



School Performance Framework (SPF)

2016-2017



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INTRODUCTION

About the School Performance Framework

The South Carolina Public Charter School District (SCPCSD) developed the School Performance Framework (SPF) to define high standards for its schools' performance. This framework is based on guidance by the National Association of Charter School Authorizers (NACSA), which states:

“Charter school authorizing begins with a bargain for performance. Authorizers agree to entrust a charter school’s governing board with public dollars and public school students and to give it broad autonomy over how it achieves agreed-upon goals. In return, the school’s board commits to achieving specified results, managing public funds responsibly, complying with its legal obligations, and providing a quality education to the students in its care.

“In order for this bargain of autonomy in exchange for accountability to work, it is essential that authorizers establish, maintain, and enforce high performance standards for all schools in their portfolios. This includes not only holding schools accountable for the academic performance of all their students, which should always be the primary measure of quality, but also holding schools accountable for financial and organizational performance. The critical first step in effective performance management is to set and communicate clear and rigorous expectations for performance. Schools need clearly defined standards so that they know what is expected of them, and authorizers need them to manage performance effectively by holding schools accountable for outcomes without attempting to control inputs.”

The SPF sets the standards by which all District charter schools will be evaluated, informing both SCPCSD and school officials about school performance and sustainability. The standards are divided into three sections, and each asks a fundamental question:

Academic Performance: Is the educational program a success?

Financial Performance: Is the school financially viable?

Student and Family Rights: Is the school fulfilling its obligations?

By utilizing the SPF throughout the charter school’s life cycle, SCPCSD officials will take multiple factors into account when evaluating District charter schools’ performance and will be able to make informed decisions regarding recommendations to the SCPCSD Board of Trustees related to charter amendments, expansion, replication, renewal or revocation.

SECTION I. ACADEMIC PERFORMANCE

The Academic Performance Framework is an accountability tool that provides the SCPCSD with data necessary to hold charter schools in its portfolio accountable for high standards of academic performance. It focuses purposefully on quantitative academic outcomes as a basis for analysis to be used in high-stakes decisions. Measures consist of school achievement, subgroup performance, student growth, college and career readiness, and accountability ratings. Select measures are broken down by Elementary (EL), Middle School (MS), and High School (HS).

1. Student Achievement

| Indicators | Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|--|--------------------------------------|--------------------------------------|---|---|
| 1a. Are students achieving proficiency on statewide assessments in English Language Arts (ELA)? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 1b. Are students achieving proficiency on statewide assessments in Mathematics? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 1c. Are students achieving proficiency on statewide assessments in Science? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 1d. Are students achieving proficiency on statewide assessments in Social Studies? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 1e. Are students achieving advanced proficiency on statewide assessments in English Language Arts (ELA)? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 1f. Are students achieving advanced proficiency on statewide assessments in Mathematics? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 1g. Are students achieving advanced proficiency on statewide assessments in Science? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 1h. Are students achieving advanced proficiency on statewide assessments in Social Studies? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |

Metrics:

Indicator 1 is determined by calculating a school's percentile rank among all SC schools that have an eligible accountability score.

- 1a. (EL/MS) Percentage of students scoring Meets/Exceeds on state accountability exam in ELA Composite
(HS) Percentage of students passing on the English 1 End-of-Course Exam as defined by SCDE standards (currently 70 or above)
- 1b. (EL/MS) Percentage of students scoring Meets/Exceeds on state accountability exam in Mathematics
(HS) Percentage of students passing on the Algebra 1 End-of-Course Exam as defined by SCDE standards (currently 70 or above)
- 1c. (EL/MS) Percentage of students scoring Met/Exemplary on state accountability exam in science
(HS) Percentage of students passing on the Biology/Applied Biology 2 End-of-Course Exam as defined by SCDE standards (currently 70 or above)
- 1d. (EL/MS) Percentage of students scoring Met/Exemplary on state accountability exam in social studies
(HS) Percentage of students passing on the US History and the Constitution End-of-Course Exam as defined by SCDE standards (currently 70 or above)
- 1e. (EL/MS) Percentage of students scoring Exceeds on state accountability exam in ELA Composite
(HS) Percentage of students scoring an "A" on the English 1 End-of-Course Exam as defined by SCDE standards (currently 93 or above)
- 1f. (EL/MS) Percentage of students scoring Exceeds on state accountability exam in Mathematics
(HS) Percentage of students scoring an "A" on the Algebra 1 End-of-Course Exam as defined by SCDE standards (currently 93 or above)
- 1g. (EL/MS) Percentage of students scoring Exemplary on state accountability exam in science
(HS) Percentage of students scoring an "A" on the Biology/Applied Biology 2 End-of-Course Exam as defined by SCDE standards (currently 93 or above)
- 1h. (EL/MS) Percentage of students scoring Exemplary on state accountability exam in social studies
(HS) Percentage of students scoring an "A" on the US History and the Constitution End-of-Course Exam as defined by SCDE standards (currently 93 or above)

2. Subgroup Performance

| Indicators | Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|--------------------------------------|--------------------------------------|---|---|
| 2a. Are students with disabilities achieving proficiency on statewide assessments in English Language Arts (ELA)? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 2b. Are students with disabilities achieving proficiency on statewide assessments in Mathematics ? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 2c. Are students in poverty achieving proficiency on statewide assessments in English Language Arts (ELA)? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 2d. Are students in poverty achieving proficiency on statewide assessments in Mathematics ? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 2e. Are minority students achieving proficiency on statewide assessments in English Language Arts (ELA)? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 2f. Are minority students achieving proficiency on statewide assessments in Mathematics ? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 2g. Are ELL students achieving proficiency on statewide assessments in English Language Arts (ELA)? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |
| 2h. Are ELL students achieving proficiency on statewide assessments in Mathematics ? | Top 20% of schools in South Carolina | Top 50% of schools in South Carolina | Bottom 50% of schools in South Carolina | Bottom 20% of schools in South Carolina |

Metrics:

Indicator 2 is calculated by calculating a school's respective subgroup performance among all SC schools that have an eligible accountability score. Minority students (2e and 2f) will be defined as an African-American, Hispanic, or Native American student subgroup.

2a, 2c, 2e, 2g. (EL/MS) Percentage of students scoring proficient (Met/Exceeds) on state accountability exam in ELA Composite

(HS) Percentage of students passing the English 1 End-of-Course Exam (currently 70 or above)

2b, 2d, 2g, 2h. (EL/MS) Percentage of students scoring proficient (Met/Exceeds) on state accountability exam in Mathematics

(HS) Percentage of students passing the Algebra 1 End-of-Course Exam (currently 70 or above)

3. Student Growth

| Indicators | Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|-----------------------------|----------------------------------|-----------------------------|-----------------------------|
| 3. Is the school effective in demonstrating student growth? | EVAAS Effectiveness Level 5 | EVAAS Effectiveness Level 4 or 3 | EVAAS Effectiveness Level 2 | EVAAS Effectiveness Level 1 |

Metrics:

Indicator 3 is the school's EVAAS Level based on its annual School Composite score (EOC for HS, SCPASS/SCREADY for ES/MS).

4. College and Career Readiness (High Schools Only)

| Indicators | Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|------------------|----------------|------------------------|--------------------------|
| 4a. Are students successfully graduating from high school, based on the adjusted graduation rate? | 90% or higher | 85-89% | 80-84% | Less than 80% |
| 4b. Does student performance on the ACT reflect college readiness? | 21 or higher | 19-20.9 | 17-18.9 | Less than 17 |
| 4c. Does student performance on WorkKeys reflect career readiness? | 95% or higher | 90-94.9% | 85-89.9% | Less than 85% |

Metrics:

4a. The adjusted graduation rate is based on the four-year cohort graduation rate, adjusted by adding out-of-cohort graduates to the numerator and still using the four-year cohort graduation's rate denominator. Four and five-year cohort graduation rates as defined by the state accountability system will be presented in annual charter reports. There must be at least ten students in the cohort for rates to be reported.

4b. Based on the school's ACT composite score for all third-year high school students.

4c. Based on the third-year high school students score on the ACT WorkKeys assessment results (% scoring Bronze or higher).

5. Comparative Performance

| Indicators | Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|--|--|--|--|---|
| 5a. Is student performance meeting or exceeding performance in the resident district? | Grades 3-8 (when resident district is AT or ABOVE 50% proficiency) | | | |
| | Greater than 10 percentage points higher than the resident district | The same or 0.1 to 9.9 percentage points higher than the resident district | 0.1-10 percentage points lower than the resident district | More than 10 percentage points lower than the resident district |
| | Grades 3-8 (when resident district is BELOW 50% proficiency) | | | |
| | Greater than 20 percentage points higher than the resident district | 10 to 19.9 percentage points higher than the resident district | The same or 0.1 to 9.9 percentage points higher than the resident district | 0.1 or more percentage points lower than the resident district |
| | High School (when resident district is AT or ABOVE 19) | | | |
| | 0.5 points or more higher than the resident district | 0.0 to 0.4 points higher than the resident district | 0.1 to 0.4 points lower than the resident district | 0.5 points lower or more than the resident district |
| | High School (when resident district is BELOW 19) | | | |
| 1.0 points or more higher than the resident district | 0.5 to 0.9 points higher than the resident district | 0.0 to 0.4 points higher than the resident district | 0.1 points lower or more than the resident district | |
| 5b. Is student performance meeting or exceeding performance in similar schools (ELA and Math)? | Elementary and Middle Grades 3-8 | | | |
| | 8 percentage points or greater than similar schools | The same, or 0.1 to 7.9 percentage points higher than similar schools | 0.1-7.9 percentage points lower than similar schools | 8 percentage points lower or more than similar schools |
| | High School | | | |
| 7 percentage points or greater than similar schools | The same, or higher than similar schools (0.1 to 6.9 percentage points higher) | Lower than similar schools (0.1 to 6.9 percentage points lower) | 7 percentage points lower or more than similar schools | |

Metrics:

5a. The comparison looks at a school as compared to the school district in which they are geographically located. Virtual charter schools are compared to the statewide average. The EL/MS comparison measure is the state's summative assessment in ELA and Math. For high schools, the comparison measure is the ACT Composite score.

5b. Similar schools are "Schools Like Ours" identified by SCDE and published on the state report cards as schools with poverty indices of no more than 5% above or below the index for the school and matched by grade level as reported on the State Report Card. For comparison in the ES/MS grades, a school receiving a School Performance Framework rating with grade levels spanning both Elementary and Middle school grades receives both an Elementary school ELA and Math comparison and a Middle school ELA and Math comparison.

6. State and Federal Accountability

| Indicators | Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|--|------------------|----------------|------------------------|--------------------------|
| 6. Is the school meeting targets set forth by the state and federal accountability system? | TBD | TBD | TBD | TBD |

Metrics: Cut scores will be designated once the SCDE finalizes the state accountability system.

7. Optional School-Specific Goals

| Indicators | Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|--|------------------|----------------|------------------------|--------------------------|
| 7. Is the school meeting its school-specific academic goals? | TBD | TBD | TBD | TBD |

Metrics:

- School-specific goals require agreement between individual charter school and the SCPCSD and must be approved by the SCPCSD.
- School-specific goals cannot override existing measures.

SECTION II: FINANCIAL PERFORMANCE

The Financial Performance Framework is an accountability tool that provides the SCPCSD with data necessary to assess the financial health and viability of charter schools in its portfolio on an ongoing basis and for purposes of an annual performance review. The Financial Framework includes two general categories of financial performance: *Near-Term Indicators* of viability in the upcoming year and longer-term *Sustainability Indicators* which depict a charter school's viability over time. The measures are designed to complement one another. No single measure gives a full picture of the financial situation of a school. Taken together, however, the measures provide a comprehensive assessment of the school's financial health and viability based on a school's historic trends, near-term situation, and future viability.

Within each annual reporting period, the Financial Performance Framework provides for a review based on a school's annual independent audit of the most recent school year and additional information provided by the school as necessary. If a school does not meet standard based on the most recent independent audit, a school may provide up-to-date information to demonstrate how the school currently meets standard.

Meets Standard

A *Meets Standard* rating indicates sound financial viability based on the overall financial review of a school. In this case, the school has met the standard based on the most recent independent audit, or where a school did not meet standard using the audit, current financial data and information has been provided to illustrate the school's ability to meet standard.

Does Not Meet Standard

A *Does Not Meet Standard* rating indicates that the school is not currently meeting standard and the SCPCSD concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.

Falls Far Below Standard

A *Falls Far Below Standard* rating indicates that the school is not currently meeting standard and the SCPCSD identifies significant financial risk for the school and has concerns addressing financial viability such that heightened monitoring and/or intervention are deemed necessary.

7. Near-Term Indicators

| Indicators | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|--|---|--|---|
| 7a. Does the school have adequate cash on hand to pay its expenses? | <ul style="list-style-type: none"> <input type="checkbox"/> 60 days cash on hand OR <input type="checkbox"/> Schools in their first or second year of operation must have at least 30 days cash on hand | <ul style="list-style-type: none"> <input type="checkbox"/> Days cash on hand is between 30 and 60 days <input type="checkbox"/> Schools in their first or second year of operation with 16-29 days cash on hand | <ul style="list-style-type: none"> <input type="checkbox"/> Days cash is less than 30 days <input type="checkbox"/> Days cash is 15 days or less for schools in first or second year of operation |
| 7b. Does the school have the ability to cover its current liabilities with its current assets? | <ul style="list-style-type: none"> <input type="checkbox"/> Current ratio is greater than or equal to 1.1 OR <input type="checkbox"/> Current ratio is between 1.0 and 1.1 <u>and</u> one-year trend is positive (current year ratio is higher than last year) <input type="checkbox"/> Schools in their first or second year of operation must have a current ratio of at least 1.1 | <ul style="list-style-type: none"> <input type="checkbox"/> For schools in their first or second year of operation the current ratio is between 0.9 and 1.0 OR <input type="checkbox"/> For schools in operation for more than two years, the current ratio is between 1.0 and 1.1 <i>and</i> one-year trend is negative | <ul style="list-style-type: none"> <input type="checkbox"/> Current ratio is less than or equal to 0.9 |
| 7c. Is the school able to meet its debt obligations or covenants? | <ul style="list-style-type: none"> <input type="checkbox"/> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments, as indicated in notes to the audited financial statements | <ul style="list-style-type: none"> <input type="checkbox"/> School is in default of loan covenant(s) and/or is delinquent with debt service payments. | |

Metrics:

Days Cash = unrestricted cash divided by ([total expenses minus depreciation expense]/365)

Current Ratio = current assets divided by current liabilities.

8. Sustainability Indicators

| Indicators | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|--|---|--|---|
| 8a. Is the school living within its available resources? | <ul style="list-style-type: none"> <input type="checkbox"/> Aggregated three-year total margin is positive <u>and</u> the most recent year total margin is positive OR <input type="checkbox"/> Aggregated three-year total margin is greater than -1.5% <u>and</u> the trend is positive for the last two years <u>and</u> the most recent year total margin is positive <input type="checkbox"/> Schools in their first or second year of operation must have a positive cumulative total margin | <ul style="list-style-type: none"> <input type="checkbox"/> Aggregated three-year margin is greater than -1.5%, but the trend does not meet standard <input type="checkbox"/> Schools in their first or second year of operation that do not have a positive aggregated total margin | <ul style="list-style-type: none"> <input type="checkbox"/> Aggregated three-year total margin less than or equal to -1.5% OR <input type="checkbox"/> Current year total margin less than -10% |
| 8b. Is a reasonable proportion of the school's assets financed through debt? | <ul style="list-style-type: none"> <input type="checkbox"/> Debt to asset ratio is less than 0.90 | <ul style="list-style-type: none"> <input type="checkbox"/> Debt to asset ratio is between 0.90 and 1.0 | <ul style="list-style-type: none"> <input type="checkbox"/> Debt to asset ratio is greater than 1.0 |

Metrics:

Total Margin = net income divided by total revenue

Aggregated 3-year Total Margin = total 3-year net income divided by total 3-year revenue

Debt to Asset Ratio = total liabilities divided by total assets

SECTION III: STUDENT AND FAMILY RIGHTS

Students and families have rights when it comes to exercising school choice. These rights, according to applicable federal and state laws and regulations, are non-negotiable when operating an autonomous charter school in South Carolina. Students have a right to school choice and special services, a right to a healthy and safe environment, and a right to responsible school governance and management.

The Students and Family Rights Framework is an accountability tool that provides the SCPCSD with data necessary to determine if charter schools are fulfilling their obligations when it comes to students and families. Each of the indicators are derived from state and federal laws and regulations as well as the operating terms of the school’s charter and contract with the SCPCSD. The framework applies common, baseline standards for meeting legal and ethical requirements that are applicable across all SPCSD charter schools. This enables schools to retain flexibility and autonomy to be different in the ways that matter most for a school’s mission, vision, and educational program.

9. Access and Equity – Right to School Choice and Special Services

| Indicators | Meets Standard | Does Not Meet Standard |
|--|--|--|
| 9a. Are the school’s admissions and enrollment practices fair and equitable, as required by law? | <ul style="list-style-type: none"> <input type="checkbox"/> Student enrollment policies are compliant with applicable laws, consistently implemented by the school, and publicly shared <input type="checkbox"/> School annually submits written enrollment policies to the district | <ul style="list-style-type: none"> <input type="checkbox"/> School does not meet this standard |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Racial composition of enrolled students differs by less than 20% of the local district or targeted population, in accordance with state statute | <ul style="list-style-type: none"> <input type="checkbox"/> Racial composition of enrolled students differs by more than 20% of the local district or targeted population as defined in the school charter and the school has not established or followed through with a plan to balance racial composition of students |
| 9b. Is the school ensuring the rights of students with disabilities? | <ul style="list-style-type: none"> <input type="checkbox"/> School is meeting all indicators of compliance and access as evidenced by an overall rating of at least 2 on the end-of-year Comprehensive Program Review | <ul style="list-style-type: none"> <input type="checkbox"/> School is partially meeting or not meeting required indicators of compliance and access as evidenced by an overall rating of less than 2 on the end-of-year Comprehensive Program Review |

| | | |
|---|--|---|
| <p>9c. Does the school ensure that English Language Learners are identified, screened, and provided appropriate services?</p> | <p><input type="checkbox"/> School meets standard as defined in the SCPCSD English Learner Program Risk Assessment Matrix</p> | <p><input type="checkbox"/> School does not meet standard as defined in the SCPCSD English Learner Program Risk Assessment Matrix</p> |
| <p>9d. Does the school's discipline policies and practices protect the rights of students?</p> | <p><input type="checkbox"/> Documented school discipline policies are compliant with applicable laws and shared with students and families</p> | <p><input type="checkbox"/> School discipline policies are out of compliance with applicable laws and/or not openly shared with students and families</p> |
| | <p><input type="checkbox"/> Student suspension rate is no more than twice the average suspension rate for similar grade-range schools in the local district or state</p> | <p><input type="checkbox"/> School suspension rate is more than twice the rate of local district and state; and the school has not established or followed through with a corrective action plan</p> |
| | <p><input type="checkbox"/> School expulsion rate is no more than twice the average expulsion rate for similar grade-range schools in the local district or state</p> | <p><input type="checkbox"/> School expulsion rate is more than twice the rate of local district and state; and the school has not established or followed through with a corrective action plan</p> |
| | <p><input type="checkbox"/> Student suspensions and expulsions are conducted in compliance with school policies</p> | <p><input type="checkbox"/> Student suspensions and expulsions are out of compliance with school policies, or lack sufficient documentation to verify due process</p> |
| | <p><input type="checkbox"/> Suspension rate for Students With Disabilities (SWD) is comparable to suspension rate for Students Without Disabilities (SWOD)</p> | <p><input type="checkbox"/> Suspension rate for Students With Disabilities (SWD) differs significantly from suspension rate for Students Without Disabilities (SWOD) and is due to lack of appropriate school policies, procedures, and practices</p> |
| <p>9e. Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?</p> | <p><input type="checkbox"/> At least 80% of eligible students return to school for the next school year</p> | <p><input type="checkbox"/> Less than 80% of eligible students return to school for the next school year</p> |
| | <p><input type="checkbox"/> The school monitors and minimizes attrition rates and analyzes data to ensure stable and equitable enrollment</p> | <p><input type="checkbox"/> The school does not monitor attrition rates and/or has high rates of attrition and no documented plan to address attrition</p> |

10. Health and Safety – Right to a Healthy and Safe Environment

| Indicators | Meets Standard | Does Not Meet Standard |
|--|--|--|
| 10a. Does the school have safe and secure facilities? | <ul style="list-style-type: none"> <input type="checkbox"/> The school annually submits a school safety plan <input type="checkbox"/> School Meets Local and State Fire and Life Safety Codes <input type="checkbox"/> School Meets Public Health Sanitary Codes <input type="checkbox"/> Viable certificate of occupancy or other required building use authorization | <ul style="list-style-type: none"> <input type="checkbox"/> School does not meet these criteria |
| 10b. Does the school have policies and programs that establish a safe and secure school environment? | <ul style="list-style-type: none"> <input type="checkbox"/> During an annual audit, all student immunizations are present <input type="checkbox"/> Background checks have been conducted for all school staff and the school board <input type="checkbox"/> Employee files have appropriate TB certificate <input type="checkbox"/> School provides health services to students as required by state law and consistent with charter application | <ul style="list-style-type: none"> <input type="checkbox"/> School does not meet these criteria |

11. Leadership – Right to Responsible School Governance and Management

| Indicators | Meets Standard | Does Not Meet Standard |
|--|---|---|
| 11a. Does the school ensure teachers and school leaders have required licensure? | <ul style="list-style-type: none"> <input type="checkbox"/> At least one administrator is certified or experienced in school administration | <ul style="list-style-type: none"> <input type="checkbox"/> The school does not have a certified or experienced school administrator |
| | <ul style="list-style-type: none"> <input type="checkbox"/> 75% of teachers are certified or appropriately qualified for the core courses taught | <ul style="list-style-type: none"> <input type="checkbox"/> Less than 75% of teachers are certified or appropriately qualified for the core courses taught |
| 11b. Is the school holding management accountable? | <ul style="list-style-type: none"> <input type="checkbox"/> The school board annually conducts an evaluation of the school leader. <input type="checkbox"/> The school board annually conducts an evaluation of education service provider organizations (EMOs/CMOs and/or other contractual service providers) | <ul style="list-style-type: none"> <input type="checkbox"/> School does not meet these criteria |
| 11c. Is the school complying with public charter school governance requirements? | <ul style="list-style-type: none"> <input type="checkbox"/> The school posts school board agendas and minutes on the school web site in a timely fashion (within two weeks of approval at the following meeting) <input type="checkbox"/> Compliance with the Open Public Meetings Act <input type="checkbox"/> Operation in accordance with the charter by-laws <input type="checkbox"/> Compliance with the School Ethics Act <input type="checkbox"/> Completion of board member training as required by law and in compliance with charter agreement | <ul style="list-style-type: none"> <input type="checkbox"/> School does not meet these criteria |

| | | |
|--|--|--|
| <p>11d. Is the school meeting financial reporting and compliance requirements?</p> | <p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter and contract relating to financial reporting and financial oversight requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with a management company <input type="checkbox"/> On-time submission and completion of the annual independent audit, including Corrective Action Plan <input type="checkbox"/> An unqualified audit opinion <input type="checkbox"/> An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; or evidence that school has corrected any material findings from the annual independent audit | <ul style="list-style-type: none"> <input type="checkbox"/> School does not meet these criteria |
| <p>11e. Is the school complying with required federal and state reporting?</p> | <p>School materially complies with relevant reporting requirements, including but not limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accountability reporting <input type="checkbox"/> Enrollment reports <input type="checkbox"/> Compliance and oversight <input type="checkbox"/> Additional information requested by the authorizer <input type="checkbox"/> Consistently accurate and complete data <input type="checkbox"/> Reporting deadlines (see “SCPCSD Reporting Calendar” for a complete timeline of reports verified for this SPF indicator) | <ul style="list-style-type: none"> <input type="checkbox"/> School does not meet these criteria |

SECTION IV: SPF RATING BY COMPONENT

Schools will receive a rating for each component of the SPF (Academic, Financial, and Student and Family Rights Frameworks). Although schools will not receive a summary composite rating across all SPF components, ratings for each component, as well as other available data, will be used for accountability decisions as defined in the SCPCSD Core Performance System (CPS).

The following demonstrates the methodology for each SPF component:

Overall Academic Rating

For each Indicator, schools will receive a rating of Exceeds, Meets, Does Not Meet, or Falls Far Below.

Step 1: Convert the rating for each indicator to points. Schools receive 6 points for each “Exceeds Standard” rating, 4 points for each “Meets Standard” rating, 2 points for each “Does Not Meet Standard” rating, and 0 points for each “Falls Far Below Standard” rating.

| Academic Indicator Rating | Points |
|----------------------------------|---------------|
| Exceeds | 6 |
| Meets | 4 |
| Does Not Meet | 2 |
| Falls Far Below | 0 |

Step 2: Multiply the points earned for each indicator by the weight assigned to the indicator

Elementary & Middle Schools

| Section | Section Weight | Indicator | Indicator Weight |
|--|----------------|--|------------------|
| 1. Student Achievement | 15% | 1a. Proficiency-ELA (SC READY 3-8) | 1.875% |
| | | 1b. Proficiency-Math (SC READY 3-8) | 1.875% |
| | | 1c. Proficiency-Science (SCPASS 4-8) | 1.875% |
| | | 1d. Proficiency-Social Studies (SCPASS 4-8) | 1.875% |
| | | 1e. Advanced Proficiency-ELA (SC READY 3-8) | 1.875% |
| | | 1f. Advanced Proficiency-Math (SC READY 3-8) | 1.875% |
| | | 1g. Advanced Proficiency-Science (SCPASS 4-8) | 1.875% |
| | | 1h. Advanced Proficiency-Social Studies (SCPASS 4-8) | 1.875% |
| 2. Subgroup Performance | 15% | 2a. SWD proficiency – ELA (SC READY 3-8) | 1.875% |
| | | 2b. SWD proficiency – Math (SC READY 3-8) | 1.875% |
| | | 2c. FRL proficiency – ELA (SC READY 3-8) | 1.875% |
| | | 2d. FRL proficiency – Math (SC READY 3-8) | 1.875% |
| | | 2e. BHN proficiency – ELA (SC READY 3-8) | 1.875% |
| | | 2f. BHN proficiency – Math (SC READY 3-8) | 1.875% |
| | | 2g. LEP proficiency – ELA (SC READY 3-8) | 1.875% |
| | | 2h. LEP proficiency – Math (SC READY 3-8) | 1.875% |
| 3. Student Growth | 40% | 3a. Growth – EVAAS Composite Score (ASPIRE/PASS) | 40% |
| 4. College & Career Readiness | NA | N/A as these are high school indicators. | NA |
| | | | NA |
| | | | NA |
| 5. Comparative Performance | 10% | 5a. Local District comparison* | 5% |
| | | 5b. Similar school comparison - ES ELA | 1.25% |
| | | 5b. Similar school comparison - ES Math | 1.25% |
| | | 5b. Similar school comparison - MS ELA | 1.25% |
| | | 5b. Similar school comparison - MS Math | 1.25% |
| 6. State and Federal Accountability | 10% | State and federal targets | 10% |
| 7. Optional School-Specific Goals | 10% | TBD | 10% |
| Total | 100% | Total | 100% |

* Virtual schools will be compared to the state

High Schools

| Section | Section Weight | Indicator | Indicator Weight |
|--|----------------|---|------------------|
| 1. Student Achievement | 10% | 1a. Proficiency-ELA (Eng I EOC) | 1.25% |
| | | 1b. Proficiency-Math (Alg I EOC) | 1.25% |
| | | 1c. Proficiency-Science (Bio I/Applied Bio 2 EOC) | 1.25% |
| | | 1d. Proficiency-Social Studies (US History & the Constitution EOC) | 1.25% |
| | | 1e. Advanced Proficiency-ELA (Eng I EOC) | 1.25% |
| | | 1f. Advanced Proficiency-Math (Alg I EOC) | 1.25% |
| | | 1g. Advanced Proficiency-Science (Bio I/Applied Bio 2 EOC) | 1.25% |
| | | 1h. Advanced Proficiency-Social Studies (US History & the Constitution EOC) | 1.25% |
| 2. Subgroup Performance | 10% | 2a. SWD proficiency – ELA (Eng I EOC) | 1.25% |
| | | 2b. SWD proficiency – Math (Alg I EOC) | 1.25% |
| | | 2c. FRL proficiency – ELA (Eng I EOC) | 1.25% |
| | | 2d. FRL proficiency – Math (Alg I EOC) | 1.25% |
| | | 2e. BHN proficiency – ELA (Eng I EOC) | 1.25% |
| | | 2f. BHN proficiency – Math (Alg I EOC) | 1.25% |
| | | 2g. LEP proficiency – ELA (Eng I EOC) | 1.25% |
| | | 2h. LEP proficiency – Math (Alg I EOC) | 1.25% |
| 3. Student Growth | 35% | 3. Growth – EVAAS Composite Score (EOCEP) | 35.00% |
| 4. College & Career Readiness | 20% | 4a. High school graduation (adjusted) | 10.00% |
| | | 4b. ACT Composite | 7.00% |
| | | 4c. WorkKeys (% Bronze or higher) | 3.00% |
| 5. Comparative Performance | 10% | 5a. Local District comparison* | 5.00% |
| | | 5b. Similar school comparison - Eng. I | 2.50% |
| | | 5b. Similar school comparison - Alg. I | 2.50% |
| 6. State and Federal Accountability | 5% | State and federal targets | 5.00% |
| 7. Optional School-Specific Goals | 10% | TBD | 10.00% |
| Total | 100% | Total | 100% |

* Virtual schools will be compared to the state

Step 3: Sum the weighted points for all indicators to calculate the overall score (out of a possible 100 points). Convert the overall score to the overall rating, using the following ranges:

| Overall Academic Rating | Total Weighted Points |
|-------------------------|-----------------------|
| Exceeds | 88.8% - 100% |
| Meets | 55.5% - 88.7% |
| Does Not Meet | 22.2% - 55.4% |
| Falls Far Below | 0% - 22.1% |

Notes: If data does not exist for an indicator within a section, then the points reweight for that section. For example, if the LEP subgroup data does not exist for a school, the points would reweight to the other indicators within the remaining subgroup performance section, ensuring the indicators from that section total 15% in Elementary or Middle School and 10% in High School.

If data does not exist for a section at all, the denominator in the overall point calculation is reduced. For example, if the state and federal accountability rating is not released in a given year and all other sections have data, the total points available overall would be 90 for elementary and middle schools or 95 for high schools.

Overall Financial Rating

For each indicator, at the time of the Annual Review, schools will receive a rating of Meets, Does Not Meet, or Falls Far Below. Schools that receive one or more Falls Far Below rating on one financial indicator will be labeled as Falls Far Below for financial performance. Schools that receive two or more Does Not Meet ratings on financial indicators will be labeled as Does Not Meet for financial performance.

| Overall Financial Rating | Financial Indicator Ratings |
|--------------------------|--|
| Meets | Meets Ratings with no more than one Does Not Meet Rating |
| Does Not Meet | Two or more Does Not Meet Ratings |
| Falls Far Below | One or more Falls Far Below Ratings |

Overall Student & Family Rights (SFR) Rating

For each indicator, at the time of the Annual Review, schools will receive a rating of Meets or Does Not Meet. Schools that receive three or more Does Not Meet ratings on SFR indicators will receive an overall rating of Does Not Meet in the SFR category.

| Overall SFR Rating | SFR Indicator Ratings |
|--------------------|---|
| Meets | Meets Ratings with no more than two Does Not Meet Ratings |
| Does Not Meet | Three or more Does Not Meet Ratings |