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## Multi-Tiered System of Support - Remediation Plan

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### Welcome

Leadership at Utah State University (USU) and The Center for the School of the Future (CSF) authorize charter schools to help them achieve the student learning mission proposed in their charter agreement and for USU to accomplish its goals pertaining to student learning (see USU and CSF Mission, Vision and Values below). Multi-Tiered Systems of Support (MTSS) are commonly used to improve student learning and behavior. Based on the extensive research completed on MTSS this system can be used to frame supports to help charter schools to improve overall functioning toward dramatic increases in student learning and productive behavior (Bradshaw, C. P., Koth, C. W., Bevans, K. B., Jalongo, N., & Leaf, P. J. (2008); Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010); Todd, A. W., Lewis-Palmer, T., Horner, R. H., Sugai, G., Sampson, N. K., & Phillips, D. (2012); Utley, C. A., & Obiakor, F. E. (2015).

MTSS systems can support charter schools to attain the high levels of student learning expressed in their charter agreement. With strong tier I supports, roughly 80% of charter schools will be successful in attaining learning and compliance targets. Even though all USU authorized charter schools receive strong tier I supports, some of these schools—roughly 20% will require more intensive professional supports to attain targeted compliance and student learning levels. These schools will require both tier I and more intensive tier II supports simultaneously, until they meet learning and compliance targets and can move back to receiving just tier I supports. Even with strong tier I and II supports, a few schools, roughly 5% of charter schools will require even more intensive supports to attain targeted compliance and student learning levels. These schools will receive tier I, II and III supports. These supports continue until the school attains targeted compliance and student learning levels, at which point the school drops back to receive tier I and II supports. If the school sustains its performance with these supports, a determination is made as to whether the attained performance can be sustained by returning to tier I services and by rejoining the approximately 80% of schools in the USU charter school portfolio.

USU recognizes that if its authorizing systems result in larger proportions of charter schools requiring tier II and III supports than noted above, then its authorizing system and tier I supports need to be

redesigned so 80%+ schools attain compliance and learning targets. It is USU's intent, to continuously improve its systems to attain the goal of supporting and associating with schools demonstrating 100% student learning proficiency. Using research and evaluation protocols, USU will refine its processes. It is our interest to implement a system of accountability that proactively introduces critical learning structures and professional supports in the design stage versus reactively "putting out fires." Though "putting out fire" actions may be effective initially, they do not address the root-cause of the problems. Hence, they waste valuable effort and resources. USU's goal is to *design out* of its charter school authorizing systems, operations and instructional practices that do not produce high student learning as designated in the science of learning and organizational best practices. USU plans to *design in* operations and instructional practices producing high levels of student learning.

USU is responsible for developing an accountability system for monitoring the performance of the schools it authorizes and in accordance with UCA §53G-5-501, UCA §53G-5-202(1), and Utah Administrative Rule R277-553. As noted above, USU employs a MTSS system to support charter school success. When needed, after applying high quality tier I, II and III levels in appropriate doses, with fidelity and for a sufficient period, USU may warn, place on probation, and even close a charter school if it fails to respond to supports designed to produce targeted levels of student learning and compliance.

The purposes of this document are: (1) to describe USU's MTSS or remediation plan and how it operates to support charter school success in proactive, systemic ways so challenges in student learning are less likely; (2) describe how determinations of notices of concern, warnings, probations, and school closures will be decided if a school is unacceptably responsive to tiered supports as outlined in Utah Administrative Rule R277-553.

## USU-CSF MTSS Operations and Supports

The general operation of a MTSS was described above. In this section we describe how the USU-CSF MTSS accountability model operates. Figure 1 displays our model including identifying tier I, II, and III supports and the sources of evidence and levels of performance directing a school into tier II and III supports. Of note, USU provides tier I supports as part of its authorizing responsibilities. Tier II and III services are not included in USU's authorizing responsibilities. However, we will provide these services to schools in our portfolio on a separate contract [53G-5-202](#). If a school is required to receive tier II and III supports, they may contract for these services with other reputable providers and outside of USU. In these cases, school leadership is required to propose to USU their proposed contractual arrangement and provide documentation of the service organization's capacity to provide tier II and III services and their history of past successes in providing these services and to good effect in dramatically improving student learning because of their support. If approved, the school will provide reports of tier II and III actions and their effects on improvement of student learning so USU can determine if going forward, lesser intensive supports are warranted.

### **Tier I Supports (All Schools – Included in USU-CSF Authorizing)**

- 1 Annual Site-Based Visit (all years). USU-CSF's tier I supports are an "arm in arm" vs. and

“arms-length” approach to supporting schools in its portfolio. USU-CSF use a proactive, prevention approach versus reactive approach to authorizing.

- 1 Site-Based Visit Report (all years). These visits result in a report that is informative and position school leadership and staff to act. That is, shore up discovered strengths, and address deficiencies, through “quick cycle” corrective action planning and execution.
- 1 Annual Review (R277-553-2 (1a, b; 3a-d) (all years). The focus of this review is to assess a) financial performance; b) academic performance, assess enrollment trends, and assess governing board performance.
- 1 Comprehensive Review of Charter and Board (R277-553-2 (4) (years 1, 3, 5 and every fifth year thereafter). Comprehensive review is required by board rule every 5-years. To safeguard school performance and long-term authorization, we will complete three reviews in the first five years and then lean this review schedule to every fifth year thereafter, if appropriate. It is in everyone’s interests to address areas of need quickly before needs become systemically entrenched.

### **Tier II Supports (Some Schools – Contracted for through USU or by an approved provider)**

In this tier, all tier I services are doubled, and comprehensive reviews are completed in years 2 & 4. Of great importance, data collection will increase in amount and frequency and including decision making and based on data. When a system is ailing, whether it is a school or the human body, interventions become more intensive, more frequent, more data is collected, and more decisions are made and executed to return the organization to healthy parameters.

### **Tier III Supports (Few Schools – Contracted for through USU or by an approved provider)**

In this tier, tier I and II services continue, but then significant additional supports are added.

- Overarching performance analysis - Dr. Richard Deming stated, “Organizations are perfectly organized to get the results they get.” USU recognizes this statement and adds that organizations are not designed to get better or poorer results than they get, but simply those they do get. Using systems performance frameworks from Rummler, Brache and Gilbert, USU will peel back the layers of a charter school organization to determine where system related weaknesses and strengths are to determine where a system must re-design to perform as it was chartered to perform. This work will get at the root-causes of problems at a systemic level and allow for re-design versus addressing the presenting problems.
- Systems corrective action planning – The results of the overarching performance analysis require systems action planning and development of an implementation plan.
- Implementation coaching and supports – Plan implementation is long held as a weakness in systems change. USU requires schools receiving this support to have external system coaches to support effective implementation.
- Increased data collection and frequency of decision making – Dynamic systems change processes produce data and systems do not change because data exist, they change because decisions are made based on data and decisions are executed with fidelity, creating a series of quick cycles to bring about desired change as rapidly as possible.

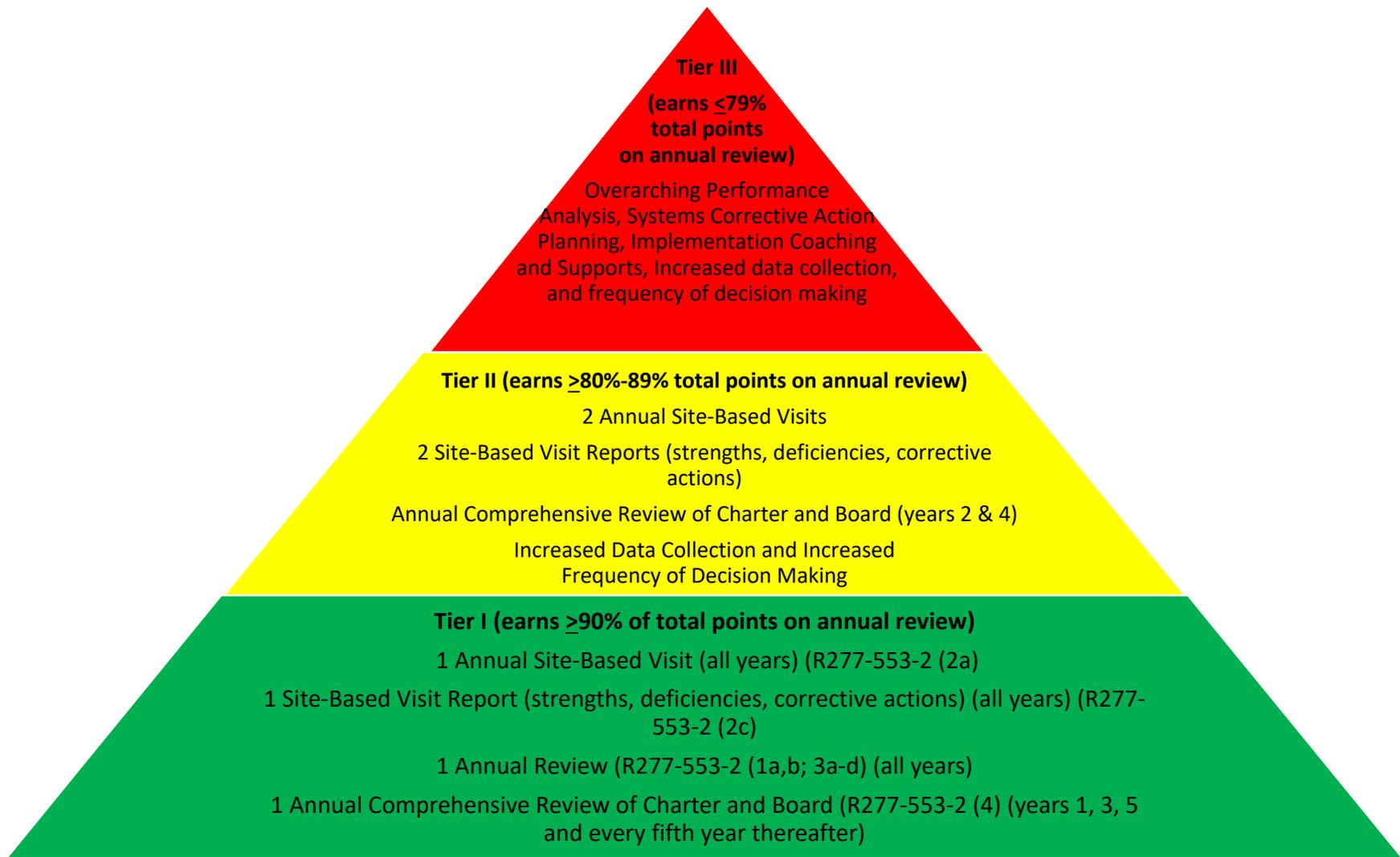


Figure 1 – USU-CSF Multi-Tiered System of Support

## Tier Support Placements

USU authorized charter schools all begin their existence with robust tier I supports. If in an annual review they receive  $\geq 90\%$  of total points, the school will continue receiving tier I supports. If the school's performance falls below 90% and at or above 80% of total points, they will receive tier I and II supports. If their performance falls below 80% tier III supports will be added to tier I and II supports (see figure 1).

If a school is required to add tier II supports, these supports must remain in place until they receive an annual review score above 90% of total points. This achievement designates that the school may be removed from tier II supports.

If a school is required to add tier III supports, these supports, because of their systemic nature are not removed until two annual reviews scoring 80% or more of the total available points is obtained.

## Notices and Duration Sub-Performances

When a USU authorized school requires tier III services, the school receives notice of this decision and that the school is on a probationary status and that it must receive 80% or more total points on their next annual evaluation. To clarify, R277-553-3 states that if a school fails to remedy deficiencies through the remediation process (USU-CSF MTSS), an authorizer may place the school on probation for no longer than one calendar year. Additionally, in response to this rule USU-CSF will:

1. Upon providing notice of probation set forth in a written plan outlining those provisions in the charter agreement, applicable laws, rules, and regulations with which the school is not in compliance.
2. Provide within the written plan the terms, conditions, and timeline that the school shall follow in order to be removed from probation.
3. Provide a plan for further remedial action if the school fails to comply with probationary terms.
4. Remove a school if it complies with the terms of the written plan, including obtaining a score of 80%, and within the timeline prescribed. If so, USU shall remove the school from probation.

Additionally, it is noted that:

1. A school may request a single extension of no more than six months from an authorizer to comply with the terms of the written plan.

2. If a school fails to satisfy the terms of the written plan within the established timeline, the authorizer shall propose to terminate the school's charter.
3. While a school is on probation, the school may seek technical assistance from the authorizer to remedy deficiencies.
4. An authorizer may, for good cause, or if the health, safety, or welfare of the students at the school is threatened at any time during the probationary period, terminate the charter immediately.
5. An authorizer shall notify the Superintendent in writing within 30 days of any probationary terms imposed under this Section R277-553-3.
6. An authorizer shall comply with the notification requirements in Section 53G-5-504 if the authorizer approves a motion to terminate a charter.

## References

Bradshaw, C. P., Koth, C. W., Bevans, K. B., Jalongo, N., & Leaf, P. J. (2008). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly*, 23, 462–473. doi:10.1037/a0012883

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on study outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12, 133–148. doi:10.1177/1098300709334798

Todd, A. W., Lewis-Palmer, T., Horner, R. H., Sugai, G., Sampson, N. K., & Phillips, D. (2012). School wide evaluation (SET) implementation manual. Retrieved from [http://www.pbis.org/common/cms/files/pbisresources/SET\\_Manual\\_02282012.pdf](http://www.pbis.org/common/cms/files/pbisresources/SET_Manual_02282012.pdf)

Uteley, C. A., & Obiakor, F. E. (2015). Special issue: Research perspectives on multi-tiered system of support. *Learning Disabilities: A Contemporary Journal*, 12, 1–2.

## Appendix

### Learning Organization Performance Tool (LOPT)

The LOPT consists of five separate assessments of key aspects of a charter school's health and performance. These assessments focus on:

- Academic/learning performance
- Charter agreement compliance
- Financial performance
- Enrollment performance
- Governing board performance

Each assessment is scored and receives a single score. However, USU recognizes that healthy, high performing schools are comprised of multiple elements and that these elements are interdependent on all others, and that they must all work well in concert with one another for a charter school to achieve its mission. All scores are combined, producing an overall LOPT score. Among other uses, the overall LOPT score is used to determine a charter school’s placement in either tier II or III supports.

This noted, some assessments and assessment elements may be weighted differently to aid a charter school in attaining its learning mission.

<b>Learning Organization Performance Tool (LOPT)</b>			
<b>The LOPT tool assesses and measures each indicator to generate an overall score to determine a school’s placement in the tiered system of supports.</b>			
<b>Column 1: Identifies the indicator</b>			
<b>Column 2: Shows the how the indicator score is measured</b>			
<b>Column 3: Shows the weight attached to the indicator</b>			
<b>Column 4: Identifies the “Earned Score” by multiplying the Score Measure by the Indicator Weight (e.g., Indicator #1: Score Measure = 2, Indicator Weight = 3; Earned Score: 2 X 3 = 6/9 points)</b>			
<b>Assessment Name/Indicator</b>	<b>Score Measure</b>	<b>Indicator Weight</b>	<b>Earned Score</b>
<b>Charter Agreement Compliance/Alignment</b>			
1. Alignment of practices with learning mission	0- None to minimal alignment 2-moderate alignment 3-substantial alignment	3	/9
2. Alignment of practices with SMART goal(s)	0- None to minimal alignment 2-moderate alignment 3-substantial alignment	3	/9
3. Alignment of practices with program of instruction	0- None to minimal alignment 2-moderate alignment 3-substantial alignment	2	/6
4. Alignment of practices with governance structures	0- None to minimal alignment 2-moderate alignment 3-substantial alignment	1	/3
5. Alignment of practices with proposed curriculum	0- None to minimal alignment 2-moderate alignment 3-substantial alignment	2	/6

6. Alignment of practices with proposed staffing	0- None to minimal alignment 2-moderate alignment 3-substantial alignment	1	/3
7. Alignment of practices with employment policies	0- None to minimal alignment 2-moderate alignment 3-substantial alignment	1	/3
8. Alignment of practices with proposed finances	0- None to minimal alignment 2-moderate alignment 3-substantial alignment	2	/6
9. Alignment of practices with proposed facilities	0- None to minimal alignment 2-moderate alignment 3-substantial alignment	1	/3
10, Alignment of practices with proposed contracting	0- None to minimal alignment 2-moderate alignment 3-substantial alignment	1	/3
		<b>Total Score</b>	<b>/51</b>
<b>Academic/Learning Performance</b>			
11. Social-Emotional Intervention	0- None to minimal alignment 2- Moderate alignment 3- Substantial alignment	2	/6
12. RISE Reading Scores	0- Below state average 1- At state average 2- $\geq 10\%$ above state average 3- $\geq 20\%$ above state average 4- $\geq 30\%$ above state average 5- $\geq 40\%$ above state average	2	/10
13. RISE Math Scores	0- Below state average 1- At state average 2- $\geq 10\%$ above state average 3- $\geq 20\%$ above state average 4- $\geq 30\%$ above state average 5- $\geq 40\%$ above state average	2	/10

14. RISE Reading Scores Relative to Comparison Schools	0- Bottom ½ of comparison schools 1- top half of comparison schools 2- top quartile 3- top five schools 4- top three schools 5- top two schools	2	/10
15. RISE Math Scores Relative to Comparison Schools	0- Bottom ½ of comparison schools 1- top half of comparisons schools 2- top quartile 3- top five schools 4- top 3 schools 5- top two schools	2	/10
16. RISE Reading Growth Scores	1- $\geq 65^{\text{th}}$ %tile 2- $\geq 70^{\text{th}}$ %tile 3- $\geq 75^{\text{th}}$ %tile 4- $> 80^{\text{th}}$ %tile	2	/8
17. RISE Math Growth Scores	1- $\geq 65^{\text{th}}$ %tile 2- $\geq 70^{\text{th}}$ %tile 3- $\geq 75^{\text{th}}$ %tile 4- $> 80^{\text{th}}$ %tile	2	/8
18. Acadience Scores (EOY)	Add typical, above typical and well-above typical percentages together: $\geq 75\%$ -1; $\geq 85\%$ -2; $\geq 95\%$ -3 pts.	3	/9
		<b>Total Score</b>	<b>/71</b>
<b>Enrollment Performance</b>			
19. Transfer Rate	End of year transfer rate $\leq 15\%$ and no more than 4% higher than prior year %.	1	/1
20. Retention Rate	Year to year retention rate $\geq 75\%$ and no more than 7% lower than the prior year rate.	1	/1
21. Enrollment Trend	$\leq 74\%$ of cap	0	/1

	<p>≥75% of cap and 7% higher than prior year</p> <p>≥90% of cap</p>	<p>0.5</p> <p>1</p>	
22. Average Daily Membership	End of year ADM ≥90% of October 1 count.	1	/1
23. Parent Satisfaction Survey	<p>1- ≥80% of points</p> <p>2- ≥90% of points</p> <p>3- ≥95% of points</p>	2	/6
24. Student Satisfaction Survey	<p>1- ≥80% of points</p> <p>2- ≥90% of points</p> <p>3- ≥95% of points</p>	2	/6
25. Percent of Enrollment Capacity	<p>1- ≥80% of points</p> <p>2- ≥90% of points</p> <p>3- ≥95% of points</p>	2	/6
		<b>Total Score</b>	<b>/22</b>
<b>Governing board performance</b>			
26. Focus on learning	1 pt. ≥50% of agenda items in a random sample of meetings focus on student and staff learning.	3	/3
27. Board membership	1 pt. The number of board members is equal to the number identified in charter agreement.	1	/1
28. Board meeting attendance	1 pt. Board member attendance is ≥85% across a random sample of board meetings.	1	/1
29. Annual administrator evaluation	1 pt. Conducts annual evaluation of executive director and provides written report that focuses predominantly on student learning.	2	/2
30. Board training	1 pt. Updated annual training schedule for existing board members exists, and	1	/1

	schedule of on-boarding training for new board members exists and evidence of execution of training is provided.		
31. Background checks	1 pt. Cleared background checks on file for all board members according to 53G-11-402.	1	/1
32. Regular board meetings	1 pt. Annual number of board meetings specified in charter agreement are held.	1	/1
33. Meeting notices	1 pt. Proper notice of meetings according to 52-4-202.	1	/1
34. Meeting recordings	1 pt. Recordings available within 3-days of meeting according to 52-4-203.	1	/1
35. Meeting minutes	1 pt. Minutes for all meetings are posted within 30-days. according to 52-4-203.	1	/1
36. Closed meetings	1 pt. Meetings are conducted according to 52-4-204; 52-4-206.	1	/1
37. Administrator reports	1 pt. Executive Director report focuses predominantly on student learning at each regularly scheduled board meeting.	2	/2
38. Administrator expectations	1 pt. Written expectations for Executive Director exist and have been provided.	2	/2
39. Leadership coaching supports	1 pt. Written method in place, when needed to initiate leadership coaching supports to optimize Executive Director performance.	2	/2

40. Financial review	1 pt. Board reviews monthly financial report according to 53G-7-309.	1	/1
41. Internal controls	1 pt. The school has identified and implemented generally accepted financial internal controls.	1	/1
42. Procurement	1 pt. Evidence of appropriately using State of Utah procurement requirements.	1	/1
		<b>Total Score</b>	<b>23</b>
<b>Financial Performance</b>			
43. Unrestricted days cash on hand	1 pt. Maintain at least 30 days unrestricted cash on hand.	2	/2
44. Debt to asset ratio	1 pt. Maintain a debt to asset ratio of $\leq 1$ .	2	/2
45. Current ratio	1 pt. Maintain a current ratio of $\geq 1$ with a positive trend.	2	/2
46. Audit findings	1 pt. No material audit findings.	2	/2
47. Adjusted debt to burden ratio	1 pt. < 30% of executed facility agreement.	2	/2
			/10
<b>Earned Points/Total Points</b>			/177 total points
Tier 1 = $\geq 90\%$ -100% of total points Tier 2 = $\geq 80\%$ -89% of total points Tier 3 = $\leq 79\%$ of total points		<b>Percent of Total Points:</b>	%