NACSA

M O N O G R A P H

QUALITY AUTHORIZING FOR ONLINE AND BLENDED-LEARNING CHARTER SCHOOLS

Online and blended learning have grown dramatically in K-12 education in the past dozen years, creating countless new opportunities for students and educators, and, in many cases, demonstrating improved student outcomes.

Online charter schools are one key subset of the K–12 online-education landscape, which also includes state virtual schools, district-level online programs, private providers of both individual courses and entire schools, and others. As of late 2010, online and blended charter schools existed in more than 20 states, serving more than 100,000 students. Growth has been rapid, in the range of 15 percent to 25 percent annually, as parents and students seek new educational options.

Despite the presence and growth of online charter schools, little research has been done regarding the practices of online charter school authorizers. Policymakers recognize that online charter schools present unique challenges for authorizers, but few best practices for authorizing online charter schools have emerged. Many online charter schools have been operating for five years or less, and some states are just beginning to open their first few online charter schools. In many cases, authorizing processes have not kept up with the rate at which online charter schools have opened, as most states are still in the early stages of developing authorizing procedures for online schools.

To address this gap, the National Association of Charter School Authorizers (NACSA) has begun a multi-phase project to review online-school authorizing practices and

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make recommendations to authorizers. The purpose of this initial stage of research was to conduct a preliminary environmental scan in order to identify key issues that authorizers of online charter schools experience. NACSA engaged with the Evergreen Education Group and Donnell-Kay Foundation to accomplish the first stage of work, which included in-depth interviews with seven key authorizers from across the country to identify similar key issues they are working to address. The key findings generated from the interviews are outlined below and explained in greater detail throughout this paper.

1. Charter school authorizing is still in its early stages of development.
2. Online charter schools present opportunities and challenges for oversight.
3. Accountability for student achievement in online environments can be unique.
4. Governing board expertise may be lacking.
5. Online special education can be a serious challenge.
6. Building process and capacity in authorizing offices is critical.
7. Appropriate funding levels are still under debate.

K–12 Online Learning

As of late 2010, K–12 online-learning opportunities existed in nearly all states, but these opportunities varied. Online charter schools are a subset of one of three main types of online schools: state virtual schools, district-operated online programs, and full-time online schools. Note that these are among the designations of online schools that online educators use, but they are not formal categories that the National Center for Education Statistics or other federal definitions recognize, and schools and governance structures resist fitting neatly into these categories.

State virtual schools, which typically provide supplemental high school and middle school online courses, exist in 31 states. In school year 2009–2010, state virtual schools provided about 450,000 course enrollments (defined as one student taking one semester-long course), an increase of about 40 percent over the previous year. These schools provide services to students across the state, and they are operated or overseen by the state. They generally do not serve as the primary educational "home" of the student they serve. Instead, their students are enrolled in a brick-and-mortar school, but take a course or courses through the state virtual school in subjects that are unavailable in their regular school.

Research estimates that about half of all school districts are offering some online and blended options to a total of about 1 million students across the country.

District-operated online programs provide full-time and/or supplemental online-learning options to students within the district, and do not draw more than a very small percentage of students from outside the district. These programs often combine online and face-to-face instruction. They are not well studied, but research estimates that about half of all school districts are offering some online and blended options to a total of about 1 million students across the country. A small number of these district-operated programs are charter schools, but the large majority of online charter schools fall into the next category.

Full-time online schools that operate across multiple school districts comprise the third main category of online programs. Most online charter schools are a subset of this group. Many studies combine online charter schools with other types of full-time, multi-district online schools because from a student perspective these schools are similar, even though some are charter schools and some are not. Full-time online schools are offered in 27 states plus Washington, D.C. In school year 2009–2010, approximately 200,000 students attended full-time online schools.

Online charter schools operate under a policy framework that varies widely from state to state; some states have extensive policies for online schools, while others have few or no policies that are specific to online schools.

Online Charter Schools

Online charter schools exist in most of the states that are highlighted in Figure 1, with a few exceptions (e.g., Washington, Massachusetts, and Florida). Attributes of most online charter schools include:

- They usually attract students from across the entire state, although some exceptions exist. California requires that charter schools enroll students from within counties contiguous with the school district; in response, some Education Management Organizations (EMOs) support multiple online schools in California to cover much or all of the state. Other online charter schools are limited in geographic scope (e.g., Chicago Virtual Charter School), but in these cases the schools are usually attracting students from an urban area or other major population center.

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- They range in size from a few hundred students to several thousand students, with a few having more than 5,000 students.

- They are accountable for student achievement in the same ways as other public schools in the state, and sometimes have additional reporting or accreditation requirements that apply because they are online schools. They operate under a policy framework that varies widely from state to state; some states have extensive policies for online schools, while others have few or no policies that are specific to online schools.

- Most are entirely online, while a small percentage offer blended-learning opportunities for students, including both online and face-to-face instruction.

- Many started by serving students in the elementary grades, and have since expanded to all K–12 grade levels.

- They are often operated in conjunction with for-profit EMOs that are responsible for the day-to-day operations of the school.
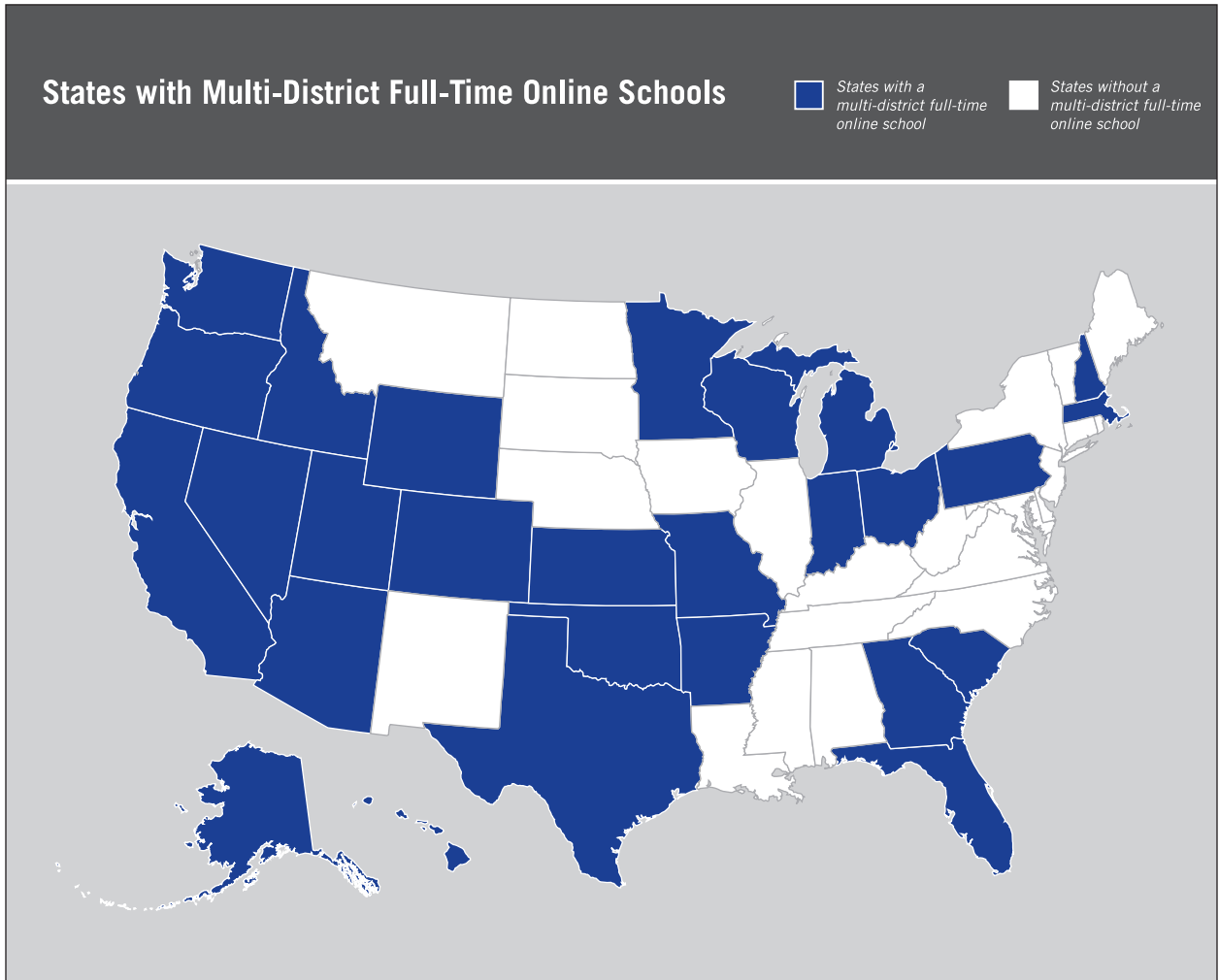
States with Multi-District Full-Time Online Schools

☐ States with a multi-district full-time online school   ☐ States without a multi-district full-time online school

Figure 1: States with full-time online schools; many of these states offer online charter schools.

Online charter school authorizers vary by state in similar ways that brick-and-mortar charter school authorizers vary as well. Authorizers include school districts, nonprofit organizations, universities, state education agencies, and specialized independent state-level charter school boards that exist for the purpose of overseeing charter schools. In most cases, the charter school authorizers that oversee online schools also oversee brick-and-mortar schools. Most have one attribute in common: While they realize that online-school authorizing should include some different criteria than those used for physical charter schools, only a few have yet created new authorizing procedures specifically for online schools.

Almost all authorizers spoke of the need to create accountability measures that acknowledge the realities of online education and take advantage of the rich student data available when courses are taken online.

Key Findings

Below are the key findings from the in-depth interviews. The most critical issues are presented near the top of the list.

1. **Most of the processes that online charter school authorizers use are still in the early stages of development, with very few established best practices.**

Authorizers are keenly aware of the need to improve their oversight of online charters; many have visions for how to improve their processes, but they have not fully implemented their visions. The lack of new processes in response to online charter schools is evident in the discussion that follows. This subject requires further study to identify and develop best practices. Increased networking among authorizers facing similar challenges may also help authorizers learn from one another as they develop their practices.

2. **Most authorizers are in the early stages of creating processes for application, renewal, and yearly oversight that are unique to the opportunities and challenges that online schools present.**

As of late 2010, of the states interviewed, some had the same application process for online and brick-and-mortar charters (e.g., Utah), while others had recently introduced online charter schools for the first time (e.g., Michigan). South Carolina has an online-charter application that is similar to the brick-and-mortar application, with the exception of a required review of the online curriculum to confirm that it aligns with state content standards. In Nevada, online charter schools must get a separate approval from the distance learning office in the State Department of Education. Three of the states interviewed have processes that are significantly different for online schools, or have an additional online-specific portion of the authorizing process. Pennsylvania has a completely separate and customized application for cyber charters, which appears to be the most mature process among the authorizers interviewed. Authorizers in Georgia and Ohio have reviews that are specific to online schools as well.

Almost all authorizers spoke of the need to create accountability measures that acknowledge the realities of online education and take advantage of the rich student data available when courses are taken online. For example, students working online are likely to be completing a considerable number of tasks and quizzes connected to various learning goals. With a sophisticated system, these data could be valuable to understanding the efficacy of various approaches for that student or for similar students. An authorizer in Michigan noted that one of the ways it measures the success of brick-and-mortar charter schools will not work with online schools because currently this authorizer compares these schools to local school peers. This approach does not work when students enrolled in the online charter come from a variety of communities across the state. In addition, because online learning is still relatively new, in states that require outside reviewers for initial applications for renewal, there are challenges in identifying reviewers with online learning experience.

An additional challenge is that the authorizing of online schools is still in its very early stages, but educational practices continue to evolve, and new schools that blend online and face-to-face instruction are emerging. For example, Utah just approved two new online charter schools that will have physical learning centers as part of their student educational services. The Utah Charter

School Board encouraged these applications, and is supporting the development of these schools. The South Carolina Public Charter School District also hopes to see a blended application as a choice for students in its state. Authorizers are just now determining how best to address online schools, and offerings are evolving as new blended schools are being developed rapidly.

Finally, authorizers are quick to acknowledge that oversight of online education is different than similar processes applied to brick-and-mortar charter schools. To ensure public accountability, authorizers must reevaluate their oversight processes, adding scrutiny in areas that are appropriate only for online education while removing oversight items that are applicable only to brick-and-mortar charter schools. The eventual result is an authorizer role that is custom designed for the realities of online education.

NACSA's *Principles & Standards for Quality Charter School Authorizing* recommends specific steps that should be used for cyber schools. Applicants proposing to establish a virtual or online charter school should describe the proposed school's system of course credits and how the school will:

- Monitor and verify full-time student enrollment, student participation in a full course load, credit accrual, and course completion;
- Monitor and verify student progress and performance in each course through regular, proctored assessments and submission of coursework;
- Provide appropriate services in the virtual learning environment to students with disabilities and English learners;
- Conduct parent-teacher conferences; and
- Administer state-required assessments to all students in a proctored setting.

Student mobility is a main issue that most authorizers raise. State assessment measures are based on the assumption that a cohort of students is moving through a school or district.

3. Measuring and accounting for student achievement in online schools is a key challenge.

Online charter schools are judged primarily in the same ways as other public schools are judged—via state assessment scores, through state accountability systems, through federal measures of school progress such as Adequate Yearly Progress, and in some cases through other measures such as accreditation. Many authorizers, however, feel that these methods are not sufficient. They point to several issues that require further attention, including student mobility and retention, working with at-risk students, and the logistics of students accessing state assessments.

Student mobility is a main issue that most authorizers raise. State assessment measures are based on the assumption that a cohort of students is moving through a school or district. Many online charter schools, however, have retention rates that are lower than those of most physical schools. (Retention rate in this case is defined as the rate at which students re-enroll in the same online school in the subsequent school year.) Online-school advocates note that student mobility is not necessarily a sign of failure, because an online school may be the best

option for a student for a limited time period, for example, for a student facing temporary serious illness or injury. Regardless of the reason, the higher rates of mobility challenge school measures and make it difficult for authorizers to have consistent data to measure student and school performance over time.

Compared to traditional brick-and-mortar schools, online schools are likely to have a greater proportion of students who:

- Are enrolled for part of the year, but are not enrolled when testing takes place;
- Are tested at the school, but whose scores are not attributed to the school for the purposes of the state accountability system; and
- Are not captured by the state accountability system for more than one year, making them unavailable to be reflected in growth models.

Two authorizers cited evidence that retention rates tend to improve after the online schools are in operation for two or three years. In addition, states with unique student identifiers that use growth models to assess achievement are in a better position to track accountability as a student moves between schools, although the issue of how to attribute student achievement to a specific school remains. None of the states in which authorizers were interviewed, however, are tracking individual student results effectively. Individual schools may be doing this tracking, as the online learning environment facilitates this type of data collection, but authorizers do not require the date to be reported to them.

A related issue tied to tracking student achievement is that some online charter schools serve a high number of at-risk students. Authorizers believe that these schools often struggle with student achievement, especially initially, but they seem to play a critical, positive role for a certain group of students who have no intention of returning to a traditional school environment, where they did not succeed. If the students in these schools are compared to the student population as a whole, they may appear not to do well, when in fact they are raising individual students' results.

Finally, the logistics of accessing and proctoring state assessments in a physical location are a challenge for some schools and authorizers, especially those with students served across wide geographic areas, as is generally the case in large western states.

NACSA recommends that authorizers use the student achievement data from their state accountability systems as the primary mechanism of evaluating school performance during the process of reviewing a charter schools performance for renewal decisions. Despite the challenges described above, this should also be the case for cyber schools. Additional information obtained through the school's own assessments should also be examined.

4. Authorizers are concerned that charter school governing boards often do not have expertise in overseeing online schools.

Although every authorizer interviewed offers, or plans to offer, some form of training for school boards, currently none of the authorizers have training that is customized for online charter school board members. Several authorizers commented on the importance of having a stable, experienced board and avoiding constant turnover. Although this issue is critical to all charter

schools, it appears to be accentuated in online schools where board members may have no personal experience with online learning and there is limited ability to visit a place where the activity of the school is directly observable.

Authorizers expressed concerns about ties between the school board and EMOs, in some cases, and about the ability of the school board to operate independently of the EMO. For example, two of the authorizers shared instances where board members of online charter schools were either executives from the affiliated EMO or had a financial connection to the EMO. The EMOs that had created conditions of concern tend not to be the largest and most experienced organizations, but rather those that are either new organizations or new to online learning.

Finally, the geographic distribution of governing boards and parents was a concern to several authorizers. They suggested that board meetings should take place online, to allow parents to attend online instead of having to travel long distances to participate in a meeting on equal grounds as board members who are onsite. In Michigan, there is some question whether online board meetings conform to the requirements of the open meeting law. Because Michigan just opened its first two online charters in fall 2010, this issue appears to be unresolved at this time.

The oversight of third-party vendors, like the EMOs that operate cyber charter schools, requires authorizers to adopt specific best practices to ensure accountability. NACSA's *Principles & Standards of Quality Charter School Authorizing* provides authorizers with guidance on this subject. These practices include measures to strengthen the independence of the governing boards receiving charters and contracting with the companies managing their schools, as well as recommendations of items that should be included in the service contracts between the governing board and the EMO. NACSA's *Principles & Standards* recommends that authorizers explore a full spectrum of governance issues. Issues to consider include: financing; the primacy of the charter agreement over any later service contracts; compensation, oversight and evaluation of services; and mechanisms to end the service agreement with the provider. According to NACSA's *Principles & Standards*, authorizers should ensure that applicants proposing a school that would delegate education and management to an external party provide:

- Evidence of the service provider's educational and management success;

- A draft (or existing) service/management contract setting forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination; and

- Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities.

Hundreds of online charter schools are educating hundreds of thousands of students, but authorizers—charged with oversight, quality assurance, and adherence to laws and ethical guidelines—know they have not caught up.

5. Authorizers believe that special education presents unique challenges for online schools.

Almost all authorizers interviewed readily admitted that they do not understand online special-education services well enough yet to set up proper accountability to ensure compliance, because the special-education staff person at the authorizer often has no online experience. This, of course, exacerbates the issue. In some of the states interviewed (but not all), authorizers reported a greater percentage of special-education students in the online charter programs. In fact, authorizers in Georgia and South Carolina see the online charter schools serving as the alternative schools for many districts.

This leads them to the question: Is online learning appropriate for all disabled students? There is no question that some special-education services can be provided online, but several authorizers were quick to point out that certain special-education services could not be supplied online and would need to be performed face-to-face at a local physical facility designed to serve these students. How these services are provided and how that could potentially impact some students' access to online learning is a growing concern for authorizers. Legal and ethical concerns around special-needs students are unresolved; one special-education expert from an interviewed state was working with the State Department of Education legal counsel to determine the legal responsibility online charters have to provide special-education students with services beyond what might be offered online.

Authorizers are responsible for protecting the interests of all students, and ensuring that charter schools fulfill their obligations to the public. NACSA's *Principles & Standards* explicitly recommend that a quality authorizer:

- Ensures that schools admit students through a random selection process that is open to all students, publicly verifiable, and does not establish undue barriers to application (such as mandatory information meetings, mandated volunteer service, or parent contracts) that have the effect of excluding students based on socioeconomic, family, or language background, prior academic performance, special education status, or parental involvement.

- Ensures that schools provide access and services to students with disabilities as required by federal and state law.

- Ensures that schools provide access to and appropriately serve other special populations of students, including English learners, homeless students, and gifted students, as required by federal and state law.

- Ensure that schools' student discipline policies and actions are legal and fair, and that no student is expelled or counseled out of a school outside of that process.

6. Authorizers know that they have to grow in capacity and experience.

Authorizers expect the demand for authorizing online schools to grow, and many are aggressively initiating hiring in order to oversee and support online charter schools. In some states this is a slow process because the vast majority of state-level oversight responsibilities are focused on brick-and-mortar charter schools, as they still represent most student enrollments. The challenge

of finding applicants with experience in online learning remains, however, the states interviewed appear to be committed to adding the resources needed to improve online charter authorizing.

The work of authorizers requires a commitment to quality, as well as sufficient staff and resources to implement high quality authorizing practices. The growth of online schools, and the technical expertise required to evaluate and oversee these schools, contributes to the resource challenges that authorizers face more broadly.

7. Funding levels and methods for enrollment counts are in flux in many states.

In some states (e.g., Georgia), funding for online charter schools has been a major topic of debate in recent months, or has been in place but possible changes have been discussed and/or legislation introduced to change funding (e.g., Pennsylvania). This issue is particularly challenging when each state determines the funding for each pupil differently, while working with EMOs that leverage efficiencies nationally.

Authorizers are stewards of the public interest. As the funding systems for online education evolve, authorizers can play a significant role in the development of new funding systems by providing information about the spending and performance of the online schools they oversee currently.

Conclusion

Online and blended learning have created new opportunities for hundreds of thousands of students across the United States. Online learning, however, is still new enough that practices are outpacing policies and, in many cases, oversight. The sustainable, long-term growth of online and blended schools requires that policy frameworks keep pace with educational practice.

The subset of online learning that is made up of online charter schools demonstrates this same dynamic. Hundreds of online charter schools are educating hundreds of thousands of students, but authorizers— charged with oversight, quality assurance, and adherence to laws and ethical guidelines—know they have not caught up. Authorizers recognize that they are entering a new phase of charter school oversight, and many are creating promising practices for oversight on the fly. It is clear, however, that much work remains to be done. In particular, as authorizers are creating procedures to address entirely online schools, providers are beginning to offer blended-learning schools, which the newly created policies may not address adequately. The growth of online and blended-learning charter schools raises new and complex issues for authorizers. Where appropriate, existing guidance on best practices for charter school authorizing should be incorporated into the efforts to oversee online schools. However, emerging challenges will call for innovation and the development of new policies and practices. NACSA looks forward to providing resources for authorizers on this subject in the coming year.

Although authorizers work at the state and local level, a national effort to work with authorizers from around the country to identify quality indicators, best practices, and tools and resources that will help

authorizers would be a significant step toward ensuring high-quality oversight. This paper is expected to be the first step toward a discussion of key issues in authorization of online charter schools. Authorizers have expressed interest in having additional resources and sharing ideas and practices across states, because at this point many of them feel isolated in their efforts. While some issues are state-specific, many issues are common across states. An effort to create a working group to ensure best practices among authorizers would benefit not only the authorizers but also the schools and, ultimately, students.

Appendix

Research Methods

To assess the ways in which charter school authorizers are addressing the growth in online charter schools, the National Association of Charter School Authorizers commissioned a series of interviews with authorizers. Authorizers were chosen from among the states with robust numbers of students enrolled in online charter schools (e.g., Pennsylvania) and/or unique online charter school policy or political environments (e.g., Georgia, which has been the focus of recent attention due to a series of high-profile hearings into the levels at which online charter schools will be funded). Authorizers also represent some states that have a relatively long history of online charter schools (e.g., Ohio, where the first online charter schools opened in 2000), and other states that have only recently allowed online charter schools (e.g., South Carolina, which allowed its first online charter schools in 2008).

A total of seven interviews were conducted with the following organizations:

- Georgia Charter School Commission
- Grand Valley State University Charter Schools Office, Michigan
- Nevada Department of Education
- Ohio Council of Community Schools
- Pennsylvania Department of Education
- South Carolina Public Charter School District
- Utah State Charter School Board

The seven authorizer interviews represent 31 online charter schools (including a few that have been approved but are not operating yet). Of these, 20 are affiliated with an Educational Management Organization (EMO), and 11 are not affiliated with an EMO. Most of the online charter schools that are not affiliated with EMOs come from a single state, Pennsylvania. In all other states interviewed, EMO-supported online charter school are the norm. The information presented is current as of December 2010 and may have changed since the completion of this research. Data related to CMO/EMO affliation was derived from a review of online charter websites in October and November of 2010.

The conversations focused on the challenges and opportunities associated with serving as an authorizer for this growing set of online schools, with an emphasis on the issues that are different than those raised by traditional brick-and-mortar charter schools.

Authorizer Profiles

Authorizer—Georgia Charter School Commission
Interviewee—Mark Peevy, Executive Director
Online Charter Schools Authorized and Associated EMO

    i.   Georgia Cyber Academy—K12 Inc.
    ii. Provost Academy Georgia—EdisonLearning
  iii. Kaplan Academy of Georgia—Kaplan Virtual Education

Authorizer—Grand Valley State University Charter Schools Office, Michigan
Interviewee—Jim DeKorne, Field Service Representative
Online Charter Schools Authorized and Associated EMO

    i.   Michigan Virtual Charter Academy—K12 Inc.

Authorizer—Nevada State Board of Education
Interviewees—Tom McCormack, Education Programs Professional, and Angela Blair, Special Education
Online Charter Schools Authorized and Associated EMO

    i.   Beacon Academy of Nevada—iQ Academy/KC Distance Learning/K12 Inc.
    ii. Nevada Connections Academy—Connections Academy
  iii. Nevada Virtual Academy—K12 Inc.
   iv. Silver State Charter Schools—no EMO

Authorizer—Ohio Council of Community Schools
Interviewees—Jason Wall, Director of Fiscal Support Services and Advocacy, and Matthew Trzcinski, Regional Representative, Columbus
Online Charter Schools Authorized and Associated EMO

    i.   OHDELA (Ohio Distance & Electronic Learning Academy)—White Hat Management
    ii. Ohio Connections Academy—Connections Academy
  iii. Ohio Virtual Academy—K12 Inc.

Authorizer—Pennsylvania Department of Education
Interviewee—Jennifer Waltz, Advisor to the Deputy Secretary of Elementary and Secondary Education
Online Charter Schools Authorized and Associated EMO

    i.   21st Century Cyber Charter School—no EMO
    ii.   Achievement House Cyber Charter School—no EMO
   iii.   Agora Cyber Charter School—K12 Inc.
   iv.   Central Pennsylvania Digital Learning Foundation—no EMO
    v.   Commonwealth Connections Academy—Connections Academy
   vi.   PA Cyber (The Pennsylvania Cyber Charter School)—no EMO
  vii.   PA Distance Learning Charter School—White Hat Management
 viii.   PA Leadership Charter School—no EMO
   ix.   PA Learners Online—no EMO
    x.   Pennsylvania Virtual Charter School—no EMO
   xi.   SusQ-Cyber Charter School—no EMO

Authorizer—South Carolina Public Charter School District
Interviewee—Wayne Brazell, Superintendent
Online Charter Schools Authorized and Associated EMO

    i.   Palmetto State E-cademy—iQ Academy/KC Distance Learning/K12 Inc.
    ii. Provost Academy South Carolina—EdisonLearning
  iii. South Carolina Calvert Academy—Calvert Partners
   iv. South Carolina Connections Academy—Connections Academy
   v.   South Carolina Virtual Charter School—K12 Inc.

Authorizer—Utah State Charter School Board
Interviewee—Marlies Burns, Director of Charter Schools
Online Charter Schools Authorized and Associated EMO

    i.   Utah Virtual Academy—K12 Inc.
    ii. Open High School of Utah—no EMO
  iii. Utah Connections Academy—Connections Academy (opened fall 2011)
   iv. Aspire Online Charter School—no EMO

NOTES:

[1]   Online learning is "education in which instruction and content are delivered primarily over the Internet," while blended learning "is facilitated by the effective combination of different modes of delivery, models of teaching, and styles of learning" and is often represented by a mix of online and classroom instruction. Definitions are taken in part from the iNACOL *National Primer on K–12 Online Learning* Version 2, October 2010.

[2]   Data are from the annual report *Keeping Pace with K–12 Online Learning* unless otherwise noted. www.kpk12.com.

[3]   See the Appendix for details on the authorizers interviewed.

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About this Monograph's Authors

The Evergreen Education Group works with the schools, state education agencies, state virtual schools, school districts, and companies that are improving educational opportunities and outcomes through online learning. Evergreen is a private consulting and advisory firm headquartered in Evergreen, Colorado, and founded in 2000.
www.evergreenedgroup.com

The Donnell-Kay Foundation improves public education and drives systemic school reform in Colorado through solid research, creative dialogue, and critical thinking. The Foundation focuses on funding systemic reform and state level policy in the areas of early childhood, K-12, and higher education.
www.dkfoundation.org

NACSA develops quality authorizing environments that lead to a greater number of quality charter schools. Learn more about NACSA at **www.qualitycharters.org**.

National Association of Charter School Authorizers, 2011