



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Virtual Public Charter School Pilot Program

SL 2014-100 (SB 744), Section 8.35(g)

Date Due: November 15, 2022

DPI Chronological Schedule, 2022-2023

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Report to the JLEOC:
Virtual Charter Schools Pilot Program
November 15, 2022

Background

North Carolina Session Law 2014-100¹ (SB 744, Budget Bill) required the State Board of Education (SBE) to establish a pilot program to authorize the operation of two virtual charter schools serving grades K-12. The legislation authorized the pilot program to begin with the 2015-2016 school year and continue for a period of four years, ending with the 2018-2019 school year. Prior to the end of the four-year pilot, Session Law 2018-5² (SB 99, Budget Bill) extended the pilot program for an additional four years. Session Law 2022-59³ (SB 671) authorized the virtual charter schools pilot program to continue through the 2024-2025 school year. Along with the pilot extension, Session Law 2018-5 changed the reporting requirements to include the following:

The State Board shall report on the initial implementation of the pilot program to the Joint Legislative Education Oversight Committee (JLEOC) by November 15, 2016, and on the findings from (i) five years of operation of the pilot program by November 15, 2020, and (ii) seven years of operation of the pilot program by *November 15, 2022*.

At a minimum, the report shall include the following:

- (1) The number of students who have enrolled in courses offered by the schools.
- (2) The number and types of courses offered by the schools.
- (3) The withdrawal rate of students after enrollment.
- (4) Student performance and accountability data.
- (5) Information on implementation, administration, and funding for the pilot program.
- (6) Recommendations on the modification, continuation, and potential expansion of the program.

¹ <https://www.ncleg.gov/Sessions/2013/Bills/Senate/PDF/S744v9.pdf>

² <https://www.ncleg.gov/EnactedLegislation/SessionLaws/PDF/2017-2018/SL2018-5.pdf>

³ <https://www.ncleg.gov/Sessions/2021/Bills/Senate/PDF/S671v5.pdf>

Historical Context

The Charter Schools Act of 1996⁴ authorized North Carolina's system of charter schools. This legislation imposed a statewide cap of 100 charter schools. In 2011, the General Assembly lifted the cap⁵ and directed the SBE to review and approve quality charters. In 2012, the SBE began working on a policy to address a new type of charter school that serves students via online programs. The SBE passed this policy on "virtual charter schools" in January 2013⁶.

In August 2015, the two virtual charter schools, NC Connections Academy⁷ and NC Virtual Academy opened after successfully completing the Ready to Open process. Session Law 2014-100 § 8.35(f) indicates the virtual charter schools are subject to presentation of data to the SBE. The SBE, in part of its oversight of the virtual pilot charter schools, required each school to provide implementation updates at several regularly scheduled meetings during the 2015-16 school year. Following the implementation of the pilot's first year, and continuing today, the SBE relies on the expertise of the Charter Schools Advisory Board (CSAB) and the work of the Office of Charter Schools (OCS) to monitor the operations and academic performance of both virtual charter schools.

At its May 13, 2019 Special Called Meeting, the SBE voted to approve NC Connections Academy's amendment request to terminate its partnership with the Educational Management Organization (EMO) Pearson OBL and change its name to NC Cyber Academy, effective June 30, 2019.

Both virtual charter schools are currently in their eighth year of operation. Since the initial implementation of the virtual charter pilot program, the schools have experienced many changes including increased enrollment, changes in leadership, and changes in operations.

This legislative report outlines the progress of NC Cyber Academy (NCCA) and NC Virtual Academy (NCVA) throughout the initial seven years of the pilot program.

⁴ <https://www.ncleg.gov/EnactedLegislation/SessionLaws/PDF/1995-1996/SL1995-731.pdf>

⁵ <https://www.ncleg.net/Sessions/2011/Bills/Senate/PDF/S8v8.pdf>

⁶ https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=10399&MID=768

⁷ NC Connections Academy has since changed its name to NC Cyber Academy.

NC Virtual Charter School Legislation

Session Law 2014-100, as amended by Session Law 2018-5, established and extended the virtual charter schools pilot program.

Section 8.35(a) directed the SBE to establish a pilot program to authorize the operation of two virtual charter schools serving students in kindergarten through twelfth grade with student enrollment to begin with the 2015-2016 school year. The original pilot was slated for four years, to end with the 2018-2019 school year, but is now extended through the 2022-2023 school year.

Section 8.35(b) states that the virtual charter schools participating in the pilot program shall be subject to the statutes and rules applicable to charter schools pursuant to Article 14A of Chapter 115C of the General Statutes with the following exceptions:

- (1) The maximum student enrollment in any participating school shall be no greater than 1,500 in its first year of operation and may increase by twenty percent (20%) for each participating school up to a maximum student enrollment of 2,592 in the fourth year of the pilot. The State Board of Education may waive this maximum student enrollment threshold, beginning in the fourth year of the school's operation, if the State Board determines that doing so would be in the best interest of North Carolina students.
- (2) The maximum overall ratio of teachers to students for kindergarten through eighth grade shall be 1:50, and for ninth through twelfth grade shall be 1:150.
- (3) A student who regularly fails to participate in courses may be withdrawn from enrollment pursuant to procedures adopted by the virtual charter school. The procedures adopted by the virtual charter school shall ensure that (i) fair notice is provided to the parent and student and (ii) an opportunity is provided, prior to withdrawal of the student by the school, for the student and parent to demonstrate that failure to participate in courses is due to a lawful absence recognized under Part I of Article 26 of Chapter 115C of the General Statutes and any applicable rules adopted by the State Board of Education.

Section 8.35(c) establishes requirements, in addition to the operating requirements applicable to a virtual charter school participating in the pilot program pursuant to Article 14A of Chapter 115C of the General Statutes. Those requirements are as follows:⁸

- (1) The school shall maintain an administrative office within North Carolina. In addition, the school shall maintain at least one testing center or meeting place within each of the eight State Board of Education districts where the participating students reside, to allow educators and administrators from the school to meet students and parents. When utilizing the testing center or meeting place for test administration, the school is permitted to do the following:
 - a. Administer tests to multiple grade levels at the same time and location.

⁸ These requirements were amended effective with the 2016-2017 school year per [S.L. 2016-94](#).

- b. Contract with a test administrator who is not employed by the board of directors of the school and meets the following criteria:
 1. Holds a valid, North Carolina educator license.
 2. Passes a criminal history check as defined in G.S. 115C-332(a)(1) performed by the school.
 3. Is trained on test administration in accordance with the North Carolina Testing Program.
- (2) If the school contracts with a third party for the provision of administrative staff, such staff fulfilling the equivalent positions of superintendent, principal, or business officer shall be residents of North Carolina.
- (3) All teaching staff shall carry the appropriate State certification to instruct any course and shall receive professional development in virtual instruction pursuant to the school's application to the State Board of Education to participate in the pilot program within 30 days of the employee's date of hire. At least eighty percent (80%)⁹ of the teaching staff shall reside within North Carolina.
- (4) The school shall have a withdrawal rate below twenty-five percent (25%). A student who meets any of the following criteria shall not be counted in measuring the school's withdrawal rate:
 - a. A student enrolled in a school with the intent expressed prior to enrollment of only being enrolled for a finite period of time within the school year. The school shall keep a written record of a student's stated intent for finite enrollment.
 - b. A student who is withdrawn from the school pursuant to subdivision (3) of subsection (b) of this section.
 - c. A student who is no longer qualified under the laws of this State for admission to a public school in North Carolina, including due to the student relocating to another state.
 - d. A student who (i) withdraws from the school for a family, personal, or medical reason and (ii) notifies the school of the reason for withdrawal. The school shall keep a written record of a student's stated reason for withdrawal under this sub-subdivision.
 - e. A student who withdraws from the school within the first 30 days following the date of the student's enrollment.
- (4a) A count of school attendance shall be taken at least once during each semester for funding purposes.
- (5) The school shall ensure that each student is assigned a learning coach. The learning coach shall provide (i) daily support and supervision of students, (ii) ensure student participation in online lessons, and (iii) coordinate teacher-led instructional sessions and State assessments.

Section 8.35(e) directs the State Board of Education to provide State funding to a virtual charter

⁹ Original legislation required ninety percent (90%).

school participating in the pilot program as provided in G.S. 115C-218.105(a) and G.S. 115C-218.105(b). Funding shall not include the allocation for low-wealth counties supplemental funding and the allocation for small county supplemental funding. Virtual charters participating in the pilot program shall be subject to the requirements in G.S. 115C-218.105(c)-(e). The amount of local funds provided to the participating schools pursuant to G.S. 115C-218.105(c) shall be the lesser of seven hundred ninety dollars (\$790.00) per pupil or the amount computed in accordance with G.S. 115C-218.105(c).

Section 8.35(f) states that failure to comply with the provisions of this section may result in deferment or termination of enrollment expansion, or termination of a pilot. Schools participating in the pilot program are subject to presentation of data to the State Board of Education at the call of the Chair of the State Board with a minimum of 21 days' notice.

Part I: Student Enrollment and Withdrawals

Student enrollment at both virtual charter schools has steadily increased since operations began in the 2015-2016 school year. The pilot legislation caps enrollment at 2,592 students. Section 8.35(b)(1) of the legislation reads, “The maximum student enrollment in any participating school shall be no greater than 1,500 in its first year of operation and may increase by twenty percent (20%) for each participating school up to a maximum student enrollment of 2,592 in the fourth year of the pilot. The State Board of Education may waive this maximum student enrollment threshold, beginning in the fourth year of the school's operation, if the State Board determines that doing so would be in the best interest of North Carolina students.”

Therefore, the legislation gives the SBE the authority to waive the maximum student enrollment threshold beginning with the 2018-2019 school year. The SBE granted an enrollment increase request from NCVA in July 2019. The approval allowed NCVA to increase enrollment up to 20% for the 2019-2020 school year. On June 4, 2020, the SBE approved NCVA's request to maintain enrollment above the statutory maximum for the 2020-2021 school year. The approval allowed maximum enrollment to remain at 2,945 students. The SBE also included a stipulation that any enrollment requests above the statutory maximum, following the 2020-2021 school year, will be subject to the school meeting academic growth.

Session Law 2020-97 (HB 1105)¹⁰, related to Coronavirus Relief Funds and Disaster Recovery, was approved by Governor Cooper on September 4, 2020. As part of this legislation, the two virtual charter schools participating in the Virtual Charter Schools Pilot Program were given allowances to increase enrollment.

The original 2020 enrollment allowance was rewritten as part of Session Law 2021-3 (HB 196)¹¹, an act modifying COVID-19 relief legislation, and reads as follows:

“EXTEND VIRTUAL CHARTER SCHOOL ENROLLMENT AUTHORITY

SECTION 3.2.(a) Notwithstanding Section 8.35(b) of S.L. 2014-100, as amended by Section 7.13 of S.L. 2018-5, the two virtual charter schools participating in the pilot program pursuant to Section 8.35 of S.L. 2014-100, as amended, shall be permitted to increase student enrollment for the 2020-2021 school year and 2021-2022 school year only as follows:

- (i) North Carolina Cyber Academy shall be permitted to increase its enrollment by 1,000 students and*
- (ii) North Carolina Virtual Academy shall be permitted to increase its enrollment by 2,800 students.*

A virtual charter school permitted an increase in student enrollment pursuant to this section shall give enrollment priority to students for the 2022-2023 school year who were enrolled in the school for the 2020-2021 school year prior to the date this act became law.”

At its August 4, 2022, regular meeting, the SBE approved an enrollment increase to North Carolina Cyber Academy to 2,705 students and an enrollment increase to North Carolina Virtual Academy

¹⁰ <https://www.ncleg.gov/EnactedLegislation/SessionLaws/HTML/2019-2020/SL2020-97.html>

¹¹ <https://www.ncleg.gov/Sessions/2021/Bills/House/PDF/H196v8.pdf>

of 3,425 students on the condition that no new students may be enrolled in either school during the 2022-2023 academic year.

By operation of law, beginning with the 2023-2024 academic year, the North Carolina Cyber Academy and the North Carolina Virtual Academy may not enroll more than the statutory limit of 2,592 students without further action from the North Carolina General Assembly or the North Carolina State Board of Education.

Enrollment and withdrawal data is obtained from NC Department of Public Instruction (NCDPI) Division of School Business. Withdrawal data includes withdrawals coded W1 (Transfer), W2 (Early Leave), W3 (Death), and W4 (Early Completion). Cumulative enrollment *decreases* from month 5 to month 9 are due to error corrections. Most withdrawals for both virtual charter schools fall under the W1, or transfer, category.

NC Cyber Academy Enrollment and Withdrawals

Over the course of the pilot program, NCCA has grown from a student enrollment (Membership Last Day, Month 9) of 1,353 to 2,595, which is a **cumulative enrollment increase of ninety-one point eight percent (91.8%)**. The cumulative withdrawals (Month 9) have varied over time with a low of 359 withdrawals in the 2020-2021 school year and a high of 719 withdrawals in the 2018-2019 school year.

Figure 1: NC Cyber Academy Enrollment 2015-2022

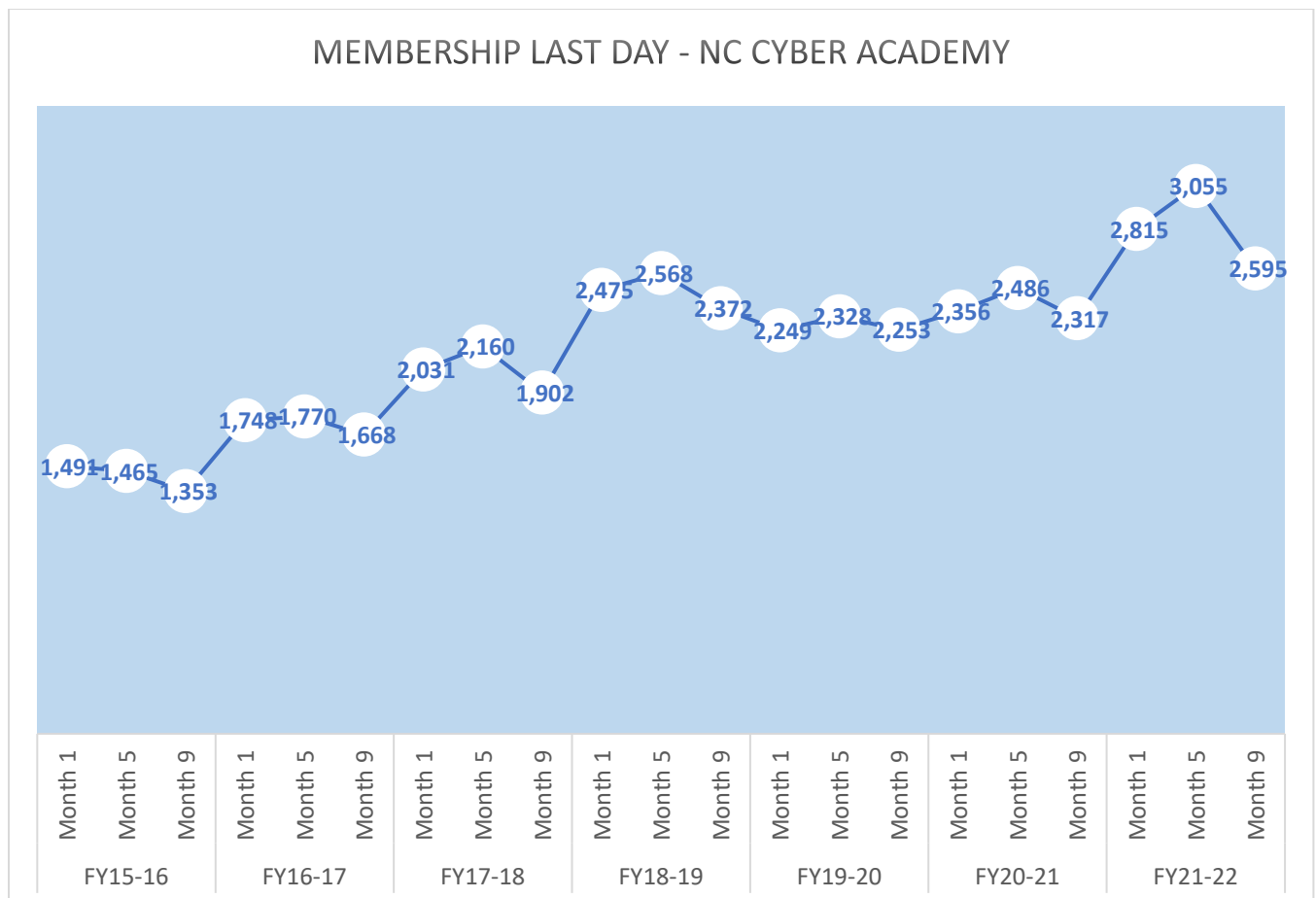
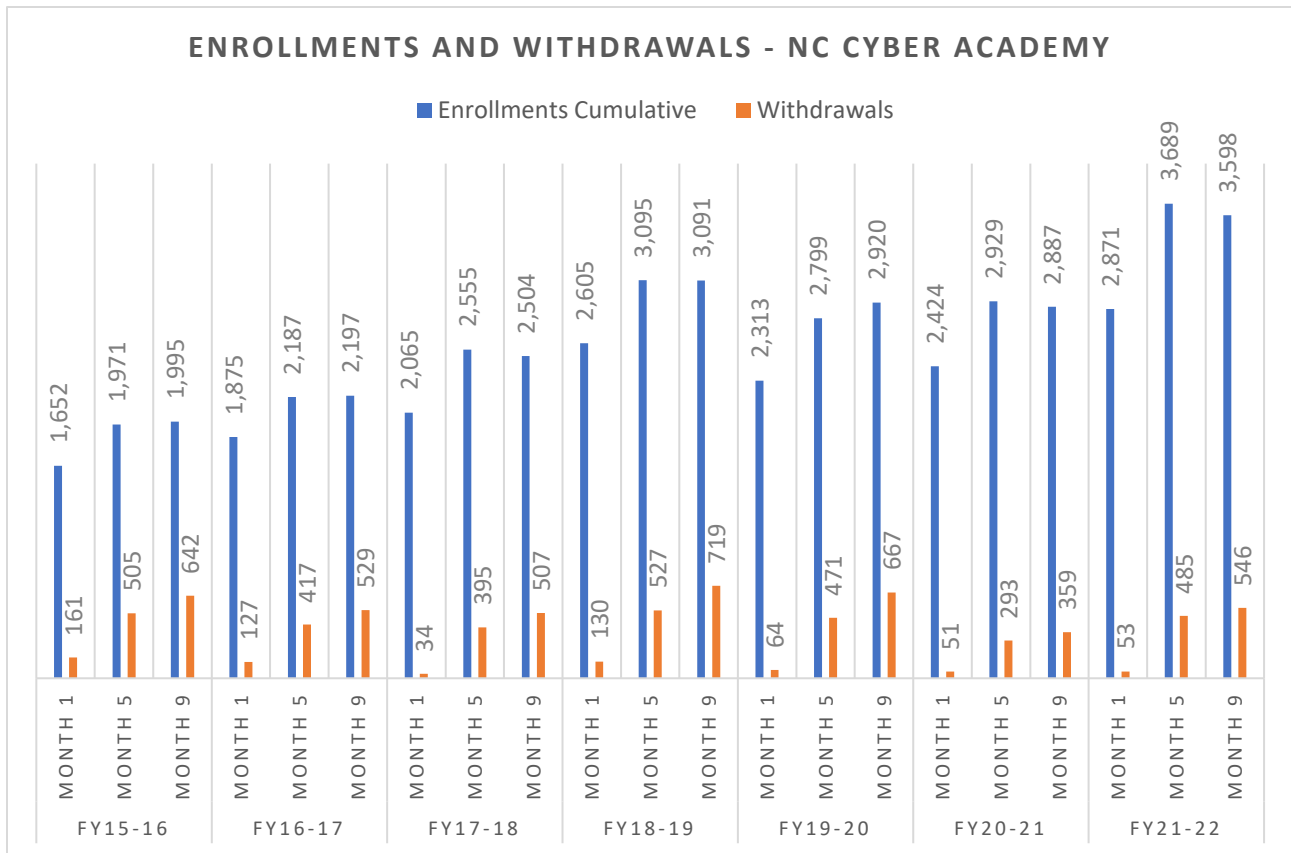


Figure 2: NC Cyber Academy Enrollment and Cumulative Withdrawals 2015-2022



NC Virtual Academy Enrollment and Withdrawals

Over the course of the pilot program, NCVA has grown from a student enrollment (Membership Last Day, Month 9) of 1,283 to 3,116, which is a **cumulative enrollment increase of one hundred forty-two point eight percent (142.8%)**. The cumulative withdrawals (Month 9) have varied over time with a low of 547 withdrawals in the 2020-2021 school year and a high of 650 withdrawals in the 2018-2019 school year.

Figure 3: NC Virtual Academy Enrollment 2015-2022

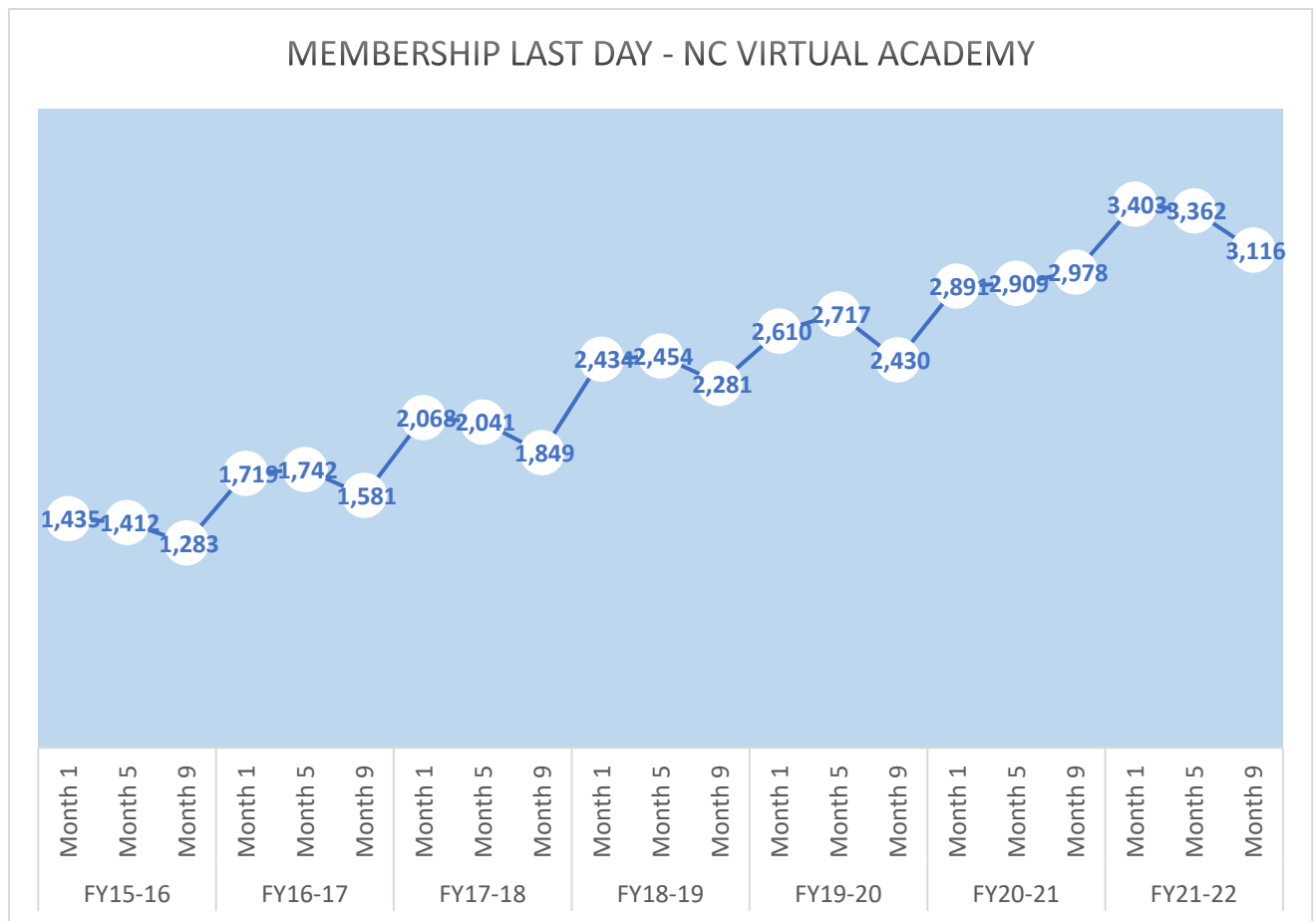
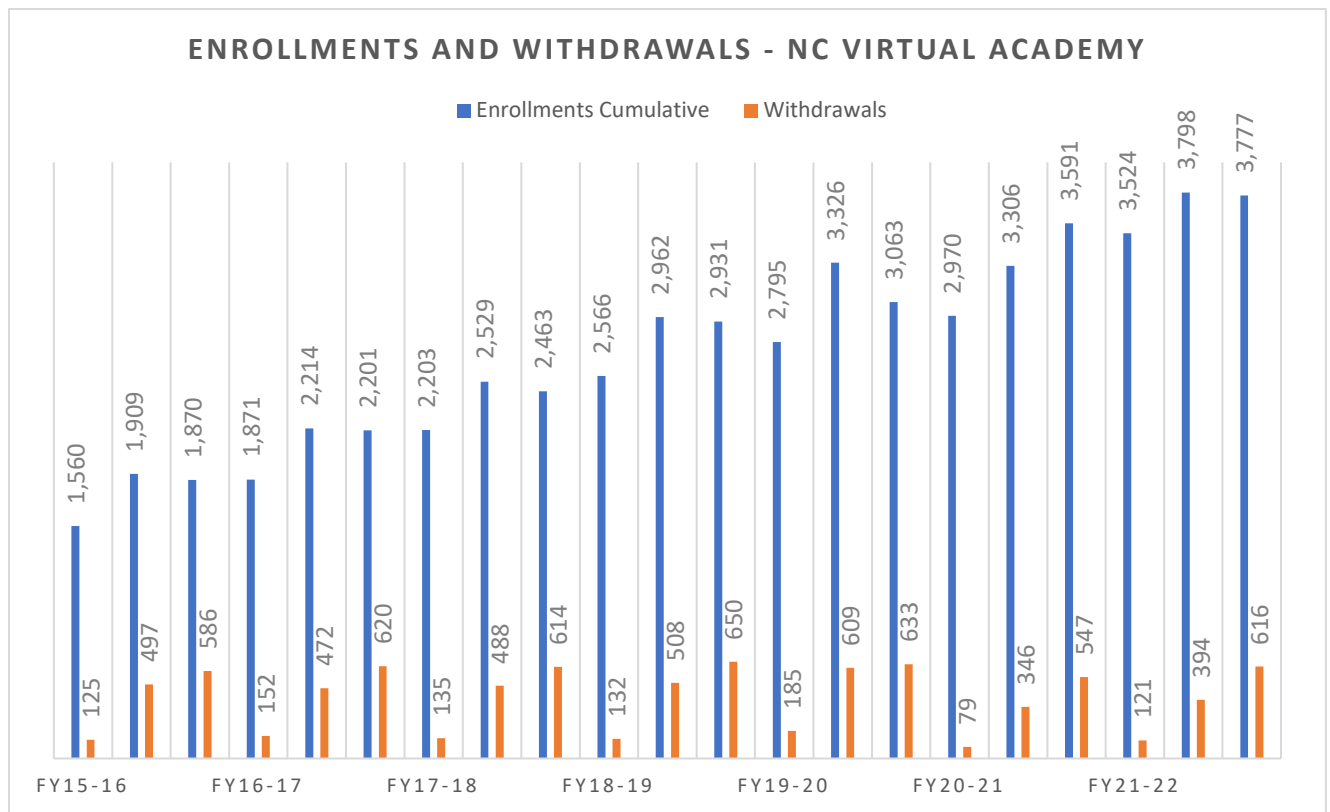


Figure 4: NC Virtual Academy Enrollment and Cumulative Withdrawals 2015-2022



Withdrawal Rates and Finite Enrollment

Session Law 2014-100 § 8.35 outlines that each virtual public charter school shall have a withdrawal rate below twenty-five percent (25%). Additionally, a student enrolled in a school with the intent expressed prior to enrollment of only being enrolled for a finite period of time within the school year shall not be counted in the measured withdrawal rate. The school shall keep a written record of a student's stated intent for finite enrollment.

Session Law 2016-94 made four (4) specific changes to the virtual charters withdrawal rate beginning with the 2016-17 school year which includes additional exclusions. The additional exclusions shall not be counted in measuring the virtual charters withdrawal rates:

- (1) Students who regularly failed to participate in courses who are withdrawn under the procedures adopted by the school.
- (2) Students no longer qualified under State law to attend a North Carolina public school, including relocation to another state.
- (3) Students who: (i) withdraw from school because of a family, personal, or medical reason, and (ii) notify the school of the reason for withdrawal.
- (4) Students who withdraw from school within the first 30 days following the date of enrollment.

As seen in the data below, the four additional withdrawal rate exemptions make it much more likely the virtual charter schools will meet the requirement that the schools maintain a withdrawal rate below twenty-five percent (25%).

The virtual charter schools are responsible for maintaining records of student withdrawals that fall under these five exempted categories. Based on these records, the two virtual charter schools showed varying numbers of finite enrollees, with NCVA having a significantly higher number than NCCA. NCCA did not have finite enrollment data for three of the operating years. Neither school had finite enrollments during the 2020 or 2021 school years. In terms of the four additional categories of exempted withdrawals, the largest percentage of exempted withdrawals fell within the fourth category: students who withdraw from school within the first 30 days following the date of enrollment.

Table 1: NC Cyber Academy Enrollment and Withdrawal Rates

<i>Month</i>	<i>FY15-16</i>			<i>FY16-17</i>			<i>FY17-18</i>			<i>FY18-19</i>			<i>FY19-20</i>		
	M1	M5	M9	M1	M5	M9	M1	M5	M9	M1	M5	M9	M1	M5	M9
<i>Membership Last Day</i>	1,491	1,465	1,353	1,748	1,770	1,668	2,031	2,160	1,902	2,475	2,568	2,372	2,249	2,328	2,253
<i>Enrollments Cumulative</i>	1,652	1,971	1,995	1,875	2,187	2,197	2,065	2,555	2,504	2,605	3,095	3,091	2,313	2,799	2,920
<i>Withdrawals Cumulative</i>	161	505	642	127	417	529	34	395	507	130	527	719	64	471	667
<i>Finite Enrollees</i>			25			-			-			46			-
<i>Exempted Withdrawals¹²</i>			N/A			36			277			213			113
<i>Withdrawal Rate all Enrollees</i>			32%			31%			20%			23%			23%
<i>Withdrawal Rate Minus Exempted Withdrawals¹³</i>			31%			22%			9%			15%			19%

*Percentages are rounded.

¹² *Exempted withdrawals* equal the total number of withdrawals that fall under the exemptions allowed in calculating the withdrawal rate (not including finite enrollees which are illustrated separately). Session Law 2016-94.

¹³ *Withdrawal rate minus exempted withdrawals* is calculated by deducting finite enrollees and exempted withdrawals from the cumulative withdrawal figure and calculating the withdrawal rate.

	<i>FY20-21</i>			<i>FY21-22</i>		
<i>Month</i>	M1	M5	M9	M1	M5	M9
<i>Membership Last Day</i>	2,356	2,486	2,317	2,815	3,055	2,595
<i>Enrollments Cumulative</i>	2,424	2,929	2,887	2,871	3,689	3,598
<i>Withdrawals Cumulative</i>	51	293	359	53	485	546
<i>Finite Enrollees</i>			-			-
<i>Exempted Withdrawals¹⁴</i>			359			546
<i>Withdrawal Rate all Enrollees</i>			12%			15%
<i>Withdrawal Rate Minus Exempted Withdrawals¹⁵</i>			0%			0%

Table 2: NC Virtual Academy Enrollment and Withdrawal Rates

	<i>FY15-16</i>			<i>FY16-17</i>			<i>FY17-18</i>			<i>FY18-19</i>			<i>FY19-20</i>		
<i>Month</i>	M1	M5	M9	M1	M5	M9	M1	M5	M9	M1	M5	M9	M1	M5	M9
<i>Membership Last Day</i>	1,435	1,412	1,283	1,719	1,742	1,581	2,068	2,041	1,849	2,434	2,454	2,281	2,610	2,717	2,430

¹⁴ *Exempted withdrawals* equal the total number of withdrawals that fall under the exemptions allowed in calculating the withdrawal rate (not including finite enrollees which are illustrated separately). Session Law 2016-94.

¹⁵ *Withdrawal rate minus exempted withdrawals* is calculated by deducting finite enrollees and exempted withdrawals from the cumulative withdrawal figure and calculating the withdrawal rate.

<i>Enrollments Cumulative</i>	1,560	1,909	1,870	1,871	2,214	2,201	2,203	2,529	2,463	2,566	2,962	2,931	2,795	3,326	3,063
<i>Withdrawals Cumulative</i>	125	497	586	152	472	620	135	488	614	132	508	650	185	609	633
<i>Finite Enrollees</i>			158			237			207			135			40
<i>Exempted Withdrawals¹⁶</i>			N/A			365			388			360			350
<i>Withdrawal Rate all Enrollees</i>			31%			28%			25%			22%			21%
<i>Withdrawal Rate Minus Exempted Withdrawals¹⁷</i>			23%			<1%			<1%			5%			8%

*Percentages are rounded.

¹⁶ *Exempted withdrawals* equal the total number of withdrawals that fall under the exemptions allowed in calculating the withdrawal rate (not including finite enrollees which are illustrated separately). Session Law 2016-94.

¹⁷ *Withdrawal rate minus exempted withdrawals* is calculated by deducting finite enrollees and exempted withdrawals from the cumulative withdrawal figure and calculating the withdrawal rate.

	<i>FY20-21</i>			<i>FY21-22</i>		
<i>Month</i>	M1	M5	M9	M1	M5	M9
<i>Membership Last Day</i>	2,891	2,909	2,978	3,403	3,362	3,116
<i>Enrollments Cumulative</i>	2,970	3,306	3,591	3,524	3,798	3,777
<i>Withdrawals Cumulative</i>	79	346	547	121	394	616
<i>Finite Enrollees</i>			-			-
<i>Exempted Withdrawals¹⁸</i>			399			316
<i>Withdrawal Rate all Enrollees</i>			15%			16%
<i>Withdrawal Rate Minus Exempted Withdrawals¹⁹</i>			4%			8%

¹⁸ *Exempted withdrawals* equal the total number of withdrawals that fall under the exemptions allowed in calculating the withdrawal rate (not including finite enrollees which are illustrated separately). Session Law 2016-94.

¹⁹ *Withdrawal rate minus exempted withdrawals* is calculated by deducting finite enrollees and exempted withdrawals from the cumulative withdrawal figure and calculating the withdrawal rate.

Part II: Course Offerings and Instructional Programming

A variety of courses are offered at each of the virtual charter schools and course options have changed over the years since the pilot began. Both schools report evolving course offerings based on the desire and needs of their students.

NC Cyber Academy Instructional Programming

All three NC Cyber Academy (“NCCA”) grade bands - elementary, middle, and high - utilize the ‘I do, You do, We do’ pedagogical practice during synchronous instruction. Courses that are taught by NCCA teachers include live, online synchronous instruction. Courses that are taught by teachers from NCCA’s partnering curriculum provider, Edgenuity, are conducted asynchronously.

NCCA staff are expected to meet the following expectations to ensure high-quality instruction, consistency, and professionalism.

Teacher Expectations

Teachers are responsible for ensuring that students achieve mastery of learning objectives. Teachers provide guidance, instruction, and support to manage the learning process and focus on students’ individual needs. Teachers instructionally monitor student progress through the Learning Management Systems (LMS): Edgenuity & Canvas. The Edgenuity system primarily delivers content through an Asynchronous model, while Canvas provides opportunities for both Synchronous and Asynchronous delivery of content. Through these delivery models teachers assign interactive lessons, daily assessments and work actively with students and parents to advance each child’s learning. It is through the use of Canvas and Edgenuity lessons, daily assessments, project based learning, Live Learning Sessions (LL), small group learning, 1:1 personalized instructional support, office hours, among other instructional initiatives that the NCCA-HS meets the State Requirement of 1,025 hours or more for annual instruction.

Teaching in a virtual academy requires a strong educational background and a firm understanding of how best practices from a regular classroom can be applied to this innovative model. Though the primary focus is on academics, all NCCA teachers must be comfortable using technology and supporting new users of technology. Teachers work primarily from their homes, but “in office” days are regularly scheduled, and it is expected that all high school teaching staff are punctual, attentive, and engaged during all in-office work days.

All teachers are presented with and required to agree to specific responsibilities covering the areas of:

1. planning and preparation,
2. instruction and student achievement, and
3. leadership, team, and building school community.

Table 3: NC Cyber Academy Course Offerings

*** indicates an honors option**

Elementary School Courses (K-5)	Middle School Courses (6-8)	High School Courses (9-12)
English Language Arts Health Math Physical Education Science Social Studies Social Emotional Learning Courses that will be offered later in the year: Technology Art Spanish (possibly)	Advanced English Language Arts Coding I and II Digital Art and Design I and II Earth/Environmental Science English Language Arts Health & Physical Education Journalism I and II Math NC Math 1, 2, and 3 Science Social Studies Spanish I and II ELA Advanced Gr 6 ELA Advanced Gr 7 ELA Advanced Gr 8 ELA Grade 6 ELA Grade 7 ELA Grade 8 Math Gr 6/7 Compacted Math Gr 7/8 Compacted Math Grade 6 Math Grade 7 Math Grade 8 MS Earth/Environmental Science (HS Credit) MS English I (HS Credit) MS NC Math 1 (HS Credit) MS NC Math 2 (HS Credit) MS NC Math 3 (HS Credit) Science Grade 6 Science Grade 7 Science Grade 8 Social Studies Grade 6 Social Studies Grade 7 Social Studies Grade 8 Health and PE Gr 6 Health and PE Gr 7 Health and PE Gr 8 MS Coding I MS Coding II MS Digital Art and Design I MS Digital Art and Design II MS Exploring Music I MS Game Design I	African American History Animation AP Calculus AB AP English Language & Composition AP English Literature & Composition AP Environmental Science AP Human Geography AP Psychology AP Statistics AP United States Government and Politics AP United States History AP World History: Modern Applied Science Art History I American Sign Language I, II Astronomy Biology* Career Management Chemistry Honors Chinese I, II Earth/Environmental Science* Engineering Design and Product Development English I, II, III, IV* Fashion and Interior Design Financial Management Forensic Science I Foundations of Information Technology Foundations of NC Math 1, 2, 3 French I, II, III Health and PE Grades 9-12 Human Dev. and Parenting Intro to Biotechnology Intro to Business Intro to Communications and Speech Intro to Computer Science Intro to Human Services Introduction to Mathematics I Latin I, II Business Computer Information

	MS Great Minds in Science MS Journalism I MS Journalism II MS Keyboarding MS Photography I MS Social Emotional Learning Grade 6 MS Social Emotional Learning Grade 7 MS Social Emotional Learning Grade 8 MS French Beginning MS French Continuing French I (HS Credit) MS Spanish Beginning MS Spanish Continuing Spanish I (HS Credit) Spanish II (HS Credit) AIG Independent Study	Systems Marine Science Microsoft Office Specialist NC Math 1, 2, 3, 4* Physical Science Physics Honors Pre-Calculus Honors Preparation I, II, III, IV (Occupational Course of Study) Programming, Web, and Software Dev. Psychology Small Business Entrepreneurship Spanish I, II, III Success Strategies for Online Learning World History* World Religions American History - 43112X0 AP Spanish Language & Culture CTE Natural Resources I CTE Foundations of Health Science Founding Prin USA & NC: Civic Literacy* Economics and Personal Finance* Anatomy & Physiology Honors Business Law & Careers in Finance Creative Writing I, II Curriculum Assistance ELA Curriculum Assistance Math Freshman Seminar Guitar I, II Law and Justice I PE Independent Study Honors Personal Fitness Public Safety Recreational Sports Visual Arts I Vocal Music I, II
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NC Cyber Academy: Time Spent Online

- **High School**

- Time spent actively online by teachers: Approximately 6-8 hours per day:
 - Teachers work a minimum of 8 hours daily:
 - 2-3 hours per day providing “live” Synchronous Instruction
 - 3-6 hours per day assessing Asynchronous work submitted by students, providing 1:1 instructional time, organizing and providing small group remediation and enrichment, supporting school virtual clubs, holding daily “office hours” where students and parents can interact with any staff member at a set time daily, etc.
- Time spent actively online by students: Approximately 4-8 hours per day:
 - Students’ online activity would vary by student as determined by each student’s schedule and the associated rigor within the course selection process, i.e. Standard, Honors, Advanced Placement (AP), Career and College Promise (CCP)
 - 2-3 hours per day in Synchronous Live Learning
 - 2-5 hours per day in Asynchronous coursework

- **Middle School**

- Time spent actively online by teachers: Approximately 6-8 hours per day
- Time spent actively online by students: Approximately 4-8 hours per day depending on student need and speed of completing work. Approximately 2 hours spent in live lessons each day, 2-4 hours spent in asynchronous course work, and additional time spent receiving teacher support/Exceptional Children (EC)/English Language Learner (ELL)/Multi-Tiered Systems of Support (MTSS) as needed.

- **Elementary School**

- Time spent actively online by teachers: Approximately 6-8 hours per day
- Time spent actively online by students: Approximately 4-8 hours per day depending on student need and speed of completing work. Approximately 2 hours spent in live lessons each day, 2-4 hours spent in asynchronous course work, and additional time spent receiving teacher support/Exceptional Children (EC)/English Language Learner (ELL)/Multi-Tiered Systems of Support (MTSS) as needed.

Table 4: NC Cyber Academy Curriculum and Software Utilized

Name	Description	High School	Middle School	Elementary School
Imagine Learning (previously "Edgenuity")	Curriculum Provider Flexible, standards-aligned digital content and curriculum, providing learning options for students in grades K–12.	Yes	Yes	Yes
Google	Supplemental Tool	Yes	Yes	Yes

Workspace for Education	Calendar, Voice, Meet, Chat (staff to staff communications), and Classroom			
Peardeck	Supplemental Tool Pear Deck is an educational technology company offering a web-based application to K–12 schools and teachers. Enables teachers to build in interactive questions and activities within their presentations.	Yes		
Nearpod	Supplemental Tool Provides real-time insights into student understanding through interactive lessons, interactive videos, gamification, and activities — all in a single platform.	Yes	Yes	Yes
Desmos	Supplemental Tool Utilized by the high school math teachers, this tool provides an interactive virtual graphing calculator while also allowing math teachers to build interactive lessons around math concepts.	Yes		
Delta Math	Supplemental Tool DeltaMath allows teachers to mix and match problem-sets, control rigor, vary due dates, and, with PLUS or INTEGRAL, create tests and problems of their own.	Yes	Yes	
iStation	Supplemental Tool Platform that provides formative assessments in reading and math for students in K-5 to assess their learning progress and grade level proficiencies.			Yes
Learning A-Z	Supplemental Tool Program that provides students and staff with additional literacy resources. Students are able to be assigned and self-select books to read that can be read electronically or printed.			Yes
iXL	Supplemental Tool North Carolina standard aligned practice questions and lessons geared towards supporting curriculum delivered by instructors.	Yes	Yes	Yes

NC Virtual Academy Instructional Programming

The Mission of NCVA is to empower students and their parents with an innovative and effective educational program that achieves high standards and helps students reach their full academic and social potential. The school's vision is to create a high-performance school that equips teachers and parents with the tools of tomorrow, thereby giving our students all the opportunities, they need to succeed in life and creating a new model for the twenty-first century public school.

Courses that are taught by NCVA teachers include engaging, live online synchronous instruction in conjunction with asynchronous learning.

Teacher Expectations

Teachers will create a safe learning environment inclusive for all students in order to achieve enhance student achievement based on state curriculum and objectives. All teachers use an on-line learning system (OLS) which facilitates both synchronous and asynchronous learning as well as access to curriculum. The OLS affords teachers the ability to provide interaction with students, lesson delivery, both interactive and independent assessments and tasks. Additionally, students are provided small group learning, and 1:1 personalized instructional support.

All NCVA teachers seamlessly use technology and its facets in order to deliver rigorous instruction to the students. Teachers work from their "home office" but regularly participate in professional development, both virtual and in-person student outings through the school year.

All teachers are certified in their academic area(s) and are required to agree to specific responsibilities covering the areas of:

1. Planning, preparation, and data analysis
2. instruction and student academic growth
3. rapport building among students and staff along with community outreach

Elementary School

- Time spent Synchronously live Instruction: Students attend 3-6 classes daily depending on level of support needed.
- Time spent Asynchronously: 2-4 hours per day working in the OLS.
- Additional support time: Support for Exceptional Children (EC), English Language Learner (ELL), Muti-Tiered Systems of Support (MTSS), and remediation as needed.

Middle School

- Time spent Synchronously live Instruction: Students attend 5 classes daily which includes core and elective equaling 4 hours.
- Time spent Asynchronously: 2-3 hours per day working in the online LMS
- Additional support time: Support for Exceptional Children (EC), English Language Learner (ELL), Muti-Tiered Systems of Support (MTSS), remediation support as needed.

High School

- Time spent Synchronously live Instruction: Students attend 3-4 classes daily (Based on block scheduling) which includes core and elective equaling 3-4 hours.
- Time spent Asynchronously: 3 hours per day working in the online LMS
- Additional support time: Small Targeted Instruction Groups weekly for all courses, Support for Exceptional Children (EC), English Language Learner (ELL), Multi-Tiered Systems of Support (MTSS), remediation support as needed.

Table 5: NC Cyber Academy Curriculum and Software Utilized

Name	Description	High School	Middle School	Elementary School
Nearpod	Supplemental Tool Provides real-time insights into student understanding through interactive lessons, interactive videos, gamification, and activities — all in a single platform.	Yes	Yes	Yes
Go Formative	Go Formative is an educational platform that allows teachers to create various types of assignments that students can interact with in real time and across different devices. Teachers can view students responses in real-time and provide timely feedback.	Yes	Yes	Yes
Progress Learning	Progress Learning by USATestprep is a supplemental learning resource for schools and districts that helps middle school students master their state standards. Our product is 100% aligned with state standards and provides students with an age-appropriate experience, while engaging them with features inspired by Education Galaxy that are guaranteed to appeal to the middle school learner.	Yes	Yes	No
mClass	Universal screener that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.	No	No	Yes
Varsity Tutors	On Demand and 1:1 tutoring	Yes	Yes	Yes
Gizmos	Interactive math and science virtual labs and simulations	Yes	Yes	No
Mindplay	An individualized reading intervention that features virtual reading teachers.	No	No	Yes
Desmos	Supplemental Tool Utilized by the high school math teachers, this tool provides an interactive virtual graphing calculator	Yes	Yes	No

	while also allowing math teachers to build interactive lessons around math concepts.			
Flocabulary	Flocabulary creates educational hip hop songs, videos and additional materials for students in grades K-12. Flocab takes a nontraditional approach to teaching vocabulary, United States history, math, science and other subjects by integrating content into recorded raps.	Yes	Yes	Yes
Raz Kids	Raz-Kids is an online resource that provides a library of differentiated books. Children can listen, read and take a quiz. Children can practice reading in school, at home, or on the go. It also supports close reading skills and the reading and writing connection with interactive tools and constructed response quiz questions.	No	No	Yes
Classkick	Classkick is a free digital formative assessment tool that allows teachers to create lessons and assignments that students work through on their devices at their own pace. Teachers can observe student progress in real time and provide immediate feedback. In addition to receiving help and feedback from the teacher, Classkick allows students to anonymously request help from their peers. Text, images, video, and audio can be easily integrated into assignments. It is a great tool for synchronous and asynchronous communication, blended classrooms, personalized learning, and cooperative learning.	Yes	Yes	Yes
iXL	Supplemental Tool North Carolina standard aligned practice questions and lessons geared towards supporting curriculum delivered by instructors.	Yes	Yes	Yes

NC Virtual Academy Course Offerings

Table 6: NC Virtual Academy Course Offerings

***indicates an honors option**

Elementary Courses (K-5)	Middle School Courses (6-8)	High School Courses (9-12)
English Language Arts General Music Math Physical Education Physical Education and Health	Computer Skills English Language Arts Fundamentals of Music Health and Physical Education Math	Adaptive Curriculum American History* Anatomy and Physiology AP Calculus AP Environmental Science

Science	Math I (8 th grade)	AP Language and Composition
Social Studies/History	Pre-Algebra (7 th grade)	AP Literature
Spanish (for AIG enrichment)	Science	AP United States History
Visual Arts	Social Studies	Apparel and Textile Production I
	Spanish	Art Appreciation
	Visual Arts	American Sign Language
		Biology*
		Career Management
		Chemistry*
		Civics & Economics*
		College and Career Promise
		Creative Writing
		Culinary Arts & Hospitality
		Database Concepts
		Digital Imaging and Design
		Digital Photography 1
		Early Childhood Development
		Earth/Environmental Science
		Economics and Personal Finance*
		English I, II, III, IV*
		Entrepreneurship 1
		Foundations of Math I
		Founding Principles of the USA and NC: Civic Literacy*
		Fundamentals of Music
		Geography
		Healthful Living
		Honors Pre-Calculus
		Interior Design
		Intro to Computers
		JAVA Programming
		Marketing
		Math I, II, III, IV*
		Microsoft Office
		Music Appreciation
		Occupational Course of Study
		Physical Science
		Psychology
		Reaching Your Academic Potential
		Service Learning
		Sociology
		Spanish 1
		Spanish 2
		World Cuisine

		World History*
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Part III: Student Performance and Accountability Data

The virtual charter schools are subject to the same accountability requirements as all brick and mortar charter schools under General Statutes Chapter 115C, Article 14A. Such requirements include the following:

- A charter school shall conduct the student assessments required by the State Board of Education. § 115C-218.85(a)(3).
- If a charter school earned an overall school performance grade of D or F, the charter school shall provide notice of the grade in writing to the parent or guardian of all students enrolled in that school. § 115C-218.65.
- Reading Proficiency and Student Promotion requirements. § 115C-218.85(b).

The NCDPI Accountability division reports assessment data for both virtual charter schools as the schools are subject to the state accountability and testing requirements. A brief explanation of the state accountability system as it pertains to Academic Growth and School Performance Grades (SPG) is available here.²⁰

Student performance data has shown troubling consistency since the pilot began. Both virtual charter schools are considered continually low-performing under charter school accountability legislation. **Low-performing charter schools** are those that earn an overall school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. § 115C-83.15.²¹ A **continually low-performing charter school** is a charter school that has been designated as low-performing for at least two of three consecutive years.²² For the entirety of the pilot program both virtual charter schools have earned an overall school performance grade of D and a growth score of "not met expected growth" and therefore are continually low-performing charter schools. Due to the COVID-19 pandemic and waiver of year end state assessments, 2019-2020 and 2020-2021 state accountability data is unavailable.

NC Cyber Academy Student Performance

Table 7: NC Cyber Academy Student Performance Grade and Growth Status

	Performance Grade	Growth Status	Growth Index
2021-2022	D	Not Met	-11.83
2018-2019	D	Not Met	-17.48
2017-2018	D	Not Met	-13.13
2016-2017	D	Not Met	-10.69
2015-2016	D	Not Met	-16.26

²⁰ <https://www.dpi.nc.gov/media/15505/download?attachment>

²¹ 115C-218.94(a)

²² 115C-218.94(b)

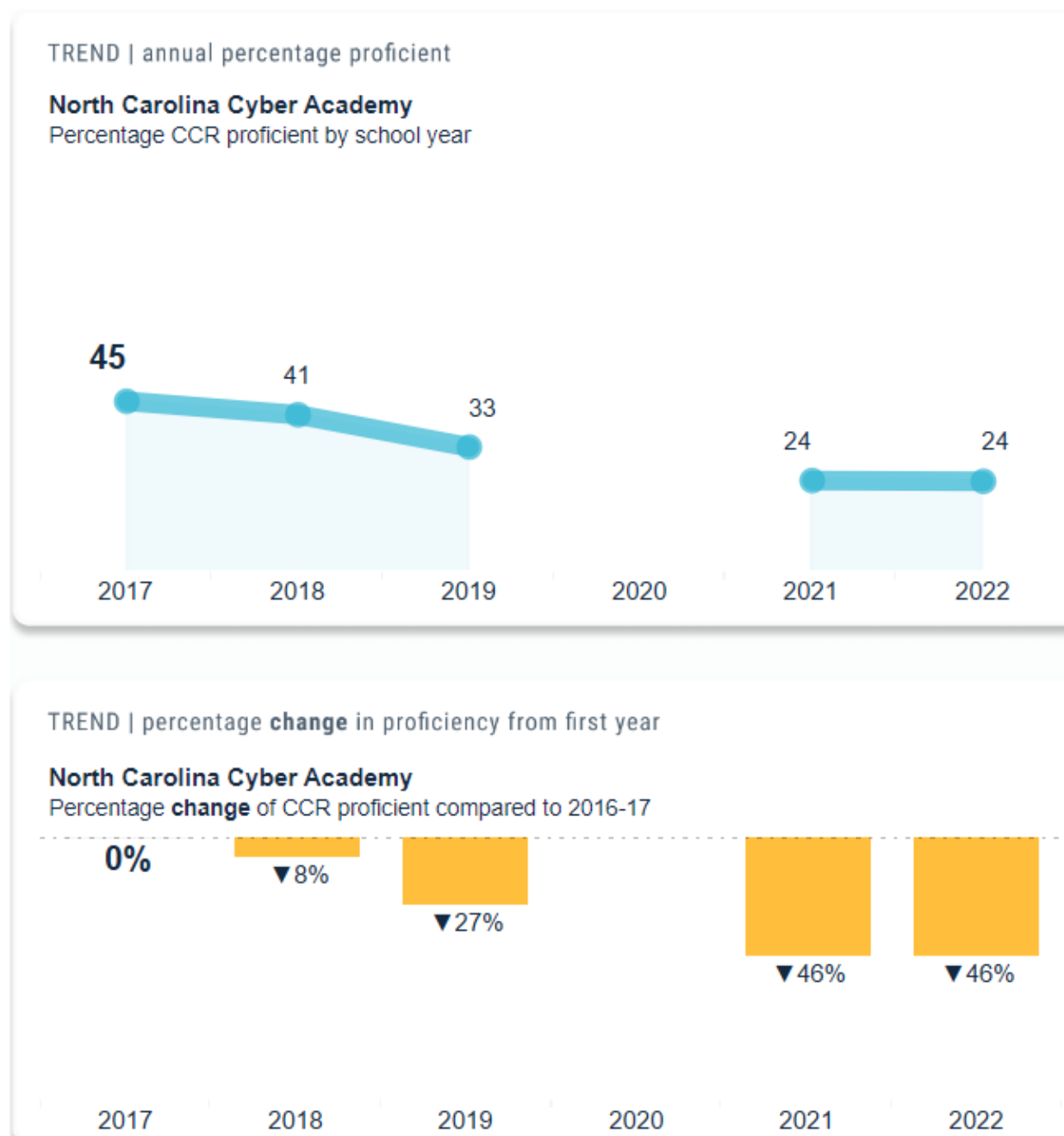
Figure 5: NC Cyber Academy Growth Index



The growth trends for NCCA showed improvement at the second year of assessment, but steadily declined during the following two years. The latest data, from 2021-2022, shows improvement in the growth index.

Figure 6 and 7: NC Cyber Academy Student Performance Trends

The percentage of students that scored Level 3 and above (Grade Level Proficient - GLP) or Level 4 and above (Career and College Readiness - CCR) on the End of Grade (EOG) and End of Course (EOC) assessments is outlined below²³.

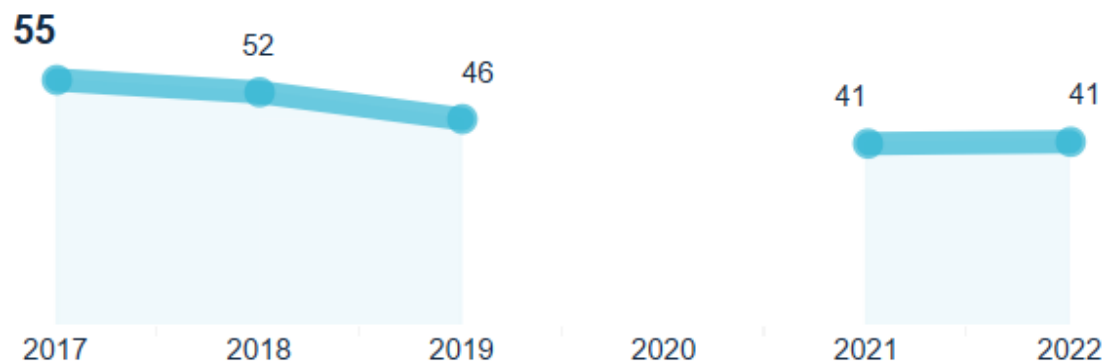


²³ [NCDPI Data Dashboard](#)

TREND | annual percentage proficient

North Carolina Cyber Academy

Percentage GLP proficient by school year



TREND | percentage **change** in proficiency from first year

North Carolina Cyber Academy

Percentage **change** of GLP proficient compared to 2016-17

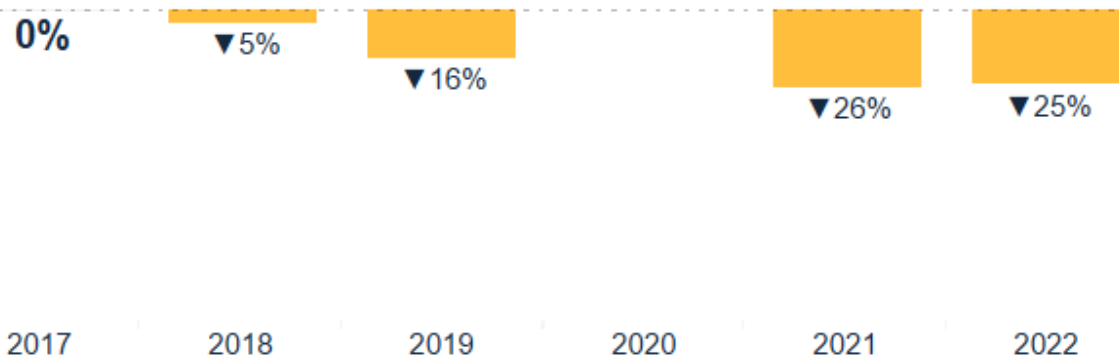


Table 8: NC Cyber Academy Subgroup Letter Grades (2021-2022)

Subgroup	Subgroup Letter Grade (SLG)	Subgroup Performance Score (SPS)
American Indian	I	
Asian	B	82
Black	F	39
Hispanic	D	45
Two or More Races	D	45
White	D	47
Economically Disadvantaged	F	37
English Learner	F	36
Students With Disabilities	F	31

Table 9: NC Cyber Academy Student Grade Level Proficiency and College and Career Readiness State Comparison

The percentage of students that scored Level 3 and above (Grade Level Proficient - GLP) or Level 4 and above (Career and College Readiness - CCR) on the End of Grade (EOG) and End of Course (EOC) assessments is outlined below.

	Grade Level Proficiency			College and Career Readiness		
	School	State	+/-	School	State	+/-
2021-2022	41.2	51.4	-10.2	24.1	34.0	-9.9
2018-2019	46.2	58.8	-12.6	33.0	44.5	-11.5
2017-2018	52.1	58.8	-6.7	41.4	49.2	-7.8
2016-2017	54.8	59.2	-4.4	44.9	49.2	-4.3
2015-2016	51.8	58.3	-6.5	41.6	48.8	-7.2

Table 10: NC Cyber Academy Student Proficiency – Grade and Subject

Subject	Not Proficient	Percent Level 3	Percent Level 4	Percent Level 5	Percent Level 3 and Above (GLP)	Percent Level 4 and Above (CCR)
Biology	65.0	9.3	20.1	5.6	35.0	25.7
English II	39.4	29.5	26.2	5.0	60.6	31.1
Math Grade 3	66.4	18.4	11.2	<5	33.6	15.2
Math Grade 3-8	73.2	14.0	9.6	<5	26.8	12.8
Math Grade 4	64.0	19.2	12.0	<5	36.0	16.8
Math Grade 5	78.1	10.0	8.1	<5	21.9	11.9
Math Grade 6	75.1	13.6	8.0	<5	24.9	11.3
Math Grade 7	69.5	14.6	14.2	<5	30.5	15.9
Math Grade 8	78.8	12.1	6.2	<5	21.2	9.2
NC Math 1 (9-12)	70.8	20.8	8.3	<5	29.2	8.3
NC Math 3 (9-12)	63.7	14.3	15.7	6.3	36.3	22.0
Reading Grade 3	59.4	15.6	15.6	9.4	40.6	25.0
Reading Grade 3-8	52.5	21.2	19.1	7.1	47.5	26.3
Reading Grade 4	53.6	17.6	21.6	7.2	46.4	28.8
Reading Grade 5	59.1	15.9	17.7	7.3	40.9	25.0
Reading Grade 6	57.2	23.3	13.5	6.0	42.8	19.5
Reading Grade 7	52.6	23.3	16.2	7.9	47.4	24.1
Reading Grade 8	42.4	24.8	26.7	6.1	57.6	32.8
Science Grade 5	58.9	15.2	22.2	<5	41.1	25.9
Science Grade 5&8	39.1	11.5	40.0	9.3	60.9	49.3
Science Grade 8	28.8	9.6	49.3	12.3	71.2	61.6

NC Virtual Academy Student Performance

Table 11: NC Virtual Academy Student Performance Grade and Growth Status

	Performance Grade	Growth Status	Growth Index
2021-2022	D	Not Met	-8.29
2018-2019	D	Not Met	-9.48
2017-2018	D	Not Met	-6.75
2016-2017	D	Not Met	-9.46
2015-2016	D	Not Met	-16.36

Figure 8: NC Virtual Academy Growth Index Over Time



The growth trends for NCVA showed steady improvement through the first three years of assessment, and then declined in the fourth year of assessment with a slight improvement in last year's data.

Figure 9 and 10: NC Cyber Academy Student Performance Trends

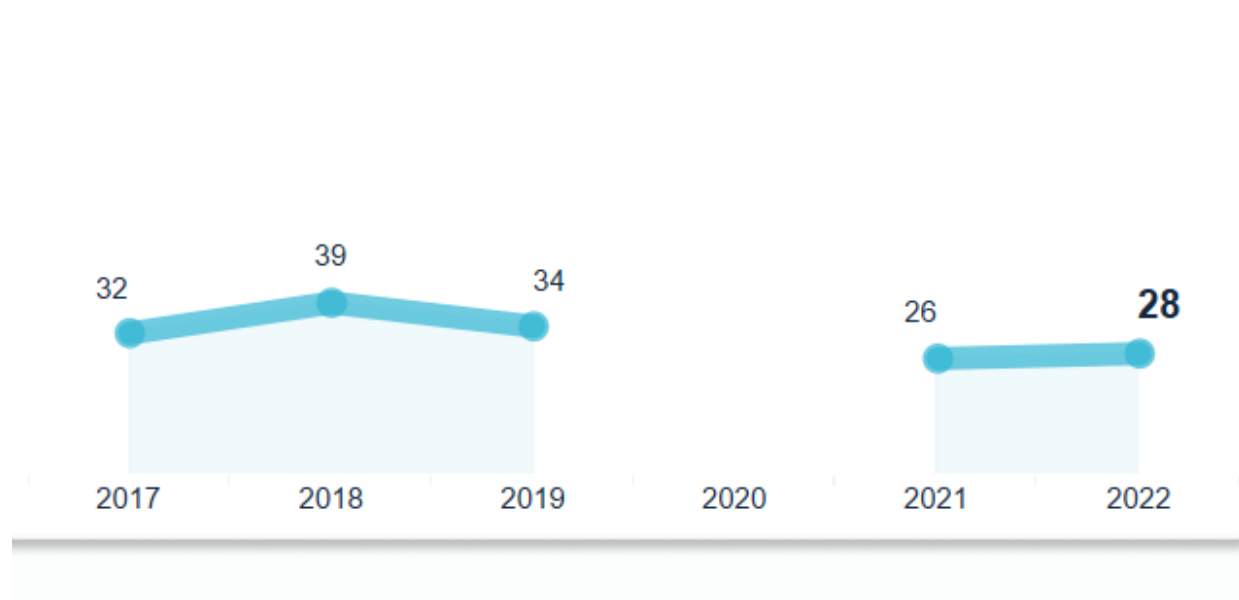
The percentage of students that scored Level 3 and above (Grade Level Proficient - GLP) or Level 4 and above (Career and College Readiness - CCR) on the End of Grade (EOG) and End

of Course (EOC) assessments is outlined below²⁴.

TREND | annual percentage proficient

NC Virtual Academy

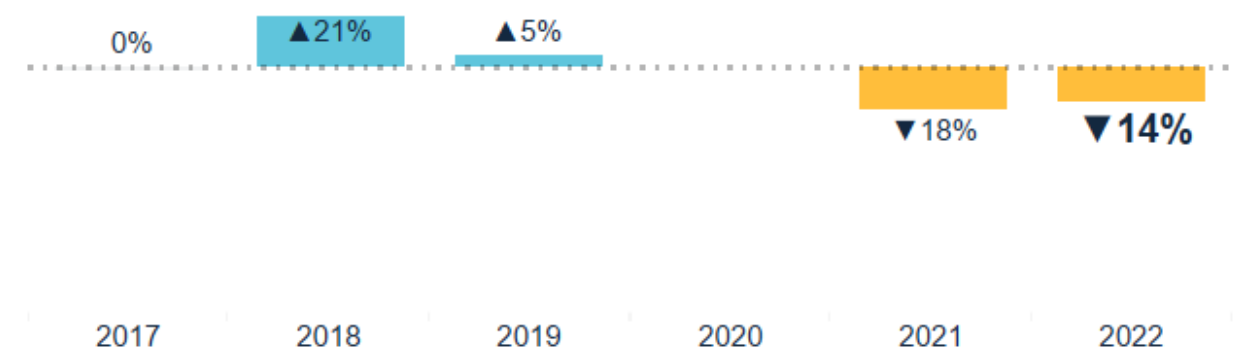
Percentage CCR proficient by school year



TREND | percentage **change** in proficiency from first year

NC Virtual Academy

Percentage **change** of CCR proficient compared to 2016-17

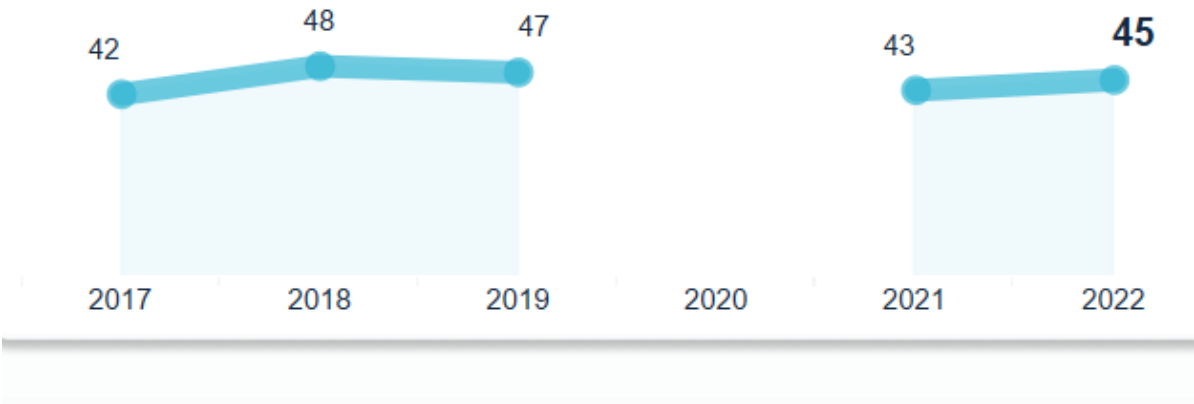


²⁴ [NCDPI Data Dashboard](#)

TREND | annual percentage proficient

NC Virtual Academy

Percentage GLP proficient by school year



TREND | percentage **change** in proficiency from first year

NC Virtual Academy

Percentage **change** of GLP proficient compared to 2016-17

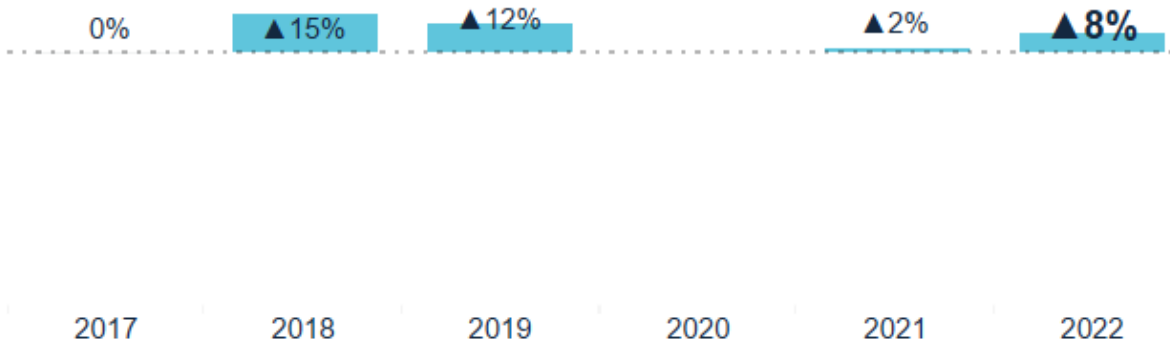


Table 12: NCCA Subgroup Letter Grades (2021-2022)

Subgroup	Subgroup Letter Grade (SLG)	Subgroup Performance Score (SPS)
American Indian	I	-
Asian	C	61
Black	D	40
Hispanic	D	53
Two or More Races	D	53
White	D	54
Economically Disadvantaged	D	44
English Learner	D	44
Students With Disabilities	F	29

Table 13: NC Virtual Academy Student Grade Level Proficiency and College and Career Readiness State Comparison

The percentage of students that scored Level 3 and above (Grade Level Proficient - GLP) or Level 4 and above (Career and College Readiness - CCR) on the End of Grade (EOG) and End of Course (EOC) assessments is outlined below.

	Grade Level Proficiency			College and Career Readiness		
	School	State	+/-	School	State	+/-
2021-2022	44.8	51.4	-6.6	27.5	34.0	-6.5
2018-2019	46.5	58.8	-12.3	33.5	44.5	-11.0
2017-2018	47.9	58.8	-10.9	38.7	49.2	-10.5
2016-2017	41.6	59.2	-17.6	32.0	49.2	-17.2
2015-2016	44.5	58.3	-13.8	35.0	48.8	-13.8

Table 14: NC Virtual Academy Student Proficiency – Grade and Subject

Subject	Not Proficient	Percent Level 3	Percent Level 4	Percent Level 5	Percent Level 3 and Above (GLP)	Percent Level 4 and Above (CCR)
Biology	48.6	15.4	27.6	8.4	51.4	36.0
English II	41.1	28.8	28.8	<5	58.9	30.1
Math Grade 3	61.0	19.1	19.1	<5	39.0	19.9
Math Grade 3-8	67.1	15.1	14.9	<5	32.9	17.9
Math Grade 4	66.2	16.0	13.1	<5	33.8	17.8
Math Grade 5	71.8	13.5	14.7	<5	28.2	14.7
Math Grade 6	67.8	15.9	13.2	<5	32.2	16.3
Math Grade 7	68.7	10.8	17.2	<5	31.3	20.5
Math Grade 8	66.4	15.5	12.6	5.4	33.6	18.1
NC Math 1 (9-12)	58.4	27.4	13.7	<5	41.6	14.2
NC Math 3 (9-12)	65.6	14.6	12.5	7.3	34.4	19.8
Reading Grade 3	56.4	23.2	13.3	7.1	43.6	20.3
Reading Grade 3-8	52.6	19.9	19.8	7.8	47.4	27.6
Reading Grade 4	48.8	16.0	23.0	12.2	51.2	35.2
Reading Grade 5	59.4	11.6	20.3	8.8	40.6	29.1
Reading Grade 6	53.4	24.0	17.9	<5	46.6	22.6
Reading Grade 7	49.4	19.3	20.8	10.4	50.6	31.2
Reading Grade 8	48.0	23.7	23.3	5.0	52.0	28.3
Science Grade 5	39.4	11.6	36.7	12.4	60.6	49.0
Science Grade 5&8	31.5	10.2	42.6	15.7	68.5	58.3
Science Grade 8	24.4	9.0	48.0	18.6	75.6	66.7

Table 15: District Virtual Academy Comparisons

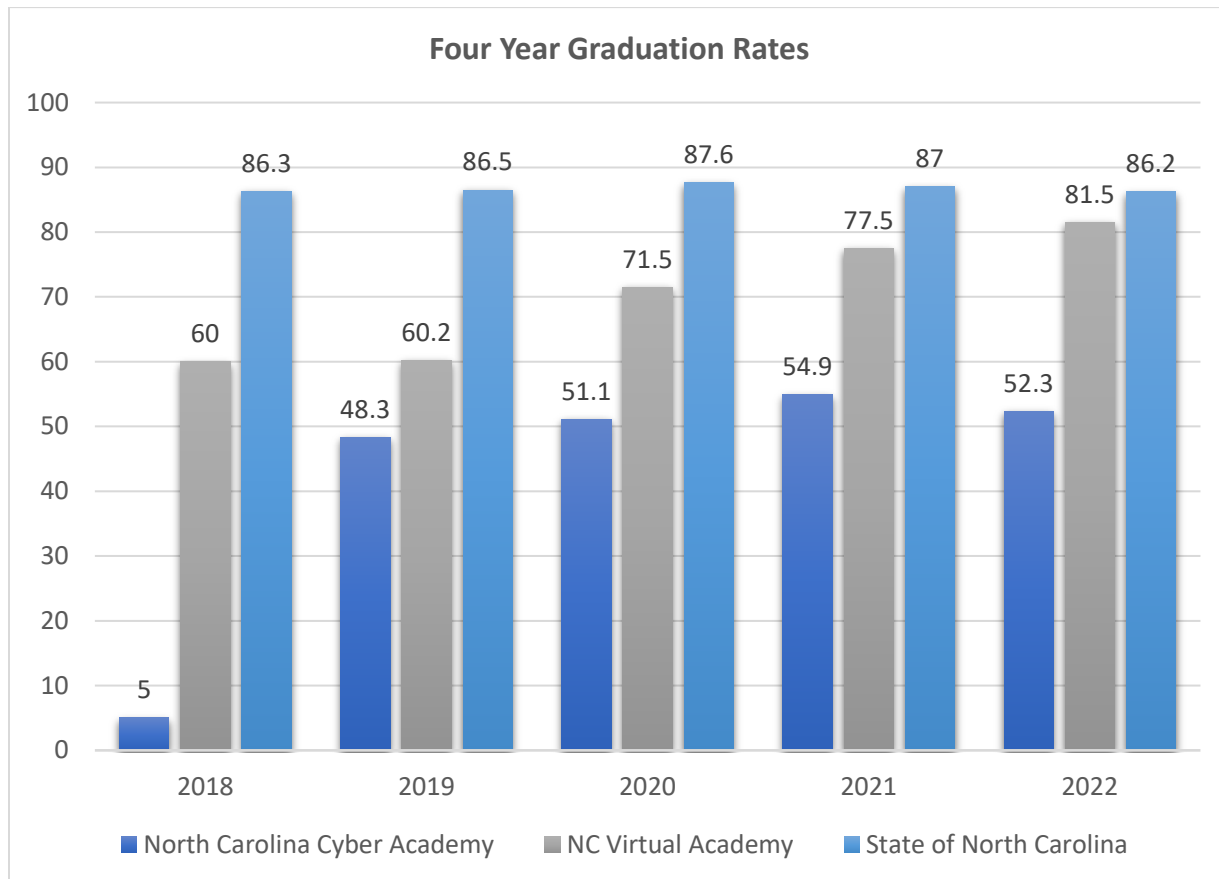
District Name	School Name	State Board Region	Grade Span	Title I Served School	Perc ent EDS	School Perform ance Grade (SPG)	School Perform ance Score (SPS)	School Achieve ment Score (SA)	Scho ol Gro wth Scor e (SG)	Schoo l Grow th Status	Scho ol Gro wth Inde x
Buncombe County Schools	Buncombe County Schools Virtual Academy	Western	0K-12		38.1	C	61	59.1	67.0	Not Met	-2.60
Cabarrus County Schools	Cabarrus County Schools Virtual Academy	Southwest	0K-12		19.9	C	57	57.0	58.9	Not Met	-4.63
Davie County Schools	Davie County Virtual School	Piedmont-Triad	04-08		44.8	C	56	52.7	71.4	Met	-1.72
Iredell-Statesville Schools	ISS Virtual Academy	Southwest	0K-12		25.6	C	55	50.9	69.4	Not Met	-2.12
Charlotte-Mecklenburg Schools	Charlotte-Mecklenburg Virtual High	Southwest	09-12		40.4	C	66	62.5	77.5	Met	-0.49
Onslow County Schools	Onslow Virtual Secondary	Southeast	06-12		38.3	C	62	55.3	86.4	Exceeded	2.59
Watauga County Schools	Watauga Virtual Academy	Northwest	0K-08		20.6	C	67	62.5	84.1	Met	1.67
Wilson County Schools	Wilson Academy of Virtual Education	North Central	03-12		25.9	C	66	63.3	74.9	Met	-1.02
Alamance-Burlington Schools	Alamance Virtual School	Piedmont-Triad	0K-12		41.4	D	44	41.1	56.4	Not Met	-6.11
Craven County Schools	Craven Virtual Academy	Southeast	03-12		23.9	D	53	49.5	68.4	Not Met	-2.32
Cumberland County Schools	Cumberland Academy 6-12 Virtual School	Sandhills	06-12		53.2	D	50	47.4	62.0	Not Met	-3.59
Gaston County Schools	Gaston Virtual Academy	Southwest	0K-12		39.3	D	48	46.5	54.1	Not Met	-7.51
Gaston County Schools	Gaston Virtual Academy Primary	Southwest	0K-02		50.8	D	48				
Harnett County Schools	Harnett Virtual Academy	North Central	0K-12		44.3	D	41	36.4	60.9	Not Met	-3.81
Johnston County Schools	JCPS Virtual Academy	North Central	0K-12		35.5	D	41	38.2	50.0	Not Met	-15.38

Person County Schools	Person County Schools Virtual Academy	North Central	PK-13		48.2	D	51	44.5	75.9	Met	-0.81
Stanly County Schools	Stanly County Virtual Education	Southwest	0K-12		40.9	D	42	34.9	70.3	Met	-1.94
Charter Schools	North Carolina Cyber Academy	Virtual	0K-12	Y	57.5	D	44	42.1	50.0	Not Met	-11.83
Charter Schools	NC Virtual Academy	Virtual	0K-12	Y	59.2	D	49	48.3	52.8	Not Met	-8.29
Alexander County Schools	Alexander Virtual Academy	Northwest	0K-08		33.3	F	39	38.8			
Cumberland County Schools	Cumberland Academy K-5 Virtual School	Sandhills	0K-05	Y	33.8	F	36	30.7	55.1	Not Met	-6.92
Forsyth County Schools	Virtual Academy	Piedmont-Triad	PK-12		61.7	F	31	25.6	50.4	Not Met	-9.73
Guilford County Schools	Guilford eLearning Virtual School	Piedmont-Triad	0K-05		61.7	F	30	23.9	55.7	Not Met	-6.57
Macon County Schools	Macon Virtual Academy	Western	0K-08		41.3	F	36	29.4	62.6	Not Met	-3.48
McDowell County Schools	McDowell Virtual Academy	Northwest	0K-12		46.7	F	36	29.8	58.6	Not Met	-4.84
Charlotte-Mecklenburg Schools	Charlotte-Mecklenburg Virtual Elementary	Southwest	0K-05	Y	39.8	F	35	31.2	50.0	Not Met	-11.61
Charlotte-Mecklenburg Schools	Charlotte-Mecklenburg Virtual Middle	Southwest	06-08	Y	47.0	F	39	35.6	52.3	Not Met	-8.60
Onslow County Schools	Onslow Virtual Elementary	Southeast	0K-05	Y	44.3	F	39	32.2	66.6	Not Met	-2.68
Randolph County Schools	The Virtual Academy at Randolph	Piedmont-Triad	0K-08		28.6	F	29	23.0	52.6	Not Met	-8.39
Rowan-Salisbury Schools	Summit K-8 Virtual Academy	Southwest	0K-08		62.2	F	37	29.3	67.6	Not Met	-2.48
Vance County Schools	Vance Virtual Village Academy	North Central	0K-12		37.1	F	34	28.2	55.6	Not Met	-6.59
Davidson County Schools	Davidson County Schools Virtual Academy	Piedmont-Triad	01-08		*	I					
Montgomery County Schools	Montgomery Virtual	Sandhills	06-12		*	I					
Northampton County Schools	Northampton Virtual Academy	Northeast	0K-12		38.9	I					

Yadkin County Schools	Yadkin Virtual Academy	Piedmont- Triad	0K- 05		*	I					
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Graduation Rates

Figure 11: Four Year Graduation Rates



The four-year graduation rate at the two virtual charter schools trailed the state average each year data was available. Although NCCA did not enroll 12th graders in school year 2017-2018, the school enrolled a total of twenty (20) students that would have been expected to graduate in 2018 (based on when the students entered ninth grade for the first time), which is how the graduation rate is calculated.

Part IV: Implementation, Administration, and Funding

Personnel

Table 16: NC Cyber Academy Personnel Summary

NC Cyber Academy 00A								
Activity Assignment		FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22
Classification		Funds	Funds	Funds	Funds	Funds	Funds	Funds
Administrators	Official Adm., Mgrs.	2	2	3	2	8	6	2
	Principals	1	1	1	4	3	3	3
	Ast. Principals, Nonteaching	2	3	3	2	2	2	4
	Subtotal	5	6	7	8	13	11	9
% of Total Administrators		11.6%	10.7%	8.8%	8.0%	11.3%	10.6%	6.7%
Teachers	Elementary Teachers	10	13	12	13	32	11	21
	Secondary Teachers	17	25	45	53	25	43	58
	Other Teachers	5	6	7	15	21	20	20
	Subtotal	32	44	64	81	78	74	99
% of Total Teachers		74.4%	78.6%	80.0%	81.0%	67.8%	71.2%	73.3%
Professionals	Guidance	3	2	2	4	6	7	8
	Psychological	0	0	0	0	0	0	1
	Librarian, Audiovisual	0	0	0	0	0	0	0
	Consultant, Supervisor	0	0	0	0	4	0	0
	Other Professional	0	0	2	2	6	8	11
Subtotal		3	2	4	6	16	15	20
% of Total Professionals		7.0%	3.6%	5.0%	6.0%	13.9%	14.4%	14.8%
Others	Teacher Assistants	0	0	0	0	0	1	4
	Technicians	0	0	0	0	0	0	0
	Clerical, Secretarial	3	4	5	5	8	3	3
	Service Workers	0	0	0	0	0	0	0
	Skilled Crafts	0	0	0	0	0	0	0
	Laborers, Unskilled	0	0	0	0	0	0	0
Subtotal		3	4	5	5	8	4	7
% of Total Others		7.0%	7.1%	6.3%	5.0%	7.0%	3.8%	5.2%
Grand Total		43	56	80	100	115	104	135
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 17: NC Virtual Academy Personnel Summary

NC Virtual Academy 00B								
Activity Assignment		FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22
Classification		Funds	Funds	Funds	Funds	Funds	Funds	Funds
Administrators	Official Adm., Mgrs.	6	8	8	8	8	3	2
	Principals	0	0	1	0	0	7	0
	Ast. Principals, Nonteaching	0	0	0	0	0	0	0
	Subtotal	6	8	9	8	8	10	2
% of Total Administrators		10.5%	10.3%	9.3%	6.7%	6.1%	6.0%	1.3%
Teachers	Elementary Teachers	16	18	23	31	34	48	37
	Secondary Teachers	16	25	33	54	59	66	60
	Other Teachers	8	12	15	9	9	8	25
	Subtotal	40	55	71	94	102	122	122
% of Total Teachers		70.2%	70.5%	73.2%	79.0%	77.3%	73.5%	81.3%
Professionals	Guidance	1	2	2	4	5	5	6
	Psychological	0	0	0	0	0	0	0
	Librarian, Audiovisual	0	0	0	0	0	0	0
	Consultant, Supervisor	1	1	1	0	0	2	7
	Other Professional	7	9	11	10	14	20	10
	Subtotal	9	12	14	14	19	27	23
% of Total Professionals		15.8%	15.4%	14.4%	11.8%	14.4%	16.3%	15.3%
Others	Teacher Assistants	0	0	0	0	0	0	0
	Technicians	0	0	0	0	0	0	0
	Clerical, Secretarial	2	3	3	3	3	7	3
	Service Workers	0	0	0	0	0	0	0
	Skilled Crafts	0	0	0	0	0	0	0
	Laborers, Unskilled	0	0	0	0	0	0	0
	Subtotal	2	3	3	3	3	7	3
% of Total Others		3.5%	3.8%	3.1%	2.5%	2.3%	4.2%	2.0%
Grand Total		57	78	97	119	132	166	150
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

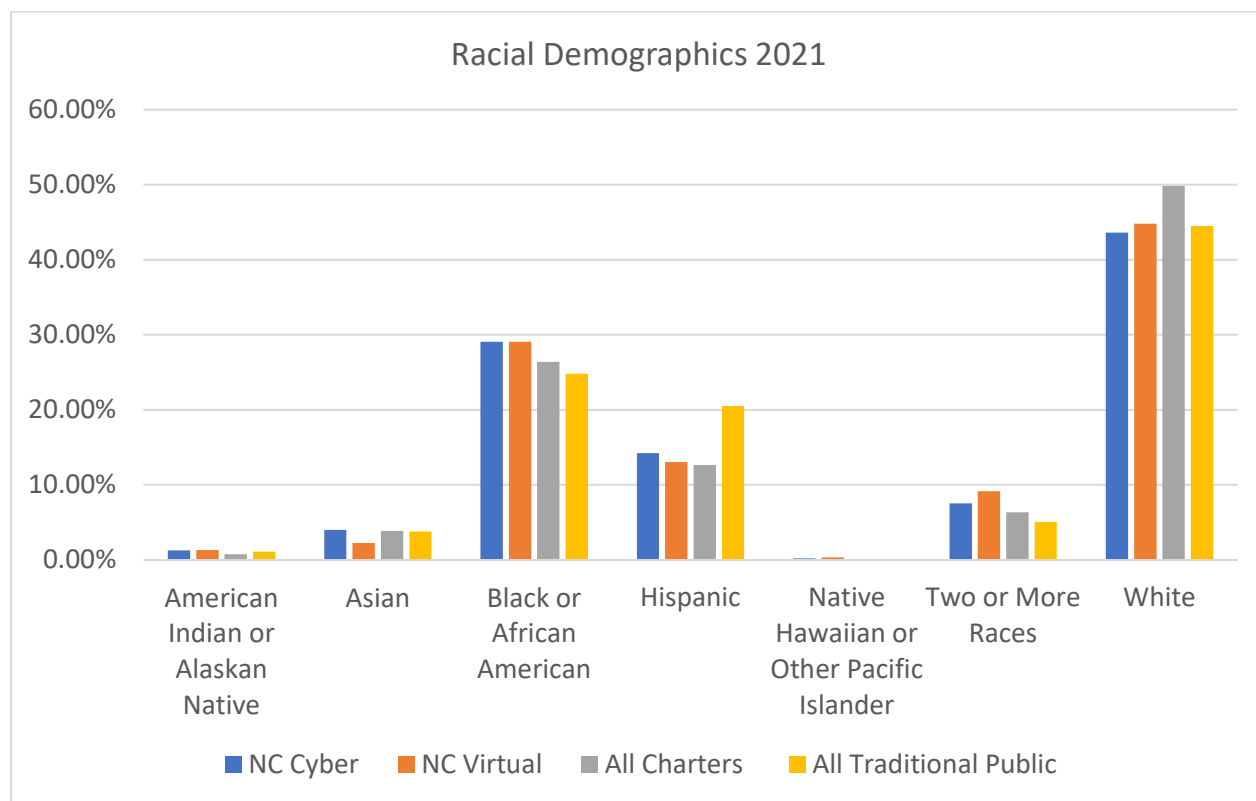
Student Demographics

Student demographic data is retrieved from the Common Education Data Analysis and Reporting System (CEDARS), NC's PreK-13 State Longitudinal Data System. The system is composed of various DPI source data collection systems, a student and staff identification system, a centralized data repository, and associated reporting and analysis tools.

Race/Ethnicity²⁵

Over the course of the pilot program, the racial and ethnic composition at the two virtual charter schools have closer mirrored the demographic composition of charters and traditional publics. Previous years's data is found in the November 15, 2020 report.

Figure 12: Racial Demographics 2021



²⁵ Snapshot date of 10/1/2021. *All charters* include the two virtual charters and *all traditional public* excludes all charters, including the virtual charters.

Gender

Table 18: Gender Percentages

Snapshot Date	Gender	NCCA	NCVA	All Charters	All Traditional Public
10/1/2016	Female	55.88%	52.00%	49.87%	48.62%
	Male	44.12%	48.00%	50.13%	51.38%
10/1/2017	Female	57.09%	51.11%	50.07%	48.58%
	Male	42.91%	48.89%	49.93%	51.42%
10/1/2018	Female	57.09%	52.60%	50.06%	48.58%
	Male	42.91%	47.40%	49.94%	51.42%
10/1/2019	Female	56.16%	52.83%	49.95%	48.56%
	Male	43.84%	47.17%	50.05%	51.44%
10/1/2020	Female	54.36%	51.39%	50.00%	48.66%
	Male	45.64%	48.61%	50.00%	51.34%
10/1/2021	Female	52.52%	49.96%	49.94%	48.72%
	Male	47.48%	50.04%	50.06%	51.28%

Economically Disadvantaged Students

Table 19: Economically Disadvantaged Student Data

Snapshot Date	NCCA	NCVA	All Charters	All Traditional Publics
12/1/2016	46.36%	66.65%	33.75%	50.32%
12/1/2017	17.65%	24.39%	23.17%	44.40%
12/1/2018	17.68%	26.97%	23.48%	46.68%
12/1/2019	13.01%	21.60%	20.75%	41.37%
12/1/2020	27.12%	7.28%	18.85%	38.03%
12/1/2021	52.53%	50.52%	25.29%	36.58%

Economically disadvantaged student data includes free and reduced lunch participation (National School Lunch Program), Community Eligibility Provision, and direct certification.

Students with Disabilities

Table 20: Students with Disabilities Data

Snapshot Date	NCCA	NCVA	All Charters	All Traditional Publics
12/1/2016	9.99%	10.61%	9.79%	12.26%
12/1/2017	10.50%	13.63%	10.14%	12.29%
12/1/2018	11.88%	12.83%	10.24%	12.34%
12/1/2019	12.78%	13.34%	10.59%	12.41%
12/1/2020	13.93%	11.49%	10.20%	12.26%
12/1/2021	14.05%	11.00%	10.33%	12.27%

Virtual Charter School Funding

The legislation establishing the virtual charter school pilot program mandates that the SBE shall provide State funding to a virtual charter school participating in the pilot program as provided in G.S. § 115C-218.105(a)(1).

Legislation provides three (3) differences in funding for the virtual charter schools and the traditional public schools and charter schools:

1. Virtual charter schools are funded based on a dollars per Average Daily Membership (ADM), *but* excludes the per pupil share of low wealth and small county;
2. Traditional charters are funded based on 1st month ADM, but virtual charter schools are funded based on month 1 and month 5 Membership Last Day; and
3. Traditional charters receive a per pupil share of the local current expense of the LEA in which the student resides. For virtual charters this amount is capped at \$790.

Virtual Charter Funded Students per year

Table 21: NC Cyber Academy Funded Students

	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22
MLD Month 1	1,488	1,747	2,031	2,476	2,249	2,356	2,815
Adjustment for month 5	(23)	23	129	92	79	130	240
Final Funded	1,465	1,770	2,160	2,568	2,328	2,486	3,055
Head Count of Exception Children		142	187	241	306	320	345
Headcount Transfer	90	56	41	52	(10)	(4)	8
Total EC Headcount	90	198	228	293	296	316	353

Table 22: NC Virtual Academy Funded Students

	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22
MLD Month 1	1,433	1,718	2,068	2,449	2,610	2,891	3,403
Adjustment for month 5	(21)	24	(27)	5	107	18	(41)
Final Funded	1,412	1,742	2,041	2,454	2,717	2,909	3,362
Head Count of Exception Children	-	164	192	266	304	336	357
Headcount Transfer	135	(9)	(11)	(9)	(8)	(2)	(5)
Total EC Headcount	135	155	181	257	296	334	352

As detailed below above, state funding has increased substantially for both virtual charter schools, in alignment with the enrollment increases illustrated above. NCCA state funding totaled over seven and one-half million dollars (\$7,650,416) during the first year of the pilot program. At the conclusion of the seventh year, state funding had increased to over twenty million dollars (\$20,313,499). State funding for NCVA during its first year of operation totaled over seven and one-half million dollars (\$7,543,164) and at the conclusion of the seventh year, state funding totaled over twenty-two million dollars (\$22,069,147).

Table 23: NC Cyber Academy State Funding

	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22
MLD 1	7,402,237	8,787,639	10,525,076	13,446,323	12,589,634	13,553,455	17,072,102
Adjustment for 2nd semester	(115,898)	117,187	677,795	506,608	448,817	655,010	1,458,334
Final Funded State base allocation	7,286,339	8,904,826	11,202,871	13,952,931	13,038,451	14,208,465	18,530,436
Funded State EC		581,226	795,414	1,045,564	1,295,454	1,376,749	1,656,214
HC Transfers	340,881	215,347	161,443	220,891	(42,241)	(17,209)	35,283
Total EC	340,881	796,573	956,857	1,266,455	1,253,213	1,359,540	1,691,497
Limited English					50,581.00	51,382.00	58,278.00

Proficiency				46,302			
NCVPS		(6,838)	(4,040)	(3,217)	(12,769)	(12,459)	(16,966)
Total Other State Base	340,881	789,735	952,817	1,309,540	1,291,025	1,398,463	1,732,809
Total State Base	7,627,220	9,694,561	12,155,688	15,262,471	14,329,476	15,606,928	20,263,245
Fines and Forfeitures	17,496	51,920	9,467	58,356	30,122	-	32,802.00
Indian Gaming - Textbooks	5,700	6,778	7,852	18,912	16,735	15,928	16,611.00
Reading Devices			6,230	1,340	4,720		
CTE			-	-	224	50	841
Benefit Adjustment		56,114	-	-	-	-	-
Home Base Reduction	-	-	-	-	-	-	-
Other	23,196	114,812	23,549	78,608	51,801	15,978	50,254
Total State Funding	7,650,416	9,809,373	12,179,237	15,341,079	14,381,277	15,622,906	20,313,499

Table 24: NC Virtual Academy State Funding

	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22
MLD 1	7,111,138	8,652,142	10,734,418	13,341,728	14,647,509	16,533,484	20,561,409
Adjustment for 2nd semester	(105,821)	122,282	(141,864)	27,533	607,891	1,657,813	(249,132)
Final Funded State base allocation	7,005,317	8,774,424	10,592,554	13,369,261	15,255,400	18,191,297	20,312,277

Funded State EC		671,275	816,682	1,154,025	1,286,987	1,445,586	1,713,821
HC Transfers	507,433	(36,679)	(45,371)	(39,046)	(33,750)	(8,605)	(24,003)
Total EC	507,433	634,596	771,311	1,114,979	1,253,237	1,436,981	1,689,818
Limited English Proficiency				-	-	0.00	49,391.00
NCVPS		(6,033)	(36,087)	(55,138)	(51,703)	(53,665)	(48,024)
Total Other State Base	507,433	628,563	735,224	1,059,841	1,201,534	1,383,316	1,691,185
Total State Base	7,512,750	9,402,987	11,327,778	14,429,102	16,456,934	19,574,613	22,003,462
Fines and Forfeitures	17,496	50,008	7,778	59,419	33,132	-	39,654.00
Indian Gaming - Textbooks	5,495	6,665	7,995	18,706	18,407	20,356	16,688.00
Reading Devices	8,800	-	5,850	3,210	14,000		
CTE	123	-	-	-	50	122	9,343.00
Benefit Adjustment		55,182	-	-	-	-	-
Home Base Reduction	(1,500)	-	-	-	-	-	-
Other	30,414	111,855	21,623	81,335	65,589	20,478	65,685
Total State Funding	7,543,164	9,514,842	11,349,401	14,510,437	16,522,523	19,595,091	22,069,147

Table 25: NC Cyber Academy Federal Funding

		FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22
PRC026	Homeless Grant	-	-	-	-	-	4,000	-
PRC049	IDEA Preschool	-	-	-	1,887	2,007	706	6,713.00
PRC050	Title I	123,276	123,523	298,085	321,450	303,225	409,881	403,877
PRC060	IDEA VI Handicapped	218,075	326,948	330,494	408,020	372,844	386,585	376,743.95
PRC103	Supportive Effective Instruction (formally <i>Improving Teacher Quality</i>)	35,814	34,911	37,413	49,637	49,507	69,197	76,943
PRC105	Title I School Improvement	-	-	-	-	-	-	-
PRC108	Student Support & Academic Enrichment Grant			10,000	21,239	23,712	23,191.	30,046
PRC115	ESEA Title I-School Improvement- Targeted Support and Improvement (TSI)	-	-	-	10,000	(7,965)	-	-1,719.01
PRC118	IDEA VIB Targeted Assistance	900	-	-	1,220	30	900	-1,232.46
PRC163	CARES ACT 2020	-	-	-	-	252,176	91,004	
PRC165	Cares Act-ESSERF-Digital Curricula	-	-	-	-	-	12,304	
PRC167	Cares Act-ESSERF-Exceptional Children Grants	-	-	-	-	-	12,121	
PRC169	GEER-Student Health Support	-	-	-	-	-	44,435	-
PRC170	GEER-Supplemental Instructional Services	-	-	-	-	-	22,206	-
PRC171	ESSER II	-	-	-	-	-	-	1,341,684
PRC173	ESSER II - Supplemental Contract Instructional Support Funding	-	-	-	-	-	-	15,882
PRC181	ESSER III-ARP ACT-K-12 Emergency Relief Fund	-	-	-	-	-	-	3,011,460
PRC183	ARP – ESSER III – HOMELESS I	-	-	-	-	-	-	8,000
PRC184	ARP – ESSER III – HOMELESS II	-	-	-	-	-	-	12,044
PRC185	ESSER III - ARP IDEA Grant to States	-	-	-	-	-	-	120,758
PRC186	ESSER III - ARP IDEA Preschool Grants	-	-	-	-	-	-	4,655

PRC 203	ESSER III - ARP IDEA Preschool Grants	-	-	-	-	-	-	89,391
	Total Federal Funding	378,065	485,382	675,992	813,453	995,536	1,076,530	5,495,245

Table 26: NC Virtual Academy Federal Funding

		FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22
PRC026	Homeless Grant	-	-	-	-	-	4,000	-
PRC049	IDEA Preschool	-		1,676	-	(1,676)	-	-
PRC050	Title I	179,960	164,713	428,142	488,682	444,685	446,659	450,326
PRC060	IDEA VI Handicapped	240,696	258,095	333,387	345,371	438,758	445,843	481,277
PRC103	Supportive Effective Instruction (formally <i>Improving Teacher Quality</i>)	41,252	40,185	50,325	65,367	65,151	76,275	83,099
PRC105	Title I School Improvement	-	-	-	718,026	281,883	400,910	314,097
PRC108	Student Support & Academic Enrichment Grant	-	-	10,000	30,432	35,939	33,898	32,671
PRC115	ESEA Title I-School Improvement-Targeted Support and Improvement (TSI)	-	-	-	10,000	-	-	-
PRC118	IDEA VIB Targeted Assistance	900	356	559	754	587	900	706.29
PRC163	CARES ACT 2020	-	-	-	-	370,071	1,379.00	
PRC165	Cares Act-ESSERF-Digital Curricula	-	-	-	-	-	18,492.00	
PRC167	Cares Act-ESSERF-Exceptional Children Grants	-	-	-	-	-	15,958.00	
PRC169	GEER-Student Health Support	-	-	-	-	-	66,781.00	-5,968.91
PRC17	GEER-Supplemental Instructional	-	-	-	-	-	33,383	-33,383

0	Services							
PRC17 1	ESSER II	-	-	-	-	-	1,456,577	3,534
PRC17 3	ESSER II - Supplemental Contract Instructional Support Funding	-	-	-	-	-	-	20,296
PRC18 1	ESSER III-ARP ACT-K-12 Emergency Relief Fund	-	-	-	-	-	-	3,277,272
PRC18 3	ARP – ESSER III – HOMELESS I	-	-	-	-	-	-	8,000
PRC18 4	ARP – ESSER III – HOMELESS II	-	-	-	-	-	-	19,122
PRC18 5	ESSER III - ARP IDEA Grant to States	-	-	-	-	-	-	110,219
PRC18 6	ESSER III - ARP IDEA Preschool Grants	-	-	-	-	-	-	-
PRC 203	ESSER III - ARP IDEA Preschool Grants	-	-	-	-	-	-	128,163
	Total Federal Funding	462,808	463,349	824,089	1,658,632	1,635,398	3,001,055	4,889,430

Part V: Recommendations

The November 15, 2020, report contained three recommendations that were crafted with collaboration between the Charter Schools Advisory Board (CSAB) and the Office of Charter Schools. Recommendations included the requirement to present interim academic data and presentations to the CSAB. Both virtual charter schools provided requested data and have presented several times to the CSAB.

One recommendation was that both virtual charter schools conduct surveys regarding the student experience. Data and information provided to the Office of Charter Schools in response to this recommendation is below.

NC Cyber Academy Survey Data

North Carolina Cyber Academy administered perception surveys to various stakeholders at the beginning of the 3rd quarter for the 2021-2022 school year. We utilized the Panorama system to create differentiated surveys to gain valuable feedback from students in grades 3-5, students in grades 6-12, parents, classroom teachers, and other staff members. In addition to the differentiated perspective surveys, North Carolina Cyber conducted several focus groups which allowed students, parents, and staff the opportunity to share their perspectives and experiences within our school community.

When students in grades 6-12 were asked about how many hours a day they spend on their school work, sixty-four percent stated that they spend more than 4 hours. Thirty-one percent stated that they spend between 2 to 4 hours, while five percent spend between 1 to 2 hours a day. Eighty-five percent of our parents stated that they were confident in their ability to support their child's learning as their learning coach. Ninety percent of our parents stated that NCCA provides adequate support to our learning coaches.

Overall feedback from both the survey and the focus groups was consistent in highlighting areas of strengths and areas of development in the following areas: the NCCA learning model, academic supports and resources, social and emotional supports and resources, and school climate. NCCA utilized stakeholder feedback to aid in the development of our district strategic plan.

1. Operational improvements

Personnel

- To support parents and students North Carolina Cyber Academy added a Student Support & Community Engagement Officer
- To support beginning teachers and enhance recruitment efforts North Carolina Cyber Academy added a Beginning Teachers, Recruitment & Retention, and Teacher Support Coordinator
- To support students and improve Social/Emotional Learning practices North Carolina Cyber Academy added a Director of Student Support Services and two School Psychologist

- To better serve the Multi-Language student population North Carolina Cyber Academy added a Multi-Language Coordinator
- To better serve the Academically & Intellectually Gifted student population North Carolina Cyber Academy added an AIG Coordinator
- Each grade band hired an Instructional Coach to support teachers in improving instructional practices
- Each grade band hired Interventionist Teachers to work directly with students that were struggling with academic content Each grade band hired Multi-Tiered Systems of Support Coordinators (MTSS) to support the implementation of MTSS and identify strategies for students on the various MTSS Tiers
- Additional School Counselors and School Social Workers were hired to support student needs and help monitor academic engagement and attendance
- Each grade band hired a Data Manager to support principals in analyzing student data and developing strategies to improve academics, engagement, and attendance

External Stakeholders

- North Carolina Cyber Academy continues to partner with the following stakeholders to improve operational functions and responsibilities:
- Acadia NorthStar provides financial management support and student information management support
- Phillips Managed Services-provides enrollment, call center, distribution, and technical support services
- APCO provides marketing and student recruitment support
- Emerge Consulting Group, LLC provides technology solutions support

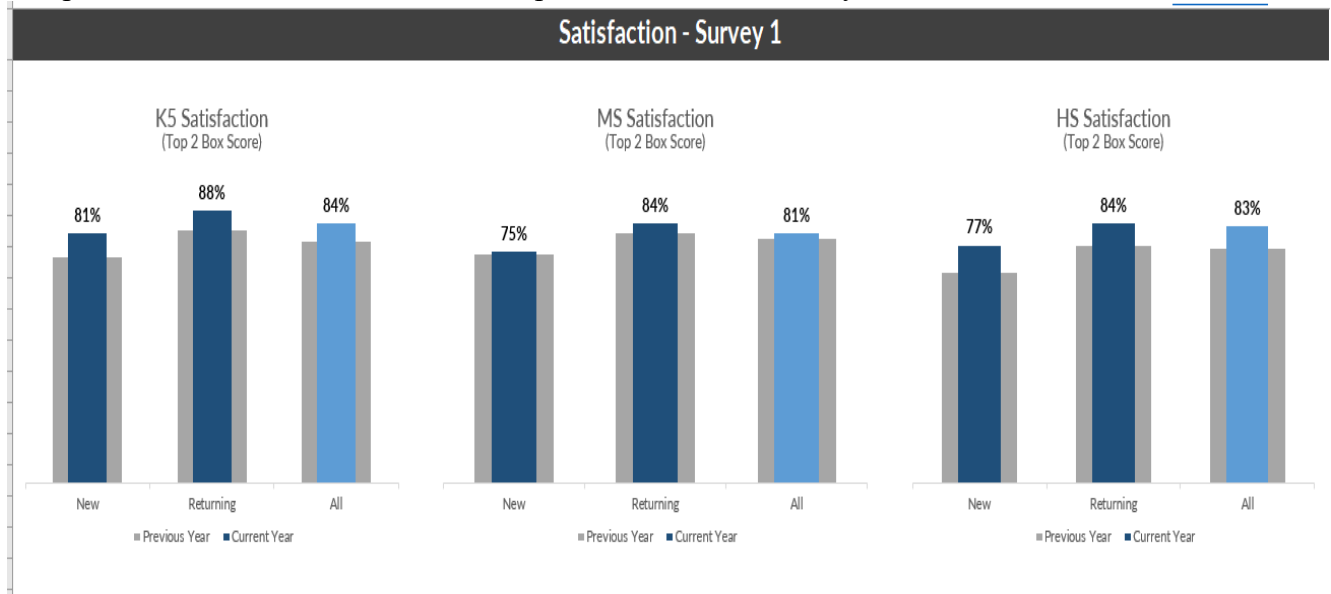
NC Virtual Academy Survey Data

NCVA conducts surveys of parents by its partner K12/Stride who contracts with a DC-based marketing firm called EDGE Research. In addition, NCVA participated in the NC Teacher Working Conditions survey for 2022 and had 100% participation by staff. NCVA has worked hard to ensure that we create a strong, positive culture for teachers and work to involve them in regular decision-making. The committee structure and ownership of the grade level meetings has offered strong investment in the direction setting for the school.

Developing Each Student’s Full Potential – the “parent voice” is an integral part in evaluating the culture and success of a school from those that choose to enroll and remain with the school. Our parents, based upon internal and external surveys, are highly satisfied with the programmatic offerings of NCVA. The chart below is the first of seven Pulse Checks performed by K12 throughout the year – and offered to all families prior to school starting this 2021-2022 year.

This timing is critical as it shows how all new and returning families feel with our work to prepare them for the year. As you can see, our satisfaction scores have risen over the previous

year. NCVA's satisfaction scores continually place us among the highest scoring of all those that partner with K12/Stride and as a "Top Five" school nationally.



The board's educational partner – K12/Stride – contracts with a DC-based marketing firm called EDGE Research at the end of each school year. They perform surveys of families to gauge their experience and analyze the data, meaning that K12/Stride is not involved in any way. The last four years' results for K-8 and high school parents are below and you can see the strong results. – the results show improvement in satisfaction with the virtual education experience and school itself while holding strong on satisfaction with the teacher and desire to re-enroll.

K-8 Parents	SY17/18	SY18/19	SY19/20	SY20/21
Unweighted Base	N=292	N=281	N=255	N=193
Satisfaction with the overall experience	80%	77%	86%	77%
Satisfaction with NCVA	84%	83%	87%	80%
Satisfaction with Teacher	86%	88%	90%	91%
Likely to enroll next school year (Starting in SY1819 Likely to enroll + Already re-registered [self-reported])	88%	90%	95%	92%

High School Parents	SY17/18	SY18/19	SY19/20	SY20/21
Unweighted Base	N=72	N=74	N=107	N=74
Satisfaction with the overall experience	82%	82%	86%	89%
Satisfaction with NCVA	88%	85%	90%	93%
Satisfaction with Teacher	86%	80%	90%	82%
Likely to enroll next school year (Starting in SY1819 Likely to enroll + Already re-registered [self-reported])	95%	97%	99%	97%

Further Recommendations

SL 2022-74 which extended the pilot for an additional two school years, for a total of ten school years, also included a provision regarding renewal.

SECTION 7.13.(h) *A virtual charter school that participated in the pilot program authorized by Section 8.35 of S.L. 2014-100, as amended by Section 8.13 of S.L. 2016-94, Section 7.13 of S.L. 2018-5, and this section, shall be eligible to apply to the State Board of Education for a charter renewal as provided in G.S. 115C-218.6.*

The Office of Charter Schools recommends that going forward, no additional amendments are made to the pilot legislation and the two virtual charter schools are incorporated into the standard charter school renewal process. This recommendation is made for the following reasons:

- A standard timeline for renewal allows DPI staff to prepare properly and for all stakeholders to be aware of the timeline for renewal.
- The charter school renewal process allows for an in-depth and structured process that benefits all stakeholders.
- The charter school renewal process is a two-year process that involves stakeholder engagement (parents, board members, and staff), extensive review of academic performance, governance, fiscal and operational compliance, among other factors. This process will provide greater insight into the strengths of the virtual charter programs and allow the CSAB to make recommendations utilizing this information and forward the same to the SBE for final recommendations on charter terms.