



## DIFFERENTIATED SUPPORT STRUCTURES

### PLACING SCHOOLS INTO TIERS OF SUPPORT

School and district staff identified organizational risks that would impact the relationship among district supports and schools. After assessing these risks, schools are placed into three levels of support, as shown below. Requests for differentiated supports are reviewed and approved twice during the school year (see calendar). The differentiated supports at the targeted and intensive levels are considered as ‘one-year-only’ supports that will require schools to reapply for each year.

#### ORGANIZATIONAL RISKS AND LEVELS

<b>Blue</b>		
<b>Universal</b> (50% of schools)	Performance SPF Teachers 0-3 years experience (< 39%) Experience Principal/Leadership (5+ years) Enrollment is at or below capacity (<100%) Discipline Data is below the district average	FRL at or below district average (<77%) ELL at or below district average (<35%) Student stability (75.4%+) High staff climate satisfaction
<b>Green</b>		
<b>Targeted</b> (30% of schools)	Improvement SPF Teachers 0-3 years experience (39%-45%) Experience Principal/Leadership (3-4 years) Enrollment at capacity (100%-110%) Discipline Data is at the district average	FRL above the district average (77%-87%) ELL above the district average (35%-56%) At district average student stability (70.4%-75.2%) Average staff climate satisfaction
<b>Orange</b>		
<b>Intensive</b> (20% of schools)	Priority Improvement/Turnaround SPF Teachers 0-3 years experience (46%+ ) Experience Principal/Leadership (1-2 years) Enrollment above capacity (111%+) Discipline Data is above the district average	FRL above the district average (88%+) ELL at above the district average (57%+) Below average student stability (<70%) Below average staff climate satisfaction

#### Risk Factor Definitions

<b>SPF 2014</b> – Most recent School Performance Framework Rating	<b>Free-Reduced Lunch</b> – Percent of students qualifying on October 1
<b>Staff Mobility</b> – Percent of teachers in their first three years at a building site	<b>English Learner</b> – Percent of students qualifying on October 1
<b>Experienced Leaders</b> – Principal’s years in the current position	<b>Student Stability</b> – Percent of students enrolled for the entire previous school year
<b>Enrollment Capacity</b> – Percent of building enrollment capacity reached	<b>Climate Disagreement</b> – Percent of disagree responses on building level questions from the licensed staff climate survey
<b>Discipline</b> – Percent of students with one or more office referrals the preceding year	



## Differentiated Supports Structures **PROCESS FOR 2015-16**

For the 2015-16 and subsequent school years, two opportunities will exist to apply for differentiated supports. The first will be March 1. The second will coincide with the release of SPF results estimated to be in mid-August. Both opportunities for application will follow the same process.

Date	Information	Action
March 1	School DSS Application – <b>round one</b>	Schools submit initial application for differentiated support (tiers Green and Orange)
March 20	School DSS Application  READ Act funds	School plans are reviewed by committee for confirmation by March 20  READ Act fund <i>estimates</i> become available to schools with grades K-3  Revision to UIP based on differentiated supports
August	School/District Performance Frameworks	Schools re-evaluated for placement into tiers for differentiated support
September 1	School DSS Application – <b>round two</b>	Schools submit initial application for differentiated support (tiers Green and Orange)
September 18	School DSS Application	School plans are reviewed by committee for confirmation by September 18  Revision to UIP based on differentiated supports
November	UIP due to P-20 Director	Includes revision to UIP including differentiated supports
December - January	Priority Improvement and Turnaround UIPs to BOE  Performance and Improvement Plans reviewed by SACs	December Board meeting <ul style="list-style-type: none"> <li>• BOE holds Public Hearing on School/District UIPs for PI/T</li> </ul> January Board meeting <ul style="list-style-type: none"> <li>• BOE approves school plans</li> </ul>