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# High-Quality Charter Authorizing Policy Profiles: Pennsylvania

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# Pennsylvania: Overview of State Law and Snapshot of Quality Authorizing Practices

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## 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>1</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:

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

NCSRC created eight additional profiles in the summer of 2021 for the seven states that were awarded CSP State Entities grants in FY 2020 and for New Hampshire:<sup>1</sup>

- California
- District of Columbia
- Florida
- New Hampshire
- New Jersey
- Nevada
- Pennsylvania
- South Carolina

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<sup>1</sup> New Hampshire was a 2019 grantee, but because of a delay in accepting grant funds, we created the profile in 2020. Also, Texas was a 2020 grantee, but we had already created its profile since it was a 2017 grantee, as well.

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 want to learn about different states' policy contexts.

Each state profile includes (1) a Framework Snapshot, which is an assessment of a state's authorizing practices using the Framework described in the first paragraph above and (2) 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; they are 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 focus of 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 Pennsylvania Charter School Law was enacted in 1997.<sup>ii</sup> This law was intended, in part, to (1) improve pupil learning; (2) increase learning opportunities for all pupils; and (3) encourage the use of different and innovative teaching methods.<sup>iii</sup> Charter schools in Pennsylvania are required to be public, nonprofit schools.<sup>iv</sup>

In 2002, the state’s charter school law was amended to allow for the inclusion of cyber charter schools, which are authorized by the PA Department of Education.<sup>v</sup> The law currently permits the creation of “regional charter schools which operate under a charter issued by multiple boards of school directors,”<sup>vi</sup> cyber schools, new schools, the conversion of traditional schools to charter schools, and the creation of multiple charter organizations.<sup>vii</sup> Under state law, the following can apply to open a charter school: “an individual; one or more teachers who will teach at the proposed school; parents or guardians of students who will attend the school; any nonsectarian college, university or museum located in the state; any nonsectarian corporation not-for-profit; any corporation, association or partnership; or any combination thereof.”<sup>viii</sup>

In 2021, Governor Wolf and lawmakers introduced legislation designed to increase charter school accountability, cap enrollment at cyber charter schools, and place a moratorium on new cyber charter schools.<sup>ix</sup>

# State Authorizing Profile: Pennsylvania

## Framework Snapshot<sup>2</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):** Pennsylvania Statute (P.S.) § 17-1701-A, et seq; 24 P.S. § 711.1, et seq.

<sup>2</sup> As noted in the Introduction and Methodology, boxes checked in the framework snapshot indicate that aspects of an authorizing practice 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

Pennsylvania law does not cap charter school growth. As noted above, however, there is currently a moratorium on creating new virtual or cyber charter schools.

### Provides for more than one authorizing pathway

The following entities can authorize charter schools under state law: local school boards, two or more local school boards for regional charters, and the Pennsylvania Department of Education (PDE) for virtual charter schools.<sup>x</sup>

*Application includes the following:*

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

### Specific application criteria

Pennsylvania statute mandates assorted application components and also requires that all application components be based on the state’s charter law and made publicly available.<sup>xi</sup> These components include applicants’ proposed (1) governance structure, including a description and method for the appointment or election of members of the school’s board of trustees; (2) mission and education goals, curriculum, and methods to assess whether students are meeting educational goals; (3) admission policy and criteria; and (4) financial plan and provisions for conducting audits.<sup>xii</sup> The law further requires—at a minimum—that applicants demonstrate their ability to “provide comprehensive learning experiences to students...[and] the extent to which the school will serve as a model for other public schools.”<sup>xiii</sup>

### Timelines

State law also establishes charter school application timelines. Specifically, applications are due to “the local board of school directors of the district where the charter school will be located” by November 15 of the year before the school will be established.<sup>xiv</sup> In addition, the local school board must (1) hold at least one public hearing within 45 days after receiving the application, and (2) grant/deny the application no later than 75 days after the public hearing.<sup>xv</sup>

### Evaluation review process

While state law and policy provide some information on Pennsylvania’s application evaluation review process, these details are not specific. For example, the statute generally requires applications to be evaluated based on “(1) the demonstrated, sustainable support for the charter school plan by teachers, parents, other community members, and students...;”<sup>xvi</sup> (2) the applicant’s capability to provide students with comprehensive learning experiences; and (3) “the extent to which the charter school may serve as a model for other public schools.”<sup>xvii</sup> In addition, the PDE website links to the Research for Action (RFA), which provides guidance and other

resources for new charter school applicants as part of their *Equity-Focused Charter School Authorizing Toolkit*.<sup>xviii</sup> Again, these evaluation review process details, however, are not specific.

### Process for denied applications

The PDE and state law provide guidance on the process for denied applications. First, the law requires that local boards of school directors’ make decisions about applications at public hearings. In addition, local boards must provide written notice of their decisions—that includes how/why the application is deficient—to applicants, the Department of Education, and the appeal board. The law permits applicants to request to revise and resubmit their applications to local boards, as well. In the event a local board fails to hold a public hearing and/or grant/deny an application by the legally mandated timeline, an applicant can file its application directly with the Charter School Appeal Board (CAB), which will review the application and decide to grant/deny the charter.<sup>xix, xx, xxi</sup>

Furthermore, statute provides additional details on the appeal process for denied applications. In the end, the CAB has “exclusive jurisdiction” over applications denied by local boards of school directors.<sup>xxii</sup> Appeal eligibility is predicated on the applicant (1) first obtaining the “signatures of the lesser of 1,000 district residents or two percent of the district’s residents,” and (2) forwarding this petition to the Court of Common Pleas.<sup>xxiii</sup> Next, the Court of Common Pleas will determine if the signatures are sufficient and if so, the charter applicant may file a petition of appeal to CAB for review.<sup>xxiv, xxv</sup>

*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

### A separate post-application agreement

Pennsylvania statute defines a written charter as one that includes the application components and is signed by the authorizer and the charter school.<sup>xxvi</sup> The PDE also publishes a charter school application on its website, in addition to an overview of the application process.<sup>xxvii</sup>

### Rights and responsibilities of authorizer and school

The law specifies the charter is “legally binding on the local board of school directors of a school district and the charter school’s board of trustees.”<sup>xxviii</sup> As stated above, the law does also explicitly require that the agreement detail the rights and responsibilities of the school, but does not require that it include those of the authorizer.

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

Under state law, an application—which becomes part of the school’s charter, upon approval—must include educational goals, how students’ progress meeting those goals will be assessed, and a financial plan that includes mandatory audits.<sup>xxix</sup> Neither state law nor policy addresses operational performance expectations.



The School District of Philadelphia Charter Schools Office publishes a charter school performance framework that includes academic, financial, and operational performance expectations.<sup>xxx</sup> RFA provides a charter school Performance Framework, as well.<sup>xxxi</sup>

### **An initial term of not more than five years**

State statute mandates an initial charter term of no less than three and no more than five years; it also indicates a school's charter can be renewed for five-year periods, subject to the renewal criteria detailed below.<sup>xxxii</sup>

### **Fiscal, legal, and programmatic autonomy for schools**

While charter schools in Pennsylvania are “not exempt from statutes applicable to public schools,” such as laws related to student attendance, prohibited discrimination, and civil rights, the law does afford fiscal, legal, and programmatic autonomy for charters.<sup>xxxiii</sup> For example, these autonomies include the ability to (1) enter into contracts and leases for the procurement of services, equipment, and supplies; (2) disburse funds; (3) acquire real property; and (4) sue and be sued.<sup>xxxiv</sup> The law also affords charter schools “such other powers as are necessary to fulfill its charter and are not inconsistent with [state law].”<sup>xxxv</sup>

### **Independent charter school governing boards**

Under state law, charter schools' boards of trustees are authorized to “decide matters related to the operation of the school, including, but not limited to, budgeting, curriculum and operating procedures, subject to the school's charter.”<sup>xxxvi</sup> This authority extends to employing, discharging, and contracting with the “necessary professional and nonprofessional employees subject to the school's charter.”<sup>xxxvii</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 the performance goals and expectations set forth in performance-based contract**

Pennsylvania law requires local boards of school directors to annually assess whether charter schools are meeting their charter goals. It also requires each charter school to submit an annual report to the local board by August 1.<sup>xxxviii</sup>

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

The legislative intent for creating charter schools includes holding “schools established under this act accountable for meeting measurable academic standards” and providing charter schools “with a method to establish accountability systems.”<sup>xxxix</sup> However, the law does not otherwise

establish a comprehensive accountability or monitoring system that includes performance expectations and compliance requirements.

### **Minimizes schools’ administrative and reporting burden**

Neither state law nor policy addresses minimizing schools’ administrative and reporting burden.

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

State law prescribes authorizer action only for charter schools located in the Philadelphia School District. When a school in this district “is in corrective action status and seeks renewal of its charter, if the governing body...renews the charter, [that board] may place specific conditions in the charter that require the school to meet specific student performance targets within stated periods of time.”<sup>xi</sup> Furthermore, if a school in this district “fails to meet the performance targets within the stated period of time, such failure shall be sufficient cause for revocation of the charter.”<sup>xii</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**

The state’s charter renewal process requires that authorizers conduct “a comprehensive review prior to granting a five year renewal of the charter.”<sup>xiii</sup> In order to facilitate the local board’s review and report, “each charter school shall submit an annual report no later than August 1 of each year to the local board of school directors and the secretary in the form prescribed by the secretary.”<sup>xiii</sup>

In addition, the law mandates that local boards can choose to revoke or nonrenew a charter either during the charter’s term or at the end of the term based on any of the following:

1. “One or more material violations of any of the conditions, standards or procedures contained in the written charter.
2. Failure to meet the requirements for student performance...or failure to meet any performance standard set forth in the written charter.
3. Failure to meet generally accepted standards of fiscal management or audit requirements.
4. Violation of provisions of this article.
5. Violation of any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities.
6. The charter school has been convicted of fraud.”<sup>xiv</sup>

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

As noted above, a school’s failure to meet the requirements for student performance is one reason the authorizer can nonrenew/revoke a school’s charter.

## Requires clear school closure procedures

If a school’s contract is “revoked, not renewed, forfeited, surrendered or otherwise ceases to operate, the charter school shall be dissolved.”<sup>xlv</sup> In this instance, students who attended the closed charter school should apply to another school in their district of residence, and normal application deadlines will be disregarded. Furthermore, the law requires that students’ records to be transferred from the closed school to the student’s district of residence.<sup>xlvi</sup> The PDE also provides charter nonrenewal or revocation guidelines on its website.<sup>xlvii</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

Neither state law nor policy provides for a registration process for eligible authorizing entities.

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

Pennsylvania law directs the secretary to contract with an independent professional consultant to conduct an evaluation of the state’s charter school program and submit a report to the secretary, governor, and General Assembly. This evaluation must incorporate recommendations on “the advisability of the continuation, modification, expansion or termination of the program and any or changes in the structure of the program.”<sup>xlviii</sup> While this review is required by state law, it is not executed in practice.

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

Neither state law nor policy 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)

### Requires a mission or strategic vision for authorizing

Neither state law nor policy requires authorizers to have a mission or strategic vision for authorizing.

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

Though neither state law nor policy mandates promotion of quality authorizing by requiring technical assistance or professional development for authorizers or charter school applicants,

the RFA posts technical assistance resources on its website, and PDE provides these links on its website, as well.<sup>xlix</sup>

### **Ensures equitable access for all students**

Pennsylvania law states that all children living in the state are qualified for charter school admission.<sup>l</sup> The law prohibits charter schools from discriminating in their “admission policies or practices on the basis of intellectual ability,...or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district.”<sup>li</sup> However, the law does permit charter schools to “limit admission to a particular grade level, a targeted population group composed of at-risk students, or areas of concentration of the school such as mathematics, science or the arts [and to] establish reasonable criteria to evaluate prospective students which shall be outlined in the school’s charter.”<sup>lii</sup>

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

State law indicates that “children with disabilities shall have access to the general curriculum, and participate in State and local assessments.” In addition, “charter schools and cyber charter schools assume the duty to ensure that a FAPE [free, appropriate, public education] is available to a child with a disability in compliance with IDEA [Individuals with Disabilities Education Act] and its implementing regulations.”<sup>liii</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**

Neither state law nor policy provides a mechanism for guaranteed access to authorizer funding.

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

Similarly, neither state law nor policy includes a process for holding authorizers accountable for how authorizer 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> The School District of Philadelphia, Charter Schools Office, History of Charter Schools, <https://www.philasd.org/charterschools/history/>

<sup>iii</sup> 24 P.S. § 1702-A.

<sup>iv</sup> 24 P.S. § 1703-A.

<sup>v</sup> Pennsylvania Association of School Administrators, White Paper, Charter School Reform: Recommendations for Policy Makers, June 5, 2017, <https://www.google.com/l?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj5hNWNlM7vAhXoFVvKFHsYD34QFjADegQIAhAD&url=https%3A%2F%2Fwww.pasa-net.org%2Ffiles%2FInformationReports%2F2017%2FCharterSchoolReform2017.pdf&usq=AOvVawokBl4j3CxcStCViN-Jt4W>

<sup>vi</sup> 24 P.S. § 1703-A (definition of a “regional charter school”).

<sup>vii</sup> 24 P.S. § 1729.1-A.

<sup>viii</sup> 24 P.S. § 1717-A.

<sup>ix</sup> Pennsylvania Senate Bill 27 (Legislative Session 2021-22), <https://openstates.org/pa/bills/2021-2022/SB27/>; House Bill 272, <https://www.legis.state.pa.us/cfdocs/billinfo/billinfo.cfm?year=2021&sind=0&body=H&type=B&bn=0272>

<sup>x</sup> 24 P.S. §§ 1717-A(c) and 1729.1-A.

<sup>xi</sup> 24 P.S. § 1717-A(e)(2)(ii).

<sup>xii</sup> 24 P.S. § 1719-A.

<sup>xiii</sup> Id.

<sup>xiv</sup> 24 P.S. § 1717-A(c)-(e).

<sup>xv</sup> Id.

<sup>xvi</sup> Id.

<sup>xvii</sup> 24 P.S. § 1717-A(e)(2).

<sup>xviii</sup> Research for Action (RFA) is a Philadelphia-based, nonprofit education research organization. See Tool 7-New Charter Application Guidance, <https://8rri53pmocs22jk3vvqna1ub-wpengine.netdna-ssl.com/wp-content/uploads/2019/11/Tool-7-New-Charter-Application-Guidance-.docx>

<sup>xix</sup> 24 P.S. § 1717-A(e)(4).

<sup>xx</sup> 24 P.S. § 1717-A(e)(5); The Pennsylvania Department of Education, Charter Schools, <https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/CharterSchools.aspx>

<sup>xxi</sup> 24 P.S. § 1717-A(g).

- xxii 24 P.S. § 1717-A(i)(1).
- xxiii 24 P.S. § 1717-A (i)(5); The Pennsylvania Department of Education, Charter Schools, <https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/CharterSchools.aspx>
- xxiv Id.
- xxv Id.
- xxvi 24 P.S. § 1720-A(a).
- xxvii The Pennsylvania Department of Education, Charter School Application and Charter Application Process, <https://www.education.pa.gov/Documents/K-12/Charter%20Schools/Applications/Charter%20School%20Application%20Fillable.pdf>; <https://www.education.pa.gov/Documents/K-12/Charter%20Schools/Charter%20Application%20Process.pdf>
- xxviii Id.
- xxix 24 P.S. § 1719-A.
- xxx [https://drive.google.com/file/d/1lnnarZNQyiFEUyqT\\_4I\\_I2BCyYzuBzQs/view](https://drive.google.com/file/d/1lnnarZNQyiFEUyqT_4I_I2BCyYzuBzQs/view)
- xxxi Research for Action, Tool 1-Performance Framework, <https://8rri53pmocs22jk3vvqna1ub-wpengine.netdna-ssl.com/wp-content/uploads/2019/11/Tool-1-Performance-Framework.docx>
- xxxii Id.
- xxxiii 24 P.S. § 1715-A; 22 P.S. Chapter 11, §§ 121.3 and 235.8.
- xxxiv 24 P.S. § 1714-A.
- xxxv Id.
- xxxvi Id.
- xxxvii Id.
- xxxviii 24 P.S. § 1728-A(a).
- xxxix 24 P.S. § 1702-A(a).
- xl 24 P.S. § 1729-A(a.1)(iii).
- xli Id.
- xlii 24 P.S. § 1728-A(a).
- xliiii 24 P.S. § 1728-A(b).
- xliv 24 P.S. § 1729-A.
- xlv 24 P.S. § 1729-A(i)-(j).
- xlvi Id.
- xlvii The Pennsylvania Department of Education, Charter Renewal Process and Decisions, <https://www.education.pa.gov/K-12/Charter%20Schools/Pages/Charter-Renewal-and-Termination.aspx>
- xlviii 24 P.S. § 1728-A(c).
- xliv Research for Action, Technical Assistance, <https://www.researchforaction.org/?s=technical+assistance>
- <sup>1</sup> 24 P.S. § 1723-A(a).
- li 24 P.S. § 1723-A(b)(1).
- lii 24 P.S. § 1723-A(b)(2).
- liii 22 P.S. §§ 711.2 to 711.3.