FERRIS STATE UNIVERSITY

School Support Protocol

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🏛 The Four Pillars

The Ferris State University (FSU) Charter Schools Office (CSO) has established a method for evaluating school performance that utilizes four pillars:

1. Academic Progress

2. Fiscal Solvency

3. Operations/Governance

4. Compliance

The CSO uses several support indicators to monitor and assess the performance of the academies that it authorizes. The CSO is guided by the performance standards as described in the National Association of Charter School Authorizers Principles and Standards for Quality Charter School Authorizing.

Performance Standards

Performance standards enable schools and authorizers to know the outcomes for which authorizers will hold schools accountable. They are the basis for school evaluation and should be incorporated into the charter contract. Academic, financial, operational, and compliance performance standards should include clearly defined and measurable indicators, measures, metrics, and targets that:

- **Academic Performance:**
  - Set expectations for student academic achievement status or proficiency, including comparable proficiency
  - Set expectations for student academic growth, including adequacy of growth toward state standards
  - Incorporate state and federal accountability systems, including state grading and/or rating systems
  - Set expectations for postsecondary readiness, including graduation rates for high schools
  - Provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by the authorizer
- **Financial Performance**
  - Enable the authorizer to monitor and evaluate the school's financial stability and viability based on short-term performance
  - Enable the authorizer to monitor and evaluate the school's long-term financial sustainability
  - Define financial management and oversight standards based on generally accepted accounting principles

- **Operational Performance**
  - Define the key design elements of the educational program for which the authorizer will hold the school accountable
  - Hold school governing boards accountable for meeting statutory and board established operating and reporting requirements
  - Ensure school compliance with student and employee rights and obligations
  - Establish expectations related to the school environment, including health and safety, transportation, facilities, and appropriate handling of records
- **Compliance Performance**
  - Enable the authorizer to monitor staff certification and legal documentation required for school employees
  - Ensure school compliance with all required insurance policies and level of coverage
  - Establish on-time expectations for Epicenter submissions
  - Enable the authorizer to monitor the accuracy of Epicenter submissions
  - Ensure school and board compliance with all State and Federal requirements

The support designation in a particular pillar may be adjusted throughout the academic year depending on changing data and fluctuations in the academies' key support indicators. In all cases, the academy's Board of Directors shall be apprised of any alterations to the academy's school color designation by representatives of the CSO.

Support Designation Index

| Exceeds |
| Meets |
| Approaching |
| Does Not Meet |

Figure 1

Depending on each individual analysis, academies with either a yellow or red status in any pillar may be required to complete a support plan and will receive the assistance of the CSO school support team in enacting that plan. **It is the goal of the school support team to work with the academy to help resolve the issues indicated. It is not the intent of the CSO to assume the operations or governance of the academy.**

Academic Tier Levels of Support

The CSO will look at each academy's progress and identify academies for academic support each fall with the most current data available. Due to MDE's release timeline, the School Index data will always be a year behind, in which case, the CSO will take the progress trend into account when assigning Tier levels of support. Each contract goal will be given a designation. The support team will look at the number of "Does Not Meet" designations, School Index trends, and prior academic history to assign a Tier level of support. The chart presented in **Figure 2** will be used as a guideline to start the conversation.

Tier Levels of Support

Tier I	No more than 2 (4 w/ HS) "Does Not Meet"
Tier II	3-4 (up to 7 w/ HS) "Does Not Meet"
Tier III	5 (8-10 w/ HS) "Does Not Meet"
Tier IV	6+ (10+ w/ HS) "Does Not Meet" with an ATS, CSI, or Partnership designation.

Figure 2

If an Academy is identified as Tier I or Tier II, there are universal supports available.

Academies identified as needing more support (Tier III or Tier IV), the CSO school support team will assist the Academy's leadership team in developing an Academic Monitoring Plan (AMP) that is aligned with their Michigan Continuous Improvement Process (MICIP). The AMP will identify the targets used to show academic growth, which over time, should lead to compliance with the contractual educational goals.

Assigned Academy Tier levels are meant to identify supports needed for academies and not to solely measure if contractual goals were met. Once all academic information (MDE release of the index scores) becomes available, the CSO will evaluate if contractual goals were met and notify academies.

🏛 **Pillar 1** – Academic Progress

Ferris monitors pupil academic achievement for all groups of pupils as required by the Revised School Code. Pursuant to the terms and conditions of the contract issued by the FSU Board of Trustees, **a contractual Educational Goals Policy has been created by the CSO**, which is part of the contract and goes into effect thirty (30) days after academy board notification, as stated in the terms and conditions of the contract for all academies being authorized or reauthorized pursuant to contracts issued by the university board.

Failure by the academy board to comply with the policy may result in the non-issuance of a contract, or, for existing academies, the initiation of suspension, termination, or revocation proceedings under the contract. This will be taken into consideration when determining reauthorization of an academy upon expiration of the contract.

Educational Goals and Related Measures

In accordance with the applicable law and the charter contract terms and conditions, **academies must achieve or demonstrate measurable progress toward the achievement of the educational goals identified in the Educational Goals Policy.** Academies will show academic progress by demonstrating measurable academic growth toward achievement and proficiency for all groups of students. Additionally, it is expected that the academy will meet the state of Michigan's academic standards and any improvement targets required to be achieved pursuant to state and federal law.

Academies are also expected to remain off the partnership school list published by the Michigan Department of Education. If the academy already has school buildings identified on this list, it is expected to make the progress necessary to no longer be identified on this list.

Twice a year in a scheduled support meeting, the CSO school support team will use an evaluation of the support indicators to identify the support and interventions necessary to support its schools based upon the specific deficiencies noted in the evaluation.

The school support team will utilize the support indicator targets, measures, and rubrics in **Figures 3-6** to evaluate the academic performance of an academy.

Academic Indicators for School Support – General Education Academies (Grades 2-8)

Academic Indicators for School Support- General Education Academies (Grades 2-8)			
Exceeds		"Meets" or "Exceeds" in both overall goals and both index goals and has no more than 2 "Does Not Meet" indicators	
Meets		"Meets" or "Exceeds" in both overall goals and both index goals and has no more than 4 "Does Not Meet" indicators	
Approaching		"Meets" or "Exceeds" 1 overall goal and both index goals and has 5 or more "Does Not Meet" indicators **OR** has all "Approaching" indicators	
Does Not Meet		Did not meet overall goals and has been labeled as ATS,CSI, or partnership school	
		(Measuring State Expectations)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
The academy will have an MDE School Growth Index score of 50 or higher	Is the school meeting state designation expectations as set forth by the state and federal accountability systems in growth?	MiSchool Data Growth Index Score	**Exceeds:** ≥ 70% **Meets:** ≥50% but < 70% **Approaching:** ≥30% but < 50% **Does Not Meet:** < 30%
		(Measuring Academic Growth in Reading)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Students will show growth in the 50th percentile or higher on the NWEA reading assessment from fall to spring	Are students making expected annual growth in reading compared to their peers?	Using a weighted average of the number of students per grade and the NWEA SCGP score on the reading Student Growth Report	**Exceeds:** ≥ 70% **Meets:** ≥50% but < 70% **Approaching:** ≥30% but < 50% **Does Not Meet:** < 30%
		(Measuring Academic Growth in Math)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Students will show growth in the 50th percentile or higher on the NWEA math assessment from fall to spring	Are students making expected annual growth in math compared to their peers?	Using a weighted average of the number of students per grade and the NWEA SCGP score on the math Student Growth Report	**Exceeds:** ≥ 70% **Meets:** ≥50% but < 70% **Approaching:** ≥30% but < 50% **Does Not Meet:** < 30%
		(Measuring Academic Growth-State Assessment)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Academies will show a 3% growth increase on the math MSTEP/PSAT over time	Are students making sufficient yearly academic growth to increase proficiency in math?	Academies will show a 3% growth increase for "all students" on the MiSchool Data Report	**Exceeds:** ≥ 6% **Meets:** ≥3% but < 6% **Approaching:** ≥1% but < 3% **Does Not Meet:** < 1%
		(Measuring Academic Growth-State Assessment)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Academies will show a 3% growth increase on the ELA MSTEP/PSAT over time	Are students making sufficient yearly academic growth to increase proficiency in ELA?	Academies will show a 3% growth increase for "all students" on the MiSchool Data Report	**Exceeds:** ≥ 6% **Meets:** ≥3% but < 6% **Approaching:** ≥1% but < 3% **Does Not Meet:** < 1%

Figure 3

Continued on the following page

Academic Indicators for School Support – General Education Academies (Grades 2-8) Cont.

		(Measuring State Expectations)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
The academy will have an MDE Index score of 45 or higher	Is the school meeting the state designation expectations as set forth by state and federal accountability systems?	The MiSchool Data Overall Index Score	**Exceeds:** ≥ 70% **Meets:** ≥45% but < 70% **Approaching:** ≥30% but < 45% **Does Not Meet:** < 30%
		(Measuring Grade Level Performance)	
Target		**Measure**	**Rubric**
50% of students (grades 2-8 combined) are at the grade level norm on the NWEA reading assessment from fall to spring	Are students achieving proficiency on a nationally normed assessment in reading?	NWEA report stating the percentage of students at grade level using the average national achievement percentile ranking for reading	**Exceeds:** ≥ 70% **Meets:** ≥50% but < 70% **Approaching:** ≥30% but < 50% **Does Not Meet:** < 30%
		(Measuring Grade Level Performance)	
Target		**Measure**	**Rubric**
50% of students (grades 2-8 combined)are at the grade level norm on the NWEA math assessment from fall to spring	Are students achieving proficiency on a nationally normed assessment in math?	NWEA report stating the percentage of students at grade level using the average national achievement percentile ranking for math	**Exceeds:** ≥ 70% **Meets:** ≥50% but < 70% **Approaching:** ≥30% but < 50% **Does Not Meet:** < 30%
		(Measuring Grade Level Performance-State Assessment)	
Target		**Measure**	**Rubric**
Academies will show a 3% difference on the ELA MSTEP/PSAT compared to the composite district	Are students outperforming students in schools they might otherwise attend (composite) on the ELA grade level state assessment?	Testing scores reported by MiSchool data. Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year	**Exceeds:** ≥ 10% **Meets:** ≥3% but < 10% **Approaching:** ≥1% but < 3% **Does Not Meet:** 0%
		(Measuring Grade Level Performance-State Assessment)	
Target		**Measure**	**Rubric**
Academies will show a 3% difference on the math MSTEP/PSAT compared to the composite district	Are students outperforming students in schools they might otherwise attend (composite) on the math grade level state assessment?	Testing scores reported by MiSchool data. Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year	**Exceeds:** ≥ 10% **Meets:** ≥3% but < 10% **Approaching:** ≥1% but < 3% **Does Not Meet:** 0%

Figure 3

Academic Indicators for School Support – General Education Academies (Grades 9-12)

Academic Indicators for School Support- General Education Academies (Grades 9-12)	
Exceeds	"Meets" or "Exceeds" in both overall goals and both Index goals and has no more than 2 "Does Not Meet" Indicators
Meets	"Meets" or "Exceeds" in both overall goals and both Index goals and has no more than 4 "Does Not Meet" Indicators
Approaching	"Meets" or "Exceeds" 1 overall goal and both Index goals and has 5 or more "Does Not Meet" Indicators or has all "Approaching" Indicators
Does Not Meet	Did not meet overall goals and has been labeled as an ATS,CSI or partnership school

		(Measuring State Expectations)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Academies will show a 3% growth increase on the math SAT over time	Are students making sufficient yearly academic growth to increase proficiency in math?	Testing scores reported by MiSchool data	**Exceeds:** ≥ 6% **Meets:** ≥3% but < 6% **Approaching:** ≥1% but < 3% **Does Not Meet:** < 1%

		(Measuring State Expectations)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Academies will show a 3% growth increase on the EBRW SAT over time	Are students making sufficient yearly academic growth to increase proficiency in ELA?	Testing scores reported by MiSchool data	**Exceeds:** ≥ 6% **Meets:** ≥3% but < 6% **Approaching:** ≥1% but < 3% **Does Not Meet:** < 1%

		(Measuring State Expectations)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Academies will show a 3% difference on the EBRW SAT compared to the composite district	Are students out-performing students in schools they might otherwise attend (composite) on state assessments in reading and writing?	Testing scores reported by MiSchool data. Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year	**Exceeds:** ≥ 10% **Meets:** ≥3% but < 10% **Approaching:** ≥1% but < 3% **Does Not Meet:** 0%

		(Measuring Grade Level Performance-State Assessment)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Academies will show a 3% difference on the math SAT compared to the composite district	Are students out-performing students in schools they might otherwise attend (composite) on state assessments in math?	Testing scores reported by MiSchool data. Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year	**Exceeds:** ≥ 10% **Meets:** ≥3% but < 10% **Approaching:** ≥1% but < 3% **Does Not Meet:** 0%

Figure 4

Academic Indicators for School Support – General Education Academies (Grades 9-12)

Target	Reason for Tracking	Measure	Rubric
		(Measuring Grade Level Performance)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Academies will score 50% or higher on the EBRW SAT	Are students performing at grade-level on college readiness state benchmark standards in reading and writing?	Testing scores reported by MiSchool data	**Exceeds: ≥ 60%** **Meets: ≥50% but < 60%** **Approaching: ≥30% but < 50%** **Does Not Meet: < 30%**
		Measuring Grade Level Performance	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Academies will score 40% or higher on the math SAT	Are students performing at grade-level on college readiness state benchmark standards in math?	Testing scores reported by MiSchool data	**Exceeds: ≥ 50%** **Meets: ≥40% but < 50%** **Approaching: ≥30% but < 40%** **Does Not Meet: < 30%**

Figure 4

Alternative Education and Strict Discipline Academies

Academies designated as Alternative Education Academies or Strict Discipline Academies, as per the Michigan School Code, may be exempted from certain requirements due to their unique nature. The following targets, measures, and rubrics were mutually developed and agreed upon by the academy and the CSO and shall be attached to their contract. Both groups feel that these measures align with the academies' unique missions, and the data derived from these reports will hold students accountable for their academics and behavior.

Academic Indicators for School Support – Alternative Education Academies

Academic Indicators for School Support- Alternative Education Academies	
Exceeds	Any combination of "Meets" or "Exceeds" in all indicators
Meets	Any combination of "Meets" or "Exceeds" plus has no more than 1 "Approaching" and/or 1 "Does Not Meet" indicator
Approaching	Any combination of "Meets," "Exceeds" or "Approaching" indicators plus no more than 2 "Does Not Meet" indicators
Does Not Meet	Any combination of "Meets," "Exceeds," or "Approaching" plus has 3 or more "Does Not Meet" indicators

(Measuring State Expectations)			
Target	**Reason for Tracking**	**Measure**	**Rubric**
75% of all MICIP goals are met	Is the school meeting the state approved academic expectation and plan they have submitted?	Academies will meet 75% of current goals and "on track to meet" ongoing MICIP goals as submitted to the state of Michigan	**Exceeds:** All goals are met **Meets:** ≥75% but < 100% **Approaching:** ≥ 50% but <75% **Does Not Meet:** <50%

(Measuring Academics)			
Target	**Reason for Tracking**	**Measure**	**Rubric**
70% of students will gain at least 2 credits per semester they are enrolled	Are students making the expected semester growth to earn their high school diploma?	Academies will maintain a spreadsheet of all students enrolled each semester and submit the percentage achieved at the end of the school year	**Exceeds:** ≥85 **Meets:** ≥70 but < 85 **Approaching:** ≥55 but < 70 **Does Not Meet:** < 55

(Measuring Academics)			
Target	**Reason for Tracking**	**Measure**	**Rubric**
60% student attendance rate for "All Students"	Are students attending school on a regular basis to obtain the knowledge needed to graduate?	Academies will score a minimum of 60% for "All Students" on the MiSchool Data Student Attendance Report	**Exceeds:** ≥80% **Meets:** ≥60% but< 80% **Approaching:** ≥40% but < 60% **Does Not Meet:** < 40%

Figure 5

Academic Indicators for School Support – Alternative Education Academies Cont.

		(Measuring Behavior)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
80% of students will participate in school offered clubs, activities, or field trips that fit their interests and needs	Are students motivated to participate in a variety of activities that interest, expose, and prepare them for the future?	Academies will track and maintain a spreadsheet of student participation each semester and submit the percentage achieved at the end of each school year	**Exceeds:** 100% **Meets:** 99% >but< 75% **Approaching:** 75% >but< 50% **Does Not Meet:** < 50%
		(Measuring Social Emotional Needs)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
70% of students will show progress after the second screening in at least one area of a social emotional screening	Are students making the expected growth towards gaining the proper social emotional skills needed to prepare them for success?	Academies will submit a report from two consecutive testing sessions using a mutually agreed upon SEL screening tool at the end of each school year	**Exceeds:** ≥85% **Meets:** ≥70% but < 85% **Approaching:** ≥ 55% but <70% **Does Not Meet:** <55%

Figure 5

Academic Indicators for School Support – Strict Discipline Academies

Academic Indicators for School Support- Strict Discipline Academies			
Exceeds		Any combination of "Meets" or "Exceeds" in all indicators	
Meets		Any combination of "Meets" or "Exceeds" **AND** has no more than 1 "Approaching" and/or 1 "Does Not Meet" Indicator	
Approaching		Any combination of "Meets," "Exceeds," or "Approaching" indicators **AND** no more than 2 "Does Not Meet" indicators	
Does Not Meet		Any combination of "Meets," "Exceeds," or "Approaching" **AND** has 3 or more "Does Not Meet" indicators	
		(Measuring State Expectations)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
75% of all MICIP goals are met	Is the school meeting the state approved academic expectation and plan they have submitted?	Academies will meet 75% of current goals and be "on track to meet" ongoing MICIP goals as submitted to the state of Michigan.	**Exceeds:** All goals are met **Meets:** ≥75% but < 100% **Approaching:** ≥ 50% but <75% **Does Not Meet:** <50%
		(Measuring Attendance)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
70% of students will show an improvement in their attendance from fall to spring (or enrollment until departure)	Are students making sufficient growth in attendance to obtain the knowledge needed to graduate?	Academies will track and submit an attendance report from their school information system at the end of each school year *Students with a rate above 90% are automatically considered "improved"	**Exceeds:** ≥85% **Meets:** ≥70% but < 85% **Approaching:** ≥ 55% but <70% **Does Not Meet:** <55%
		(Measuring Behavior)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
70% of students will show an increase in their social skills from fall to spring (or enrollment until departure)	Are students making sufficient growth in the social skills needed to prepare them for success?	Academies will track and submit a report from their SEL data at the end of each school year.	**Exceeds:** ≥85% **Meets:** ≥70% but < 85% **Approaching:** ≥ 55% but <70% **Does Not Meet:** <55%

Figure 6

Academic Indicators for School Support – Strict Discipline Academies Cont.

		(Measuring Behavior)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
70% of students will show an improvement in their behavior from fall to spring (or enrollment until departure)	Are students making the expected growth in regulation and self-control to prepare them for success?	Academies will track and submit a report from their behavior data at the end of each school year. *Students with less than 10 behavior incidents are automatically considered "improved"	**Exceeds:** ≥85% **Meets:** ≥70% but < 85% **Approaching:** ≥ 55% but <70% **Does Not Meet:** <55%
		(Measuring Social Emotional Needs)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
70% of students will show progress after the second screening in at least one area of a social emotional screening	Are students making the expected growth towards gaining the proper social emotional skills needed to prepare them for success?	Academies will submit a report from two consecutive testing sessions using a mutually agreed upon SEL screening tool at the end of each school year	**Exceeds:** ≥85% **Meets:** ≥70% but < 85% **Approaching:** ≥ 55% but <70% **Does Not Meet:** <55%

Figure 6

🏛 **Pillar 2** – Fiscal Solvency

The CSO evaluates the fiscal health of its schools continuously throughout the year. **The fiscal oversight and support determination process provides the CSO with a mechanism to identify schools to help determine the level of oversight, support, intervention, and proper allocation of resources necessary to accomplish its support goals.** The fiscal oversight and support system relies on the evaluation of financial statements.

Based on national best practices, the CSO has identified key support and performance indicators that will allow it to analyze a school's fiscal health effectively. Those key support indicators are listed in **Figure 7**.

Twice a year in a scheduled support meeting, the CSO school support team will use an evaluation of the support indicators to identify the support and interventions necessary to support its schools based upon the specific deficiencies noted in the evaluation.

Fiscal Indicators for School Support

Fiscal Indicators for School Support	
New School	The school is in its first year of operation and does not receive an indicator level
Fiscally Stable	Does not meet one of the PRIMARY KPIs **OR** Meets all KPIs
Identified for Review	Does not meet two of the PRIMARY KPIs **OR** does not meet Enrollment Change KPI **AND** does not meet the Current Year Enrollment KPI
Does Not Meet	Does not meet three of the PRIMARY KPIs

PRIMARY - Current Ratio		Measuring compliance with Staff Certifications	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Current Ratio is >= to 1.0	Can the school pay its short term obligations?	current assets/current liabilities	**Meets:** Meets the target **Does Not Meet:** Does not meet the target

PRIMARY - Change in Fund Balance Ratio		Measuring Compliance with MUSIC Insurance Coverage Requirements	
Target	**Reason for Tracking**	**Measure**	**Rubric**
The fund balance is greater than 20% of revenue and other sources **OR** the most recent year change in fund balance ratio is positive and aggregated 3 year change in fund balance ratio is positive **OR** Aggregated 3-year change in fund balance ratio is greater than -1.5% **AND** the previous year change in fund balance ratio is positive **AND** most recent year change in fund balance ratio is positive ***Note:** Schools is the first year of operation will have a positive fund balance (greater than 0) and schools in their second year of operation will have a change in fund balance ratio for the two years that is positive.	Is the school operating within its means?	Fund balance is greater than 20% of revenues and other sources **OR** Change in FB ratio: most recent year change in fund balance/most recent year total revenues and other sources Aggregated change in FB ratio: sum of 3 years change in fund balance/ sum of 3 years of total revenues and other sources *Note: Change in FB includes other sources and other uses	**Meets:** Meets the target **Does Not Meet:** Does not meet the target

Figure 7   **Continued on the following page**

Fiscal Indicators for School Support Cont.

PRIMARY - Days Cash on Hand		Measuring Timeliness of Epicenter Tasks	
Target	**Reason for Tracking**	**Measure**	**Rubric**
At least 60 days of unrestricted cash on hand **OR** Between 30 and 60 days of unrestricted cash on hand with a positive increase from the previous year	Does the school have the cash available to pay bills?	Unrestricted cash/(total expenditures + other uses /365)	**Meets:** Meets the target **Does Not Meet:** Does not meet the target
PRIMARY - Enrollment Change (Over Time)		**Measuring Accuracy/Completeness of Epicenter Tasks**	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Current year enrollment is greater than or equal to 95% of enrollment 5 years ago **AND** Current year enrollment is greater than or equal to 95% of previous year enrollment	Is the school's main revenue source stable over time?	Current year preliminary fall headcount enrolled / year 1 audited fall headcount **AND** Current year preliminary fall headcount enrolled / previous year (year 4) audited fall headcount	**Meets:** Meets the target **Does Not Meet:** Does not meet the target
PRIMARY - Debt to Asset Ratio		**Measuring State Notification of Non-compliance of a State Requirement**	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Debt to asset ratio is equal to or less than .9	Does the school own more in assets than it owes in liabilities?	Total liabilities (governmental activities)/total assets (governmental activities)	**Meets:** Meets the target **Does Not Meet:** Does not meet the target
SECONDARY - Current Year Enrollment Change		**Measuring State Notification of Non-compliance of a State Requirement**	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Current year enrollment is greater than or equal to 95% of previous year enrollment	Is the school's current year enrollment stable?	Current year preliminary fall headcount enrolled / previous year audited fall headcount	**Meets:** Meets the target **Does Not Meet:** Does not meet the target

Figure 7

Fiscal Oversight and Support Identifiers

Based on an academy's performance with the fiscal indicators presented in **Figure 7**, schools will be assigned one of the following fiscal support identifiers:

Fiscal Support Identifiers

Fiscal Concern School (FC)	Identified for Review (IR)
An academy will be classified as a Fiscal Concern School if it is a: • School that does not meet 3 or more of the primary support indicators • School Identified for Review that, based upon review and professional judgement, is moved to Fiscal Concern The CSO will determine the necessary interventions and supports.	An academy will be Identified for Review if it fails to: • Meet 2 of the primary support indicators • Meet the enrollment change support indicators and does not meet the current year enrollment support indicator (secondary) The CSO will determine if the school moves to a Fiscal Concern school or if it will continue to be Identified for Review.
Fiscally Stable School (FS)	**New Schools (Tier 0)**
An academy will be classified as a fiscally stable school if it: • Does not meet one of the primary support indicators or meets all support indicators All Fiscally Stable Schools will follow the CSO's basic oversight and review process.	Schools in the first year of operation are identified as a New School.

Figure 8

The CSO applies the calculation of the support indicators on the audited financial statements and the 4th Quarter financial statements. In addition, the CSO performs the evaluations explained in **Figure 9** throughout the year to determine the quality of financial reporting and oversight of each school.

FSU CSO Standard Fiscal Oversight Model

FSU CSO Standard Fiscal Oversight Model					
Standard Oversight – Warning System	**Warning Indicators**	**Timing**	**Business Rule**	**Formula**	**Source**
Does the school have issues with internal controls? Is the school a going concern?	Financial Controls	November	**1)** Unmodified opinion **2)** No material weaknesses or a going concern	Review of audit letters and notes	AFS
Are the second quarter financial statements complete?	Quality of Submissions	January	**1)** Correct year and quarter **2)** The statements include a balance sheet and the statement of revenues, expenditures and change in fund balance **3)** The statements include a balance sheet that is balanced **4)** The statements include a change in fund balance on the balance sheet that is the same as the change in fund balance on the statement of revenues, expenditures and change in fund balance	Compliance review	QFS
Are the third quarter financial statements complete?	Quality of Submissions	April	**1)** Correct year and quarter **2)** The statements include a balance sheet and the statement of revenues, expenditures, and change in fund balance **3)** The statements include a balance sheet that is balanced, and the statements include a change in fund balance on the balance sheet that is the same as the change in fund balance on the statement of revenues, expenditures, and change in fund balance	Compliance review	QFS
Is the school ending the year in a deficit?	Deficit	June	Zero or positive fund balance	Fund balance equal to or greater than 0	Final Amended Budget
Is the current year budgeted state aid revenue stable compared to last year's state aid revenue?	Unrestricted State Aid Revenue Stability	July	Budgeted unrestricted state aid revenue is between 95% and 105% of previous year's state aid revenue	Current year FSR (July) foundation grant/Budgeted unrestricted state aid revenue	Original Budget

Figure 9

FSU CSO Standard Fiscal Oversight Model Cont.

Standard Oversight – Warning System	Warning Indicators	Timing	Business Rule	Formula	Source
Is the school operating within its means?	Projected General Fund Balance Ratio	July	Projected General Fund ending fund balance is ≥ 5% of total expenditures	Projected General Fund ending fund	Original Budget
Are the fourth quarter financial statements complete?	Quality of Submissions	January	**1)** Correct year and quarter **2)** The statements include a balance sheet and the statement of revenues, expenditures, and change in fund balance **3)** The statements include a balance sheet that is balanced **4)** The statements include a change in fund balance on the balance sheet that is the same as the change in fund balance on the statement of revenues, expenditures, and change in fund balance	Compliance review	QFS
Is the school projected to end the year with a deficit?	Deficit	July	Zero or positive fund balance	Fund balance ≥ 0	4th QFS - Accrual
Can the school pay its large contracts?	ESP and/or lease forgiveness	Throughout July	Review 4th QFS	Review of financial statements	4th QFS - Accrual
Is budgeted state aid revenue overstated (based on enrollment) compared to actual enrollment?	State Aid Revenue Variance (Enrollment)	October	Actual enrollment is ≥ 95% budgeted enrollment	Actual enrollment is ≥ 95% of budgeted enrollment	Original Budget

Figure 9   **Continued on the following page**

FSU CSO Standard Fiscal Oversight Model Cont.

Standard Oversight – Warning System	Warning Indicators	Timing	Business Rule	Formula	Source
Are the first quarter financial statements complete?	Quality of Submissions		**1)** Correct year and quarter **2)** The statements include a balance sheet and the statement of revenues, expenditures, and change in fund balance **3)** The statements include a balance sheet that is balanced **4)** The statements include a change in fund balance on the balance sheet that is the same as the change in fund balance on the statement of revenues, expenditures, and change in fund balance	Compliance review	QFS
Are there any financial related items included in the board meeting minutes that need to be considered?	Board Minutes	Monthly	Review the board meeting minutes to determine if there are any financial related items that need to be considered	Review of board meeting minutes	Board Meeting Minutes

Figure 9

🏛 **Pillar 3 –** Operations

To evaluate the operations and governance of its schools, the CSO has identified the following operational and governance components to measure.

Expectations for Effective Board Meetings

CSO Field Representatives attend every board meeting and evaluate the governance of a school based on a board governance rubric. The rubric in **Figure 11** is specifically evaluating the board meeting expectations in **Figure 10**.

Board Meeting Expectations

Academic Pillar	Compliance and Governance Pillar
- The educational contractual goals were discussed - Data was presented on school growth and achievement - The Board acknowledged and supported the needs of diverse learners (ex. Special Education, ELL, Socioeconomic subgroups, etc.) - The Board asked relevant questions to the school's academic growth and achievement - Data was discussed and used to make decisions - Academic success was celebrated	- The Board properly followed the Open Meetings Act - The Board properly followed Robert's Rules of Order - The Board discussed Epicenter on time and accuracy compliance - State Non-Compliance notifications were discussed, if appropriate - Board member(s) presented/shared newly learned information from a professional development training/webinar
Fiscal Pillar	**Operations Pillar**
- The Board discussed short term financial obligations - The Board received, reviewed, and asked questions regarding financial statements and the school's budget - The Board discussed any transactions or acquisitions, especially those over $150,000 - The Board discussed the school's overall fiscal health - Data was discussed and used to make decisions	- All Board members were present for the meeting - All Board members were prepared for the meeting - The Board discussed the school's operations - The Board discussed school climate and culture - The Board discussed school safety and security - The Board discussed current staffing numbers, needs, and retention - The Board used the school's vision and mission to drive discussion and decision making - Data was discussed and used to make decisions

Figure 10

Board Meeting Evaluation Rubric

Rating	Expectations
5	• The Board appears independent from the school leaders and management company • The Board engages with the school leaders by asking good questions • School leaders provide meaningful and relevant data about the school's performance • All Board members attended the meeting • Appropriate board protocol is used
4	• One of the expectations was not present
3	• Two of the expectations were not present
2	• Three of the expectations were not present
1	• The Board does not appear to be independent from the school leaders or management company • The Board does not engage meaningfully with quality questions • School leaders do not provide meaningful and relevant data about the school's performance • Board members were absent for the meeting • Appropriate board protocol is not used

Figure 11

Field representatives will identify any of the above items that are missing and inform the CSO. When a board is continuously missing one or more of the above expectations, it is identified for support. The CSO does not expect that all specific items identified in **Figure 10 and Figure 11** will be present in every meeting, but that boards will be addressing these topics throughout the year as a demonstration of effective governance.

Staff Retention Rates

The CSO has contracted with a human resources firm to audit and track employee turnover. With the information provided through the audit, the CSO can calculate a turnover rate for each school. **Research shows that high rates of staff turnover indicate the potential for issues with the educational environment, and schools with high rates of turnover are identified for support.**

Safety and Security

Twice a year, Field Representatives will perform safety walkthroughs of their assigned academies. A 32-point checklist has been created to help verify that buildings are safe for students and staff. If there are any deficiencies found, schools are identified for support.

School Safety and Security Checklist

☐ Exterior doors are locked.

☐ A method (e.g., cameras, windows) is used to determine identity of visitors before being admitted.

☐ Signs are posted stating that visitors must be identified before entering.

☐ Visitors have some form of identifier signaling that they checked in with the main office.

☐ Doors are locked to unoccupied instructional spaces.

☐ External security cameras are in place, functional, and monitored.

☐ Centralized communication (e.g., PA systems, phones with speaker capability) is available in all spaces with students and staff.

☐ Evacuation maps are present in all spaces with staff and students.

☐ Emergency exits are clearly marked.

☐ Building space is clean and generally well maintained.

☐ Hallways are clear of items that could be unsafe either to hide behind or cause injury.

☐ All students are under adult supervision during the school day.

☐ Appropriate staff have access to CPI training and implementation of de-escalation strategies are evident.

☐ OSHA/MIOSHA workplace required posters are displayed in a conspicuous place.

☐ Hazardous chemicals and cleaners are properly labeled and safely secured.

☐ Materials Safety Data Sheets are on-site and available for review.

☐ Fire extinguishers are properly maintained and inspected.

☐ Using non-certified staff (e.g., support staff, cafeteria staff, custodians, secretaries, counselor) staff can describe emergency procedures and building routes.

☐ If the school has an elevator, there is evidence that it has been inspected.

Figure 12   **Continued on the following page**

School Safety and Security Checklist Cont.

☐ Playground or other outside space used by students is secure (e.g., fencing, gates, properly staffed) and properly maintained.

☐ Policies and procedures are in place to monitor bags and backpacks and allow for searching.

☐ Appropriate staff are trained in First Aid, AED and CPR.

The following medical equipment is on-site and identified staff members have been trained to use/administer if needed:

☐ Sharps Container

☐ EpiPens

☐ Automated External Defibrillators (AEDs)

☐ There is a publicly available Drinking Water Management Plan.

☐ The school has a plan to install filtered bottle filling stations and filtered faucets by the end of the 2025-2026 school year.

☐ There is an Emergency Operation Plan that is reviewed biannually and communicated to all staff.

☐ There is a Cardiac Emergency Response Plan that is reviewed annually and communicated to all staff.

☐ The weekly Crime Log is available for review. (The report may be titled something else. It must include crimes involving physical violence, gang-related activity, illegal possession of a controlled substance or controlled substance analogue, or other intoxicant, trespassing, and property crimes including, but not limited to, theft and vandalism. For a property crime, the report shall include an estimate of the cost to the school district resulting from the property crime.)

Figure 12

Building Culture

Three times a year, Field Representatives will observe the building culture, instructional practice, and instructional quality of their assigned academies based on the components identified in **Figure 13** and **Figure 14**. When deficiencies are identified in any of these categories, schools are identified for support by the school support team. Deficiencies are identified and shared with the CSO. If a trend is identified that may indicate a systemic training or communication issue, the school is identified for support by the CSO.

Building Culture Observations for Evaluations

Physical Environment	Safety (Emotional and Physical)
- The building is clean and shared spaces are well organized - Adequate space for movement - Evidence of student work is displayed in and outside of the classroom environment - Celebrations of student cultures are evident through photos, school events, student work, etc. - All stakeholders demonstrate adherence to rules, procedures, and expectations	- Students appear to feel emotionally and physically safe - Mental health support is available to meet a variety of student needs (visual, print, discussion, etc.) - Classrooms and community areas within the building are physically safe - Technology safety guidelines are apparent (visual, print, discussion, etc.) - Behavior is appropriate and conducive to a safe and positive learning environment
Interpersonal Relationships	**Resources**
- Positive adult to student interactions - Positive and professional adult interactions - Positive student to student interactions - Adults value, acknowledge, and celebrate all students' backgrounds and ideas - Students feel valued and comfortable	- Access to relevant and adequate resources to support learning and behavior management - Materials and resources are readily available - Effective use of staff (paraprofessionals, aides, etc.) - Technology is available to all students

Figure 13

Instructional Practice and Quality Observations for Evaluations

Classroom Environment/Culture of Learning	Student Engagement and Questioning
• Teachers and students demonstrate positive relationships that foster student well-being and help to develop their identity as learners • Classroom norms are evident and result in patterns that encourage risk taking, collaboration, and respect • Resources, materials, and technology are age appropriate and relate to the course/content • Instructional time is maximized through efficient transitions, management routines, and positive student discipline • Teacher successfully responds to any misbehavior by referring to the classroom expectations	• Students can and do take ownership of their learning • There is a mixture of teacher to student and student to student interaction • Students are on task when participating in discussions, independent work, or group projects during the visit • The teacher capitalizes on student strengths (academic background, life experiences, cultural/language etc.) • If questioning is present, teacher uses questioning techniques that probe students for deeper understanding, uncover misconceptions, or clarify student thinking
Purpose, Curriculum, and Pedagogy	**Assessment for Student Learning**
• Lessons are grade level appropriate • The purpose is clearly communicated through student behavior, verbal, and/or physical strategies • Students can explain what they are learning and why • Instructional materials, scaffolds, and tasks align with the learning target • Success criteria are present and align to the learning targets	• Some form of assessment is present or available • Assessment tasks allow students to demonstrate learning • Students can assess their learning in relation to the success criteria • Targeted feedback is given to students based on learning targets • Students are held accountable for their learning and completed work

Figure 14

Evaluating Overall Operational Effectiveness

Twice a year in a scheduled support meeting, the CSO school support team will use an evaluation of the support indicators identified in **Figure 15** to identify the support and interventions necessary to support its schools.

Operations Indicators for School Support

Operations Indicators for School Support			
Exceeds		"Exceeds" in 3 or more Indicators, no less than "Meets" in 2 indicators	
Meets		"Meets" in 3 or more Indicators, no less than "Approaching" in 2 indicators	
Approaching		No less than "Approaching" in all indicators	
Does Not Meet		"Does Not Meet" in any one indicator	
Board Meeting Effectiveness		**(Measuring Quality of Management Effectiveness)**	
Target	**Reason for Tracking**	**Measure**	**Rubric**
During the academic school year, the academy will obtain a 95% average on all of the Board Meeting Quality Reviews	Is the School Board adequately trained and operating effectively?	Academies will obtain an average of 95% or higher on the Ferris State University CSO Board Meeting Checklist Quality Rubric	**Exceeds:** 100% < > 95% **Meets:** 95% < > 85% **Approaching:** 85% < > 75% **Does Not Meet:** < 75%
Staffing Retention Rates		**(Measuring Health of Staff Morale)**	
Target	**Reason for Tracking**	**Measure**	**Rubric**
During the academic school year, the academy will retain 90% or more of their teaching, support, and administrative staff	Is there stability in the school's staffing?	Academies will maintain a retention rate of 90% or more from the QPRG staff reports	**Exceeds:** 100% < > 95% **Meets:** 95% < > 85% **Approaching:** 85% < > 75% **Does Not Meet:** < 75%
Safety/Security		**(Measuring Health of Educational Environment)**	
Target	**Reason for Tracking**	**Measure**	**Rubric**
During the academic school year, the academy will obtain a 95%-100% average from two safety checklists	Is the school operating with effective safety practices?	Academies will obtain an average of 95% or higher on the Ferris State University CSO School Safety and Security Checklist	**Exceeds:** 100% **Meets:** 99% < > 95% **Approaching:** 95% < > 90% **Does Not Meet:** < 90%
Building Culture		**(Measuring Health of Building Culture)**	
Target	**Reason for Tracking**	**Measure**	**Rubric**
During the academic school year, the academy will obtain a 75%-100% average from three school visitations	Is the building exhibiting the culture necessary for quality education?	Schools will obtain an average of 75% or higher on the Ferris State University CSO Classroom/School Visitation Form Section 2 conducted three times a year	**Exceeds:** 100% **Meets:** 99% < > 75% **Approaching:** 75% < > 50% **Does Not Meet:** < 50%

Figure 15 **Continued on the following page**

Operations Indicators for School Support Cont.

Instructional Practice/Quality		(Measuring Quality of Instructional Practice)	
Target	**Reason for Tracking**	**Measure**	**Rubric**
During the academic school year, the academy will obtain a 75%-100% average from three school visitations	Are educator practices creating the conditions for quality education?	Schools will obtain an average of 75% or higher on the Ferris State University CSO Classroom/School Visitation Form Section 1 conducted three times a year	**Exceeds:** 100% **Meets:** 99% < > 75% **Approaching:** 75% < > 50% **Does Not Meet:** < 50%

Figure 15

🏛 Pillar 4 – Compliance

Staff Certification

The CSO has contracted with a firm experienced in auditing the certification and legal documentation required for school employees. Three times each year, the firm provides a detailed report and review of staff certification and documentation, including the identification of any deficiencies. Depending upon the severity and frequency of any deficiencies, the CSO will evaluate the school for support.

Insurance Coverage

The CSO has contracted with a firm to evaluate each school's compliance with required insurance coverage based on the authorization contract standards. Discrepancies are identified and reported to school leaders for correction. Depending upon the severity of the discrepancies and the frequency of reminders for correction, the CSO will evaluate the school for support.

Epicenter On-Time Submission Compliance

The CSO uses a document management system called Epicenter to track and store all the documents that schools must submit to MDE and the authorizer following the contractual requirements of the CSO. The system tracks and reports missed deadlines for these required reports. When schools consistently miss deadlines and reach a lower rating for missed submissions, they are identified by the CSO for support and training.

Epicenter Submission Accuracy

The CSO uses a document management system called Epicenter to track and store all the documents that schools must submit to MDE and the authorizer following the contractual requirements of the CSO. The system allows the CSO to reject inaccurate submissions. When schools consistently submit inaccurate documentation and receive lower ratings for submission accuracy, they are identified by the CSO for support and training.

State Non-Compliance Notifications to Authorizer

CSO staff occasionally receive or become aware of notifications from the state and other agencies of authority related to non-compliance of legal requirements. When that happens, the notification is logged, and communication is made with the school leaders for investigation. Based upon the severity and frequency of these notifications, schools are identified for support by the CSO.

Evaluating Overall Compliance Effectiveness

The targets, measures, and rubrics identified in **Figure 16** are used to evaluate a school's compliance effectiveness. Twice a year in CSO school support meetings, the CSO school support team will use an evaluation of the support indicators to identify the support and interventions necessary to support its schools.

Compliance Indicators for Schools Support

Compliance Indicators for School Support	
Exceeds	"Exceeds" in 2 or more Indicators, no less than "Meets" in 2 indicators
Meets	"Meets" in 2 or more indicators, no less than "Approaching" in 2 indicators
Approaching	No less than "Approaching" in all indicators
Does Not Meet	"Does Not Meet" in any one indicator

Staff Certification		Measuring compliance with Staff Certifications	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Academies will maintain level 1 compliance with staff certification requirements	Are school staff properly certified?	Academies will be audited by QPRG and will reach level 1 compliance by the final review	**Exceeds:** Level 1 **Meets:** Level 2 **Approaching:** Level 3 **Does Not Meet:** Level 4

Insurance Coverage		Measuring Compliance with MUSIC Insurance Coverage Requirements	
Target	**Reason for Tracking**	**Measure**	**Rubric**
Academies will maintain 100% compliance with MUSIC insurance coverage requirements	Are the school's insurance policies aligned with authorizer requirements?	Academies will be audited by the Hylant Group for adequate insurance coverage and will not be required to modify their policies to accommodate them	**Exceeds:** No modifications required after initial review **Meets:** One request for modification and one reminder for updated proof of insurance after initial review **Approaching:** Two modification requests and no more than two reminders for updated proof of insurance after initial review **Does Not Meet:** More than two modifications or more than two requests for updated proof of insurance after initial review

Figure 16   **Continued on the following page**

Compliance Indicators for School Support Cont.

Epicenter On-time Compliance		Measuring Timeliness of Epicenter Tasks	
Target	**Reason for Tracking**	**Measure**	**Rubric**
The academy and Board of Directors will maintain 100% for on-time Epicenter submissions	Are school compliance requirements completed on time?	The academy and Board of Directors will maintain 98% for on-time Epicenter submissions	**Exceeds:** 100% compliance **Meets:** ≥98% but < 99% compliance **Approaching:** ≥95% but < 98% compliance **Does Not Meet:** < 95% compliance
Epicenter Submission Accuracy		**Measuring Accuracy/Completeness of Epicenter Tasks**	
Target	**Reason for Tracking**	**Measure**	**Rubric**
The academy and Board of Directors will maintain 100% for accurate Epicenter submissions	Are school compliance requirements completed accurately?	The academy and Board of Directors will maintain 90% for accurate Epicenter submissions	**Exceeds:** 100% compliance **Meets:** ≥90% but < 99% compliance **Approaching:** ≥80% but < 90% compliance **Does Not Meet :** < 80% compliance
State Non-compliance Notification to Authorizer		**Measuring State Notification of Non-compliance of a State Requirement**	
Target	**Reason for Tracking**	**Measure**	**Rubric**
The authorizer does not receive any notifications from the state for non-compliance	Is the school in compliance with all state and federal requirements?	The CSO will count the number of times contacted by MDE for non-compliance issues and tally them each year	**Exceeds:** No notifications of non-compliance from MDE or other agencies **Meets:** No more than 2 immaterial notifications of non-compliance from MDE or other agencies **Approaching:** No more than 3 immaterial notifications of non-compliance from MDE or other agencies **Does Not Meet:** More than 4 immaterial notifications or any material notifications from MDE or other agencies

Figure 16

Summary Report

The CSO will generate a report for each of its academies, which will summarize the results of the findings associated with its support determination on a recurring basis—depending upon the timing of the data collection, but annually in November—a final report will be used to determine the schools support level in each pillar (Academic, Fiscal, Operational, and Compliance).

This report will be shared with all school stakeholders along with a letter identifying the support required in each category, if any. An example of this report is below.

Summary Report - Academic Section

The academic section of the report identifies each area of the evaluation, the rating for each area, an explanation of the reason for tracking, and an interpretation of the results. In addition, depending upon the support level determined for each area, a list of support recommendations is provided on the right.

The ABC Academy				
Academic Support Indicators	**Meets**	**Description**		
	2022-23	**What questions are we answering?**	**What are the results telling us?**	**What FSU support is available?**
MDE Support Category	**Universal**	Has any school in the district been identified as needing supports or interventions by the state due to low academic performance?	Performance was above the state criteria used to identify needed support	**Universal Support:** Available as needed
Goal 1: 2nd-8th Grade Academic Growth	**Meets**			
50 on the School Growth Index	**Exceeds**	Is the school meeting state designation expectations as set forth by the state and federal accountability systems in growth?	Student growth is at the state expected level	**Meets:** **1)** CSO sponsored professional development and networking opportunities
50th percentile on NWEA SCGP (Reading)	**Meets**	Are students making expected annual growth in reading compared to their peers?	Students are growing at expected rates compared to their peers around the nation in reading	**2)** Field Representative's assistance School Support Team mid-year check in
3% Growth on M-STEP/PSAT over time (ELA)	**Does Not Meet**	Are students making sufficient yearly academic growth to increase proficiency in ELA?	Students are not showing adequate growth to reach proficiency in ELA	**3)** Additional supports available upon need/request

Figure 17   **Continued on the following page**

Summary Report – Academic Section Cont.

The ABC Academy				
Academic Support Indicators	**Meets**	**Description**		
	2022-23	**What questions are we answering?**	**What are the results telling us?**	**What FSU support is available?**
50th percentile on NWEA SCGP (Math)	**Approaching**	Are students making expected annual growth in math compared to their peers?	Some students are growing at the expected rates compared to their peers around the nation in math	**Meets:** **1)** CSO sponsored professional development and networking opportunities **2)** Field Representative's assistance School Support Team mid-year check in **3)** Additional supports available upon need/request
3% growth on M-STEP/PSAT over time (Math)	**Does Not Meet**	Are students making sufficient yearly academic growth to increase proficiency in math?	Students are not showing adequate growth to reach proficiency in math	
Goal 2: 2nd-8th Grade Academic Proficiency	**Meets**			
45 on the School Index	**Exceeds**	Is the school meeting state designation expectations as set forth by the state and federal accountability systems?	School programming and performance is at the state expected level	
50% of students are at grade level norm on the NWEA (reading)	**Approaching**	Are students achieving proficiency on a nationally normed assessment in reading?	Some students are demonstrating proficiency in reading	
3% difference compared to composite (ELA M-Step/PSAT)	**Does Not Meet**	Are students outperforming students in schools they might otherwise attend (composite) on the ELA grade level state assessment?	Students are demonstrating lower achievement than their peers in the same geographical area in ELA on the state assessment	
50% of students are at grade level norm on the NWEA (Math).	**Approaching**	Are students achieving proficiency on a nationally normed assessment in math?	Some students are demonstrating proficiency in math	
3% difference compared to composite (Math M-Step/PSAT)	**Does Not Meet**	Are students outperforming students in schools they might otherwise attend (composite) on the math grade level state assessment?	Students are demonstrating lower achievement than their peers in the same geographical area in math on the state assessment	

Figure 17   **Continued on the following page**

Summary Report – Academic Section Cont.

The ABC Academy				
Academic Support Indicators	**Meets** **2022-23**	**Description**		
		What questions are we answering?	**What are the results telling us?**	**What FSU support is available?**
HS Academic Growth & Student Achievement (Overall)	**Meets**			
3% Growth on SAT Over Time (EBRW)	**Meets**	Are students making sufficient yearly academic growth to increase proficiency in ELA?	Student growth is at the state expected level to reach proficiency in EBRW	**Meets:** **1)** CSO sponsored professional development and networking opportunities **2)** Field Representative's assistance School Support Team mid-year check in **3)** Additional supports available upon need/request
3% difference compared to composite (EBRW SAT)	**Exceeds**	Are students outperforming students in schools they might otherwise attend (composite) on the state assessment in reading and writing?	Students are demonstrating higher achievement than their peers in the same geographical area in EBRW on the state assessment	
50% meeting standard on EBRW SAT	**Approaching**	Are students performing at grade-level on college readiness state benchmark standards in reading and writing?	Some students are demonstrating college readiness in reading and writing	
3% Growth on SAT over time (Math)	**Does Not Meet**	Are students making sufficient yearly academic growth to increase proficiency in math?	Students are not showing adequate growth to reach proficiency in math	
3% difference compared to composite (Math SAT)	**Exceeds**	Are students outperforming students in schools they might otherwise attend (composite) on the state assessment in math?	Students are demonstrating higher achievement than their peers in the same geographical area in math on the state assessment	
40% meeting standard on Math SAT	**Approaching**	Are students performing at grade-level on college readiness state benchmark standards in math?	Some students are demonstrating college readiness in math	

Figure 17

Summary Report – Fiscal Section

The fiscal section is designed to provide the same general information as the academic section, including the rating, reasoning, and interpretation of the findings. Available support based on the findings is listed on the right.

The ABC Academy				
Fiscal Support Indicators	**Fiscal Concern** 2022-23	**Description** What questions are we answering?	What are the results telling us?	What FSU support is available?
Current ratio	**Meets**	Can the school pay their short term obligations?	The school should be able to pay short term obligations	**Fiscal Concern:** **1)** CSO sponsored professional development for Board members **2)** Stress testing for any significant trends or events **3)** Specialized audit, if needed **4)** Professional development for PSA staff **5)** Provide a financial coach if needed
Change in fund balance ratio	**Does Not Meet**	Is the school operating within its financial means?	The school may be approaching a fund balance that can make medium term funding shortfalls difficult to manage	
Days cash on hand	**Does Not Meet**	Does the school have the cash available to pay bills?	The school may not be able to pay short term obligations if not temporary	
Enrollment change over time	**Meets**	Is the school's main revenue source stable over time?	The school's long-term student enrollment and projections are stable	
Debt to asset ratio	**Does Not Meet**	Does the school own more in assets than it owes in liabilities?	The school may be significantly over-burdened by debt, which could result in financial distress	
Current year enrollment change	**Meets**	Is the school's current year enrollment stable?	The school's short-term student enrollment and projections are stable	

Figure 18

Summary Report – Operations and Compliance Section

The Operations and Compliance sections of the report are combined but designed to provide the same level of detail and explanation as the academic and fiscal sections. Since each category requires a different type of support, individualized support based on categories is provided.

Operations Support Indicators

The ABC Academy				
Operations Support Indicators	**Meets** **2022-23**	**Description**		
		What questions are we answering?	**What are the results telling us?**	**What FSU support is available?**
Board meeting effectiveness	**Exceeds**	Is the school board adequately trained and operating effectively?	The school board is operating effectively.	**Exceeds:** Support provided only as requested
Staff retention rates	**Meets**	Is there stability in the school's staffing?	The hiring and retention practices of the school are effective.	**Meets:** Support provided only as requested
Safety and Security	**Approaching**	Is the school operating with effective safety practices?	The school may have some minor improvements needed in safety.	**Specialized Support:** Includes support from the CSO Field Representative or support from a safety consultant
Building Culture	**Meets**	Is the building exhibiting the culture necessary for quality education?	The school's culture appears to be healthy and effective.	**Meets:** Support provided only as requested
Instructional Practice and Quality	**Approaching**	Are educator practices creating the conditions for quality education?	There may be some improvements that could be made to improve the classroom learning environment.	**Specialized Support:** Specialized training, support, and evaluation from the CSO in consultation with the school leaders, depending on the situation

Figure 19

Compliance Support Indicators

The ABC Academy				
Compliance Support Indicators	**Meets**	**Description**		
	2022-23	**What questions are we answering?**	**What are the results telling us?**	**What FSU support is available?**
Staff certification	**Meets**	Are school staff properly certified?	The school is meeting the state's certification requirements	**Meets:** Support provided only as requested
Insurance coverage	**Exceeds**	Are the school's insurance policies aligned with authorizer requirements?	The school meets all FSU insurance requirements	**Exceeds:** Support provided only as requested
Epicenter on-time compliance	**Exceeds**	Are school compliance requirements completed on time?	The school continuously meets compliance documentation deadlines	**Exceeds:** Support provided only as requested
Epicenter submission accuracy	**Approaching**	Are compliance submissions accurate?	The school occasionally submits inaccurate compliance documents	**Specialized Support:** Direct support and training from the CSO Compliance Specialist
State non-compliance notifications	**Meets**	Is the school in compliance with all state and federal requirements?	No significant material notifications for non-compliance from MDE or the ISD have been received by the CSO	**Meets:** Supports provided only as requested

Figure 20