



Intervention and Support Policy

Overview

As a part of our routine process for authorization, and in accordance with our Guiding Principles, Education One takes a differentiated approach to monitoring and oversight, in order to ensure high expectations for ourselves and our schools. It is our belief that providing schools with individualized support coupled with high levels of accountability creates an environment where kids and communities thrive. This process emphasizes school autonomy, partnership and collaboration, and most importantly, continuous improvement.

Education One utilizes a tiered approach to providing schools with differentiated supports to best meet their unique needs, including schools who require more intensive interventions, based on quantitative and qualitative data points. The following indicators are found in a school's Accountability Plan Performance Framework (APPF):

- Indicator I: Academic Performance
- Indicator II: Financial Performance
- Indicator III: Organizational Performance

A school's performance in regards to these indicators determines their assigned intervention and/or support tier each year. Education One's Intervention framework is composed of three tiers:

- **Tier I:** A school has minimal to no noted deficiencies and receives an overall rating of Exceeds or Meets Standard in regards to the performance indicators.
- **Tier II:** A school exhibits some noted deficiencies with a credible plan to address the deficiencies and receives an overall rating of Approaching Standard in regards to a performance indicator.
- **Tier III:** A school exhibits noted deficiencies in some or most of the performance measures, with or without a credible plan to address the deficiencies and receives an overall rating of Does Not Meet Standard in regards to a performance indicator. **Schools who qualify for Tier III interventions are immediately placed on Probationary Status, which could lead to charter revocation and/or non-renewal of the charter, if not rectified.**
- **New Schools:** All schools new to Education One's portfolio begin their first year receiving Tier III supports, as appropriate. At the midpoint of the first academic year, once more data is collected, new schools will be re-tiered to determine the appropriate level of support.

Schools receive a Quarterly Deficiency Report throughout the academic year indicating any areas requiring improvement according to the APPF. At the end of each academic year, each school receives an Annual Review report that outlines the school's performance for the year, including a rating that is used to tier each school in each of the three performance indicators listed above. An overview of the tiered supports and/or interventions for each performance indicator are highlighted in the following table:

	Tier I	Tier II	Tier III
Academic Performance	• The school receives an instructional site visit in Quarter 1 and 3. • The school participates in a data dive after each major assessment administered, focusing on school specific goals.	• The school receives bi-monthly instructional site visits from September to March. • The school participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies.	• The school receives monthly instructional site visits from September to March. • The school has a School Improvement Plan and participates in monthly support checks focusing on data analysis and school specific initiatives to improve ongoing deficiencies.
Financial Performance	• The school receives an evaluation of financials on a quarterly basis.	• The school receives an evaluation of financials on a quarterly basis.	• The school receives an evaluation of financials on a quarterly basis. • Required ongoing finance meetings with Education One, school leadership, and the board chair/treasurer.
Organizational Performance	• The school's Board Chair participates in quarterly checks, focusing on organizational goals. • A member of the Education One team attends regularly scheduled board meetings.	• The school's Board Chair participates in quarterly checks, focusing on noted deficiencies. • A member of the Education One team attends regularly scheduled board meetings.	• The school's Board Chair participates in quarterly checks with additional frequent checkpoints built-in throughout each quarter, focusing on ongoing deficiencies and areas of concern. • A member of the Education One team attends regularly scheduled board meetings. • The school has a School Improvement Plan, with required interventions based on ongoing deficiencies.

Frequently Asked Questions

What is a tier?

Tiers identify the level of support that schools require in regards to intensive interventions. Tiers are determined based on quantitative and qualitative data points collected at multiple times throughout the school year. A Tier I school has minimal to no noted deficiencies while a Tier III school exhibits noted deficiencies in some or most of the performance measures, with or without a credible plan to address the deficiencies. Levels of support received from Education One are appropriately aligned to the tier a school receives.

What specific criteria or data points are considered when determining a school's tier?

All criteria for determining a school's tier can be found in the school's Accountability Plan Performance Framework, which measures the academic, financial, and organizational performance of the school. The rating a school receives for each performance indicator decides which tier a school will be assigned.

How does Education One ensure that the process of assigning tiers is fair and unbiased?

All tiers are assigned based on how well a school is performing in regards to the indicators outlined in the Accountability Plan Performance Framework. Because this process is driven by data, it is generally considered neutral and devoid of inherent bias. However, Education One recognizes that biases can emerge in the collection and interpretation of data. Efforts to minimize bias include thoughtful rubric design, a diverse and representative sampling process for validating ratings, and transparent reporting. While complete elimination of bias is challenging, Education One is committed to ensuring the process for assigning tiers is fair.

What if my school has multiple tiers?

A school will receive tiered ratings based on how well it is performing in regards to the indicators outlined in the Accountability Plan Performance Framework. Levels of support vary based on the assigned tier. In some instances, it is possible for a school to be assigned to multiple tiers. When a school receives multiple tiers, supports are differentiated for each performance indicator. Refer to the table on Page 2 for a more detailed outline of interventions/supports provided at each tier.

How will I know which tier my school has received?

Schools are tiered twice per year, once at the start of the year, and again at the midpoint. Following tiering of each school, Education One will send a formal letter to all school board members and school leadership team members with detailed information about which tier a school falls into and what supports will look like regarding the assigned tier.

Who is responsible for ensuring there is improvement in regards to noted deficiencies?

There is no right way to determine who should be responsible for overseeing the performance improvement of a school. In some instances, it may make sense for a school leader to oversee academic performance improvements, while the school board ensures financial and organizational performance improvements occur. However, this may not be the best approach for every organization. Ultimately, it is the responsibility of the school board to ensure adequate progress is being made in regards to performance improvement. Education One will work to support the board and school leader in developing a plan for implementing appropriate interventions and improvements, as needed.

My EXISTING school received Tier III status, what's next...

When an existing school receives Tier III status, it indicates that there have been noted deficiencies in some or most of the performance measures, with or without a credible plan to address the deficiencies. Schools who qualify for Tier III interventions are immediately placed on Probationary Status, which could lead to charter revocation and/or non-renewal of the charter, if not rectified. Education One will work with school board members and/or leadership team members to create a School Improvement Plan, with the intent of correcting the noted deficiencies.

Why is my NEW school receiving Tier III status?

All schools new to Education One's portfolio begin their first year receiving Tier III supports, as appropriate. At the midpoint of the first academic year, once more data is collected, new schools will be re-tiered to determine their appropriate level of support. While new schools are classified as Tier III in terms of the level of support they receive, they will not initially be placed on Probationary Status or receive a School Improvement Plan.

What role does school autonomy play in this process, particularly in Tier I where schools have minimal to no noted deficiencies?

Education One values school autonomy and believes that it is a school's right to make high stakes decisions surrounding student achievement, day-to-day operations, oversight, staffing, etc. As a partner, Education One works with our Tier I schools to understand their specific needs, and provide support and/or resources to help schools reach their goals, as appropriate.

Is there a mechanism for schools to appeal or dispute their assigned intervention tier or performance rating?

All tiers are assigned based on how well a school is performing in regards to the indicators outlined in the Accountability Plan Performance Framework. Therefore, tiered ratings cannot be appealed or disputed.

What is the difference in tiered supports versus intervention?

Education One takes a differentiated approach to monitoring and oversight. It is our belief that providing schools with individualized support coupled with high levels of accountability creates an environment where kids and communities thrive. Therefore, data driven tiered supports are provided for every school, based on their unique needs.

When necessary, Education One will intervene to assist a school in getting back on track, in the event that adequate progress in regards to noted deficiencies are not rectified overtime. Interventions include, but are not limited to, Deficiency Reports, School Improvement Plans, and/or more intensive steps to eliminate overarching concerns.

What is a Deficiency Report?

Deficiency Reports are provided to the school's board members and leadership team members three times throughout each academic year. Any measure that has not been rated as 'Meets Standard' according to the school's Accountability Plan Performance Framework will be included on the Deficiency Report. In addition, all noted deficiencies will show the level of urgency to help support school boards and leadership teams in identifying an area of focus in regards to improvement efforts.

How are schools expected to respond to the identified deficiencies?

When a deficiency report is issued, the school is expected to evidence improvement each quarter throughout the school year, in regards to the noted deficiencies. While there is no expectation of a school getting to 'Meets Standard' by the end of Quarter 4, trend data should evidence improvement.

What if deficiencies do not show improvement?

All noted deficiencies indicate a level of urgency in order to help support school boards and leadership teams in identifying an area of focus in regards to improvement efforts. If there is no improvement throughout each quarter, the level of urgency will increase.

By the end of the school year, if adequate improvement is still not evidenced, the school's assigned tier will adjust to provide higher levels of intervention and support, and a formal Deficiency Letter will be sent.

What does it mean if my school receives a formal Deficiency Letter?

A formal Deficiency Letter is issued when noted deficiencies are not adequately addressed and/or there is evidence of non-compliance with the charter agreement. At this point, schools are required to show improvement within a given timeframe. Failure to comply could lead to charter revocation and/or non-renewal of the charter.