



NATIONAL
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High-Quality Charter Authorizing Policy Profiles: South Carolina

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South 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).¹ 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:¹

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

¹ 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 South Carolina Charter Schools Act was passed in 1996. This law is intended to “(1) improve student learning; (2) increase learning opportunities for students; (3) encourage the use of a variety of productive teaching methods; and (4) establish new forms of accountability for schools.”ⁱⁱ The law permits new charter schools, virtual charter schools, and the conversion of traditional public schools to charter schools.

In 2006, the state’s charter school law was amended to create South Carolina Public Charter School District (SCPCSD). SCPCSD was created with “a mission of being an authorizer of new public charter schools and an authorizer for public charter schools that need to transfer from a local public school district for whatever reason.”ⁱⁱⁱ It was also “designed to house state-wide full-time virtual learning.”^{iv} South Carolina Public Charter School District was the first and, at the time, the only statewide charter school authorizer in South Carolina. In 2012, the law was amended to allow SCPCSD to retain funds for the schools it authorizes and also added a provision to allow public or independent institutions of higher learning to register as charter school authorizers in the state.^v

State Authorizing Profile: South Carolina

Framework Snapshot²

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): South Carolina Code (SC Code) § 59-40-10, et seq.; South Carolina State Board Regulations (R) § 43-601, et seq.

² 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

State law does not limit charter school growth.

Provides for more than one authorizing pathway

South Carolina defines a charter school sponsor (or “authorizer”) as the board of trustees for South Carolina Public Charter School District (SCPCSD); the local school board of trustees in which the charter school is to be located; or a public or independent institution of higher learning.^{vi}

Application includes the following:

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

Specific application criteria

State law requires charter school applications to include such elements as the charter school’s mission statement; the goals, objectives, and academic performance standards to be achieved by the charter school and a description of the admission policies and procedures; a description of the educational program, including academic standards adopted by the State Board of Education and how the instructional design, learning environment, class size and structure, curriculum, and teaching methods enable each pupil to achieve these standards; a plan to ensure it is economically sound, a proposed budget for the term of the charter, a description of the manner in which an annual audit of the financial and administrative operations will be conducted; and a description of the governance and operation structure.^{vii} The South Carolina Department of Education also provides the charter application on its website.^{viii}

Timelines

State law specifies timelines for the application process and requires that an applicant “shall submit a letter of intent at least 90 days before submitting an application to the board of trustees or area commission from which it is seeking sponsorship and a copy to the South Carolina Department of Education.”^{ix} In addition, “applications must be submitted to the sponsor and one copy to the South Carolina Department [of Education] on or before February 1 [and] the sponsor’s deadline must ensure completion of the review process by December 1 of the year preceding the opening of the charter school.”^x

Evaluation review process

When evaluating charter school applications, the law states that “all charter school applications must be reviewed by the sponsor to determine compliance with the standards established below [and that] applications submitted to the sponsor must demonstrate compliance with each standard.”^{xi} These standards include requiring an applicant to provide the following

elements: an executive summary, mission statement, support for the formation of the charter school, admission policies and procedures, goals, objectives, educational program, curriculum, academic performance standards, student assessment, and budget and accounting system.^{xii}

The law further states that “a board of trustees or area commission shall deny an application only if [1] the application does not meet the [charter school application] requirements specified, [2] adversely affects...the other students in the district in which the charter school is to be located, or [3] if, based on the totality of information provided by the applicant, the board of trustees or area commission determines that the applicant has failed to demonstrate a substantial likelihood that it has the capacity to establish a viable school based on national industry standards of quality charter school authorization.”^{xiii} (See above for the standards articulated in South Carolina’s State Board of Education (SBE) Regulations on Charter Standards.) Lastly, the South Carolina Department of Education also provides a Charter School Application Evaluation Rubric on its website.^{xiv}

Process for denied applications

South Carolina statute requires authorizers to “provide, within ten days, a written explanation of the reasons for denial, citing specific standards...that the application violates. This written explanation immediately must be sent to the charter committee and filed with the State Board of Education.”^{xv} In addition, “a final decision of the school district or a public or independent institution of higher learning sponsor may be appealed by any party to the Administrative Law Court.”^{xvi}

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

The charter school agreement or contract is defined as a “fixed term, renewable contract between a charter school and a sponsor that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.”^{xvii} The Department of Education shall develop a contract template, which must serve as a foundation for the development of a contract between the charter school and the sponsor.^{xviii} The South Carolina Department of Education also provides a charter school contract template on its website.^{xix}

Rights and responsibilities of authorizer and school

In addition to the definition of a charter contract described above, the law also requires that contracts “between the charter school and the sponsor must be executed and must reflect all provisions outlined in the application as well as the roles, powers, responsibilities, and performance expectations for each party to the contract.”^{xx}

Academic, financial, and operational performance expectations for schools

Contracts must include all provisions outlined in the application, including academic, financial, and operational performance expectations. These provisions include the following:

- “the goals, objectives, and academic performance standards to be achieved by the charter school, and a description of the charter school’s admission policies and procedures;”^{xxi}
- “a description of the charter school’s plan for evaluating pupil achievement and progress toward accomplishment of the school’s achievement standards in addition to state assessments, the timeline for meeting these standards, and the procedures for taking corrective action if that pupil achievement falls below the standards;”^{xxii}
- “evidence that the plan for the charter school is economically sound, a proposed budget for the term of the charter, a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the sponsor, is to be conducted;”^{xxiii} and
- “a description of the governance and operation of the charter school.”^{xxiv}

An initial term of not more than five years

South Carolina statute requires that a charter be approved or renewed for a period of 10 school years.^{xxv}

Fiscal, legal, and programmatic autonomy for schools

The law affords fiscal, legal, and programmatic autonomy for charter schools, including the right to “decide all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures.”^{xxvi}

Independent charter school governing boards

Under state law, charter schools are “administered and governed by a governing body in a manner agreed to by the charter school applicant and the sponsor.”^{xxvii} To this end, the South Carolina SBE Regulations enable charter schools (through their governing boards) to employ and contract with teachers; contract for services; and decide on all other matters related to the operation of the school, including budgeting, curriculum and operating procedures.^{xxviii}

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

South Carolina statute directs charter schools to submit an annual report to their authorizers. Authorizers must then compile these reports into a single document and submit it to the department.^{xxxix} At a minimum, the annual report must include:

1. “the number of students enrolled in the charter school from year to year;
2. the success of students in achieving the specific educational goals for which the charter school was established;
3. an analysis of achievement gaps among major groupings of students in both proficiency and growth;
4. the identity and certification status of the teaching staff;
5. the financial performance and sustainability of the sponsor’s charter schools; and
6. board performance and stewardship including compliance with applicable laws.”^{xxx}

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

As stated above, state law requires that the charter school contract include the performance expectations for each party to the contract. Specifically, the law states that “the charter school’s goals, objectives, educational program, curriculum, and academic performance standards must be clearly described in the application and must meet or exceed any student academic standards adopted by the school district in which the charter school is located.”^{xxxi} Authorizers are charged with monitoring schools’ performance, legal, and fiscal compliance—including collecting and analyzing data to support ongoing evaluation and ensuring schools comply with the terms of their charter agreements.^{xxxii}

SCPCSD, for example, utilizes its Core Performance System (CPS) to “evaluate and monitor [its] portfolio [of] charter schools against the expectations and requirements outlined in the charter contract;”^{xxxiii} this system includes the frameworks, processes, and tools. SCPCSD’s School Performance Frameworks (SPFs) serve as the foundation to the CPS, summarizing the academic, operational, and financial standards used by SCPCSD to guide its portfolio schools throughout their life cycle and are reported annually.^{xxxiv}

Minimizes schools’ administrative and reporting burden

While state statute affords authorizers the ability to “conduct or require oversight activities that enable the sponsor to fulfill its responsibilities,” it also limits monitoring activities to those that are consistent with the law, “adhere to the school’s charter contract, and do not unduly inhibit the autonomy granted to public charter schools.”^{xxxv}

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

The law permits authorizers to “take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school performance or legal compliance.”^{xxxvi} The law further states that “these actions or sanctions may include requiring a school to develop and execute a corrective action plan within a specified timeframe.”^{xxxvii}

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 establishes a clear renewal process that requires charter schools to submit a renewal application to its authorizer 120 days before the end of the school year for the term of the charter contract. The renewal application must include:

1. “a report on the progress of the charter school in achieving the goals, objectives, pupil achievement standards, and other terms of the initially approved charter application;
2. a financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that allows comparison of these costs to other schools or other comparable organizations, in a format required by the State Board of Education; and
3. any proposed material changes to the current charter or charter school contract to be implemented in the next ten-year charter term.”^{xxxviii}

The results of each authorizer’s annual evaluation of charter schools “must be used in making a determination for nonrenewal or revocation.”^{xxxix} In addition, an authorizer can “summarily revoke any charter school that is determined...to pose an imminent threat of harm to the health or safety of students, or both, based on documented and clear and convincing data.”^{xl}

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

The South Carolina SBE Regulations indicate that “each authorizer and charter school must enter into a contractual agreement stating that student performance of all...is the most important factor when determining to renew or revoke a school’s charter.”^{xli} State law further enables the “authorizer [to] revoke or nonrenew a school’s charter based on student academic achievement. Specifically, a charter can be nonrenewed if the authorizer finds that it “failed to meet the academic performance standards and expectations as defined in the charter application or charter school contract, or both.”^{xlii} The authorizer may also nonrenew a charter if it determines that the school

1. “committed a material violation of the conditions, standards, performance expectations, or procedures provided for in the charter application or charter school contract, or both;
2. failed to maintain its books and records according to generally accepted accounting principles or failed to create an appropriate system of internal control, or both; or
3. violated any provision of law from which the charter school was not specifically exempted.”^{xliii}

Requires clear school closure procedures

South Carolina statute requires authorizers to develop school closure protocols that “ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property, and net assets” before a charter school closes.

In addition, “the protocol shall specify tasks, timelines, and responsible parties, including delineating the respective duties of the school and the sponsor.” This protocol is designed to “ensure a smooth and orderly closure and transition for students and parents.”^{xliv}

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 all eligible authorizing entities. However, state law indicates that “only those public or independent institutions of higher learning...who register with the South Carolina Department of Education may serve as charter school sponsors.”^{xlv}

Requires the state entity to review authorizers’ performance

South Carolina statute requires that the Department of Education provide, at least annually, “upon request a directory of all charter schools authorized under this chapter with information concerning the educational goals of each charter school, the success of each charter school in meeting its educational goals, and procedures to apply for admission to each charter school.”^{xlvi} The law further requires the State Board of Education to “compile evaluations to include, but not be limited to, school report cards of charter schools received from sponsors [and] review [this] information regarding the regulations and policies from which charter schools were released to determine if the releases assisted or impeded the charter schools in meeting their stated goals and objectives.”^{xlvii} As stated above, authorizers are also required to submit charter schools’ annual reports to the department, as well.

Requires authorizers to adhere to standards for high-quality authorizing

South Carolina statute requires that authorizers implement national standards. In an effort to “promote the quality of charter school outcomes and oversight, the charter school sponsor shall adopt national industry standards of quality charter schools and shall authorize and implement practices consistent with those standards.”^{xlviii}

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. However, those institutions of higher learning wishing to become authorizers must include a mission and strategic vision within their registration document.

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

State law requires authorizers to “provide technical assistance to persons and groups preparing or revising charter applications at no expense.”^{xlix}

Ensures equitable access for all students

South Carolina statute requires charter school to “admit all children eligible to attend public school to a charter school, subject to space limitations.”¹ In addition, state law requires that charter school admission policies and procedures “reflect compliance with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.”^{li} The law further requires that charter schools admission policies and procedures “provide that, subject to space limitations, the charter school admits all children who are eligible to attend public school in the school district where the charter school is operating, except in the case of an application to create single-gender schools.”^{lii}

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

SBE Regulations indicate that the charter school application—which is incorporated into the charter agreement or contract—must include “an explanation as to how the school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.”^{liii} In addition, these regulations require that charter school admission policies and procedures “reflect compliance with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.”^{liiv}

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

The law states that “the South Carolina Public Charter School District may retain no more than two percent of the total state appropriations for each charter school it authorizes to cover the costs for overseeing its charter schools.”^{lv} In addition, SCPCSD’s administrative fee cannot “include costs incurred in delivering services that a charter school may purchase at its discretion from the sponsor [and] is not applicable to federal money or grants received by the charter school.”^{lvi}

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

Neither state law nor policy provides a process for holding authorizers accountable for how funding is used. However, state statute requires SPCSD to use its authorizing funding (referenced above) “exclusively for the purpose of fulfilling sponsor obligations in accordance with this chapter.”^{lvii}

Endnotes

ⁱ 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>

ⁱⁱ SC Code § 59-40-20.

ⁱⁱⁱ South Carolina Public Charter Schools District, Charter Schools at a Glance, <http://www.sccharter.org/what-we-do/at-a-glance/>

^{iv} Id.

^v A164, R188, H3241, https://www.scstatehouse.gov/sess119_2011-2012/bills/3241.htm

^{vi} SC Code § 59-40-40(4).

^{vii} SC Code § 59-40-60(F).

^{viii} South Carolina Department of Education, 2021 Charter School Application, <https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/charter-school-application-information/2021-charter-application/>

^{ix} SC Code § 59-40-70.

^x R. § 43-601(II)(B).

^{xi} R. § 43-601(II)(A).

^{xii} R. § 43-601(III).

^{xiii} Id.

^{xiv} South Carolina Department of Education, 2021 Charter School Application Evaluation Rubric, <https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/charter-school-application-information/2021-charter-application-rubric/>

^{xv} SC Code § 59-40-70(C).

^{xvi} SC Code § 59-40-90.

^{xvii} SC Code § 59-40-40(9).

^{xviii} SC Code § 59-40-60(B).

^{xix} South Carolina Department of Education, A Template for South Carolina Charter School/Sponsor Contracts, <https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/charter-school-contract-template/charter-school-contract-template-pdf/>

^{xx} SC Code § 59-40-60(B).

^{xxi} SC Code § 59-40-60(F)(3).

^{xxii} SC Code § 59-40-60(F)(6).

^{xxiii} SC Code § 59-40-60(F)(7).

- xxiv SC Code § 59-40-60(F)(8).
- xxv SC Code § 59-40-110(A).
- xxvi SC Code § 59-40-60(E)(3).
- xxvii SC Code § 59-40-40(2).
- xxviii R. § 43-601(III)(H)(5).
- xxix SC Code § 59-40-140(H).
- xxx Id.
- xxxi R. § 43-601(III)(E).
- xxxii SC Code § 59-40-55(4).
- xxxiii South Carolina Public Charter School District, District Performance, <http://www.sccharter.org/district-performance/>
- xxxiv South Carolina Public Charter School District, District Performance, <http://www.sccharter.org/district-performance/>
- xxxv SC Code § 59-40-55(B)(5).
- xxxvi SC Code § 59-40-55(B)(8).
- xxxvii SC Code § 59-40-55(B)(8).
- xxxviii SC Code § 59-40-110(B).
- xxxix SC Code § 59-40-110(A).
- xl SC Code § 59-40-110(C).
- xli R. § 43-601(VII)(B).
- xlvi Id.
- xlvi Id.
- xliv SC Code § 59-40-110(K).
- xlv SC Code § 59-40-40(4); the registration document for IHE Sponsors is available here: Charter School Sponsors, Prospective IHE Charter School Sponsors, <https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/charter-school-sponsors-authorizers/>
- xlvi SC Code § 59-40-150(B).
- xlvii SC Code § 59-40-160(A).
- xlviii SC Code § 59-40-55(A).
- xlvi SC Code § 59-40-140(I).
- ¹ SC Code § 59-40-50(B)(7).
- li Id.
- lii R. § 43-601(III)(D).
- liii R. § 43-601(III)(E)(9).
- liv R. 43-601(III)(D)(2).
- lv SC Code § 59-40-55(C).
- lvi Id.
- lvii Id.