

SCSC Accountability:

Academic Performance

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SCSC Mission

The mission of the State Charter Schools Commission of Georgia is to improve public education throughout the state by approving high quality charter schools that provide students with *better* educational opportunities than they would otherwise be afforded in traditional schools.

SCSC Evaluation Tool: Comprehensive Performance Framework (CPF)

- In 2016, the SCSC adopted a Comprehensive Performance Framework (CPF) to set forth clear, quantifiable, rigorous, and attainable goals in the areas of academic achievement, financial viability, and organizational compliance.
- A school's performance on the CPF informs SCSC decision making over the course of the charter term and at renewal.
- State Charter Schools are expected to meet academic standards during every year of the charter term; however, a school will be considered eligible for renewal if it meets academic, financial, and operational standards at least 75% of the time (in 3 out of the first 4 years of a 5-year charter contract term).

CPF Standards

The three areas of performance covered by the framework—academic achievement, financial management, and organizational compliance—correspond directly with the three components of a strong charter school.

In each of the three areas, the framework asks a fundamental question:

1. Academic Performance: Is the educational program offering students a better educational opportunity than they would otherwise receive at a traditional public school in the district?
2. Financial Performance: Is the school financially viable?
3. Organizational Performance: Is the organization effective, compliant, and well run?

Academic Metrics Within the CPF

The College and Career Readiness Performance Index (CCRPI):

The CCRPI is the official state accountability metric for public schools in Georgia.

CCRPI Achievement Scores and CCRPI Progress Scores are weighted equally within the CPF.

The Value-Added Approach (VAA) and the Beating The Odds (BTO) Measure:

The Value-Added Approach (VAA) and the BTO) are predictive measures used to assess state charter schools based on their ability to positively impact the unique student populations they serve.

Schools may satisfy annual academic requirements by:

Outperforming their comparison district(s) in all relevant grade bands on at least one of the following measures:

- **CCRPI Achievement,**
- **CCRPI Progress (Growth),**
- **Weighted CCRPI Score (“Single Score”),**
- **Value-Added Impact on Student Achievement**

OR by earning a “**Beating The Odds**” designation from GaDOE

CCRPI: Background

- In December 2015, law the Every Student Succeeds Act (ESSA) was signed into law. While ESSA's new accountability provisions represent a substantial departure from No Child Left Behind's AYP, they are more closely aligned with the CCRPI system already in place in Georgia.
- With ESSA, Georgia seized the opportunity to reflect on several years of CCRPI implementation, and, in consultation with stakeholders across the state, to revise CCRPI to expand upon its successes and address its shortcomings.
- The Georgia Department of Education submitted Georgia's State ESSA Plan in September 2017 to the United States Department of Education (USED) and the plan was approved January 19, 2018.
- The SCSC is currently working with GaDOE and GOSA to adjust the SCSC CPF to incorporate changes that have been made to the CCRPI as part of the new ESSA plan.
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx>

CCRPI: Redesign

Current Design: 2012-2017

- Achievement (50 points)
 - Content Mastery (20 points)
 - Post Readiness (15 points)
 - Graduation Rate/Predictor (15 points)
- Progress (40 points)
- Achievement Gap (10 points)
- Challenge Points (up to 10 extra points)
 - ED/EL/SWD Performance
 - Exceeding the Bar

New Design: 2018-

- Progress (35%, 35%, 30%)
- Content Mastery (30%, 30%, 30%)
- Readiness (20%, 20%, 15%)
- Graduation Rate (NA, NA, 15%)
- Closing Gaps (15%, 15%, 10%)

Weights vary by grade band (elementary, middle, high)

Content Mastery

This component includes an achievement score in English Language Arts, mathematics, science, and social studies based on student performance on the Georgia Milestones Assessment System and the Georgia Alternate Assessment (GAA).

- [Georgia Milestones Assessment System \(Georgia Milestones\)](#) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.
- [Georgia Alternate Assessment \(GAA\)](#) is a portfolio of student work that enables the demonstration of achievement and progress relative to selected skills that are aligned to the Georgia curriculum for students with significant cognitive disabilities.

Content Mastery

- ELA and mathematics will be worth $\frac{3}{4}$ of the points
- Science and social studies will be worth $\frac{1}{4}$ of the points

3 rd	4 th	5 th	6 th	7 th	8 th
ELA	ELA	ELA	ELA	ELA	ELA
MATH	MATH	MATH	MATH	MATH	MATH
		SCI			SCI
		SS			SS

The achievement score utilizes weights based on achievement level, where

- Beginning Learners earn 0 points,
- Developing Learners earn 0.5 points,
- Proficient Learners earn 1.0 point, and
- Distinguished Learners earn 1.5 points

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Richard Woods, Georgia's School Superintendent
"Ensuring Georgia's Future"

2017 College and Career Ready Performance Index Elementary School Grades K - 5

CONTENT MASTERY

1. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate \geq 95%)
2. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate \geq 95%)
3. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG (required participation rate \geq 95%)
4. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate \geq 95%)

*Developing Learners are weighted at 0.5, Proficient Learners are weighted at 1.0, and Distinguished Learners are weighted at 1.5.

POST ELEMENTARY SCHOOL READINESS

5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
6. Percent of Students With Disabilities served in general education environments at least 80% of the school day
7. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG
8. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG
9. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters
10. Percent of 5th grade students with a complete career portfolio by the end of grade 5
11. Percent of students missing fewer than 6 days of school

PREDICTOR FOR HIGH SCHOOL GRADUATION

12. Percent of students' assessments scoring at Proficient or Distinguished Learner on all Georgia Milestones EOGs



Georgia Department of Education
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"Educating Georgia's Future"

2017 College and Career Ready Performance Index Middle School Grades 6 - 8

CONTENT MASTERY

1. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate \geq 95%)
2. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG or EOC (required participation rate \geq 95%)
3. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG or EOC (required participation rate \geq 95%)
4. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate \geq 95%)

*Developing Learners are weighted at 0.5, Proficient Learners are weighted at 1.0, and Distinguished Learners are weighted at 1.5.

POST MIDDLE SCHOOL READINESS

5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
6. Percent of Students With Disabilities served in general education environments at least 80% of the school day
7. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050 on the Georgia Milestones ELA EOG
8. Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8
9. Percent of students missing fewer than 6 days of school

PREDICTOR FOR HIGH SCHOOL GRADUATION

10. Percent of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOGs or EOCs



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2017 College and Career Ready Performance Index High School Grades 9 - 12

CONTENT MASTERY

1. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Ninth Grade Literature EOC (required participation rate \geq 95%)
2. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones American Literature EOC (required participation rate \geq 95%)
3. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Algebra I/Coordinate Algebra EOC (required participation rate \geq 95%)
4. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Geometry/Analytic Geometry EOC (required participation rate \geq 95%)
5. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Physical Science EOC (required participation rate \geq 95%)
6. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Biology EOC (required participation rate \geq 95%)
7. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones US History EOC (required participation rate \geq 95%)
8. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Economics EOC (required participation rate \geq 95%)

*Developing Learners are weighted at 0.5, Proficient Learners are weighted at 1.0, and Distinguished Learners are weighted at 1.5.

POST HIGH SCHOOL READINESS

9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or an IB Career Related Programme, or a fine arts pathway, or a world language pathway within their program of study
10. Percent of graduates completing a CTAE pathway and earning a national industry recognized credential (passing an end of pathway assessment)
11. Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 480 out of 800 on Evidence-Based Reading and Writing and 530 out of 800 on Math on the SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams
12. Percent of graduates earning high school credit(s) for accelerated enrollment via Move on When Ready, Advanced Placement courses, or International Baccalaureate courses
13. Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects)
14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature EOC
15. Percent of students' assessments scoring at Proficient or Distinguished Learner on all Georgia Milestones EOCs
16. Percent of students missing fewer than 6 days of school

GRADUATION RATE

17. 4-Year Cohort Graduation Rate (%)
18. 5-Year Extended Cohort Graduation Rate (%)

Re-design CCRPI: Readiness

CCRPI Readiness Indicators

Elementary School

Literacy: Percent of students in grades 3-5 demonstrating reading comprehension at or above the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level.

Student Attendance: Percent of students in grades K-5 absent less than 10% of enrolled days.

Beyond the Core: Percent of students earning a passing score in fine arts or world language.

Middle School

Literacy: Percent of students in grades 6-8 demonstrating reading comprehension at or above the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level.

Student Attendance: Percent of students in grades 6-8 absent less than 10% of enrolled days.

Beyond the Core: Percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory.

High School

Literacy: Percent of students in 9th Grade Literature and American Literature demonstrating reading comprehension at or above the midpoint of the College & Career Ready “Stretch” Lexile Band for each course.

Student Attendance: Percent of students in grades 9-12 absent less than 10% of enrolled days.

Accelerated Enrollment: Percent of graduates earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses.

Pathway Completion: Percent of graduates completing an advanced academic, CTAE, fine arts, or world language pathway.

College and Career Readiness: Percent of graduates entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning program.

Academic Metrics Within the CPF

Schools may satisfy annual academic requirements by:

Outperforming their comparison district(s) in all relevant grade bands on at least one of the following measures:

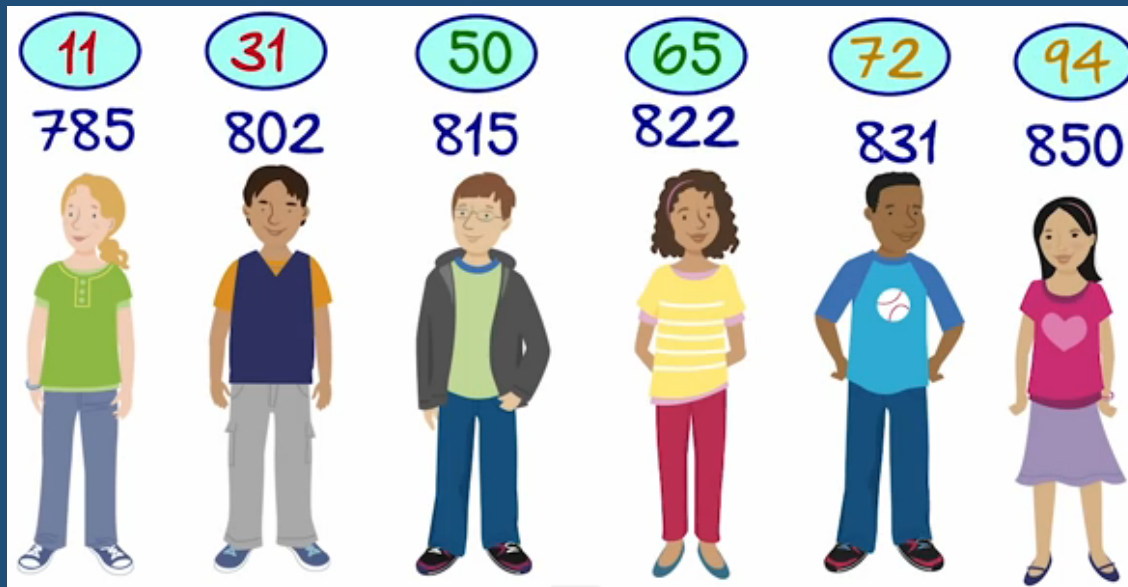
- **CCRPI Achievement,**
 - Content Mastery
 - Readiness
 - Graduation predictor/rate
- **CCRPI Progress (Growth),**
- **Weighted CCRPI Score (“Single Score”),**
- **Value-Added Impact on Student Achievement**

OR by earning a “**Beating The Odds**” designation from GaDOE

CCRPI Progress

CCRPI Progress utilizes Student Growth Percentiles (SGP) to measure students' progress. SGPs describe the amount of growth a student has demonstrated relative to academically-similar students.

- Example: the students below all had the same score on Georgia Milestones in 2016. Their 2017 scores are the numbers in blue and their SGP is the encircled number. Their growth in 2017 is compared to students who had the same score in the year prior.

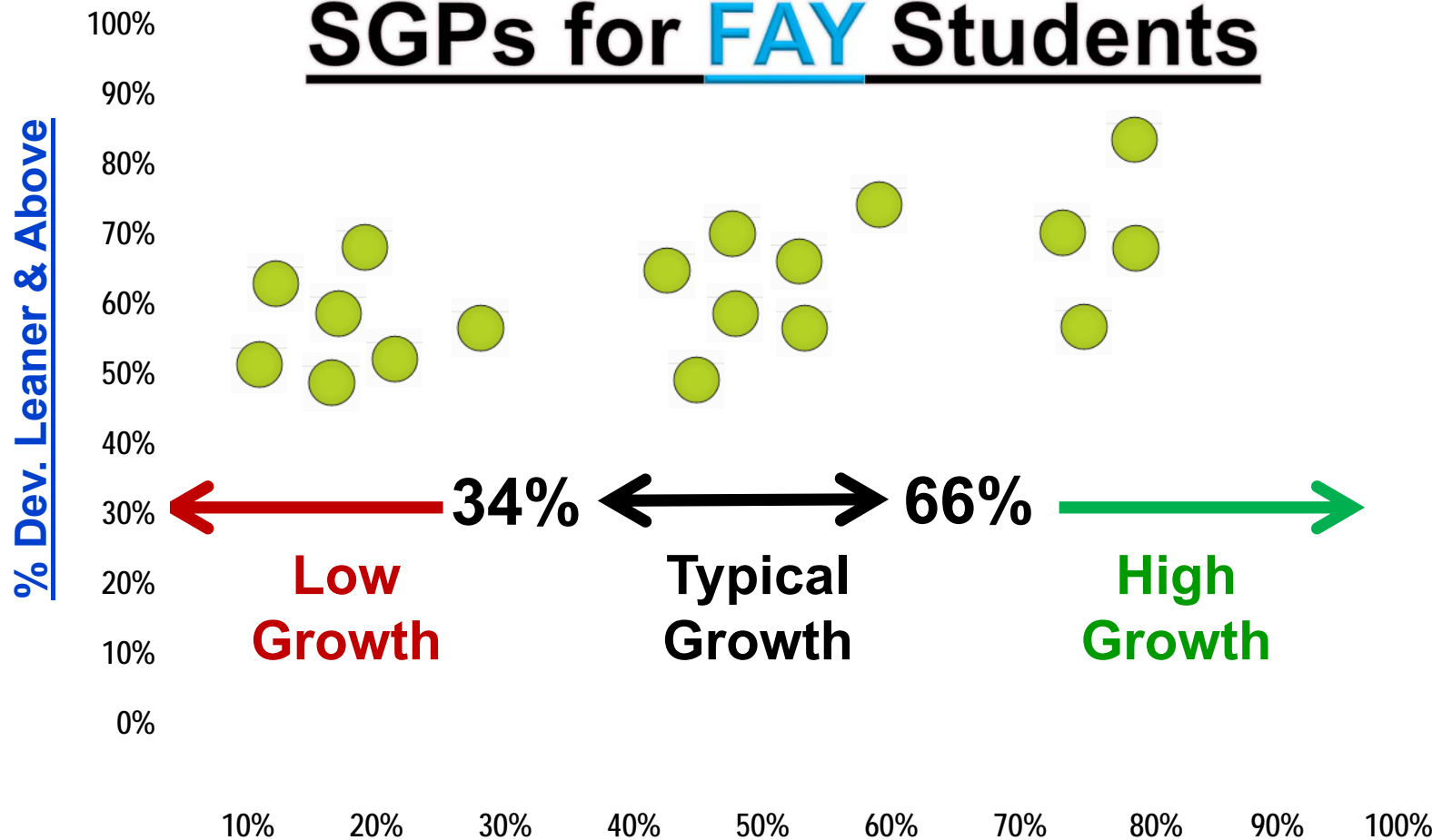


CCRPI Progress- Resources

- CCRPI Portal
- <http://www.gadoe.org/CCRPI/Pages/default.aspx>
- Student Growth Model
- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Student-Growth-Model.aspx>
- Statewide SGM Data
- <http://gastudentgrowth.gadoe.org/>

in CCRPI

SGPs for **FAY** Students



CCRPI Progress: Re-design

The ELA and mathematics progress scores utilize weights based on growth level.

- SGPs of 1-29 earn 0 points
- 30- 40 earn 0.5 points
- 41-65 earn 1 point
- 66-99 earn 1.5 points.

The extent to which English Learners (EL) are making progress towards English language proficiency, as measured by EL students moving from one state-defined Performance Band to a higher Performance Band on the ACCESS for ELLs.

- EL students making no progress towards proficiency earn 0 points,
- those making progress but not moving one band earn 0.5 points,
- those moving one band earn 1 point, and
- those moving more than one band earn 1.5 points.

GSGM Georgia Milestones EOG 2016, All Students by School, All Grades

Key	System Name	School Name	English Language Arts						
			ELA: N Tested	ELA: N Received SGP	ELA: % Received SGP	ELA: Median SGP	ELA: % Proficient Learner and above	ELA: % Developing Learner and above	ELA: % Typical or High Growth
6010177	Appling County	Appling County	367	353	96	38	24	58	53
6010195	Appling County	Appling County	747	718	96	57	32	70	69
6011050	Appling County	Altamaha Elementary	108	107	99	52	39	77	64
6015050	Appling County	Fourth District	49	46	94	52.5	30	59	70
6020111	Atkinson County	Atkinson County	375	362	97	50.5	34	74	67
6020187	Atkinson County	Willacoochee	55	52	95	53	38	81	65
6020190	Atkinson County	Pearson Elementary	182	175	96	39	28	78	54
6030202	Bacon County	Bacon County	450	433	96	43	40	78	59
6033050	Bacon County	Bacon County	326	313	96	52	38	73	66
6040105	Baker County	Baker County	119	109	92	36	15	61	52
6050100	Baldwin County	Oak Hill MS	1065	999	94	43	19	53	59
6050104	Baldwin County	Eagle Ridge Elementary	230	217	94	42	14	41	59
6050194	Baldwin County	Midway Elementary	174	169	97	49	14	50	63
6050195	Baldwin County	Blandy Hills Elementary	258	255	99	43	20	55	61
6050199	Baldwin County	Creekside Elementary	289	280	97	45.5	31	63	65
6060105	Banks County	Banks County	651	625	96	52	45	82	68
6060107	Banks County	Banks County	425	410	96	59.5	42	81	73
6070105	Barrow County	County Line Elementary	280	268	96	50	37	72	63

EOG AllGrades 2016 School

EOG Grade4 2016 School

EOG Grade5 2016 School

EOG Grade6 2016 School

EOG Grade7

CCRPI Single Score

CCRPI Single Score is the overall CCRPI score (includes all components) weighted based on the number of students the school serves in each grade band. This score is calculated specifically for schools who serve students across multiple grade bands.

Current CCRPI

- Achievement (50 points)
 - Content Mastery (20 points)
 - Post Readiness (15 points)
 - Graduation Rate/Predictor (15 points)
- Progress (40 points)
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- Challenge Points (up to 10 extra points)
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Re-Design CCRPI

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SINGLE SCHOOL SCORE (ALL GRADE BANDS COMBINED)						
School Name	Grades Bands	Single Score	Comparison District	District Score	Outperforming the District?	Re-Weighted District Score
Atlanta Heights Charter School	E,M	66.3	APS	68.3	N	67.9
Brookhaven Innovation Academy	E,M	54.5	Statewide	75	N	73.9
Cherokee Charter Academy	E,M	73.7	Cherokee	81.8	N	79.7
Cirrus Academy Charter School	E,M	42.4	Statewide	75	N	73.9
Coweta Charter Academy	E,M	85.2	Coweta	77.8	Y	77.8
Dubois Integrity Academy	E	67.5	Clayton	67.8	N	68.2
Foothills Charter High School	H	48.0	Statewide	75	N	77.6
Fulton Leadership Academy	M,H	71.1	Fulton	78	N	78.4
Georgia Connections Academy	E,M,H	64.3	Statewide	75	N	75.0
Georgia Cyber Academy	E,M,H	63.2	Statewide	75	N	75.0
Georgia School for Innovation and the Classics	E,M	72.2	Statewide	75	N	73.9
Graduation Achievement Charter HS (formerly Provost Academy)	H	45.0	Statewide	75	N	77.6
International Charter School of Atlanta	E	79.3	Statewide	75	Y	73.9
Ivy Preparatory Academy Gwinnett	M	61.3	Gwinnett, Fulton, DeKalb	82.4, 78, 69.9	N	81.5, 72.8, 68.4
Ivy Prep Academy at Kirkwood for Girls	E,M	84.1	DeKalb, APS	69.9, 68.3	Y	68.1, 67.9
Liberty Tech Charter School	E,M	75.3	Statewide	75	Y	73.9
Mountain Education Center School	H	67.5	Statewide	75	N	77.6
Odyssey School	E,M	74.7	Coweta	77.8	N	77.8
Pataula Charter Academy	E,M,H	77.0	Baker, Calhoun, Clay, Early, Randolph	56.6, 65.6, 50.3, 68.0, 51.7	Y	56.6, 65.6, 50.3, 68.0, 51.7
Scintilla Charter Academy	E	67.3	Lowndes, Valdosta City Schools	82.6, 60.9	N	86.4, 60.5
Southwest Georgia S.T.E.M. Charter Academy	E	60.6	Statewide	75	N	73.9
Statesboro STEAM CCAT	M,H	69.8	Bulloch	73.1	N	75.3
Utopian Academy for the Arts	M	55.5	Clayton	67.8	N	67.3

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OR by earning a “**Beating The Odds**” designation from GaDOE

Value-Added Impact Score

- The SCSC contracts with the Governor's Office of Student Achievement and Georgia State University to produce value-added impact scores for all state charter schools. Value-added impact scores estimate the academic impact the school has on student achievement while controlling for the characteristics of the student body.
- The Value-Added Model (VAM) employed by the SCSC is called a “Two-Step VAM” and is designed to compare performance of schools that serve observationally similar students. Individual current-year student test scores (on Georgia Milestones) are estimated as a function of individual-level prior-year test scores, individual student characteristics and school-level demographics (e.g. % SWD, % ED students).
- The inclusion of school-level student characteristics is meant to “level the playing field” by not only controlling for the characteristics of each student, but also the general school context. (Without school-level characteristics, the implicit assumption is that a student would be expected to perform the same in a school serving only students from low-income households as in a school serving only students from relatively affluent families.)
- Any differences between the estimated score and the actual score are attributed to differences in school quality- the value-added impact the school has had on the student’s performance. In the Two-Step VAM, the expected performance of a student depends on both their own characteristics and the average characteristics of the student body in the school they attend.

VAM Resources: <https://scsc.georgia.gov/scsc-academic-accountability>

VAM Controls

Student-level controls

- Prior-year test scores,
- Gender,
- Foreign-born indicator,
- Race/Ethnicity,
- ESOL enrollment,
- Free/reduced-price lunch eligibility,
- Gifted status,
- Primary-language-not-English indicator,
- Disability status (fifteen specific disability categories),
- Number of schools attended in the current year,
- An indicator for students who changed schools from the prior year,
- Number of disciplinary incidents in the prior year,
- Attendance in the prior year, and
- The difference between a student's age (in months) and the modal age of students in the same grade (i.e. "overage" in grade).
- Previously withdrawn for reasons identified as risk factors
- Late enrollees

School-level controls- the proportion of

- Directly Certified students
- Limited English Proficiency students
- Student with Disabilities

Summary by Grade Level and Subject

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)				
	School Effect	State Percentile (higher is better)	Statistically Different From State Average?	District Rank (lower is better)	Statistically Different From District Average?
<i>Middle</i>					
Reading	0.2748	99	Higher	1 of 24	Higher
ELA	0.2197	98	Higher	2 of 24	Higher
Math	-0.0113	49	No	14 of 24	No
Science	-0.0705	27	No	19 of 24	No
Social Studies	0.1128	77	Higher	5 of 24	Higher
All-Subject Average	0.1033	89	Higher	5 of 24	Higher
<i>High</i>					
9th Grade Lit.	0.3009	98	Higher	1 of 19	Higher
Coordinate Algebra	0.2485	92	Higher	6 of 18	No
Physical Science	-0.0105	50	No	12 of 19	No

Note: statistical significance based on a 95 percent confidence level.

Beating the Odds

Beating the Odds is a statistical analysis that compares a school's actual performance on the College and Career Ready Performance Index (CCRPI) with the performance of schools with similar characteristics across the state. Schools that perform higher than similar schools are considered "Beating the Odds."

It is important to note that schools that "Beat the Odds" may still have low CCRPI scores and/or gaps in performance.

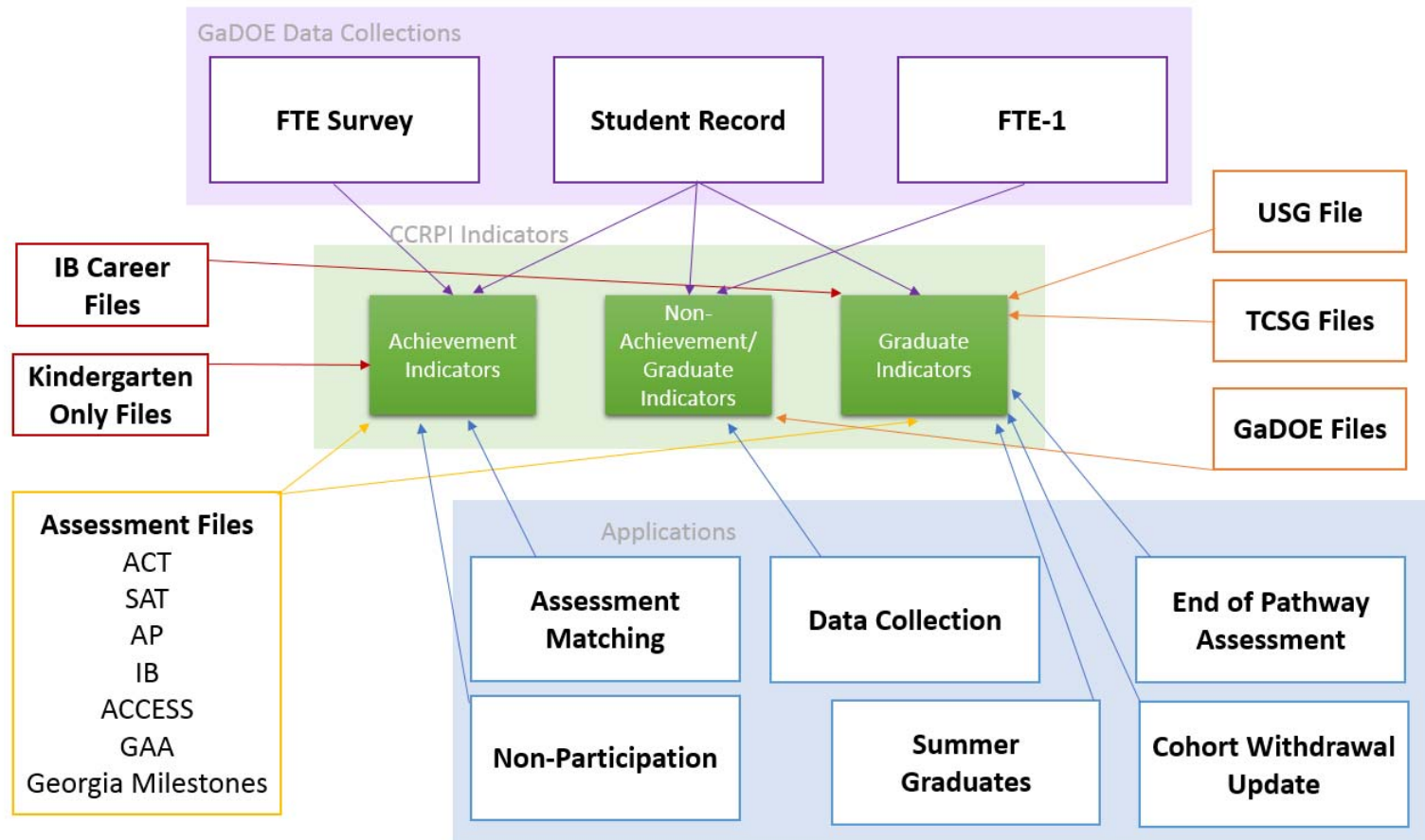
Each year, between 40-49% of schools will "Beat the Odds" regardless of statewide performance changes from the prior year because the analysis compares all schools' performance within the same school year.

The following school characteristics are included in the calculation:

- Percentage of economically disadvantaged students, (free or reduced-price lunch and directly certified)
- Percentage of English language learners,
- Percentage of students with disabilities,
- Percentage of students in each race/ethnicity,
- School size,
- Student mobility, and
- School type (Elementary, Middle, High, and schools that span grade clusters).

More information on BTO can be found on GOSA's website: <https://gosa.georgia.gov/beating-odds-analysis>

Data Reporting



What's Next?

1. Charter Renewals in end of February 2018
2. 2016-17 CPF Results in March 2018
3. Performance Reviews in the Spring

SCSC's New Accountability Webpage

The [SCSC CPF Accountability Website](#) provides school-level performance results in academics, finance and operations for all state charter schools. The purpose of the website is to help parents, students, educators and communities understand how their state charter school is performing and track their school's progress toward charter renewal.

Questions?