



Intervention and Support Policy

Overview

As part of our routine authorization processes and in alignment with our Guiding Principles, Education One employs a differentiated approach to monitoring and oversight. This approach is rooted in our commitment to maintaining high expectations for both our schools and ourselves. We believe that combining individualized support with strong accountability creates the conditions necessary for students, educators, and communities to thrive.

Our process prioritizes school autonomy, meaningful partnership, and continuous improvement. To best meet the unique needs of each school, Education One implements tiered interventions and supports based on a comprehensive review of both quantitative and qualitative data. Each school's performance is evaluated across three key indicators outlined in the Accountability Plan Performance Framework (APPF):

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

Annual Intervention + Support

Based on a school's performance across the APPF indicators in the previous year's Annual Review, Education One assigns an initial intervention and support tier at the beginning of each academic year. A mid-year reassessment is conducted to determine whether tier placement should be adjusted based on updated data and school performance. These are described below:

- **Tier I:** The school demonstrates minimal to no deficiencies and receives an overall rating of Meets or Exceeds Standard.
- **Tier II:** The school shows some areas for improvement but has a credible plan in place to address deficiencies. The school receives an overall rating of Approaching Standard.
- **Tier III:** The school exhibits significant deficiencies across one or more measures and may or may not have a credible plan to address them. The school receives an overall rating of Does Not Meet Standard and will be required to implement a School Improvement Plan (SIP).
- **New Schools:** All new schools joining the Education One portfolio begin their first year receiving Tier III level support, with the exception of the SIP. Midway through the academic year, once sufficient data has been collected, the school is re-tiered to determine the appropriate level of ongoing support.

A summary of the supports and interventions aligned to each performance tier is provided in the table that follows.

	Tier I	Tier II	Tier III
Academic Performance	<ul style="list-style-type: none"> ● 2 Site Visits (Q1, Q3) ● Major Assessment Data Dives 	Tier IIa <ul style="list-style-type: none"> ● 3 Site Visits (Oct-Feb) ● Targeted Support Checks based on School Initiatives Tier IIb <ul style="list-style-type: none"> ● 4 Site Visits (Sept.-Mar.) ● Targeted Support Checks based on Deficiencies 	<ul style="list-style-type: none"> ● 6 Site Visits (Sept.-Mar.) ● Targeted Support Checks based on SIP
Financial Performance	<ul style="list-style-type: none"> ● Quarterly Review 	<ul style="list-style-type: none"> ● Quarterly Review ● Targeted Support Checks based on Deficiencies 	<ul style="list-style-type: none"> ● Quarterly Review ● Ongoing Finance Meetings based on SIP
Organizational Performance	<ul style="list-style-type: none"> ● Quarterly Board Chair Check-ins ● Board Meeting Attendance 	<ul style="list-style-type: none"> ● Quarterly Board Chair Check-ins ● Board Professional Development ● Board Meeting Attendance 	<ul style="list-style-type: none"> ● Frequent Board Chair Check-ins ● Targeted Support Checks based on SIP ● Board Professional Development ● Board Meeting Attendance

Charter Term Intervention + Support

While Education One assigns annual intervention and support tiers based on each school's year-over-year performance, we also implement a longitudinal system of escalating interventions across the full charter term. This broader lens ensures that schools demonstrate sustained improvement and long-term viability.

Education One utilizes a four-level intervention process when persistent deficiencies are identified, or when there is a lack of adequate improvement over time. This process is informed by both performance data and the urgency or severity of concerns, and it is designed to hold schools accountable while offering clear expectations and opportunities for course correction.

- **Level 1: Deficiency Report**

Schools receive a quarterly Deficiency Report throughout the academic year outlining areas of concern in relation to the APPF. This report serves as the first formal notification that improvement is needed.

- **Level 2: Deficiency Letter**

If a school fails to show adequate progress by the end of the academic year, or if the deficiency is significant and of high urgency, Education One issues a Deficiency Letter outlining the concerns, required improvements, and deadlines for evidence of correction.

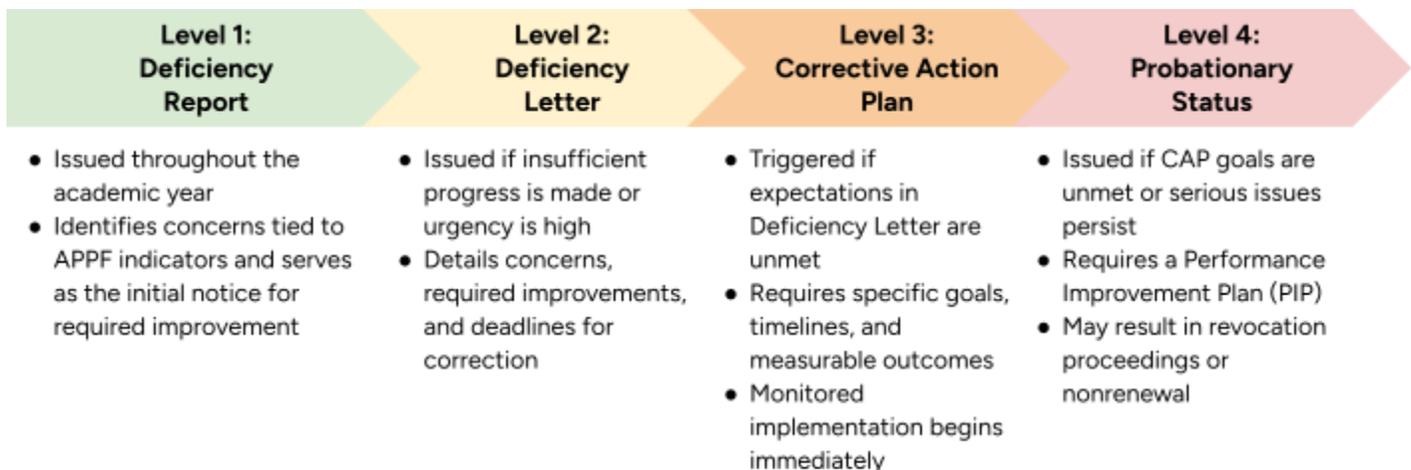
- **Level 3: Corrective Action Plan (CAP)**

If the school does not meet the expectations outlined in the Deficiency Letter or in the previous school year's School Improvement plan, it is required to submit and implement a CAP. The CAP includes specific goals, timelines, and measures of success.

- **Level 4: Probationary Status**

Schools that do not meet the requirements of the CAP or that exhibit continued or severe deficiencies are placed on a Probationary Status. This is the final stage of intervention and requires the implementation of a PIP. If the school fails to meet the expectations outlined in the PIP, Education One may initiate revocation proceedings or opt not to renew the charter at the end of the charter term.

This tiered, longitudinal approach reinforces our commitment to continuous improvement while providing clear benchmarks and escalating consequences to ensure that all schools under our authorization are held to rigorous standards of academic, financial, and organizational performance. A summary of the supports and interventions aligned to each level is provided below.



Frequently Asked Questions

What is the purpose of this policy?

The policy outlines Education One's differentiated approach to monitoring and oversight. It ensures that schools are held to high expectations while receiving tailored interventions based on their unique needs and performance.

How are schools evaluated each year?

Each school is evaluated annually, through an Annual Review, across three performance indicators from the Accountability Plan Performance Framework (APPF):

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

These evaluations inform the school's intervention and support tier for the following academic school year.

What are the intervention and support tiers?

- **Tier I:** School meets/exceeds standard with minimal to no deficiencies.
- **Tier II:** School is approaching standard with some areas for improvement and a credible plan to address any deficiencies.
- **Tier III:** School does not meet standard and requires intensive support and improvement planning.

Tiers identify the level of support that schools require based on quantitative and qualitative data points collected at multiple times throughout an academic year. Levels of support are based on the school's identified tier.

What support does my school receive under each tier?

Supports vary by tier and indicator, and may include:

- Site visits and data dives
- Targeted support checks
- Quarterly financial reviews and meetings
- Board chair check-ins and professional development

(See full policy overview for detailed breakdown by tier and indicator on page 2.)

What if my school has multiple tiers across performance indicators?

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.

How are new schools treated in their first year?

All new schools start the year with Tier III level support to ensure a strong foundation, with the exception of a School Improvement Plan (SIP). A mid-year re-tiering is conducted based on available performance data.

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

Education One ensures fairness and objectivity in the tier assignment process by grounding all decisions in a transparent, data-driven framework. Each school's intervention and support tier is based on performance across the APPF, which includes three clearly defined indicators: Academic Performance, Financial Performance, and Organizational Performance. To promote consistency and eliminate bias:

- Quantitative and qualitative data are used in tandem, including assessment results, financial audits, and documented board governance practices.
- Schools receive an Annual Review with their performance ratings and evidence clearly outlined for each indicator.
- Rubrics and standardized criteria are applied uniformly across all schools to evaluate evidence and determine ratings.

- A mid-year reassessment provides an additional checkpoint to ensure tier placement remains appropriate as new data becomes available.

Education One is committed to transparency and partnership. Schools are provided with the rationale behind their tier placement, have opportunities to discuss findings, and are supported with targeted interventions aligned to their specific needs. This process is designed to be not only fair, but also responsive, supportive, and focused on continuous improvement.

What happens if a school has persistent deficiencies?

Education One follows a four-level charter term intervention process:

- **Level 1 Deficiency Report:** Quarterly summary of concerns
- **Level 2 Deficiency Letter:** Formal letter requiring improvement by a deadline
- **Level 3 Corrective Action Plan (CAP):** School-led plan to resolve issues with oversight
- **Level 4 Probationary Status & Performance Improvement Plan (PIP):** Final opportunity to improve before revocation or non-renewal

What's the difference between a School Improvement Plan, Corrective Action Plan, and Performance Improvement Plan?

- **School Improvement Plan (SIP):** Required for Tier III schools; created collaboratively and focuses on addressing annual deficiencies
- **Corrective Action Plan (CAP):** A more urgent, school-developed plan in response to a Deficiency Letter, with clear deliverables and oversight
- **Performance Improvement Plan (PIP):** A final, high-stakes intervention plan led by Education One for schools on Probationary Status; non-compliance may lead to charter revocation or non-renewal

How does Education One maintain accountability and partnership?

Education One balances accountability with support by:

- Respecting school autonomy
- Providing transparent expectations
- Offering meaningful, data-informed partnership
- Supporting continuous improvement through consistent monitoring.

How does Education One communicate tier placement and related expectations to schools?

Education One is committed to transparent and timely communication throughout the intervention and support process. At the beginning of each academic year, schools receive a formal letter following the Annual Review. This communication includes:

- The assigned intervention and support tier
- A summary of the performance data that informed the decision
- An outline of the supports, expectations, and oversight activities aligned to that tier

Education One issues a revised notification at the mid-year point of the academic year indicating any changes in tiered placement with a clear rationale for the change and updated expectations.

In addition, Education One maintains ongoing communication through regular check-ins, site visits, and partnership meetings to ensure school leaders are well informed, have an opportunity to ask questions, and receive guidance tailored to their context. Our goal is to create a collaborative and transparent process where schools understand not only what their tier placement means, but also how to take actionable steps toward improvement and success.

How does Education One communicate ongoing concerns or intervention levels across the charter term?

In addition to annual tiered placements, Education One uses a longitudinal system of escalating interventions throughout the charter term to ensure schools demonstrate sustained progress. Communication around these charter term interventions is structured, proactive, and clearly documented.

- Deficiency Reports (Level 1) are issued quarterly and shared with school leadership and the governing board. These reports highlight performance concerns aligned to the APPF and serve as an early signal that targeted improvement is needed.
- If deficiencies persist or are of high urgency, a formal Deficiency Letter (Level 2) is sent. This letter outlines specific areas of concern, required corrective actions, and deadlines for demonstrating improvement. School specific support checks and board chair check-ins will be used to discuss the letter and expectations.
- For schools that do not address concerns outlined in the Deficiency Letter, Education One requires the submission of a CAP (Level 3). Clear communication includes written guidance, deadlines, and collaborative meetings to finalize the plan and define success metrics.
- If concerns remain unresolved, the school is placed on Probationary Status (Level 4), requiring the implementation of a PIP. Education One provides detailed feedback on the plan, conducts ongoing monitoring, and holds regular check-ins with school and board leadership.

All communication at each level is delivered in writing and followed by a scheduled meeting, if needed, to ensure clarity, support planning, and foster mutual understanding. Education One’s goal is to uphold accountability while equipping schools with the tools and knowledge needed to improve.

What are the potential consequences of each intervention level across the charter term?

Each intervention level represents a growing level of concern and urgency. As schools move through the levels, the implication become increasingly serious:

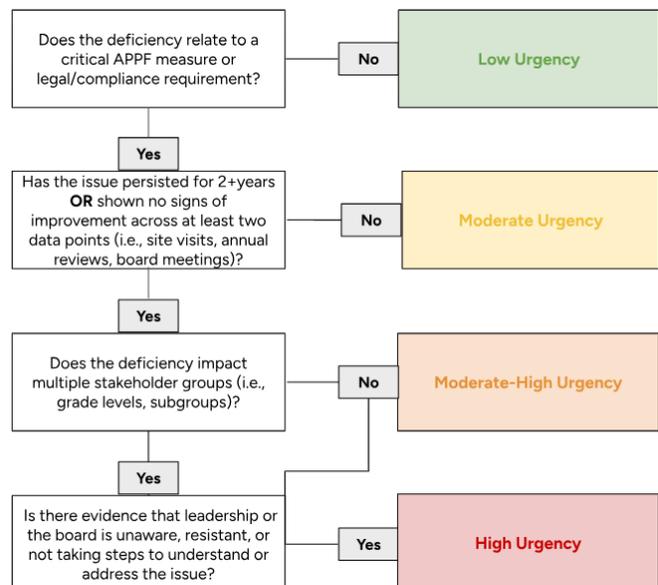
- **Level 1: Deficiency Report**
Implication: While not punitive, this report is a formal signal that performance concerns have been identified. It serves as an early warning and prompts the school to reflect and take corrective action before escalation occurs.
- **Level 2: Deficiency Letter**
Implication: This is a formal notice that the school has failed to demonstrate sufficient progress or has encountered a high-urgency issue. The school is now subject to deadlines and must show measurable improvement. The letter becomes part of the school’s performance record.
- **Level 3: Corrective Action Plan (CAP)**
Implication: Failure to meet the expectations of the Deficiency Letter leads to mandated intervention. The CAP is a formal agreement with Education One that outlines required actions and timelines. Failure to meet CAP goals may lead to more serious consequences, including probationary status.
- **Level 4: Probationary Status / Performance Improvement Plan (PIP)**
Implication: This is the most serious level of intervention. Probationary status signals that the school is at risk of charter revocation or non-renewal. The PIP includes strict timelines and deliverables. If the school does not meet the terms of the PIP, Education One may move to revoke or choose not to renew the school’s charter.

What are urgency levels chosen on the deficiency report?

Education One uses the corresponding flowchart to identify the level of urgency for each deficiency.

What are the expected responses for each urgency level?

- **Low Urgency:** The deficiency is minor, isolated, and manageable with current strategies. The expected response is to acknowledge and monitor.
- **Moderate Urgency:** The deficiency is more persistent or affects a broader area of performance but still manageable. The expected response is a demonstrated awareness; including strategic conversations or planning. This deficiency may be discussed during school and board level support checks.



- **Moderate-High Urgency:** The deficiency is sustained, affects mission-critical areas, and has not been successfully mitigated. The expected response is to begin exploring root causes and potential action steps. These deficiencies should be discussed and reflected in leadership and board meetings.
- **High Urgency:** The deficiency is urgent, systemic, and threatens student outcomes and/or charter renewal. The expected response is to acknowledge immediately. There is required visible movement within the year or risk elevation to deficiency letter.