Lake Superior State University
Charter Schools Office

System of
SUPPORT

Honoring our Pledge of Support to Success

Authorizing through the lens of an educator, realizing students are more than academic performance or financial incentives. True authorizing takes into account the whole child, whole academy, and whole community while recognizing the importance of increased performance and sustainability.

Governance & Compliance	Finance	Academics & Instruction	Whole Child

LSSU Charter Schools
SOS

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System of Support Purpose

LSSU Charter Schools acknowledges that TARGETED SUPPORT is the best way to improve performance. In order to best offer such supports, we realized there was a need for a system to help us identify WHO we need to focus our support on and WHAT AREAS would be most beneficial to support you in. Our hope was that this same system would also serve as a form of early warning for a district that may be headed for a state support list. By identifying and creating plans to address areas of high risk, individual academies can grow and possibly be able to avoid landing on a "list".

> "If you always do what you always did, you'll always get what you always got.
>
> ~Henry Ford

What we came up with is the LSSU System of Support (S.O.S.). Rooted in the fundamentals of the Multi Tiered System of Support schools use in their every day lives, this system will allow academies and the CSO office to proactively focus on specific areas that place a school at risk of either low performance scores or landing on a priority list with the State Department of Education.

Focus Areas & Support Teams

Governance & Compliance

Chris Oshelski
Rebecca Clawson
Jenny Peterman
Field Representative
School Representation

Finance

Chris Oshelski
Rebecca Clawson
Field Representative
School Representation

Academics & Instruction

Julie Hopper
Brooke Maciag
School Representation

Whole Child

Julie Hopper
Brooke Maciag
School Representation
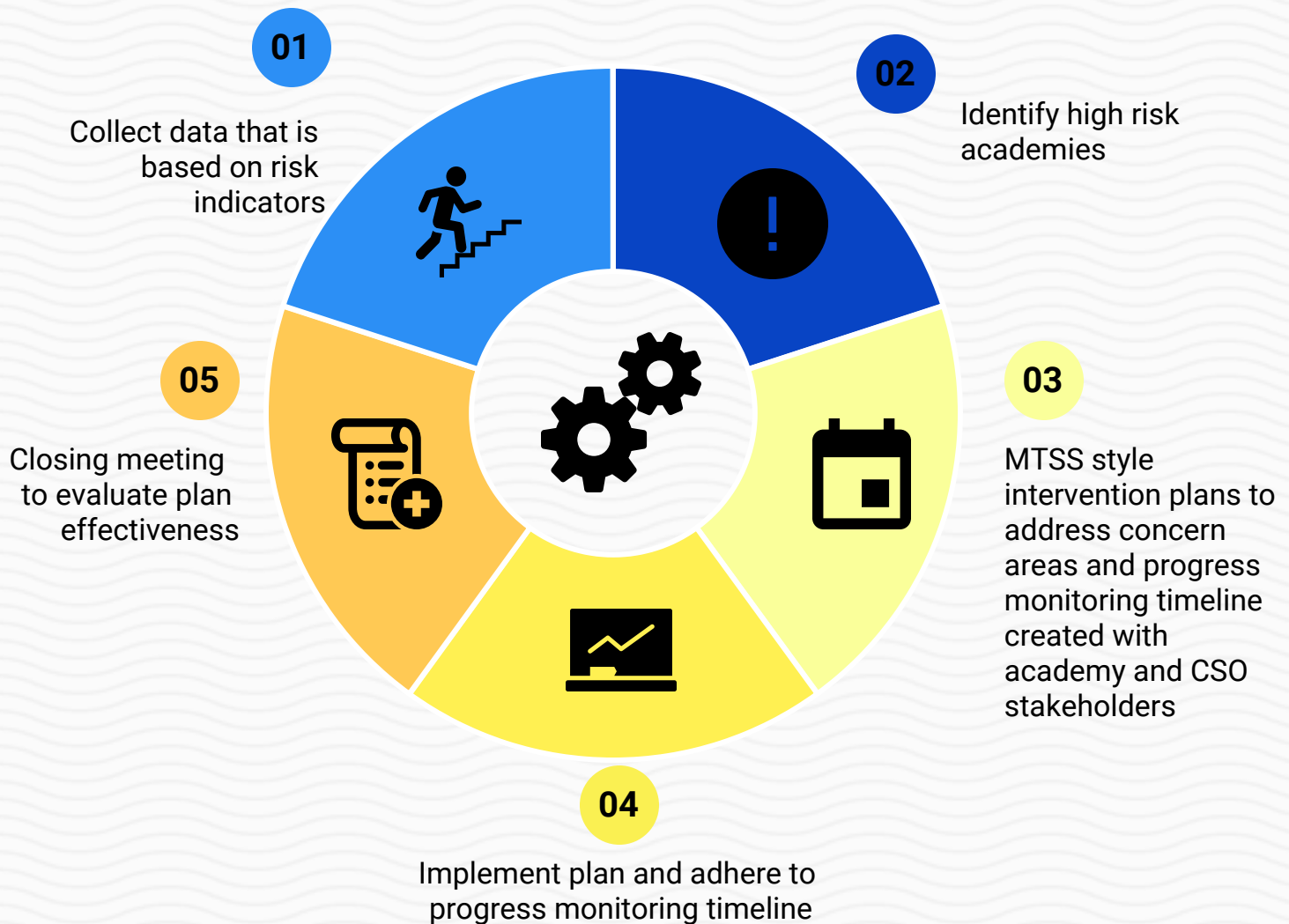
System of Support Cycle

What

Structured system of analysis to help drive CSO support of academy performance that serves as an early alert warning.
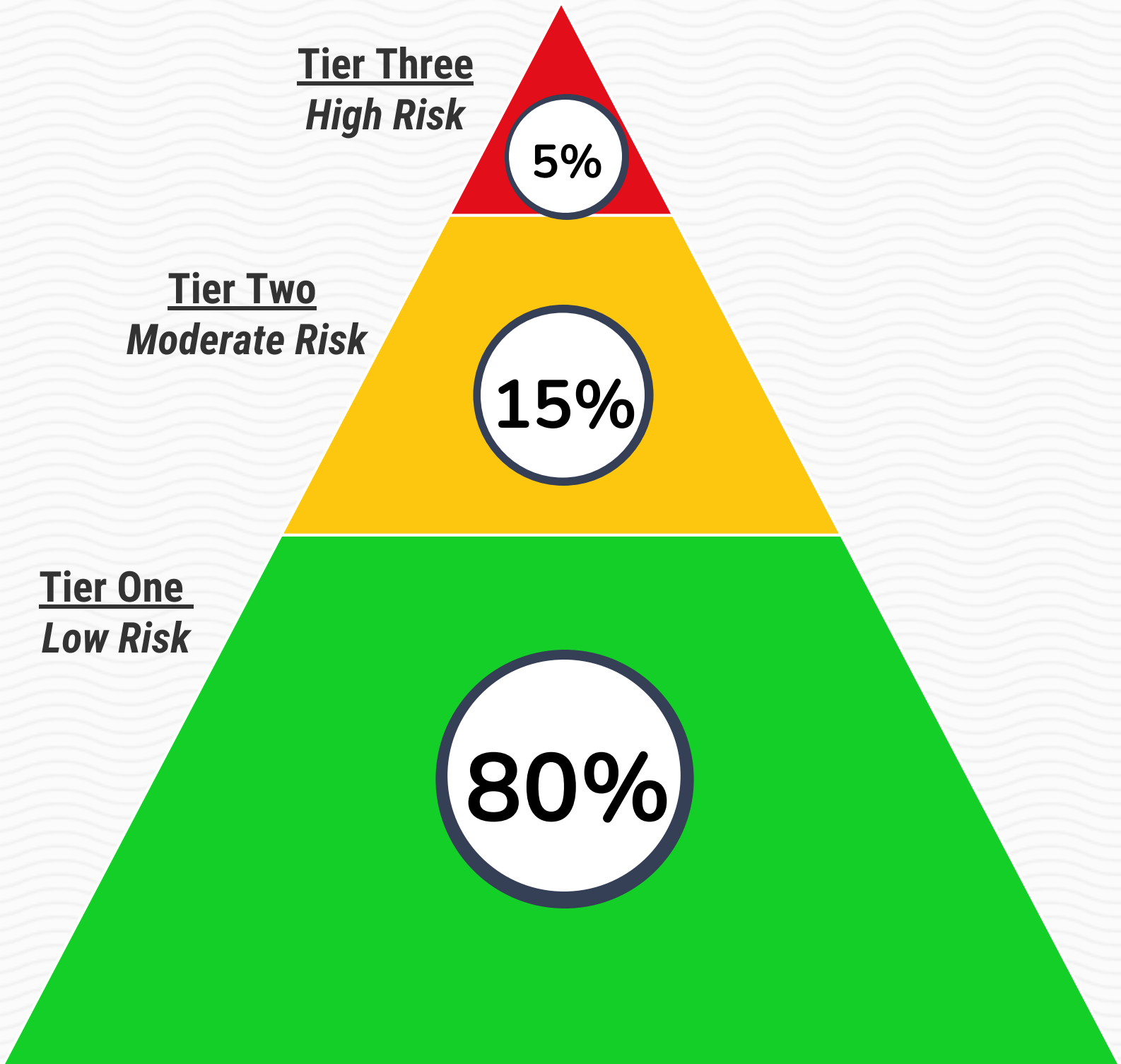
Why

We acknowledge that targeted support is the best way to improve performance. This system will allow the academies and the CSO office to proactively focus on specific areas that place a school at risk of either low performance scores or landing on a priority list with the State Department of Education. This system will identify and create a plan to address those areas that the individual academy can grow in.

The Cycle

01
Collect data that is based on risk indicators

02
Identify high risk academies

03
MTSS style intervention plans to address concern areas and progress monitoring timeline created with academy and CSO stakeholders

04
Implement plan and adhere to progress monitoring timeline

05
Closing meeting to evaluate plan effectiveness

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Risk Tiering

Tier Three
High Risk

5%

Tier Two
Moderate Risk

15%

Tier One
Low Risk

80%

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System of Support
Tiering Process

YES ← Is the school on an identified state concern list? → **NO**

Tier 3 ← **YES** ← After completion of the early warning risk indicator forms, is the district in the bottom 5% of portfolio ranking?

NO

Tier 2 ← **YES** ← Is the district in the middle 15% of the portfolio ranking?

NO

Tier 2 ← **YES** ← Do the early warning indicators show any major areas of concern?*

Tier 1 ← **NO**
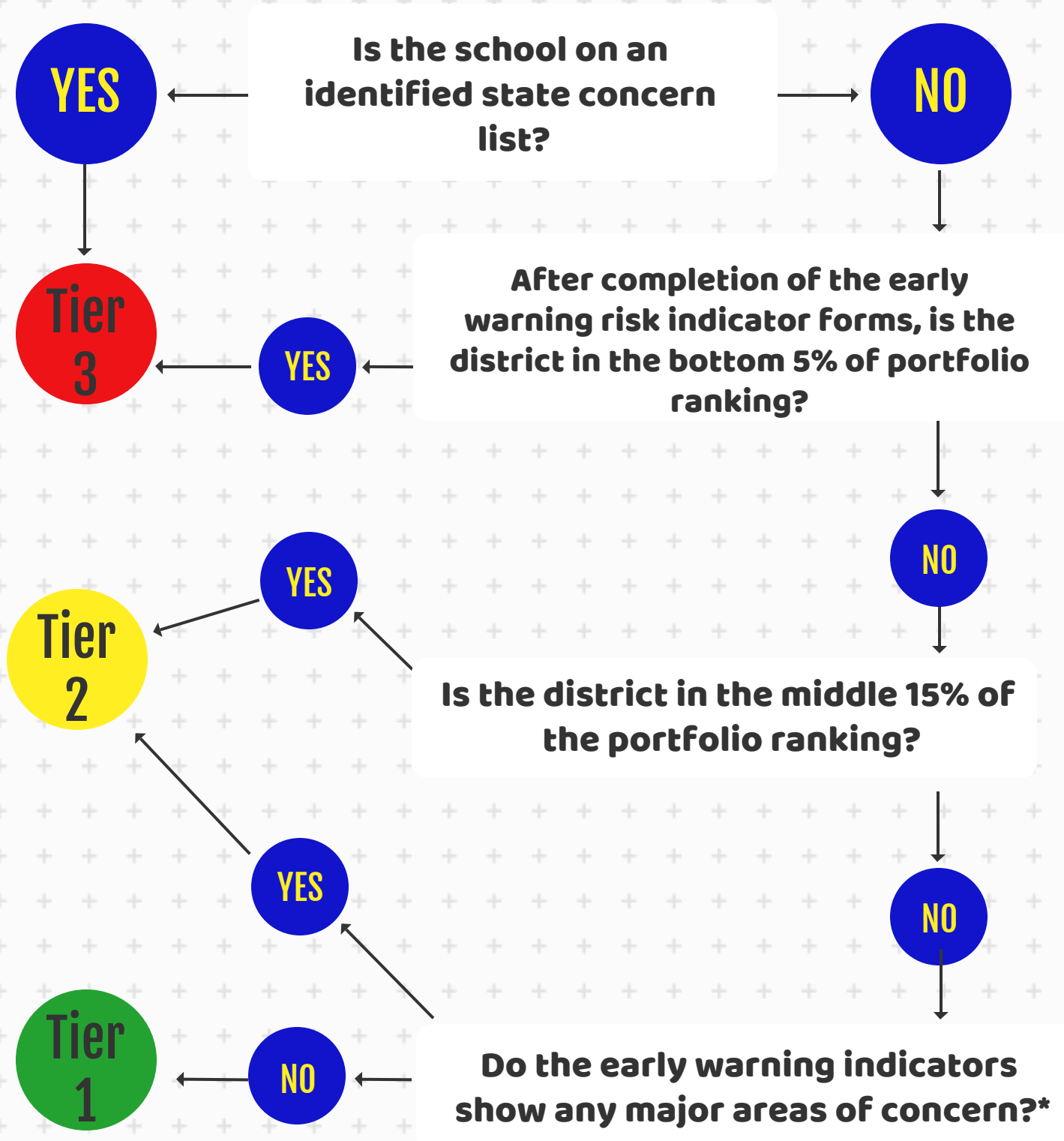
Timelines

Concentration	Step 1- Data Collection*	Step 2- Identify High Risk Academies	Step 3- Create Intervention Plans	Step 4- Implement & Monitor Plan	Step 5- Conclude plan for this school year*
Governance & Compliance	July	August/ September	September- October	September- June	June
Finance	November 1	November	December	December- September	October
Academics & Instruction	August	September	October	September- June	June
Whole Child	August	September	October	September- June	June

At Risk
Indicators

Governance & Compliance

INDICATOR	LOW RISK (1)	MODERATE RISK (2)	HIGH RISK (3)
Documents required according to Contract have been submitted to the CSO and MDE in an appropriate time	The Academy has provided evidence that it has met or exceeded compliance requiremnets with their contract documentation.	The Academy has provided evidence that it has partially met compliance requirements with their contract documentation and is working to gather more information.	The Academy has provided little or no evidence that it has met compliance requirements with their contract documentation
Epicenter Submissions are on time and accurate for the year	Reporting and Tranparency Requirements have been met >85%	Reporting and Tranparency Requirements have been met between <85% and >75%	Reporting and Tranparency Requirements have been met <75%
Website Transparency Documents Complete	All Website documents are updated in the appropriate time frame.	The Academy has been notified by the MDE to correct/add documents to their website and have corrected the issues.	The Academy has been notified by the MDE to correct/add documents to their website and have not corrected the issues.
Academy employs only certified, highly qualified staff (QPR Report)	All required documentation for all staff is current and on file as indicated in Spring Report with a score of 1 or 2	Most of the required documentation for all staff is current and on file as indicated in Spring Report with a score of 2 or 3	There is missing required documentation for staff as indicated in Spring Report and scored a level 3 or 4
Facility checklist found no outstanding infractions *Recon Management Report	No Critical deficiences	Critical deficiencies less than 3 (corrections completed in a timely fashion)	Critical deficiencies more than 3
Insurance documents reviewed *Hylant Group Report	Compliant with Charter Contract	Continuous requests to modify coverage	No Coverage
Number of Board Meeting each year	The academy held between 9-12 board meetings during the year	The academy held between 7-8 board meetings during the year	The academy held between 6 or less board meetings during the year
Board meeting attendance rates for board members	Board Attendance percentages were above 80%.	Board Attendance percentages were above 70%.	Board Attendance percentages were below 70%.
Board Member participation in LSSU Sponsored PD activities	All Board Members have met the two hour professional development requirement for the year.	50% or more of Board Members have met the two hour professional development requirement for the year.	Less than 50% of Board Members have met the two hour professional development requirement for the year.
Board Member shared input in ESP, School Leader, and Board Self Evaluations	Evidence was provided to show that board members participated in the yearly evaluations	Partial Evidence was provided to show that board members participated in the yearly evaluations	No Evidence was provided to show that board members participated in the yearly evaluations
Board Member completion of Conflict of Interest forms	All Board Members completed an annual conflict of interest form	50% or more of Board Members completed an annual conflict of interest form	< 50% of Board Members completed an annual conflict of interest form
Summative Scores			

Finance

INDICATOR	LOW RISK (pts)	MODERATE RISK (pts)	HIGH RISK (pts)
Completeness, Accuracy, & Timliness	One rejection either for incompleteness, inaccuracy or instances of tardiness.	Two rejections either for incompleteness inaccuracy or instances of tardiness.	More than two rejections for incompleteness, inaccuracy or instances of tardiness.
	(2)	(1)	(0)
Audit Opinion	Unqualified.	N/A	Other than Unqualified
	(1)	(N/A)	(0)
Budget 1022, Findings & Comments or Recommendations	No instances of noncompliance or one Finding or Comment	One instance of noncompliance or a Finding or Comment	Two or more, either instances of noncompliance or Findings or Comments
	(2)	(1)	(0)
Deficit Fund Balance	No deficits	N/A	One or more deficit fund balances.
	(3)	(N/A)	(0)
Budgetary Control & Variances	Budgetary Variance of < 2.0%	Budgetary Variance of 2.1 - 2.9%	Budgetary Variance > 3%
	(2)	(1)	(0)
Current Ratio	Current Ratio > 1.0	Current Ratio between < 1 & 0.9	Current Ratio of < 0.9
	(3)	(1)	(0)
Unrestricted Days of Cash	Unrestricted Days Cash is ≥ 60 days	Unrestricted Days Cash is between 59-15 days	Unrestricted Days Cash is < 15 days
	(3)	(1)	(0)
Budget Enrollment Variance	Enrollment Variance of ≥ 95%	Enrollment Variance of 94-80%	Enrollment Variance of ≤ 79%
	(6)	(3)	(0)
Fund Balance	Fund Balance of ≥ 5% of the current year's General Fund revenues.	Fund Balance of 4.9% - 1% of the current year's General Fund revenues.	Fund Balance of ≤ 0.9% of the current year's General Fund revenues.
	(3)	(1)	(0)
Summative Scores			

Academics & Instruction

INDICATOR	LOW RISK (1)	MODERATE RISK (2)	HIGH RISK (3)
NWEA Student Conditional Growth Percentile (SCGP)	SCGP >/= 50	SCGP is between 40-49	SCGP is < 40
Cohort Student Achievement	Cohort Students achieved median subject scores > than those of noncohort	Cohort students achieved median subject scores = to those of noncohort students	Cohort students achieved median scores < those of noncohort students
State Assessment Proficiency with Demographically Similar Schools (MSTEP 3-7) (Per subject area)	Academy has a greater proportion of advanced or proficient students on the state assessment	Academy has an equal amount of students advanced or proficient on the state assessment	Academy has lower proportion of advanced or proficient students on the state assessment
State Assessment Proficiency with Proximity Schools (MSTEP 3-8, PSAT8, & SAT 11/12)	Academy has a greater proportion of advanced or proficient students on the state assessment	Academy has an equal amount of students advanced or proficient on the state assessment	Academy has lower proportion of advanced or proficient students on the state assessment
State/Federal Requirements	The academy has not been identified for support	X	The academy has been identified for support
Overall Index Score	The academy received an Overall Index Score >/= 50 and no concerns in any of the key performance indicators	The academy received an overall index score between 40-49 and there may be concerns in any of the Key Performance indicators	The academy received an overall index scorecard of <40 and there may be concerns in any of the Key Performance Indicators
Student Retention Rates (Return to school the following year)	> 90% students returning from previous FY	80-89% students returning from previous FY	<80% students returning from previous FY
Student Retention Rates (Student Repeating Grade Level or that did not earn credit for courses (HS))	Lower than state average	At or just above state average	Above state average
Certification- % of teachers are highly qualified/appropriately placed/certified	Above state average	At or just below state average	Below state average
Effectiveness Rating- %'s of teachers with highly effective or effective ratings	Above state average	At or just below state average	Below state average
Teacher Retention Rates	Above state average	At or just below state average	Below state average
Special Education Child Find Process	Child Find Process is completed & easily accessible on website	Child Find Process is partially completed/documented on website	Child Find Process is not completed/documented on website
Special Education Compliance	Zero Complaints with violation findings for the previous FY	No more than 1 complaint with violation findings for the previous FY	More than 1 complaint with violation findings for the past FY
Summative Scores			

Whole Child

INDICATOR	LOW RISK (1)	MODERATE RISK (2)	HIGH RISK (3)
Chronically Absent Students	Lower than state average	At or just above state average	Above state average
Victims of Violent Crime Offenses (SID)	Lower than state average	At or just above state average	Above state average
Percentage of Student Body that Qualify for Free and Reduced Meals	Up to 25% of total student body populationqualifies for free or reduced meals	26-50% of total student body population qualifies for free or reduced meals	51%+ of total student body population qualifies for free or reduced meals
Whole School Title One	No	X	Yes
GAD- Graduation Rate	Higher than state average	At or just below state average	Below state average
GAD- Drop Out Rate	Lower than state average	At or just above state average	Above state average
Bullying (SID)	Lower than state average	At or just above state average	Above state average
County Health Rankings (Outcomes)	Ranking between 60-80	Ranking between 31-59	Ranking 30 or below
Suspension Rates & Discipline	Lower than state average	At or just above state average	Above state average
Instances of Seclusion & Restraint	Lower than state average	At or just above state average	Above state average
Summative Scores			

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System of Support Plan
SY 2021/2022

District Name: _____

Plan Creation Date: _____

District Team Members	LSSU Team Members	Intervention Category	Tier
•	•	☐ Whole Child	☐ II
•	•	☐ Academics & Instruction	☐ III
•	•	☐ Financial	
•	•	☐ Governance & Compliance	

Area of Concern: _____

Strategy Description	District Contact	Resources Needed	LSSU Support	Timeline	How will you gauge success?

Area of Concern: _____

Strategy Description	District Contact	Resources Needed	LSSU Support	Timeline	How will you gauge success?

Area of Concern: _____

Strategy Description	District Contact	Resources Needed	LSSU Support	Timeline	How will you gauge success?

How often will you meet to monitor plan implementation/success? Include calendar dates and times.

_____

School Leader Date	Authorizer Representative Date

LSSU Team

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