

SUPPORT AND INTERVENTIONS

Summary of Design Team Discussions and Homework Findings*

The state will identify and categorize schools based on performance.

Persistently Low Performing Schools

- Persistently low performing schools will implement a mandatory onsite diagnostic review conducted and reviewed by the state.
- Persistently low performing schools will develop and implement targeted, state-directed interventions aligned to findings from the diagnostic review.
 - Specific interventions will vary depending on the need of the schools and specific performance indicators identified during the review.
 - Examples include extended learning, targeted reading and math supports, professional development, etc.
 - Intervention in persistently low performers might include implementation assistance from vendors and/or state liaisons.
- The implementation of these interventions and school reform plans will be monitored aggressively and consistently by the state across the three years of implementation.

Low Performing Schools

- Low performing schools that are not *persistently* low performers will complete improvement plans which address core instruction, balanced systems of assessment, and academic and behavioral interventions.
 - Schools could access a bank of online model supports and interventions (drawn from lessons from high performing schools that are similar contextually).
- The state will monitor implementation of these plans online.

Top Performing Schools

- The state will publicly recognize top performing schools.
 - The state will categorize high performing schools based on context and practices to identify model sites to spotlight and replicate.
 - Best practices in model sites will be shared statewide, and particularly with low and persistently low performing schools.

Remaining Questions:

1. Charter schools -
 - a. If the school is designated as among the persistently lowest performing, should the charter school be closed?
 - b. Are there alternatives to closure, such as conversion to a traditional public school and requiring the same interventions applicable to lowest performing traditional public schools?
2. Choice schools –
 - a. If a choice school has been designated as among the highest performers in the state, how should that school be recognized/rewarded? Can the state perform a diagnostic review to determine best practices?
 - b. If a choice school has been designated as among the persistently lowest performing schools in the state, should that school be removed from the choice program?
 - c. Are there alternatives to removal from the program, such as requiring choice schools to follow all accountability and intervention requirements as all public schools?

**For additional information, refer to Statewide System of School Identification, Support, and Interventions Grid*