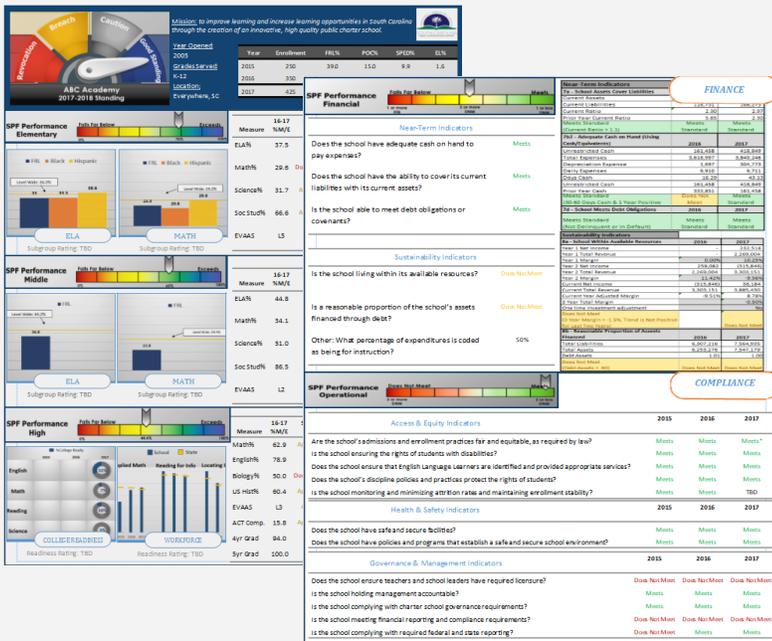


A GUIDE TO THE SCHOOL PERFORMANCE FRAMEWORK PROFILE



Beginning this year, the SCPCSD has worked to re-vamp the School Performance Framework (SPF) Profiles to reflect a visual display and rating system that focuses on answering three questions of overarching charter viability and sustainability:

1. How is the charter school performing against statewide standards?
2. How is the charter school performing over time?
3. How is the charter school performing against schools its students would otherwise attend?

These are very simple questions that in combination can serve as the foundation for charter development and decision-making.

Simply looking at a snapshot of performance against standards does not often convey the specialization or unique purposes that charter schools serve within our communities. For schools designed to work within those targeted spaces (a task and feat we exist to champion), it is important to consider the same piece of data through those additional lenses of time and comparability. If schools, for example, are falling below state standards, but are producing an upward trend and outperforming neighboring schools, it is crucial to give those factors merit and weight in an evaluation alongside pure achievement benchmarks and their correlates. Inversely, when results do not meet standards, reflect decline or stagnation, and fall below neighboring schools, it is equally important to consider that more robust and charter-specific lens.

Measure	16-17 %M/E	Standard Rating	PY %	Trend Rating	District %M/E	Comparison Rating
ACT Comp.	16.8	Approaching	16.5	Meets	13.7	Exceeds
4yr Grad	74.0	Does Not Meet	71.0	Meets	70.2	Meet

Note: Performance over time, or a trend analysis (distinct from measuring simple year-to-year change), can only be completed using at least 3 years of data. Due to changes in 3-8 assessment and EOC scaling, many of these ratings are currently reported as NA. Beginning next Fall/Winter, we will be able to trend nearly every measure.

It is important to note that although your profile reports several measure ratings (trend and geographic district comparison, for example), only those standard ratings identified in the current Core Performance System (CPS) have been included in your level ratings. These level ratings align to the point and weight system outlined in the CPS. These ratings are depicted as a percentage of points earned and affiliated with a graduated coloring scale that gives an overall sense of by-level aggregate performance.



We will be working with stakeholder groups over the next several months to formalize the scales, methods, and weighting used to evolve and expand this evaluation tool and system across these new measure types. This will also include revision and input on existing components such as the overall naming conventions. It will also drive the development of more detailed performance reports and tools that will begin to supplement these annual dashboard profiles.

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The overall performance status of the school would be reflected by the dial in this box in a typical year. In order to maintain alignment with state transitions in testing and accountability, the SCPCSD conducted annual reviews of all schools, but narrowed aggregate findings to schools with significant and chronic low performance undergoing heightened high stakes review. Overall ratings will resume in the 2018-2019 school year.

This section summarizes information for the school, inclusive of things like location, configuration, mission, and composition (students in poverty, identifying as minority, in special education, and requiring language acquisition). This is informational only, adding context to the information contained in the report.

Not yet included in calculations, these tables depict disparities between student groups with eligible sample sizes at the school. The line depicts level wide proficiency, and the bars represent Meet/Exceed rates for eligible subgroups.

For elementary and middle schools, tables report the % of students who met/exceeded SC Ready and SC Pass standards. The rating is based on a quartile distribution for all elementary and middle schools in the State (Does Not Meet = Bottom Quartile; Exceeds = Top Quartile).

Trend analyses require at least 3 years of data (current year - the average of prior years); these will be populated in future years following continuity in state testing.

This depicts the percentage of eligible points earned by school level (elementary, middle, high). In this case, it would be points earned for SC Ready, SC Pass, and EVAAS growth (these ratings are assigned by the State). The weights and points can be found on our website at: www.sccharter.org/districtperformance in the Core Performance System document.

Comparison analyses review performance against the residing district of the school (not the SCPCSD). This is a better reflection of schools students would otherwise attend.

Note: Trend and comparison information is reported where available; these calculations are not yet included in evaluation, and are informative only.

High schools reflect longitudinal readiness figures. In addition to program completion (captured in grad rate), it is important to review readiness (the % of students ready to enter college or the labor force). These figures are informational only at this time, and are not yet included in level calculations.

High school figures reflect the pass rates on the End of Course content exams. Similar to elementary and middle school analysis, the statewide quartile distribution was used to generate the ratings (Does Not Meet = Bottom Quartile; Exceeds = Top Quartile). It is important to note that although EVAAS is reported for high schools, this level and rating is not included in aggregate calculations; this is in alignment with the State. Multi-year grad rates are reported, but only the 'best of' the 4 or 5-year rate was used in calculation for the high school percentage of points reported.



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SPF Performance Financial		Near-Term Indicators		FINANCE																								
		<p>7a - School Assets Cover Liabilities</p> <table border="1"> <tr><td>Current Assets</td><td>116,731</td><td>106,273</td></tr> <tr><td>Current Liabilities</td><td>2 30</td><td>2 97</td></tr> <tr><td>Current Ratio</td><td></td><td>2 30</td></tr> </table>		Current Assets	116,731	106,273	Current Liabilities	2 30	2 97	Current Ratio		2 30																
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<p>Does the school have adequate cash on hand to pay expenses?</p> <p>Does the school have the ability to cover its current liabilities with its current assets?</p> <p>Is the school able to meet debt obligations or covenants?</p>		<p>Meets</p> <p>Meets</p> <p>Meets</p>		<table border="1"> <tr><td>Depreciation Expense</td><td>1,697</td><td>304,773</td></tr> <tr><td>Daily Expenses</td><td>9,910</td><td>9,711</td></tr> <tr><td>Days Cash</td><td>16 29</td><td>43 13</td></tr> <tr><td>Unrestricted Cash</td><td>161,458</td><td>418,849</td></tr> <tr><td>Prior Year Cash</td><td>333,851</td><td>161,458</td></tr> <tr><td>Meets Standard</td><td>Does Not Meet</td><td>Meets</td></tr> <tr><td>(30-60 Days Cash & 1 Year Positive)</td><td>Meets</td><td>Standard</td></tr> </table>		Depreciation Expense	1,697	304,773	Daily Expenses	9,910	9,711	Days Cash	16 29	43 13	Unrestricted Cash	161,458	418,849	Prior Year Cash	333,851	161,458	Meets Standard	Does Not Meet	Meets	(30-60 Days Cash & 1 Year Positive)	Meets	Standard		
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<p>Sustainability Indicators</p> <p>Is the school living within its available resources?</p>		<p>Does Not Meet</p>		<p>7d - School Meets Debt Obligations</p> <table border="1"> <tr><td>2016</td><td>2017</td></tr> <tr><td></td><td></td></tr> </table>		2016	2017																					
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<p>Other: What percentage of expenditures is coded as being for instruction?</p>		<p>50%</p>		<table border="1"> <tr><td>Current Net Income</td><td>(315,846)</td><td>35,184</td></tr> <tr><td>Current Total Revenue</td><td>3,303,151</td><td>3,885,430</td></tr> <tr><td>Current Year Adjusted Margin</td><td>-9.51%</td><td>8.78%</td></tr> <tr><td>3 Year Total Margin</td><td></td><td>-0.50%</td></tr> <tr><td>One time investment adjustment</td><td></td><td>No</td></tr> <tr><td>Does Not Meet (3 Year Margin > -1.5%, Trend is Not Positive for Last Two Years)</td><td></td><td>Does Not Meet</td></tr> </table>		Current Net Income	(315,846)	35,184	Current Total Revenue	3,303,151	3,885,430	Current Year Adjusted Margin	-9.51%	8.78%	3 Year Total Margin		-0.50%	One time investment adjustment		No	Does Not Meet (3 Year Margin > -1.5%, Trend is Not Positive for Last Two Years)		Does Not Meet					
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<p>7b - Reasonable Proportion of Assets Financed</p> <table border="1"> <tr><td>2016</td><td>2017</td></tr> <tr><td>Total Liabilities</td><td>6,307,216</td><td>7,564,935</td></tr> <tr><td>Total Assets</td><td>6,255,276</td><td>7,547,179</td></tr> <tr><td>Debt-Assets</td><td>1.01</td><td>1.00</td></tr> <tr><td>Does Not Meet (Debt-Assets > .90)</td><td>Does Not Meet</td><td>Does Not Meet</td></tr> </table>		2016	2017	Total Liabilities	6,307,216	7,564,935	Total Assets	6,255,276	7,547,179	Debt-Assets	1.01	1.00	Does Not Meet (Debt-Assets > .90)	Does Not Meet	Does Not Meet													
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SPF Performance Operational		Access & Equity Indicators		COMPLIANCE																								
		<p>2016</p> <p>2017</p>																										
<p>Are the school's admissions and enrollment practices equitable?</p> <p>Is the school ensuring the rights of students with disabilities?</p> <p>Does the school ensure that English Language Learners are identified and provided appropriate services?</p> <p>Does the school's discipline policies and procedures ensure equity for all students?</p> <p>Is the school monitoring and improving its climate and culture?</p>		<p>Meets</p> <p>Meets</p> <p>Meets</p> <p>Meets</p> <p>Meets</p>		<p>Meets</p> <p>Meets</p> <p>Meets</p> <p>Meets</p> <p>TBD</p>																								
<p>Health & Safety Indicators</p> <p>Does the school have safe and secure facilities?</p> <p>Does the school have policies and programs that establish a safe and secure school environment?</p>		<p>Meets</p> <p>Meets</p>		<p>Meets</p> <p>Meets</p>																								
<p>Governance & Management Indicators</p> <p>Does the school ensure teachers and school leaders have required licensure?</p> <p>Is the school holding management accountable?</p> <p>Is the school complying with charter school governance requirements?</p> <p>Is the school meeting financial reporting and compliance requirements?</p> <p>Is the school complying with required federal and state reporting?</p>		<p>2015</p> <p>2016</p> <p>2017</p>		<p>Does Not Meet</p> <p>Does Not Meet</p> <p>Does Not Meet</p> <p>Meets</p> <p>Meets</p> <p>Meets</p> <p>Does Not Meet</p> <p>Does Not Meet</p> <p>Does Not Meet</p> <p>Does Not Meet</p> <p>Meets</p> <p>Meets</p>																								

Unlike the academic performance information, the financial and operational information contained in the SPF Profile are reported along distinct scales. Schools receiving ratings that fall below Meets may be eligible for heightened review and monitoring from the District.

The financial information reflected in the profile is generated from the annual financial audit required of all charter schools. The measures and metrics that yield the ratings in the profile are detailed on the District website at: scharter.org/districtperformance in the Core Performance System document.

Note: This measure is not included in calculations, and is informational only.

The measures and metrics for these indicators are also detailed in the CPS document cited herein. For Access & Equity, it is important to note that ratings may reflect outcomes, rather than inputs. For example, a Does Not Meet rating may be reflective of legal requirements in racial composition (must be within 20% of the residing district), rather than policies or practices.

Similar to academic performance, these ratings are reported over time in order to demonstrate how the school has progressed in compliance with operational and programmatic requirements. Situations of noncompliance may result in a Notice of Caution or Notice of Noncompliance that yields a corrective action plan with the SCPCSD in alignment with the Ladder of Intervention.