annotated § 115C-218.5(b).
- <sup>xi</sup> NC General Statutes Annotated § 115C-218.3.
- <sup>xii</sup> NC General Statutes Annotated § 115C-218.5(b).
- <sup>xiii</sup> NC General Statutes Annotated § 115C-218.5(a).
- <sup>xiv</sup> NC General Statutes Annotated § 115C-218.3.
- <sup>xv</sup> NC General Statutes Annotated § 115C-218.2(a)
- <sup>xvi</sup> NC General Statutes Annotated § 115C-218.15(c).
- <sup>xvii</sup> NC General Statutes Annotated § 115C-218.1(b).
- <sup>xviii</sup> NC General Statutes Annotated § 115C-218.15(c).
- <sup>xix</sup> NC General Statutes Annotated § 115C-218.85(a)(2) and (3).
- <sup>xx</sup> NC General Statutes Annotated § 115C-218.30.
- <sup>xxi</sup> NC General Statutes Annotated § 115C-218.5(d).
- <sup>xxii</sup> NC General Statutes Annotated § 115C-218.15(d).
- <sup>xxiii</sup> NC General Statutes Annotated § 115C-218.90(a)(1).
- <sup>xxiv</sup> NC General Statutes Annotated § 115C-218.15(d).
- <sup>xxv</sup> NC General Statutes Annotated § 115C-218.30(c).

- <sup>xxvi</sup> NC General Statutes Annotated § 115C-218.15(a).
- <sup>xxvii</sup> North Carolina State Board of Education, *Charter School Accountability Requirements, CHTR-001* (October 3, 2013). Retrieved from [https://simbli.eboardsolutions.com/SB\\_ePolicy/SB\\_PolicyOverview.aspx?S=10399](https://simbli.eboardsolutions.com/SB_ePolicy/SB_PolicyOverview.aspx?S=10399)
- <sup>xxviii</sup> 2018 CSP application.
- <sup>xxix</sup> NC General Statutes Annotated § 115C-218.95(b).
- <sup>xxx</sup> NC General Statutes Annotated § 115C-218.95(b1).
- <sup>xxxi</sup> NC General Statutes Annotated § 115C-218.95(a).
- <sup>xxxii</sup> North Carolina Department of Public Instruction, Office of Charter Schools, *Charter School Closure Framework* (August 2015). Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjPg5Hu-KbqAhWHLHIEHVHPDo8QFjAAegQIBBAB&url=https%3A%2F%2Ffiles.nc.gov%2Fdpi%2Fdocuments%2Fcharterschools%2Fapplications%2Fclosureframework.pdf&usg=AOvVaw1HrWC1EjhYb16Vmql2nDxa>
- <sup>xxxiii</sup> NC General Statutes Annotated § 115C-218.100(b).
- <sup>xxxiv</sup> NC General Statutes Annotated § 115C-218.110(b).
- <sup>xxxv</sup> *Id.*
- <sup>xxxvi</sup> North Carolina State Board of Education, *2025 Statewide Strategic Plan* (2019, August 2019). Retrieved from <https://content.govdelivery.com/accounts/NCSBE/bulletins/25bo16d>
- <sup>xxxvii</sup> NC General Statutes Annotated § 115C-218(c)(3).
- <sup>xxxviii</sup> *Id.*
- <sup>xxxix</sup> NC General Statutes Annotated § 115C-218.45(a).
- <sup>xl</sup> NC General Statutes Annotated § 115C-218.45(d1).
- <sup>xli</sup> NC General Statutes Annotated § 115C-218.45(3).
- <sup>xlii</sup> NC General Statutes Annotated § 115C-218.85.