Charter Institute at Erskine

Student Success Profile Guide

CHARTER INSTITUTE
at ERSKINE
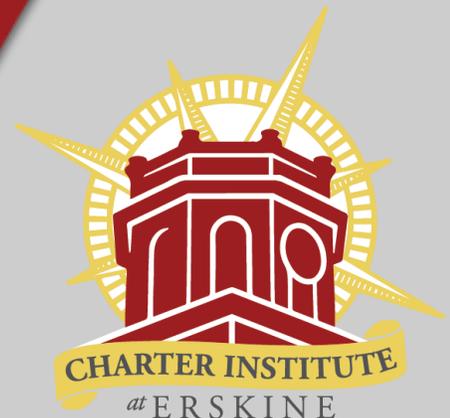
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Charter Institute at Erskine

Mission: *To empower families and local communities through the establishment and competent operation of high-quality charter schools throughout South Carolina.*

In 2016, during its 177th year of continuous operation, Erskine College began to research new ways that the storied South Carolina college could foster and support innovation and excellence in education for all of South Carolina. Located in the heart of Abbeville County – the nexus of the state's decades-long education equity debate – and after many months of discussions, research and due diligence, the Trustee Board of Erskine College unanimously voted to register the College as a state charter school sponsor in May 2017. Pursuant to South Carolina Law, the State Department of Education received Erskine's Sponsor Registration Notification on May 29th, thereby formally establishing Erskine as a duly empowered charter school sponsor.

Following national best practices for Higher Education charter sponsors, the Charter Institute at Erskine was established as its own corporation, maintaining its own board, chaired by the college's President through whom the Institute board reports to the Trustee Board of the College.

The Charter Institute is committed to holding schools accountable based on South Carolina educational standards and the will of the General Assembly as found in the Charter School Act. Additionally, the Institute is embarking upon a national pilot project with its new "Student Success Profile." The Student Success Profile is based on South Carolina educational standards and is designed to address the unique factors within each school, creating a unique accountability model to ensure each child succeeds and each school is accountable for student success or failure.

Charter School Law

In 1996, the South Carolina Legislature passed the Charter Schools Act, thereby providing citizens the opportunity to apply to operate a public school. The focus of charter schools is to provide quality educational choices for parents and students.

The South Carolina Charter Schools Act of 1996 defines a charter school as a public, nonreligious, non-home-based, nonprofit corporation forming a school that operates by sponsorship of a public school district, the South Carolina Public Charter School District, or a public or independent institution of higher learning, but is accountable to the board of trustees, or in the case of technical colleges, the area commission, of the sponsor which grants its charter.

Section 59-40-20. http://www.scstatehouse.gov/code/t59c040.php

The Purpose of a Charter School is to:

- Improve student learning
- Increase learning opportunities for students
- Encourage the use of a variety of productive teaching methods
- Establish new forms of accountability for schools
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- Assist South Carolina in reaching academic excellence
- Create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups

Section 59-40-20. http://www.scstatehouse.gov/code/t59c040.php

History of Charter School Law

- 1996 – Charter School Law "Title 59, Chapter 40" created.
- 1999 – Four Charter Schools Opened their doors
- 2006 - with creation of the SC Public Charter School District.
- 2012 – IHE's able to grant charters and become the LEA.
- 2015 – Sports/Property Tax laws
- 2018 - Charter Institute at Erskine began sponsoring schools
- 2019 - 77 Charter Schools serving over 35,000 students

S.C. Code Ann. §59-40-55 provides the Sponsor shall (among other things):

(3) **negotiate and execute sound charter contracts** with each approved charter school;

(4) **monitor**, in accordance with charter contract terms, the performance and **legal/fiscal compliance of charter schools** to include collecting and analyzing data to support ongoing evaluation according to the charter contract;

(5) **conduct or require oversight activities** that enable the sponsor to fulfill its responsibilities outlined in this chapter, including conducting appropriate inquiries and investigations, only if those activities are consistent with the intent of this chapter, adhere to the terms of the charter contact, and do not unduly inhibit the autonomy granted to public charter schools; and

(9) determine whether each charter contract merits **renewal, nonrenewal, or revocation**.

Student Success Profile

The Charter Institute at Erskine developed the Student Success Profile to ensure fairness, transparency, and consistency in school accountability. We believe that each school's situation is unique and that our Student Success Profile must value that uniqueness. Our core function is to provide clear criteria for determining charter school performance and charter school sustainability.

Our oversight aligns with the federal Every Student Succeeds Act (ESSA) and the state Profile of the South Carolina Graduate standards. We monitor the quality of instructional services and each school's effort to close the achievement gap for all students. The Student Success Profile includes specific consideration of academic and support services designed to promote high quality instruction for special education, homeless, and English Leaners.

We believe charter schools must honor and follow their mission statement. A charter school's mission statement defines its purpose, what will be accomplished and how the school will meet its students' needs. The mission statement differentiates a charter school from other schools and is central to maintaining a clear focus for all decisions, services and activities.

Purpose of Student Success Profile

SECTION 59-40-20 establishes the purpose of the authorizer to establish new forms of accountability for schools. The Institute would expect the schools to work towards meeting the requirements of the South Carolina School Report Card. The Purpose of the Student Success Profile is to establish a report for teachers, parents, community members, and other stakeholders. A majority of the indicators listed in the Profile are listed in the South Carolina Charter Schools Act of 1996, the State Board of Education Regulations, the Charter Contract with the authorizer and the school charter application.

The Institute shared the draft Student Success Profile to collect input from a small group of school leaders (Virtual School representative, Elementary, Middle, High and New School Leaders).

After being reviewed by all school leaders at the Institute's School Leaders Meeting on March 06, 2019. The draft Student Success Profile is sent to the schools on March 11, 2019 along with a survey link to collect input/feedback. The schools will be given two weeks to provide input/feedback. The Institute reviewed the input/feedback and making the changes to the Student Success Profile, the draft Student Success Profile will be presented to the Institute Board for final approval.

All schools will receive their Student Success Profile for 2018-2019 School year in July 2019. A 30-day window will be given to schools to discuss any inaccuracy or clarification needed for the data entered in the Student Success Profile.

In accordance with §59-40-110(E) the Institute will **permanently close** the School at the conclusion of the school year should the School receive the lowest performance level rating as defined by the federal accountability system for three consecutive years. The Institute will consider the South Carolina School Report Card data for this requirement.

To establish fair, consistent and transparent procedures for compliance of academic indicators the Institute will follow the following compliance procedures for schools that do not meet the academic indicators in the Student Success Profile. The school status will be designated by grade bands (elementary, middle and high)

State Comparison	District Comparison	School Specific Goals	School Status
Bottom 20% of SC Schools Or Does Not Meet Expectations	Underperforms	Does Not Meet	Intervention towards Probation
Bottom 20% of SC Schools Or Does Not Meet Expectations	Significantly Underperforms	Does Not Meet	Academic Emergency towards Revocation

For Finance and School Capacity Indicators that the school is not able to meet, each department at the Institute will work with the school. Compliance requirements are listed very clearly for all finance and School Capacity Indicator. Schools will be required to develop a corrective action plan to meet the requirements. If the school fails to meet the indicators after the Institute has exhausted all resources, depending on the level of importance of the Indicators, the Institute may put the school on Probation or place just short of revocation.

The Institute will reserve the right to notify the school of any compliance issues when the school does not meet/follow the requirements for the state, federal, SC Charter School law, civil rights, safety and security that are not covered under the Student Success Profile. The Institute commits to work with the school not meeting the requirements and offer technical assistance as needed before engaging in compliance procedures.

School Profile

The School Profile is one-page of information that gives stakeholders an insight into the school's purpose, an overview of the student population, and overall ratings for the areas in which the schools are held accountable.

School Narrative

Each Institute charter school will develop a 500-word introductory summary to present the school's mission, vision and value statements. These clearly defined statements will serve to communicate the purpose and intended outcomes of the charter school. Together, the mission, vision and values statements provide directions for everything that happens in the charter school. These statements keep everyone aware of where the school is going and what the school is striving to achieve. These statements define the school's core values and expectations for all stakeholders.

Snapshot of Student Population

The snapshot provides the student enrollment, poverty percentages, special education student numbers, English Learners student numbers, and African American student numbers and other race numbers. The Snapshot also provides information to see if the school is meeting the 20% racial composition requirement by year. The numbers will be run on the 45th day for initial review and 135th day for the final report.

Overall Ratings for the School Year

The overall ratings provide stakeholders the school performance in academics, finance and school capacity. The overall ratings also provide the schools state report card ratings as well.

Academic Performance

The Institute utilizes four Academic groups to assess the relative success of the primary, elementary, middle and high school programs offered by charter schools. Academic performance is assessed by tested grade span, with grades K-3 and grades 3-5 representing the elementary program, grades 6-8 the middle school program, and grades 9-12 the high school program.

Primary

This chart represents academic progress for students grades K – 2 in reading and mathematics using MAP (Measures of Academic Progress) assessments as the measuring tool.

- Shown in the first column on the chart is the mean percentile rank in reading for fall 2018
- The second column on the chart represents the mean percentile rank in reading for the fall of 2019
- The growth rate - the third column - is the amount of growth in reading that occurs between both the 2018 and 2019 fall administrations.
- Shown in the fourth column is the mean percentile rank in mathematics according to the results on fall 2018
- The fifth column on the chart represents the mean percentile rank in mathematics for the fall of 2019
- The growth rate – the sixth column - is the amount of growth in mathematics that occurs between the 2018 and 2019 fall administrations.

For schools not using MAP – Although the Institute recommends the use of MAP for grades K-2, this report allows for schools to use an alternate assessment. If you are using an alternate assessment, please follow these procedures:

- In the text box, list the assessment(s) you will be using and the grade level thresholds (what score is required to indicate adequate progress for each grade level.
- For the alternate assessment chart,
    - list the column title (e.g., Fall 20018 RIT Mean)
    - record the baseline
    - record the final scores
- Finally, compute the growth rate.

Elementary

This chart represents students in grade 3 – 5 academic progress in English Language Arts, Mathematics, Science, and Social Studies. English Language Arts and Mathematics achievement is measured using SC Ready as the assessment. Science and Social Studies are measured by SC Pass assessments. The state of South Carolina set the expectation that all schools will have 70% of their 3 – 5 students either meeting or exceeding the expected achievement in all subject areas by the 2035 school year. Schools are expected demonstrate annual progress toward that end goal.

Chart 1

- The first column - **PY % M, E** - details the previous year's percent of students in grade 3-5 who either met or exceeded state expectations.
- The second highlighted column - **18/19 % M, E** – represents the schools most current scores. Those scores represent the percent of students meeting or exceeding state expectations.

- The third column – **School Target** – shows the desired score for next year's administration if the schools is to follow the trajectory toward meeting their 2035 goal of 70%. The target is determined by taking the school's current score, calculating the distance to the state goal – 70% and dividing the differential by the number of years to reach 2035.
  - For example, a school has 45% of their students meeting or exceeding state expectations in mathematics for the 2018 school year. To reach the 70% state goal, the school must grow by 25% over the next 17 years. To calculate the school target score, 25% would be divided by 17 years giving the school a 1.5% annual growth rate. Adding that growth rate to the 2018 school results of 45%, sets the school target score at 46.5% for the 2018 school year.
  - If a school shows a decrease in achievement for the current school year, the target score is calculated by making up the deficit plus the annual growth rate. For example, the school with 45% of its students meeting or exceeding expectations (in 2018) drops to 40% during the (2019) school year when the target was set at 46.5% by the previous year's score. The school target becomes 6.5% - to make up the deficit plus the 1.5% annual rate increase. In other words, the target for the 2020 school year is 8.0% added onto 40% making the target 48.0%.

Chart 2

- The first column – **State Comparative Rating** – is a rating to show the schools relative position to all other elementary schools in the South Carolina. The ratings are: Does Not Meet Expectation, Approaching Expectations, Meets Expectations, and Exceeds Expectations.

Measure	Rating
Bottom 20% of S. Carolina Schools	Does Not Meet Expectations or Bottom 20% of S. Carolina Schools
Below 50% of S. Carolina Schools	Approaching Expectations or Below 50% of S. Carolina Schools
Above 50% of S. Carolina Schools	Meeting Expectations or Above 50% of S. Carolina Schools
Top 20 % of S. Carolina Schools	Exceeds Expectations or 20 % of S. Carolina Schools

- The second column – **District % M,E** – shows the results of the non-charter schools within the district where the school resides. Because virtual schools draw from districts throughout the state, they are compared to the South Carolina Charter School District.
- The third column – **District Comparison Rating** – rates the school when compared with the scores of the surrounding school district or the Charter Institute at Erskine.

Measure	Rating
Exceeds 15% above the surrounding school District's score	Significantly outperforms
6-15% above the surrounding school District's score	Outperforms
Within plus or minus 5% of the surrounding school District's score	Equals
6-15% below the surrounding school District's score	Underperforms
More than 15% below the surrounding school District's score	Significantly underperforms

- Fourth column – is **Schools Like Ours Data** (% Meeting and Exceeding). Schools like ours are determined by three "like" factors, school enrollment size, number of African American students, and number of free and reduced students.
- Fifth column – is **Schools Like Ours Comparative Ranking.** Considering schools like ours how does our school perform when compared to their data.

Measure	Rating
Exceeds 15% above the surrounding school District's score	Significantly outperforms
6-15% above the surrounding school District's score	Outperforms
Within plus or minus 5% of the surrounding school District's score	Equals
6-15% below the surrounding school District's score	Underperforms
More than 15% below the surrounding school District's score	Significantly underperforms

The two **simple graphs** to the left of the table shows the school's **growth trend in English Language Arts and Mathematics** over a five-year span. The red trajectory line shows the projected growth as described above in the school target column. The baseline data for that trajectory line is based upon the 2014 results and 5 years of the calculated annual growth.

Middle

This chart represents students in grade 3 – 5 academic progress in English Language Arts, Mathematics, Science, and Social Studies. English Language Arts and Mathematics achievement is measured using SC Ready as the assessment. Science and Social Studies are measured by SC Pass assessments. The state of South Carolina set the expectation that all schools will have 70% of their 3 – 5 students either meeting of exceeding the expected achievement in all subject areas by the 2035 school year. Schools are expected demonstrate annual progress toward that end goal.

Chart 1

- The first column - **PY % M,E** - details the previous year's percent of students in grade 3-5 who either met or exceeded state expectations.
- The second highlighted column - **18/19 % M,E** – represents the schools most current scores. Those scores represent the number of students meeting or exceeding state expectations.
- The third column – **School Target** – shows the desired score for next year's administration if the schools is to follow the trajectory toward meeting their 2035 goal of 70%. The target is determined by taking the school's current score, calculating the distance to the state goal – 70% and dividing the differential by the number of years to reach 2035.
  - For example, a school has 45% of their students meeting or exceeding state expectations in mathematics for the 2018 school year. To reach the 70% state goal, the school must grow by 25% over the next 17 years. To calculate the school target score, 25% would be divided by 17 years giving the school a 1.5% annual growth rate. Adding that growth rate to the 2018 school results of 45%, sets the school target score at 46.5% for the 2018 school year.
  - If a school shows a decrease in achievement for the current school year, the target score is calculated by making up the deficit plus the annual growth rate. For example, the school with 45% of its students meeting or exceeding expectations (in 2018) drops to 40% during the (2019) school year when the target was set at 46.5% by the previous year's score. The school target becomes 6.5% - to make up the deficit plus the 1.5%

annual rate increase. In other words, the target for the 2020 school year is 8.0% added onto 40% making the target 48.0%.

Chart 2

- The first column – **State Comparative Rating** – is a rating to show the schools relative position to all other elementary schools in the South Carolina. The ratings are: Does Not Meet Expectation, Approaching Expectations, Meets Expectations, and Exceeds Expectations.

Measure	Rating
Bottom 20% of S. Carolina Schools	Does Not Meet Expectations or Bottom 20% of S. Carolina Schools
Below 50% of S. Carolina Schools	Approaching Expectations or Below 50% of S. Carolina Schools
Above 50% of S. Carolina Schools	Meeting Expectations or Above 50% of S. Carolina Schools
Top 20 % of S. Carolina Schools	Exceeds Expectations or20 % of S. Carolina Schools

- The second column – **District % M,E** – shows the results of the non-charter schools within the district where the school resides. Because virtual schools draw from districts throughout the state, they are compared to the South Carolina Charter School District.
- The third column – **District Comparison Rating** – rates the school when compared with the scores of the surrounding school district or the Charter Institute at Erskine.

Measure	Rating
Exceeds 15% above the surrounding school District's score	Significantly outperforms
6-15% above the surrounding school District's score	Outperforms
Within plus or minus 5% of the surrounding school District's score	Equals
6-15% below the surrounding school District's score	Underperforms
More than 15% below the surrounding school District's score	Significantly underperforms

- Fourth column – is **Schools Like Ours Data** (% Meeting and Exceeding). Schools like ours are determined by three "like" factors, school enrollment size, number of African American students, and number of free and reduced students.
- Fifth column – is **Schools Like Ours Comparative Ranking.** Considering schools like ours how does our school perform when compared to their data.

Measure	Rating
Exceeds 15% above the surrounding school District's score	Significantly outperforms
6-15% above the surrounding school District's score	Outperforms
Within plus or minus 5% of the surrounding school District's score	Equals
6-15% below the surrounding school District's score	Underperforms
More than 15% below the surrounding school District's score	Significantly underperforms

The two **simple graphs** to the left of the table shows the school's **growth trend in English Language Arts and Mathematics** over a five-year span. The red trajectory line shows the projected growth as

described above in the school target column. The baseline data for that trajectory line is based upon the 2014 results and 5 years of the calculated annual growth.

High School

The first chart shows high school student academic progress.

On the first four rows, High School End of Course Assessments are the measure to determine student progress in English, Math, Science (Biology) and Social Studies (U.S. History and Constitution). The South Carolina Department of Education set the 2035 goal that all student taking EOC assessments must be at 70% Level 3 or higher (Grade of C or better). Those scores are represented and calculated on the chart as follows:

- The first column - **PY % M, E** - details the previous year's percent of students who received a score of level 3 or higher (C or better) on that End of Course Assessment.
- The second highlighted column - **18/19 % M, E** – represents the schools most current scores. That score reports the percent of students who received a score of level 3 or higher (C or better) on that End of Course Assessment.
- The third column – **School Target** – shows the desired score for next year's administration if the schools is to follow the trajectory toward meeting their 2035 goal of 70%. The target is determined by taking the school's current score, calculating the distance to the state goal – 70% and dividing the differential by the number of years to reach 2035.
  - For example, a school has 45% of their students meeting or exceeding state expectations in English for the 2018 school year. To reach the 70% state goal, the school must grow by 25% over the next 17 years. To calculate the school target score, 25% would be divided by 17 years giving the school a 1.5% annual growth rate. Adding that growth rate to the 2018 school results of 45%, sets the school target score at 46.5% for the 2018 school year.
  - If a school shows a decrease in achievement for the current school year, the target score is calculated by making up the deficit plus the annual growth rate. For example, the school with 45% of its students meeting or exceeding expectations in a subject area (in 2018) drops to 40% during the (2019) school year when the target was set at 46.5%. The school goal becomes 6.5% - to make up the deficit plus the 1.5% annual rate increase. In other words, the target for the 2020 school year is 8.0% added onto 40 % or 48.0%.
- The fourth column – **State Comparative Rating** – is a rating to show the schools relative position to all other elementary schools in the South Carolina. The ratings are: Does Not Meet Expectation, Approaching Expectations, Meets Expectations, and Exceeds Expectations.

Measure	Rating
Bottom 20% of S. Carolina Schools	Does Not Meet Expectations or Bottom 20% of S. Carolina Schools
Below 50% of S. Carolina Schools	Approaching Expectations or Below 50% of S. Carolina Schools
Above 50% of S. Carolina Schools	Meeting Expectations or Above 50% of S. Carolina Schools
Top 20 % of S. Carolina Schools	Exceeds Expectations or20 % of S. Carolina Schools

- The fifth column – **District % M,E** – shows the results of the non-charter schools within the district where the school resides. Because virtual schools draw from districts throughout the state, they are compared to the South Carolina Charter School District.
- The sixth column – **District Comparative Rating** – rates the school when compared with the scores of the surrounding school district or the Charter Institute at Erskine.

Measure	Rating
Exceeds 15% above the surrounding school District's score	Significantly outperforms
6-15% above the surrounding school District's score	Outperforms
Within plus or minus 5% of the surrounding school District's score	Equals
6-15% below the surrounding school District's score	Underperforms
More than 15% below the surrounding school District's score	Significantly underperforms

- Seventh Column - is **Schools Like Ours Data** (% Meeting and Exceeding). Schools like ours are determined by three "like" factors, school enrollment size, number of African American students, and number of free and reduced students.
- Fifth column – is **Schools Like Ours Comparative Ranking.** Considering schools like ours how does our school perform when compared to their data.

Measure	Rating
Exceeds 15% above school Schools Like Ours score	Significantly outperforms
6-15% above the Schools Like Ours score	Outperforms
Within plus or minus 5% of the Schools Like Ours score	Equals
6-15% below Schools Like Ours score	Underperforms
More than 15% below Schools Like Ours score	Significantly underperforms

Row 5 shows the school's 4-year graduation rate. The Simple graph represents graduation rate trend data.

- The first column - **PY % M, E** - details the previous year's percent of students who received a score of level 3 or higher (C or better) on that End of Course Assessment.
- The second highlighted column - **18/19 % M, E** – represents the schools most current scores. That score reports the percent of students who received a score of level 3 or higher (C or better) on that End of Course Assessment.
- The third column – **School Target** – shows the desired score for next year's administration if the schools is to follow the trajectory toward meeting their 2035 goal of 70%. The target is determined by taking the school's current score, calculating the distance to the state goal – 70% and dividing the differential by the number of years to reach 2035.
    o For example, a school has 45% of their students meeting or exceeding state expectations in English for the 2018 school year. To reach the 70% state goal, the school must grow by 25% over the next 17 years. To calculate the school target score, 25% would be divided by 17 years giving the school a 1.5% annual growth rate. Adding that growth rate to the 2018 school results of 45%, sets the school target score at 46.5% for the 2018 school year.
    o If a school shows a decrease in achievement for the current school year, the target score is calculated by making up the deficit plus the annual growth rate. For example, the school with 45% of its students meeting or exceeding expectations in a subject area (in 2018) drops to 40% during the (2019) school year when the target was set at 46.5%. The school goal becomes 6.5% - to make up the deficit plus the 1.5% annual rate increase. In other words, the target for the 2020 school year is 8.0% added onto 40 % or 48.0%.
- The fourth column – **State Comparative Rating** – is a rating to show the schools relative position to all other elementary schools in the South Carolina. The ratings are: Does Not Meet Expectation, Approaching Expectations, Meets Expectations, and Exceeds Expectations.

Measure	Rating

Bottom 20% of S. Carolina Schools	Does Not Meet Expectations or Bottom 20% of S. Carolina Schools
Below 50% of S. Carolina Schools	Approaching Expectations or Below 50% of S. Carolina Schools
Above 50% of S. Carolina Schools	Meeting Expectations or Above 50% of S. Carolina Schools
Top 20 % of S. Carolina Schools	Exceeds Expectations or 20 % of S. Carolina Schools

- The fifth column – **District % M,E** – shows the results of the non-charter schools within the district where the school resides. Because virtual schools draw from districts throughout the state, they are compared to the South Carolina Charter School District.
- The sixth column – **District Comparative Rating** – rates the school when compared with the scores of the surrounding school district or the Charter Institute at Erskine.

Measure	Rating
Exceeds 7% above the surrounding school District's score	Significantly outperforms
3-6% above the surrounding school District's score	Outperforms
Within plus or minus 3% of the surrounding school District's score	Equals
3-6% below the surrounding school District's score	Underperforms
More than7% below the surrounding school District's score	Significantly underperforms

- Seventh Column - is **Schools Like Ours Data** (% Meeting and Exceeding). Schools like ours are determined by three "like" factors, school enrollment size, number of African American students, and number of free and reduced students.
- Fifth column – is **Schools Like Ours Comparative Ranking.** Considering schools like ours how does our school perform when compared to their data.

Measure	Rating
Exceeds 7% above the School Schools Like Ours score	Significantly outperforms
3-6% above the Schools Like Ours score	Outperforms
Within plus or minus 3% of the Schools Like Ours score	Equals
3-6% below the Schools Like Ours score	Underperforms
More than7% below the Schools Like Ours score	Significantly underperforms

Row 6 represents the **5-Year Graduation Rate**

The second chart displays the **Career Readiness** indicators and the percentage of students meeting those indicators

The third chart displays the **College Readiness** indicators and the percentage of students meeting those indicators.

School Specific Goals

The charter school will have the opportunity to develop two goals for the school year. These goals will be reviewed and approved by the Institute. The goals must be reasonable and attainable. The school and the Institute will agree on the metrics that the goals will be measured.

Financial Performance

Pursuant to S.C. Code Ann. § 59-40-55 (B) (4) which states that a charter school sponsor shall "monitor, in accordance with charter contract terms, the performance and legal/fiscal compliance of charter schools to include collecting and analyzing data to support ongoing evaluation according to the charter contract."

The Financial Profile is designed to assess the near-term financial health, the long-term financial sustainability, and the financial management of the charter schools in the Institute. The Financial Profile provides tools for the Institute to recognize schools' financial performance and fiscal compliance to ensure that our charter schools are financially stable and financially viable.

The Financial Profile includes four components: Indicators, Measures, Targets, and Ratings.

Indicators provides the general categories of the financial profile. These indicators include Near-Term Financial Health, Long-Term Financial Sustainability, and the Financial Management.

Measures are methods used by the Institute to determine an aspect of an indicator. These measures include Assets to Liabilities Ratio, Fund Balance Percentage, Enrollment Variance, Debt Default, Total Margin, Cash Flow, Debt Service Ratio, Fiscal Policies and Procedures, Required Reporting Submission, Financial Audit, and Data Accuracy.

Targets are the thresholds that signify success for each measure. Each target is detailed below in the Financial Profile. The basis for forming the targets is on industry standards, which is the commonly accepted target level for the nation in financial analysis.

Status determines whether a charter school is rated Exceeds Standard, Meets Standard, Approaching Standard or Does Not Meet Standard. Ratings of Exceeds Standard and Meets Standard indicates that the charter school does not reflect financial risk in this measure. Ratings of Approaching Standard and Does Not Meet Standard indicate that the charter school reflects financial risk and does not meet the expectations of the measure. Schools that are identified as Approaching Standard and Does Not Meet Standard must work with the Institute as outlined in the Institute Interventions.

Institute Interventions

Schools with a rating of Approaching Standard Status will work with the Institute Finance Office to develop a plan. The Institute will send a letter to the **school leader** notifying them of the deficiency. Schools will work with the Finance Office to monitor the Measure as outlined in the approved plan.

Schools with a rating of Does Not Meet Standard Status will work with the Institute Finance Office to develop a plan. The Institute will send a letter to the **school leader** and the **school board** notifying them of the deficiency. Schools will work with the Finance Office to monitor the Measure as outlined in the approved plan. Schools are required to schedule a monthly meeting with the Institute Finance Office to monitor the Measure.

The current ratio represents the relationship between a school's current assets and current liabilities. The current ratio measures a school's ability to pay its obligations over the next 12 months. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability

to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

Indicators	Measures	Targets	Status	Description
Near-Term Financial Health	Assets to Liabilities Ratio	Current ratio is greater than 1.1 -OR- current ratio is between 1.0 and 1.1 & the current year ration is higher than last year's	Does Not Meet Standard	Current ratio is less than or equal to 0.9
			Approaching Standard	Current ratio is between 0.9 and 1.0 or equals to 1.0 -OR- current ratio is between 1.0 and 1.1 & the current ratio is lower than last year
			Meets Standard	Current ratio is greater than 1.1 -OR- current ratio is between 1.0 and 1.1 & the current ratio is higher than last year.
			Exceeds Standard	Current ratio is greater than 1.25

The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without an inflow of cash. The unrestricted days cash ratio indicates whether or not the school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses denominator because it is not a cash expense.

Indicators	Measures	Targets	Status	Description
Near-Term Financial Health	Fund Balance Percentage	The percentage of general fund unrestricted balance to general fund total expenditures is 16.66% or have 60 days of unrestricted cash on hand. For first year schools, the percentage of general fund unrestricted balance to general fund total expenditures is 8.33% or have 30 days of unrestricted cash on hand.	Does Not Meet Standard	The percentage of general fund unrestricted balance to general fund total expenditures is less than 8.33% or 30 days of unrestricted cash on hand. For first year schools, the percentage of general fund unrestricted balance to general fund total expenditures is less than 5.56% or 20 days of unrestricted cash on hand.
			Approaching Standard	The percentage of general fund unrestricted balance to general fund total expenditures is 8.33% or have 30 days of unrestricted cash on hand. For first year schools, the percentage of general fund unrestricted balance to general fund total expenditures is 5.56% or have 20 days of unrestricted cash on hand.
			Meets Standard	The percentage of general fund unrestricted balance to general fund total expenditures is 16.66% or have 60 days of unrestricted cash on hand. For first year schools, the percentage of general fund unrestricted balance to general fund total expenditures is 8.33% or have 30 days of unrestricted cash on hand.
			Exceeds Standard	The percentage of general fund unrestricted balance to general fund total expenditures is 25% or have 90 days of unrestricted cash on hand.

Indicators	Measures	Targets	Status	Description
				For first year schools, the percentage of general fund unrestricted balance to general fund total expenditures is 16.66% or have 60 days of unrestricted cash on hand.

Enrollment variance indicates whether or not the school is meeting its enrollment projections. The enrollment variance depicts actual versus projected enrollment. A school's budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses.

Indicators	Measures	Targets	Status	Description
Near-Term Financial Health	Enrollment Variance	Current year first month ADM divided by the first month ADM for prior year meets or exceeds 1.0. For first year schools, the actual enrollment meets or exceeds the planned enrollment.	Does Not Meet Standard	Current year first month ADM divided by the first month ADM for prior year falls below 0.75.
			Approaching Standard	Current year first month ADM divided by the first month ADM for prior year falls below 1.0. For first year school, the actual enrollment does not meet or exceed the planned enrollment.
			Meets Standard	Current year first month ADM divided by the first month ADM for prior year meets or exceeds 1.0. For first year schools, the actual enrollment meets or exceeds the planned enrollment.
			Exceeds Standard	Current year first month ADM divided by the first month ADM for prior year meets or exceeds 1.25.

Debt default indicates whether or not a school is meeting debt obligations or covenants. This metric addresses whether or not a school is meeting its loan covenants and/or is delinquent with its debt service payments. A school that cannot meet the terms of its loan(s) may be considered in financial distress.

Indicators	Measures	Targets	Status	Description
Near-Term Financial Health	Debt Default	School is not in default of loan covenant(s) and is not delinquent with debt service payments	Does Not Meet Standard	School is in default of loan covenant(s) and is delinquent with debt service payments.
			Approaching Standard	N/A
			Meets Standard	School is not in default of loan covenant(s) and is not delinquent with debt service payments.
			Exceeds Standard	N/A

Total margin indicates the deficit or surplus a school yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources. The total margin measures whether a school operates at a surplus (more total revenues than expenses) or a deficit (more total expenses than revenues) in a given time period.

Indicators	Measures	Targets	Status	Description
Long-Term Financial Sustainability	Total Margin	The year's net income divided by the year's total revenue is positive	Does Not Meet Standard	This year's net income divided by the year's total revenue is negative and the Aggregated Three-Year Total Margin is less than or equal to -1.5 percent
			Approaching Standard	This year's net income divided by the year's total revenue is negative and the Aggregated Three-Year Total Margin is greater than -1.5 percent
			Meets Standard	This year's net income divided by the year's total revenue is positive -OR- Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive
			Exceeds Standard	This year's net income divided by the year's total revenue is positive and the Aggregated Three-Year Total Margin is greater than -1.0 percent

The cash flow indicates a school's change in cash balance from one period to another. Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand but indicates long-term stability versus near-term.

Indicators	Measures	Targets	Status	Description
Long-Term Financial Sustainability	Cash Flow	Consecutive - years cumulative cash flow is positive, and the cash flow is positive in the most recent year.	Does Not Meet Standard	Consecutive – years of cumulative cash flow is negative reported.
			Approaching Standard	Consecutive - years of cumulative cash flow is positive, and the cash flow is not positive in the most recent year reported.
			Meets Standard	Consecutive – years of cumulative cash flow is positive, and the cash flow is positive in the most recent year reported.
			Exceeds Standard	The three - year cumulative cash flow is positive, and the cash flow is positive in the most recent year reported.

The debt to asset ratio indicates a school's ability to cover its debt obligations in the current year. This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year's net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.

Indicators	Measures	Targets	Status	Description
Long-Term Financial Sustainability	Debt to Asset Ratio	Debt to Asset Ratio is less than 0.9	Does Not Meet Standard	Debt Service Coverage Ratio is more than 1.0
			Approaching Standard	Debt Service Coverage Ratio is between 0.9 and 1.0
			Meets Standard	Debt Service Coverage Ratio is less than 0.9
			Exceeds Standard	Debt Service Coverage Ratio is less than 0.75

Fiscal policies are critical for organizational capacity and serve to clarify the roles, authority, and responsibilities for essential financial management. Schools are expected to maintain policies and ensure that policies are accessible to public.

Indicators	Measures	Targets	Status	Description
Financial Management	Fiscal Policies and Procedures	The school has strong fiscal policies and procedures in place AND the policies and procedures are accessible to public.	Does Not Meet Standard	The school does not have strong fiscal policies and procedures in place.
			Approaching Standard	N/A
			Meets Standard	The school have strong fiscal policies and procedures in place AND the policies and procedures are accessible to public.
			Exceeds Standard	N/A

The financial reports included in this measure are used as a basis for the analysis of a school's financial viability and financial management. The purpose of this measure is to determine whether the school is submitting accurate and timely information to the Institute and meeting reporting requirements, per state law and the charter contract, such as financial audits and budget reports.

Indicators	Measures	Targets	Status	Description
	Required Reporting Submission	The school materially complies with applicable laws, rules, regulations and provisions of the charter contract related to financial reporting requirements, including but not limited to: - On-time submission of complete financial reports, revised budgets, and any reporting requirements deemed necessary by the Institute - On - time submission and completion of the annual independent audit, including a Corrective Action Plan, if applicable, and all other reporting requirements related to the use of public funds.	Does Not Meet Standard	The school does not comply with applicable laws, rules, regulations and provisions of the charter contract related to financial reporting requirements, including but not limited to: - On-time submission of complete financial reports, revised budgets, and any reporting requirements deemed necessary by the Institute - On - time submission and completion of the annual independent audit, including a Corrective Action Plan, if applicable, and all other reporting requirements related to the use of public funds.
			Approaching Standard	N/A
			Meets Standard	The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, including but not limited to: - On-time submission of complete financial reports, revised budgets, and any reporting requirements deemed necessary by the Institute - On - time submission and completion of the annual independent audit, including

			Exceeds Standard	N/A

Critical to an organization's health and stability is the ability to manage its finances. Schools are expected to have an unqualified, or "clean," financial audit. This means that the auditor found the financial statements to be accurate and complete, which is necessary for evaluating a school's financial health.

Indicators	Measures	Targets	Status	Description
Financial Management	Financial Audit	The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract related to financial management and oversight expectations as demonstrated in the annual independent audit, including but not limited to: - An unqualified audit opinion - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses - An audit that does not include an on-going concern disclosure in the notes or an explanatory paragraph within the audit report	Does Not Meet Standard	The school does not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as demonstrated in the annual independent audit, including but not limited to: - An unqualified audit opinion - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses - An audit that does not include an on-going concern disclosure in the notes or an explanatory paragraph within the audit report
			Approaching Standard	N/A
			Meets Standard	The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as demonstrated in the annual independent audit, including but not limited to: - An unqualified audit opinion - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses - An audit that does not include a on-going concern disclosure in the notes or an explanatory paragraph within the audit report
			Exceeds Standard	N/A

Reports from schools are required in order to allow the authorizer to monitor and evaluate the school's fiscal performance and form the basis for renewal recommendations. In order to effectively evaluate charter school performance, schools must maintain accurate data relating to relevant reporting requirements.

Additionally, charter schools are responsible to other entities, including the State Department of Education, for certain reporting requirements. Many reporting requirements may be fixed in law while others are outlined in the charter contract or are required by the authorizer for monitoring purposes.

Indicators	Measures	Targets	Status	Description
Financial Management	Data Accuracy	The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the Institute, including but not limited to: Accountability tracking Attendance and enrollment reporting Compliance and oversight Additional information requested by the authorizer	Does Not Meet Standard	The school does not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the Institute, including but not limited to Accountability tracking Attendance and enrollment reporting Compliance and oversight Additional information requested by the authorizer
			Approaching Standard	N/A
			Meets Standard	The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the Institute, including but not limited to: Accountability tracking Attendance and enrollment reporting Compliance and oversight Additional information requested by the authorizer
			Exceeds Standard	N/A

School Capacity

Operations

Indicator	Description	Meets	Does not Meet	Next Steps *Applicable for Does not Meet*
Does the school hold a certificate of occupancy and meet ADA requirements to operate a school in South Carolina?	All public schools in South Carolina must have a Certificate of occupancy and meet ADA requirements.	School produces the CO and certifies ADA requirements.	School does not produce the CO or certifies ADA requirements.	Tier 3
Does the school have a safety plan in place to ensure the safety and security of the students and staff?	All public schools must have a safety plan in place and it must be reviewed each year.	School produces the safety plan.	School does not provide the safety plan.	Tier 1
Is the school meeting the enrollment	Schools must stay within 10% below or above the projected enrollment as	School is within the 10% above or below the	School is not within the 10% above or below	Tier 1

projections as set in the charter?	listed in the charter application.	enrollment projections.	the enrollment projections.	
Is the school conducting safety drills as required by the law?*	By law, a fire drill must be conducted in each school monthly. In the first month that school is in session, the Institute requires that a fire drill be conducted within the first three weeks of school. This includes active shooter training drills.	School is conducting drills as required by the law.	School is not conducting drills as required by the law.	Tier 1
Does the school have a certified administrator as part of the school?	The charter school can hire or contract at least one of its administrators to oversee the daily operation of the school. At least one of the administrative staff must be certified or experienced in the field of school administration.	School has hired or contracted with a certified or experienced administrator to oversee the daily operation.	School has not hired or contracted with a certified or experienced administrator to oversee the daily operation.	Tier 1
Did the school have all key personnel assigned to fulfill their obligations?	School has qualified key personnel to oversee the below responsibilities: • Special Education • PowerSchool • ESOL Teacher • Homeless	School has the key personnel to fulfill the responsibilities.	School does not have the key personnel to fulfill the responsibilities.	Tier 1
Is the school meeting the certified teacher limit set by the South Carolina Charter School Law? *	A charter school can have up to twenty-five percent of its entire teaching staff as noncertified teachers. The core content teachers must be certified in those areas or possess a baccalaureate or graduate degree in the subject he or she is hired to teach. Part-time noncertified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach.	School is meeting the 25% rule.	School is not meeting the 25% rule.	Tier 1
Is the school meeting the state and federal programs requirements?	The office of federal programs will submit a report based on the school's performance in meeting the requirements for Title I, Title II, CATE Perkins and other federal grants.	School is meeting the requirements	School is not meeting the requirement	Tier 1

*Not Applicable for Virtual Schools

*Not applicable for schools that have 100% certified teachers as part of their charter.

Institute Interventions

Tier 1: Work with the Institute to develop a plan. Letter from the Institute to the school/local board to notify them of the deficiency. The department responsible at the Institute will follow the procedures tailored to that department or program.

Tier 2: Will be presented to the Institute board for review. Letter from the Institute to the school/local board to notify them of the deficiency.

Tier 3: School cannot operate without producing the documents. Letter from the Institute to the school/local board to notify them of the deficiency.

Student Services

Indicator	Description	Meets	Does not Meet	Next Steps *Applicable for Does not Meet*
Is the School meeting its requirements to serve English Learners?	The Office of Federal programs will submit a report based on the school's performance in meeting the requirements for English Learners.	School is meeting the requirements	School is not meeting the requirement	Tier 1
Is the School meeting its obligations to serve students with special needs and students with a 504 plan?	The Office of Federal programs will submit a report based on the school's performance in meeting the requirements for Students with Disabilities and students with 504.	School is meeting the requirements	School is not meeting the requirement	Tier 1
Is the School meeting its requirements to serve students who are homeless and need services?	The Office of Federal programs will submit a report based on the school's performance in meeting the requirements for Students who are homeless and need services.	School is meeting the requirements	School is not meeting the requirement	Tier 1

Is the School following the state and federal requirements for enrollment procedures?	The school must have enrollment policies and procedures and conduct enrollment as a free, open enrollment, public school. As needed the school must conduct lottery with transparent procedures.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Is the School meeting the 20% requirement for racial composition?	A charter school must be within 20% of the racial composition of the local school district in which the school is located.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
If the school is not meeting the 20% requirement for racial composition, has the school developed and executed a robust plan to meet the requirement?	Schools not meeting the racial composition must develop and execute a plan to meet the 20% racial composition requirement.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Is the minority group (s) at a school that is not meeting the racial composition performing better to than that of the local school district?	The Institute will work on case-by-case when dealing with racial composition. A school that is not meeting its 20% requirement of the racial composition requirement should show evidence that the minority group(s) currently enrolled is performing better than the local school district.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Is the school conducting formative assessments as listed in the charter?	All charter schools must abide by the formative assessment schedule provided in the charter application.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1

*Not Applicable for Virtual Schools

Institute Interventions

Tier 1: Work with the Institute to develop a plan. Letter from the Institute to the school/local board to notify them of the deficiency. The department responsible at the Institute will follow the procedures tailored to that department or program.

Tier 2: Will be presented to the Institute board for review. Letter from the Institute to the school/local board to notify them of the deficiency.

Tier 3: School cannot operate without producing the documents. Letter from the Institute to the school/local board to notify them of the deficiency.

Interventions will move from Tier 1 to tier 2, if the school has not made any effort to rectify the issue.

Governance

Indicator	Description	Meets	Does not Meet	Next Steps *Applicable for Does not Meet*
Did the board receive required board training?	SC Charter Law requires all charter school governing board members attend board orientation within a year of being elected or appointed.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Does the school board have seven board members?	**SECTION 59-40-50.** Exemption; powers and duties; admission to charter school. A charter school board must consist of a board of directors of seven or more individuals with the exact number specified in or fixed in accordance with the bylaws.	The school is meeting the requirements. Open positions that are posted and are being actively filled will be considered by the Institute	The school is not meeting the requirements.	Tier 1
Did the board conduct elections as set by the procedures in the charter?	**SECTION 59-40-50.** Exemption; powers and duties; admission to charter school. Members of a board of directors may serve a term of two years, and may serve additional terms. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board as specified by the bylaws must be individuals who have a background in K-12 education or in business, and the bylaws of the charter school also	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1

	must provide for the manner of selection of these members. In addition, at least fifty percent of the members of the board as specified by the bylaws must be elected by the employees and the parents or guardians of students enrolled in the charter school. Parents or guardians shall have one vote for each student enrolled in the charter school. All members must be residents of the State of South Carolina. A person who has been convicted of a felony must not be elected to a board of directors. If the board of directors consists of an odd number of members, the extra member must be an individual who has a background in K-12 education or in business;			
Is the board/EMO conducting Principal Evaluation annually?	The charter school board must evaluate the school principal/leader annually to ensure the school leader is delivering better outcomes for all children.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Is the board evaluating the Education Management Company's effectiveness? (If applicable)	The charter school board must evaluate the EMO/CMO annually to ensure the EMO/CMO is fulfilling the items listed in the contract with the school.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Did the board delegate any of their responsibilities?	The charter contract between the Institute and the charter school board indicates that the charter school board should not delegate any of the board responsibilities.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Did the board develop systems and processes to monitor financial health of the school?	The charter school board must have a process in place to identify and ensure the school is fiscally stable.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1

***Not Applicable for Virtual Schools

Institute Interventions

Tier 1: Work with the Institute to develop a plan. Letter from the Institute to the school/local board to notify the deficiency. The department responsible at the Institute will follow the procedures tailored to that department or program.

Tier 2: Will be presented to the Institute board for review. Letter from the Institute to the school/local board to notify them of the deficiency.

Tier 3: School cannot operate without producing the documents. Letter from the Institute to the school/local board to notify them of the deficiency.

Interventions will move from Tier 1 to tier 2, if the school has not made any effort to rectify the issue.

School Major Accomplishments

The school will have an opportunity to showcase five major school accomplishments in no more than three sentences for each accomplishment. These accomplishments must be under the five main indicators. The indicators are academics, finance, school capacity, and innovation. There are no restrictions to address all the indicators. The school can choose to showcase accomplishments for only one indicator. If the accomplishments do not fall under the four indicators, the Institute will not consider the accomplishments for the profile.

Authorizer Accountability

The Institute in collaboration with the Institute Board of Directors will send an anonymous survey to school leaders and school board members to receive feedback on the support services and compliance procedures. The Institute will work with the school to clarify any concerns or questions before the rating on the SSP.

Due Process

Each year, the school will receive the Student Success Profile in June or July. After the School receives the Student Success Profile for the school year, schools will have 30 calendar days to work with the Institute to clarify any ratings on the school profile.

For any questions/concerns or to report any inaccuracies on the Student Success Profile for your school, please contact Vamshi Rudrapati at email: director@erskinecharters.org.