



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 takes 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.

At the end of each academic year, each school receives an Annual Review report that outlines the school's performance for the year, including an overall rating that is used to tier each school in 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The school receives monthly instructional site visits from September to March. • The school has a School Improvement Plan and participates in support checks focusing on data analysis and school specific initiatives to improve noted deficiencies.
Financial Performance	<ul style="list-style-type: none"> • The school receives an evaluation of financials on a quarterly basis. 	<ul style="list-style-type: none"> • The school receives an evaluation of financials on a quarterly basis. 	<ul style="list-style-type: none"> • The school receives an evaluation of financials on a quarterly basis. • Required monthly finance meetings with Education One, school leadership and the board chair/treasurer
Organizational Performance	<ul style="list-style-type: none"> • The school's Board Chair participates in quarterly checks. • A member of the Education One team attends regularly scheduled board meetings. 	<ul style="list-style-type: none"> • The school's Board Chair participates in quarterly checks that focus on noted deficiencies. • A member of the Education One team attends regularly scheduled board meetings. 	<ul style="list-style-type: none"> • The school's Board Chair participates in quarterly checks with frequent checkpoints that focus on noted deficiencies. • The school has a School Improvement Plan, with required interventions for school leadership and/or the board, based on noted deficiencies. • A member of the Education One team attends regularly scheduled board meetings.