

Springfield Public Schools #19

SIA Application Packet

Springfield School District #19 SIA Application

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Springfield School District #19 SIA Application**Part One: General Information****Applicant*****School District Name:***

Springfield School District #19

Institution ID:

2083

Webpage (where SIA Plan will be posted):

<https://www.springfield.k12.or.us/StudentSuccess>

Contact Person

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Part Two: Narrative

Plan Summary

Springfield Public Schools (SPS) is a K-12 school district in Springfield, Oregon. Covering 18.5 square miles with more than 10,000 students and 1,300 staff in 22 schools, SPS is the 12th largest school district in Oregon.

District Demographic Information	Students %	Staff %
American Indian/Alaska Native	1	1
Asian	1	2
Black/African American	1	<1
Hispanic/Latino	22	4
Multiracial	7	3
Native Hawaiian/Pacific Islander	1	<1
White	67	89
Ever English Learners	12	
Students with Disabilities	17	
Students Eligible for Free/Reduced Price Lunch	69	

(Source: 2018-19 Oregon At-A-Glance District Profile, Springfield SD 19)

SPS believes that student success is our most important outcome and depends on the collective community coming together to support *every student, every day*. From the time a student is greeted by the bus driver in the morning to the last bell in the afternoon, SPS is committed to meeting the needs of each child. We believe, 1) every student can and will learn; 2) in eliminating inequities in student achievement; 3) in fostering safe, healthy and engaging environments; and 4) in promoting an inclusive culture that draws on the assets of students, staff and community.

Our investment plan directly aligns with our district mission, vision, and values and meets the state's two priorities: 1) meeting students' mental and behavioral health needs, and 2) reducing disparities and increasing academic achievement.

We meet those two priorities through four strategies. SPS will 1) support the health and safety of students and their families through research-based practices (*Chiang, Meagher, & Slade, 2015; Doulas & Lurigio, 2010; Reback, 2010; Vranda, 2015*); 2) increase the number of adults in our system that have student/family contact through elementary class size reduction (*Baker, Farrie,*

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Sciarra, 2016; Mathis, 2016; Schanzenbach, 2014) and a focused elementary/middle response-to-intervention (RtI) effort (*Foster, Toma, & Troske, 2013; Roberts, Vaughn, Fletcher, Stuebing, & Barth, 2013; Schwartz, Schmitt, & Lose, 2012*); 3) engage our community partners and, thus, augment district staff efforts with mental health contracting and building safety (*Chiang, Meagher, & Slade, 2015; Doulas & Lurigio, 2010; Reback, 2010; Vranda, 2015*); and 4) align current district efforts, interventions and initiatives with SPS SIA Proposal for a more singular, focused effort (*Chiang, Meagher, & Slade, 2015; Doulas, & Lurigio, 2010; Eagle, Dowd-Eagle, Snyder, Holtzman, 2015*).

SPS Equity Lens Tool

Equity Principles	Addressed in the SIA Plan
1. Identifying stakeholders a. Which communities, demographic categories and protected classes may be most affected by and concerned with the goals and strategies addressed in your plan?	District a. All students would benefit, however historically underrepresented and protected student groups were identified as individuals who would benefit most from investments.
2. Engaging stakeholders a. How have all stakeholders - especially those identified in Question 1 - been informed, meaningfully involved and authentically represented in the development of this plan? b. Who is missing and how can they be effectively engaged?	District a. See engagement process include ThoughtExchange, in person meetings with varied stakeholder groups throughout the development process. b. We need to further engage with our native american, asian, and african american community as we develop out community engagement processes identified.
3. Identifying and documenting inequities a. How does the current quantitative and qualitative evidence reveal disparities in experiences and outcomes related to this plan? b. How are the students and their families in communities, demographic categories and protected classes advantaged and disadvantaged differently by the	a. The ThoughtExchange data revealed that of the four investment areas our community identified two top priorities: (a) increasing the number of adults in our system, (b) addressing class size and caseloads, and (c) supporting the health and safety of students and their families. b. Because of this plan's focus, students and their families in communities, demographic categories and protected classes are advantaged by the

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<p>disparities this plan seeks to address?</p> <p>c. What evidence is missing or needed and how do you obtain it?</p>	<p>additional staff, interventions, and contracts. Our plan converges on the casual areas that create the disparities – especially the behavioral, social emotional, and mental health needs of the identified demographic categories and protected classes.</p> <p>c. The Longitudinal Data provided by the ESD did not contain the requisite four-years of data disaggregated on the Five Common Metrics by the nine Student Groups [HB 3427] except for Four-Year Graduation. SPS utilized their SIS to collect the data and statistically analyze it. Importantly, SPS does not directly collect Foster Placement data. Our best source of this information is via the ODE Nutrition Services data pipeline. Also, there are strict rules on the use of this information outside of using for determining a student is eligible for Directly Certified free meals benefits.</p>
<p>4. Examining the Causes</p> <p>a. What factors may be producing and perpetuating inequities and disparities in your students' academic achievement and mental and behavioral health?</p> <p>b. How did the inequities arise? Are they expanding or narrowing?</p> <p>c. Does the plan address root causes? If not, how could it?</p>	<p>a. No one factor can be considered the contributing influence for producing / perpetuating inequities. Instead, the factors are compounded and together create an exponential influence that is unique to each child [and their family].</p> <p>b. Students in crisis within Springfield Public Schools may not be expanding, but it is not narrowing either. Our school system lacks the fiscal and structural infrastructure / personnel to adequately address students (and their families) academic and mental and behavioral health. The community also lacks the fiscal and structural infrastructure to adequately address students (and their families) mental and behavioral health needs.</p>

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	<p>c. The SPS SIA Plan targets the construct of <i>belongingness</i> (Akiva, Cortina, Eccles, & Smith, 2013; Korpershoek, Canrinus, Fokkens-Bruinsma, & de Boer, 2019; Pendergast, Allen, McGregor, & Ronksley-Pavia, 2018; Taylor, Oberle, Durlak, & Weissberg, 2017), the construct that social-emotional learning is premised upon. Our plan intentionally creates learning environments that support every student.</p>
<p>5. Clarifying the purpose</p> <ul style="list-style-type: none"> a. What does the plan seek to accomplish? b. How will it reduce disparities or discrimination? c. How will it advance equity and inclusion? 	<ul style="list-style-type: none"> a. This plan increases the number of adults in the SPS educational system. These adults, along with current employees, will support the health and safety of all students [and their families]. b. The additional staffing will create a support system for the health and safety of students by (a) creating school cultures that support students and families navigating crisis and mental health issues, (b) increasing physical health through specialized instruction, (c) increasing training and access to mental and behavioral health services, and (d) improving relationships with students and families. Additional staffing also will increase the number of adults in our system for a targeted class size reduction that will improve outcomes for every elementary student (Baker, Farrie, Sciarra, 2016; Mathis, 2016; Mathis, 2017; NEPC, 2019). c. The targeted hiring of 47.5 certified, 43 classified, and seven administrative staff and the targeted interventions seek to reduce disparities of service (and, thus, discrimination) of the nine student groups identified in HB 3427.

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<p>6. Considering adverse impacts</p> <ul style="list-style-type: none"> a. What adverse impacts or unintended consequences could result from this plan? b. Are there ways to reduce the opportunity for unintended consequences that arise from <i>individual unconscious bias</i>? c. Which communities*, demographic categories* and protected classes* could be negatively affected? d. How could adverse impacts be prevented or minimized? 	<ul style="list-style-type: none"> a. An unintended consequence of the targeted hires may be the lack of qualified individuals because of the lateness of SIA fund releases or a lower than anticipated SIA funding. Also, the specified mental and behavioral trainings may not result in all participants being trained past a novice level. Also, individual unconscious bias towards the nine student groups (HB 3427) may exist by certain individuals within our school organization. b. Additional trainings for our administrative staff specific to an individual's unconscious bias will be needed to be added as part of our Year 2 student quantitative data and/or as staff evaluation identify this issue. c. All identified communities, demographic categories, and protected classes may be negatively affected. d. Those adverse impacts could be prevented or minimized by our district's explicit edict to staff about the focus on quantitative and qualitative data regarding the nine student groups and/or their families.
<p>7. Advancing equitable impacts</p> <ul style="list-style-type: none"> a. What positive impacts on equality and inclusion, if any, could result from this plan? b. Which communities*, demographic categories* and protected classes* could benefit? c. Are there further ways to maximize equitable opportunities and impacts? 	<ul style="list-style-type: none"> a. Mental health and behavioral needs are manifested in all student groups. Thus, our focus on school cultures that support all students and families navigating crisis and mental health issues will benefit all participants. Moreover, early grade class size reduction research shows that the nine student groups particularly (Baker, Farrie, Sciarra, 2016; Mathis, 2016; Schanzenbach, 2014). b. As noted above, all student groups (and their families) will benefit from our plan that focuses on (a) mental health and behavioral needs (Chiang, Meagher, & Slade, 2015; Doulas & Lurigio, 2010;

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	<p>Garner, Mahatmya, Brown, & Vesely, 2014; Reback, 2010; Vranda, 2015) and (b) improved academic outcomes (Foster, Toma, & Troske, 2013; Roberts, Vaughn, Fletcher, Stuebing, & Barth, 2013; Schwartz, Schmitt, & Lose, 2012).</p> <p>c. Maximizing equitable opportunities and impacts can be accomplished by combining / aligning efforts from other SPS initiatives (Chiang, Meagher, & Slade, 2015; Doulas, & Lurigio, 2010; Eagle, Dowd-Eagle, Snyder, Holtzman, 2015).</p>
<p>8. Ensuring viability and sustainability</p> <p>a. How will the impact of this proposal be evidenced in current data collection and public reporting?</p> <p>b. Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability?</p>	<p>a. Data reporting of SPS SIA interventions can be monitored via the district website and ODE weblinks (e.g., statewide test results and school & district report cards) Moreover, SPS will be monitoring data specific to its SIA application on a quarterly basis. This data will be reported to the public via school board reports and our website. The impact will be evaluated both quantitatively and qualitatively. These results will be reported to the public.</p> <p>b. Ongoing data collection, public reporting, stakeholder participation, and public accountability will be accomplished via school board reports and our website. District office personnel will conduct yearly stakeholder meetings.</p>
<p>9. Identifying success indicators</p> <p>a. What are the success indicators and progress benchmarks?</p> <p>b. How will impacts be documented and evaluated?</p> <p>c. How will the level, diversity and quality of ongoing stakeholder engagement be assessed?</p>	<p>a. Success indicators and progress benchmarks are denoted in our plan. While our success indicators focus on the nine closing the gap groups, we believe that our proposed interventions will categorically impact all students in our system.</p> <p>b. Impacts be documented and evaluated quantitatively and qualitatively by district office support personnel.</p>

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	c. The level, diversity and quality of ongoing stakeholder engagement be assessed electronically through our use of ThoughtExchange. Participating stakeholders will be asked for demographic data as part of the engagement process.
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Part Three: Community Engagement and Input

Overview of Community Engagement

Springfield Public Schools (SPS) engaged our community, from September through March, in three phases: defining success, refinement and planning, and presentation and feedback. These phases included the following engagement efforts:

- Community-wide forums
- In-person focus groups
- Online ThoughtExchange

Defining Success

Phase one was broad-based to define district and student success. Through a series of in-person community events and an online platform, ThoughtExchange, we asked: “What does it mean to be “*Life-Ready*,” and “What areas of investment do you believe directly support a ‘*Life-Ready*’ student?”

Phase one included our broader community. We also directly invited participants from staff and families with students of color, students with disabilities, emerging bilingual students, students navigating poverty, homelessness, foster care, and SPS StudentVOICE representatives. Community-based organizations supported our efforts to reach and include our special populations.

Refinement and Planning

Phase two involved in-person meetings with specific audiences and another ThoughtExchange that asked, “What targeted investments in the following key areas – increasing the number of adults/addressing class size concerns, and supporting students' health and safety – do you believe will have the greatest impact on student success in Springfield?” To support respondents, facilitators provided key student-level data and an overview for using an equity lens to make recommendations.

Presentation and Feedback

Phase three included a summary and plan presentation to the SPS Board. A final ThoughtExchange activity was used to collect comments.

SPS heard from 500+ people at in-person forums and 1,000+ individuals through ThoughtExchange – 2,300+ thoughts and 63,000+ ratings.

Self-Assessment of Community Engagement

The SPS team worked to engage our community and prioritize investments that would best support our students. Throughout this process, we received feedback from our stakeholders who appreciated the transparent input collection and numerous opportunities to be involved. SPS learned that our community has a great desire to support the district’s work and invest in student success.

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SPS continually seeks new strategies and opportunities to involve perspectives from multiple stakeholders. Given the time constraints, we were happy with our initial results and the connections we made with families to support our future work.

This process helped us recognize the district's desire to more deeply evaluate how stakeholders are invited to the table. While there was an increase in involvement from our focal groups, SPS identified a need to further embed community-based partners to support the work. Springfield has a rich history of partnerships, and this experience provided flexibility to begin thinking creatively about future efforts. For example, existing McKinney-Vento Liaisons worked directly with service providers to support families through our engagement activities. Rather than simply respond to needs as they arise, we need to be proactive and bring service providers to the table on the front end of problem-solving to identify educational supports and solutions for families navigating homelessness.

Additionally, through our in-person focus groups and community forums and our online ThoughtExchange comments, language barriers continue to present challenges for making solid connections with our non-English speaking families. Throughout this engagement process, SPS utilized various bilingual resources and a streamlined system of translation and interpretation services. In an effort to maximize our access to non-English speaking families, we hired additional interpreters for events to increase capacity. With Student Investment Account funding, SPS will increase the number of bilingual and bicultural staff available to support students and families navigating the school system.

The largest SPS insight from this initial engagement process is our community's flexibility, creativity and compassion for all students. Finding space in decision-making processes to pause, listen and truly incorporate all voices was powerful and one that the district will genuinely look to incorporate into our efforts moving forward.

Relationships and Partnerships to Cultivate

The process of intentionally and authentically engaging with our focal groups and broader community was well received. In an effort to build on those relationships, during the refinement and planning phase, we incorporated community partners Ophelia's place, Catholic Community Services and others to stand as allies by inviting the community into our conversations. The inclusion of these partners demonstrated our commitment to the work and validated our efforts with key community stakeholders.

SPS has a history of community partnerships that aim to support specific needs. Inviting our ally agencies to come alongside families and support them in sharing their experiences with the district proved powerful. Moving forward, the district will look to develop additional ways to infuse community partners into district listening work.

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Resources to Enhance Engagements

SPS continues to learn and build upon engagement efforts and lessons learned throughout this process. The Oregon Department of Education (ODE) can be a partner in that work through clear and concise messaging, serving as the foundation for individual district actions. If there is a clear, timely and coordinated statewide message, then districts such as SPS can build upon ODE's work with local nuances for the communities we serve.

Additionally, supporting the ever increasing need for translation and resources in multiple languages continues to be a barrier for districts to provide meaningful family engagement with non-native English speaking families.

Who was Engaged?

Select all of the community members / groups you engaged for this process:

- ☐ Students of color
- ☐ Students with disabilities
- ☐ Students who are emerging bilinguals
- ☐ Students navigating poverty, homelessness, and foster care
- ☐ Families of students of color
- ☐ Families of students with disabilities
- ☐ Families of students who are emerging bilinguals
- ☐ Families of students navigating poverty, homelessness, and foster care
- ☐ Licensed staff (administrators, teachers, counselors, etc.)
- ☐ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ☐ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ☐ Tribal members (adults and youth)
- ☐ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ☐ Business community
- ☐ Community leaders
- ☐ Other

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

- ☐ Survey(s) or other engagement applications (i.e. ThoughtExchange)
- ☐ In-person forum(s)
- ☐ Focus group(s)
- ☐ Roundtable discussion
- ☐ Community group meeting
- ☐ Website
- ☐ Email messages
- ☐ Newsletters

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- ☐ Social media
- ☐ School board meeting
- ☐ Partnering with unions
- ☐ Partnering with community based partners
- ☐ Partnering with faith based organizations
- ☐ Partnering with business
- ☐ Other

Evidence of Engagement

Artifacts (See Appendix - Section 3)

1. Artifact 1 – Community Engagement Overview Planning Document
2. Artifact 2 – Photos from Staff Engagement Session - Including Work Product Sample
3. Artifact 3 – Slide Deck from Targeted Focus Group Meetings
4. Artifact 4 – Link to the online ThoughtExchange Phase One Community Input
5. Artifact 5 – Slide Deck of Public Overview of Investments and One-Page Public Summary

Rationale for Selecting Artifacts

Artifact 1 – Community Engagement Overview Planning Document outlines three phases of community engagement SPS utilized as a reference for approaching community engagement.

Artifact 2 – Photos from Staff Engagement Session - Including Work Product Sample showcase format and participation in the second phase of SPS's community engagement process. During each of the targeted focus group sessions, participants provided feedback and input individually and collectively in interactive table groups. Following each session, the feedback was collected and incorporated into the online ThoughtExchange platform for maximum engagement by all stakeholders.

Artifact 3 – Slide Deck from Targeted Focus Group Meetings was shared during each of the targeted focus group sessions by district leadership.

Artifact 4 – [Link to the online](#) ThoughtExchange Phase One Community Input was shared with stakeholders and our community. It was also used as a foundation to refine investment priorities in phase two. A similar report was prepared and published following the second phase.

Artifact 5 – Slide Deck of Public Overview of Investments and One-Page Public Summary was produced and shared as an overview of proposed investments, based on the sum of community feedback. The included infographic was created for audiences to easily consume information from the district's proposed SIA plan.

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Strategies and Activities for Engaging Focal Student Populations and their Families

Strategies

SPS engaged our focal student groups and their families in the following ways:

- Community-wide forums
- In-person focus groups
- Online ThoughtExchange

In person, community forums were held at school locations that had the highest percentages of our focal student groups – students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care. Meals and childcare were provided to attendees. These in-person forums provided direct communication with district leaders and increased our ability to build and enhance relationships with focal student groups and their families.

Targeted in-person focus groups were held at strategic locations for staff, students, and families. During these sessions, specific student-level data was presented, and facilitators instructed attendees on how to use an equity lens to support the investment conversations.

An online platform, **ThoughtExchange**, was used to aggregate and prioritize input and recommendations. The ThoughtExchange was provided in English and Spanish, to further increase access to individuals who were unable to attend in-person sessions.

Activities

During the second phase of our engagement process, targeted focus groups were held with families representing our different focal student groups. Specific care in outreach was given beyond traditional communication channels, including maximizing our partnerships with community-based organizations – Catholic Community Services (serving students and families navigating homelessness), and the Arc of Lane County (serving families and students with disabilities). Our Family Liaisons made personal phone calls to families of emerging bilingual students.

Leveraging support of community partners and taking lessons from engagement in the first round of community forums increased participation from our focal groups for phases two and three. In addition, while translation was available at all sessions, targeted focus groups were held exclusively for Spanish speaking families, allowing for authentic group engagement in their native language.

In an effort to hear directly from students, outside our other engagement events, the district held two specific focus groups with our StudentVOICE team, which exists at secondary schools across the district. Sessions were facilitated by our High School Director and assorted school leaders. This familiarity between staff and students resulted in candid communications and a deeper involvement in the process.

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Strategies and Activities for Engaging Staff

Strategies

Ensuring transparent communication with SPS staff was important for the district's strategy to gain broad participation through assorted engagement events.

Similar to strategies used in community and focal student groups, SPS utilized:

- Community-wide forums
- In-person focus groups
- Online ThoughtExchange

As input and recommendations were gathered, it was important for staff to feel heard and included. Staff provided a uniquely informed educator lens to these conversations.

The district also provided targeted focus group opportunities for staff, including six level-based sessions by elementary, middle, and high school-based teams. This allowed staff to engage more deeply in discussions about investments that would lead to the greatest impact on the success of students in the identified focal groups.

Activities

Following the broader engagement work of phase one, SPS gathered staff focus groups to provide targeted input and recommendations on the top two investment categories identified in the initial phase of community outreach. These meetings included cross-level table discussions, facilitated deep dives into the detailed disaggregated student-level data, provided an equity lens tool for decision-making, and allowed an opportunity for staff to be creative with offering investment recommendations.

The activities presented during the targeted focus groups were designed to ground staff in the work and focus on opportunity gaps in service for students across our system.

Additionally, SPS leveraged its partnership with the Springfield Education Association (SEA) and provided access to priorities collected by all audiences during the first phase of engagement. SEA graciously hosted a focus group with trusted and respected association leaders. Recommendations from this gathering were incorporated into ThoughtExchange. By including these perspectives, SPS strengthened its commitment and partnership with our associations and welcomed candid feedback from front-line staff.

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Collecting and Using Input

During phase one of our community engagement, we learned from multiple rounds of in-person meetings and online feedback that our Springfield Public Schools community and staff were interested in having further conversations around two priority investment areas that could impact student success in Springfield:

- Supporting the health and safety of students, and
- Increasing the number of adults in our system and addressing class size and caseloads.

These investment areas provided focus for phase two of our community engagement, where additional rounds of in-person meetings and online feedback were coordinated to deeply review data sets and dissect the themes into actionable recommendations. Our community and staff recommended actions that are known to have the greatest impact on students' well-being and academic achievement. Goals and outcomes were refined to:

- Support students' behavior, social emotional, physical, and mental health and wellness, and
 - Developing school cultures that support students and families navigating crisis and mental health issues,
 - Increasing physical health through specialized instruction,
 - Increasing training and access to mental and behavioral health services, and
 - Improving relationships with students and families.
- Improve instructional environments through targeted reductions in student-to-adult ratios, and
 - Improving academic outcomes for *every* student.

Specific programming and staffing investments were developed to support phase two goals and outcomes and presented in the proposed plan, and ultimately included in this application.

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Part Four: Data Analysis

Data Sources

Three data sources were used to inform our equity-based decision making. The first was gathered by the district using ThoughtExchange. See Data Output in Appendix - Section 1 for an example of our analysis of the *Five Common Metrics* and for the HB 3427 student groups.

The second was summative data analyzed for (a 4-Year Graduation, (b 5-Year Completion, (c 3rd Grade ELA, (d 9th Grade On-Track, and (e Regular Attenders. This disaggregated data has pages for Five Common Metrics and HB 3427 student groups. See Third Grade Data Output in Appendix - Section1 for examples of our analysis of reading scores by year and by student grouping.

The third was formative data. The Dataset was disaggregated by the *Five Common Metrics* and for HB 3427 student groups. See Third Grade Data Output in Appendix - Section 1 for an example of our analysis of third grade reading scores by year and by student grouping.

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Part Five: SIA Plan

Outcomes

- Outcome 1:* Increase student participation to district / school academic programs through a focus on attendance policies and practices that meet the (a) physical [basic health and nutrition] needs; (b) socio-emotional, trauma informed, and mental health needs; and, (c) academic needs.
- Outcome 2:* Increase student access to district / school academic programs by meeting student needs physically, academically, and socio-emotionally / mental health through focused hiring of (a) licensed clinical staff and (b) academic interventionists and the creation of school building-based teams.
- Outcome 3:* Increase student achievement by reducing elementary class size through hiring of teachers and interventionists.
- Outcome 4:* Increase grade-level teaming for increased student achievement by hiring a teacher to support physical education, which will create grade level collaboration teaming times.
- Outcome 5:* Increase student achievement monitoring through creation of school building-based teams that will meet minimally bi-monthly.
- Outcome 6:* Change school building-based team's access to more student and family services through (a) outside mental health specialists and (b) utilization of the Family Resource Navigator.
- Outcome 7:* Increase staff [licensed and classified] training in (a) equity-based, (b) social-emotional / trauma-informed / mental health, (c) academic [Tier 1 & 2], (d) behavioral interventions and outcomes, and (e) family access interventions.
- Outcome 8:* Augment (a) campus security and facility improvements and (b) contract with outside mental health / trauma-informed service providers to increase the mental and physical well-being of students and their families.
- Outcome 9:* Align current district effort and interventions / initiatives to SIA interventions to create a seamless, unified intervention district-wide policy and approach.

Strategies and Activities

Strategy #1: SPS will support the health and safety of students and their families

- #0: Research supporting Strategy #1 (Chiang, Meagher, & Slade, 2015; Doulas & Lurigio, 2010; Garner, Mahatmya, Brown, & Vesely, 2014; Reback, 2010; Korpershoek, Canrinus, Fokkens-Bruinsma, & de Boer, 2019; Reback, 2010; Vranda, 2015).
- #1: If we hire additional SIA staffing [27.5 FTE certified – 15.0 FTE classified – 7.0 FTE administration], then we can meet students' behavioral and mental health needs, which will lead to higher academic performance, attendance, and graduation rates.
- #2: If we hire additional SIA staffing, then we can create school cultures that support students and families navigating crisis and mental health issues.
- #3: If we hire additional SIA staffing, then we can increase school-based academic teaming focusing on specialized instruction and increase student's physical health.

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- #4: If we hire additional SIA staffing, then we can increase training and access to mental and behavioral health services.
- #5: If we hire additional SIA staffing, then we can improve relationships with students and families.

Specific Activities that will support Strategy #1

(See budget for specific cost information)

Activity 1.1: Hire district-based SIA positions

- a. District Monitoring Team with principal / building staff input
- b. Measures of Evidence for Activity 1.1 – Year 2020-21: SPS SIA Health & Safety Checklist, Year 2021-22: SPS SIA Health & Safety Checklist, and Year 2022-23: SPS SIA Health & Safety Checklist

Activity 1.2: Hire school building-based SIA positions

- a. District Monitoring Team with principal / building staff input
- b. Measures of Evidence for Activity 1.2 – Year 2020-21: SPS SIA Health & Safety Checklist, Year 2021-22: SPS SIA Health & Safety Checklist, and Year 2022-23: SPS SIA Health & Safety Checklist

Activity 1.3: Train newly hired SIA staff regarding job responsibilities and teaming requirements

- a. District Monitoring Team and School Building-based Team
- b. Measures of Evidence for Activity 1.3 – Year 2020-21: SPS SIA Health & Safety Checklist, Year 2021-22: SPS SIA Health & Safety Checklist, and Year 2022-23: SPS SIA Health & Safety Checklist

Activity 1.4: Establish a school building-based team schedule

- a. School Building-based Team, with supervision by District Monitoring Team
- b. Measures of Evidence for Activity 1.4 – Year 2020-21: SPS SIA Health & Safety Checklist, Year 2021-22: SPS SIA Health & Safety Checklist, and Year 2022-23: SPS SIA Health & Safety Checklist

Activity 1.5: Monitor / assess student and/or family support services and data

- a. School Building-based Team, with supervision by District Monitoring Team
- b. Measures of Evidence for Activity 1.5 – Year 2020-21: SPS SIA Health & Safety Checklist, Year 2021-22: SPS SIA Health & Safety Checklist, and Year 2022-23: SPS SIA Health & Safety Checklist

Activity 1.6: Alter family / student intervention plans to meet specified trajectories based upon Activity 1.5's outcomes

- a. School Building-based Team, with supervision by District Monitoring Team
- b. Measures of Evidence for Activity 1.6 – Year 2020-21: SPS SIA Health & Safety Checklist, Year 2021-22: SPS SIA Health & Safety Checklist, and Year 2022-23: SPS SIA Health & Safety Checklist

Strategy #2: Increase the number of adults in our system that have student / family contact

- #0: Research supporting Strategy #2 – Class size (Baker, Farrie, Sciarra, 2016; Mathis, 2016; Schanzenbach, 2014) & RtI (Foster, Toma, & Troske, 2013; Roberts, Vaughn, Fletcher, Stuebing, & Barth, 2013; Schwartz, Schmitt, & Lose, 2012).

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- #1: If we hire the SIA sponsored positions, then the district can improve instructional/ behavioral / mental health environments through targeted reduction in student-to-adult ratios.
- #2: If we hire the SIA positions, then the district can add academic, trauma-informed, mental health professional development training to all licensed and classified staff.
- #3: If we hire the SIA positions, then the district can create a Three-Year Teacher Mentorship Program for all newly hired licensed staff.
- #4: If we hire the elementary school-based SIA licensed positions, then the district will have elementary targeted class size reduction.
- #5: If we hire the elementary school-based SIA classified positions, then the district can add elementary educational assistant support for academics.
- #6: If we hire the middle school-based SIA classified positions, then the district will have middle school targeted class size reduction.
- #7: If we hire the middle school-based SIA classified positions, then the district can add middle school educational assistant support for academics.

Specific Activities that will support Strategy #2

(See budget for specific cost information)

Activity 2.1: Hire school building-based SIA positions

- a. District Monitoring Team with principal / building staff input
- b. Measures of Evidence for Activity 2.1 – Year 2020-21: SPS SIA Adult-to-Student Checklist, Year 2021-22: SPS SIA Adult-to-Student Checklist, and Year 2022-23: SPS SIA Adult-to-Student Checklist

Activity 2.2: Train newly hired SIA staff regarding job responsibilities and teaming requirements

- a. District Monitoring Team and School Building-based Team
- b. Measures of Evidence for Activity 2.2 – Year 2020-21: SPS SIA Adult-to-Student Checklist, Year 2021-22: SPS SIA Adult-to-Student Checklist, and Year 2022-23: SPS SIA Adult-to-Student Checklist

Activity 2.3: Establish a school building-based team schedule

- a. School Building-based Team, with supervision by District Monitoring Team
- b. Measures of Evidence for Activity 2.3 – Year 2020-21: SPS SIA Adult-to-Student Checklist, Year 2021-22: SPS SIA Adult-to-Student Checklist, and Year 2022-23: SPS SIA Adult-to-Student Checklist

Activity 2.4: Monitor / assess student and/or family support services and data

- a. School Building-based Team, with supervision by District Monitoring Team
- b. Measures of Evidence for Activity 2.4 – Year 2020-21: SPS SIA Adult-to-Student Checklist, Year 2021-22: SPS SIA Adult-to-Student Checklist, and Year 2022-23: SPS SIA Adult-to-Student Checklist

Activity 2.5: Alter family / student intervention plans to meet specified trajectories based upon

Activity 2.4's outcomes

- a. School Building-based Team, with supervision by District Monitoring Team
- b. Measures of Evidence for Activity 2.5 – Year 2020-21: SPS SIA Adult-to-Student Checklist, Year 2021-22: SPS SIA Adult-to-Student Checklist, and Year 2022-23: SPS SIA Adult-to-Student Checklist

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Strategy #3: Augment district staff efforts with mental health contracting and building safety

- #0: Research supporting Strategy #3 (Chiang, Meagher, & Slade, 2015; Doulas & Lurigio, 2010; Garner, Mahatmya, Brown, & Vesely, 2014; Reback, 2010; Korpershoek, Canrinus, Fokkens-Bruinsma, & de Boer, 2019; Reback, 2010; Vranda, 2015).
- #1: If we improve campus security through facility improvements, then we will create a safer environment for families, students, and staff and positively influences school culture.
- #2: If we contract with outside mental health service providers, then our school building-based teams will have another powerful intervention at their access for students and families.

Specific Activities that will support Strategy #3

(See budget for specific cost information)

Activity 3.1: Conduct a campus security audit

- a. District Monitoring Team, Building-Based Team, and community stakeholders
- b. Measures of Evidence for Activity 3.1 – Year 2020-21: SPS SIA Outside Contract Checklist, Year 2021-22: SPS SIA Outside Contract Checklist, and Year 2022-23: SPS SIA Outside Contract Checklist

Activity 3.2: Based upon the security audit, create a campus security action plan

- a. District Monitoring Team, with input from Building-Based Teams
- b. Measures of Evidence for Activity 3.2 – Year 2020-21: SPS SIA Outside Contract Checklist, Year 2021-22: SPS SIA Outside Contract Checklist, and Year 2022-23: SPS SIA Outside Contract Checklist

Activity 3.3: Get needed building renovation approval permits

- a. District leadership
- b. Measures of Evidence for Activity 3.3 – Year 2020-21: SPS SIA Outside Contract Checklist, Year 2021-22: SPS SIA Outside Contract Checklist, and Year 2022-23: SPS SIA Outside Contract Checklist

Activity 3.4: Initiate building safety renovations – from bidding to construction completion

- a. District leadership
- b. Measures of Evidence for Activity 3.4 – Year 2020-21: SPS SIA Outside Contract Checklist, Year 2021-22: SPS SIA Outside Contract Checklist, and Year 2022-23: SPS SIA Outside Contract Checklist

Activity 3.5: Conduct a needs assessment regarding specifications for contracts with outside mental health providers.

- a. District Monitoring Team, with input from Building-Based Teams
- b. Measures of Evidence for Activity 3.5 – Year 2020-21: SPS SIA Outside Contract Checklist, Year 2021-22: SPS SIA Outside Contract Checklist, and Year 2022-23: SPS SIA Outside Contract Checklist

Activity 3.6: Create and negotiate contracts with outside mental health providers.

- a. District leadership
- b. Measures of Evidence for Activity 3.6 – Year 2020-21: SPS SIA Outside Contract Checklist, Year 2021-22: SPS SIA Outside Contract Checklist, and Year 2022-23: SPS SIA Outside Contract Checklist

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Strategy #4: Alignment of current district efforts / interventions / initiatives with SPS SIA Proposal

- #0: Research supporting Strategy #4 (Chiang, Meagher, & Slade, 2015; Doulas, & Lurigio, 2010; Eagle, Dowd-Eagle, Snyder, Holtzman, 2015).
- #1: If we align our current elementary efforts, interventions, and initiatives [kinder teaming, core reading enhancements, purposeful student placement, iReading assessments, RtI, PBIS, literacy PD, easyCBM screening, KITS & Spanish KITS, Title family Resource Centers, Title I, special education, etc.] with our proposed SIA interventions / initiatives, then we will create more cohesive academic, trauma-informed practices / mental health, and behavioral innovations for students and families.
- #2: If we align our current middle school efforts, interventions, and initiatives [purposeful student placement, 8/9 Transition Bridge Program, RtI, PBIS, literacy PD, Flex Scheduling, special education, online credit recovery, etc.] with our proposed SIA interventions / initiatives, then we will create more cohesive academic, trauma-informed practices / mental health, and behavioral innovations for students and families.
- #3: If we align our current high school efforts, interventions, and initiatives [purposeful student placement, 8/9 Transition Bridge Program, PBIS, literacy PD, SLIP / STAMP, special education, online credit recovery, frosh teaming, College Now, access scheduling, AVID, alternative diploma options, EL Newcomers, after school activities, etc.] with our proposed SIA interventions / initiatives, then we will create more cohesive academic, trauma-informed practices / mental health, and behavioral innovations for students and families.
- #4: If we align our current district efforts, interventions, and initiatives [Core reading enhancements PD, RtI PD, PBIS PD, literacy PD, easyCBM screening, Second Language, Title grants, special education administration, District Online Programing, SPS data analytics tool, district attendance monitoring, etc.] with our proposed SIA interventions / initiatives, then we will create more cohesive academic, trauma-informed practices / mental health, and behavioral innovations for students and families.
- #5: If we hire the SIA sponsored secondary positions, then the district can increase support for high school students related to (a) drop-out prevention support, (b) career and technical education (CTE) programs, and (c) college and career readiness
- #6: If we expand the district's 9th / 10th Grade On-Track/Pathways certified staffing, then we can multiply the investment in certified positions to support (a) student drop-out prevention strategies and support and (b) targeted expansion of CTE and elective offerings which support historically marginalized and underserved student populations.
- #7: If we expand our investment in industry standardization of existing programs, then we will establish priority investments for industry standardization which brings equipment and materials used in the classroom to the level of industry standard for targeted programs and pathways.
- #8: If we expand our facility standardization, then we can target improvements to current high school facilities to support efficiencies and industry standardization of spaces.

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Specific Activities that will support Strategy #4

(See budget for specific cost information)

Activity 4.1: Conduct a cross-walk analysis of current district efforts, interventions, and initiatives with our proposed SIA interventions / initiatives

- a. District Monitoring Team and Building-Based Team
- b. Measures of Evidence for Activity 4.1 – Year 2020-21: SPS Initiatives to SIA Checklist, Year 2021-22: SPS Initiatives to SIA Checklist, and Year 2022-23: SPS Initiatives to SIA Checklist

Activity 4.2: Based upon the cross-walk, create an elementary, middle, and high school intervention master plan

- a. District Monitoring Team and Building-Based Team
- b. Measures of Evidence for Activity 4.2 – Year 2020-21: SPS Initiatives to SIA Checklist, Year 2021-22: SPS Initiatives to SIA Checklist, and Year 2022-23: SPS Initiatives to SIA Checklist

Activity 4.3: Assign School Building-based Team members with specific over-sight assignments

- a. Building-Based Team member assignments
- b. Measures of Evidence for Activity 4.3 – Year 2020-21: SPS Initiatives to SIA Checklist, Year 2021-22: SPS Initiatives to SIA Checklist, and Year 2022-23: SPS Initiatives to SIA Checklist

Activity 4.4: Create a monthly district / school building-based team meeting for appraisal of cross-walk master plan

- a. District Monitoring Team and Building-Based Team
- b. Measures of Evidence for Activity 4.4 – Year 2020-21: SPS Initiatives to SIA Checklist, Year 2021-22: SPS Initiatives to SIA Checklist, and Year 2022-23: SPS Initiatives to SIA Checklist

Priorities

Resource Allocation

Each resource allocation is directly tied to an Outcome. Specifically, each SPS Strategy has a listed SPS Outcomes and SPS Specific Activities. Please see either (a) The SPS SIA Plan Template for Part Five of the Grant Application or (b) the SPS SIA Workbook – Integrated Planning Tool.

One Year Focus

Please see the SPS SIA Workbook – Integrated Planning Tool for detail by year.

Three Year Focus

Please see the SPS SIA Workbook – Integrated Planning Tool for detail by year.

Flexible Priorities

The SPS SIA Plan would shift for two reasons. First, if full ODE funding was not available to the district, then SPS would have to conduct a cost-benefit analysis of what strategies [and associated activities] could be conducted based upon available fiscal resources. Second, if prioritized skilled staff [e.g., licensed school-based mental health support] hiring was not possible because of the lack of available skilled personnel, then the district would have to move

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that specific activity from the first year to the second year. The hiring activity would need to be expanded to a multi-state listing and recruiting effort.

SIA Integrated Planning Tool – SPS Workbook (See Appendix - Section 2)

<i>Outcomes</i>		<i>Relevant Strategy</i>			
		<i>S1</i>	<i>S2</i>	<i>S3</i>	<i>S4</i>
Outcome 1	Increase student participation to district / school academic programs through a focus on attendance policies and practices that meet the (a) physical [basic health and nutrition] needs; (b) socio-emotional, trauma informed, and mental health needs; and, (c) academic needs.	x	x		
Outcome 2	Increase student access to district / school academic programs by meeting student needs physically, academically, and socio-emotionally / mental health through focused hiring of (a) licensed clinical staff and (b) academic interventionists and the creation of school building-based teams	x	x	x	x
Outcome 3	Increase student achievement by reducing elementary class size through hiring of teachers and interventionists.	x	x		
Outcome 4	Increase grade-level teaming for increased student achievement by hiring of teacher of physical education, which will create grade level collaboration teaming times.	x	x		
Outcome 5	Increase student achievement monitoring through creation of school building-based teams that will meet minimally bi-monthly.	x	x	x	x
Outcome 6	Change school building-based team's access to more student and family services through (a) outside mental health specialists and (b) utilization of the Family Resource Navigator.	x	x	x	
Outcome 7	Increase staff [licensed and classified] training in (a) equity-based, (b) social-emotional / trauma-informed / mental health, (c) academic [Tier 1 & 2], (d) behavioral interventions and outcomes, and (e) family access interventions.	x	x		
Outcome 8	Augment (a) campus security and facility improvements and (b) contract with outside mental health / trauma-informed service providers to increase the mental and physical well-being of students and their families.	x	x		
Outcome 9	Align current district effort and interventions / initiatives to SIA interventions to create a seamless, unified intervention district-wide policy and approach.	x	x	x	x
Strategy #1	SPS will support the health and safety of students and their families	x			
Strategy #2	Increase the number of adults in our system that have student / family contact		x		
Strategy #3	Augment district staff efforts with mental health contracting and building safety			x	
Strategy #4	Alignment of current district efforts / interventions / initiatives with SPS SIA Proposal				x

Work Plan Budget included in the planning documents - (See Appendix - Section 2)

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#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level Year 1
1	Hire district-based SIA positions	S1	x						HIGH
2	Hire school building-based SIA positions	S1	x						HIGH
3	Train newly hired SIA staff regarding job responsibilities and teaming requirements	S1	x						HIGH
4	Establish a school building-based team schedule	S1	x	x	x				HIGH
5	Monitor / assess student and/or family support services and data	S1	x	x	x				MID
6	Alter family / student intervention plans to meet specified trajectories based upon Activity 1.5's outcomes	S1	x	x	x				MID
7	Hire school building-based SIA positions	S2	x						HIGH
8	Train newly hired SIA staff regarding job responsibilities and teaming requirements	S2	x						HIGH
9	Establish a school building-based team schedule	S2	x	x	x				HIGH
10	Monitor / assess student and/or family support services and data	S2	x	x	x				MID
11	Alter family / student intervention plans to meet specified trajectories based upon Activity 1.5's outcomes	S2	x	x	x				MID
12	Conduct a campus security audit	S3	x						HIGH
13	Based upon the security audit, create a campus security action plan	S3	x						HIGH
14	Get needed building renovation approval permits	S3	x	x					MID
15	Initiate building safety renovations – from bidding to construction completion	S3		x	x				MID
16	Conduct a needs assessment regarding specifications for contracts with outside mental health providers.	S3	x						HIGH
17	Create and negotiate contracts with outside mental health providers.	S3	x						HIGH
18	Conduct a cross-walk analysis of current district efforts, interventions, and initiatives with our proposed SIA interventions / initiatives	S4	x	x					HIGH
19	Based upon the cross-walk, create an elementary, middle, and high school intervention master plan	S4	x	x	x				HIGH
20	Assign School Building-based Team members with specific over-sight assignments	S4	x	x	x				HIGH

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2 1	Create a monthly district / school building-based team meeting for appraisal of cross-walk master plan	S4	x	x	x				MID
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SPS Equity Lens Tool

The Equity Lens Tool can be found in *Part Two: Narrative* text of this document.

The Equity Lens Tool echoed the district engagement findings and the district data analytics. Of the four major investment areas, we found two top priorities: (a) increasing the number of adults in our system to address class size and caseloads and to focus on the academic and behavioral disparities of the HB 3427 student groups (as well as other students in our district) and (b) supporting the health and safety of our students and their families through mental health needs.

Part Six: Use of Funds (See Appendix - Section 2)

Allowable Uses

The following allowable use categories are in our plan.

- ☒ Increasing instructional time
- ☒ Addressing students' health and safety needs
- ☒ Evidence-based strategies for reducing class size and caseloads
- ☒ Expanding availability of and student participation in well-rounded learning experiences

Meeting Students Mental and Behavioral Health Needs

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

- ☐ Increasing instructional time
- ☐ Addressing students' health and safety needs
- ☐ Evidence-based strategies for reducing class size and caseloads
- ☐ Expanding availability of and student participation in well-rounded learning experiences

Utilizing SIA Funds

Utilizing the SIA funds, SPS proposes to hire 27.5 FTE certified, 15.0 classified, and 7.0 administrative FTE to support the health and safety of students by meeting the student's behavioral and mental health needs. At the elementary level this would translate to 8.0 FTE behavior interventionists, 5.5 FTE behavior educational assistant (EA) support staff, 4.0 FTE assistant principals, and 11.5 FTE physical education teachers (to provide meeting support time for our behavioral, mental health, and academic interventions). At the elementary level, we would also have funds available for outside mental health provider support. At the middle school level this would translate to 4.0 FTE Licensed Mental Health Support, behavior EA support staff, and have funds available for outside mental health provider support. At the high school level, we propose 2.0 FTE assistant principal positions, campus security and facility improvements, money for free student access to feminine hygiene products (to increase attendance), and also have

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funds available for outside mental health provider support. Finally, at the district level we propose to hire 1.0 FTE District Equity Coordinator and 4.0 FTE certified SIA support positions. We also propose to have funds available for Free All-Student Access to Breakfast and Lunch and the hiring of Family Resource Navigators.

Addressing the Needs and Impact on Focal Student Groups

Impact for All Students and Focal Student Groups

Our SIA Plan meets the state's two priorities: (a) meeting students' mental and behavioral health needs and (b) reducing disparities and increasing academic achievement. We meet those two priorities through four (4) strategies. The first strategy states that SPS will support the health and safety of students and their families through research-based practices (Chiang, Meagher, & Slade, 2015; Doulas & Lurigio, 2010; Reback, 2010; Vranda, 2015). Through this effort, (a) we can meet students' behavioral and mental health needs, which will lead to higher academic performance, attendance, and graduation rates; (b) we can create school cultures that support students and families navigating crisis and mental health issues; (c) we can increase school-based academic teaming focusing on specialized instruction and increase student's physical health; and, we can increase staff training around access to mental and behavioral health services for students and families. The second strategy increases the number of adults in our system that have student / family contact through elementary class size reduction efforts. Research (Baker, Farrie, Sciarra, 2016; Mathis, 2016; Schanzenbach, 2014) and a focused elementary / middle response-to-intervention (RtI) (Foster, Toma, & Troske, 2013; Roberts, Vaughn, Fletcher, Stuebing, & Barth, 2013; Schwartz, Schmitt, & Lose, 2012) suggests that our chosen activities will significantly reduce the academic gap between student groups while concomitantly increasing their sense of *belongingness* (Akiva, Cortina, Eccles, & Smith, 2013; Pendergast, Allen, McGregor, & Ronksley-Pavia, 2018; Taylor, Oberle, Durlak, & Weissberg, 2017). The third strategy engages our community partners and, thus, augment district staff efforts with mental health contracting and building safety (Chiang, Meagher, & Slade, 2015; Doulas & Lurigio, 2010; Reback, 2010; Vranda, 2015). The third effort will substantially increase student attendance by ameliorating absences due to mental health or feelings of safety issues. The fourth and last strategy aligns current district efforts / interventions / initiatives with SPS SIA Proposal for a more singular, focused effort (Chiang, Meagher, & Slade, 2015; Doulas, & Lurigio, 2010; Eagle, Dowd-Eagle, Snyder, Holtzman, 2015). Our fourth strategy aligns our current elementary efforts will create more cohesive academic, trauma-informed practices / mental health, and behavioral innovations for students and families across elementary, middle, and high school. Those alignments will significantly improve attendance and academic achievement at the elementary and middle grades. The alignment of our high school efforts will significantly increase support for high school students related to (a) drop-out prevention support, (b) career and technical education (CTE) programs, and (c) college and career readiness. At high school, we also can multiply the investment in certified positions to support (a) student drop-out prevention strategies and support and (b) targeted expansion of CTE and elective offerings which support historically marginalized and underserved student populations.

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Potential Impact on Meeting the Longitudinal Growth Targets

The barriers, risks, and/or choices that could impact the potential for focal students to meet the longitudinal growth targets focus on two areas: (a) the fiscal stability of funding and (b) the potential personnel and the structural learning infrastructure next year of our school system. First, if we receive less SIA funding from the state for whatever reason, then we would have to scrutinize our listed priorities. Because all priorities were based upon stakeholder input and our equity lens, we would have to revisit that input to decide where to reduce. The second factor looks at the potential to not be able to recruit and hire highly qualified mental health and behavioral personnel required to adequately address students (and their families) academic and mental and behavioral health needs. This problem would cause us to restart the recruitment process by casting a multi-state effort to find the acceptable personnel. That effort would move that strategy from Year One to Year Two. The last barrier is specific to the latest coronavirus outbreak and its shuttering of schools. If the quarantine continues into the next year, SPS would have to rethink how we would administer the needed academic, behavioral, and mental health interventions virtually.

Springfield School District #19 SIA Application**Part Seven: Documentation and Board Approval****Evidence of Board Approval**

Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.). Share link where the plan exists on a public website.

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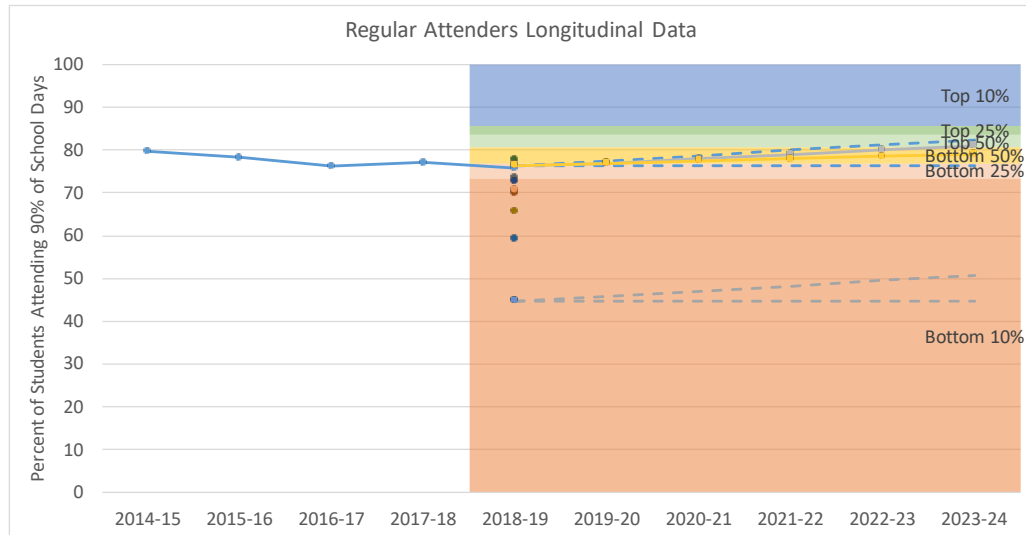
Appendix

Section 1: Data

Section 2: Planning Documents

Section 3: Artifacts of Evidence

Section 1: Data



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	79.73	78.19	76.17	77.13	75.8	75.8					
Starting Point (3 Year Avg)						76.4	76.4	76.4	76.4	76.4	76.4
Starting + Top Growth						76.4	77.6	78.8	80.0	81.2	82.4
Combined Disadvantaged					44.7	44.7					
Starting Point (3 Year Avg)						44.7	44.7	44.7	44.7	44.7	44.7
Starting + Top Growth				n		44.7	45.9	47.1	48.3	49.5	50.7
American Indian/Alaska Native				120	59.17	59.2					
Black/African American				103	69.9	69.9					
Hispanic/Latino				2208	73.64	73.6					
Native Hawaiian/Pacific Islander				55	65.46	65.5					
Economically Disadvantaged				6798	72.76	72.8					
English Learners				613	77.49	77.5					
Homeless				264	44.7	44.7					
Students with Disabilities				1594	70.58	70.6					

Growth Achieved by Top 10% of Districts		1.2
District Percentiles		
Top 10%	85.8	
Top 25%	83.5	
Top 50%	80.6	
Bottom 25%	76.9	
Bottom 10%	73.3	

Baseline Targets

Stretch Targets

Gap Closing Targets - homeless

Gap Closing Targets - students of color

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
76.4	77	77.5	78	78.5	79
76.4	77	78	79	80	81
44.7	45	46.5	48	50.5	51
67.0	68	69.2	70.4	71.6	72.8

5% per year

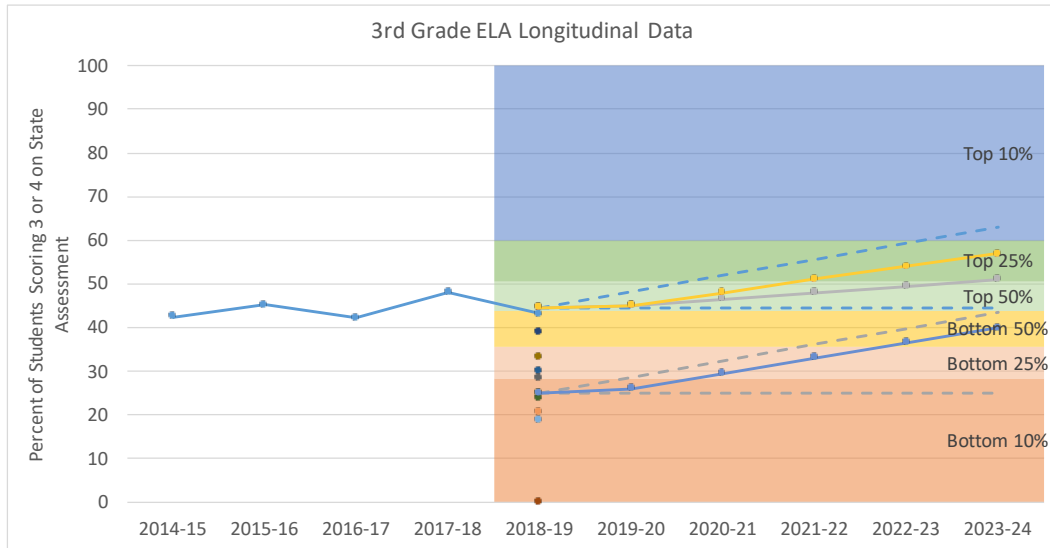
1% per year

greater than highest district growth

however, starting low enough that intensive focus can have large impact

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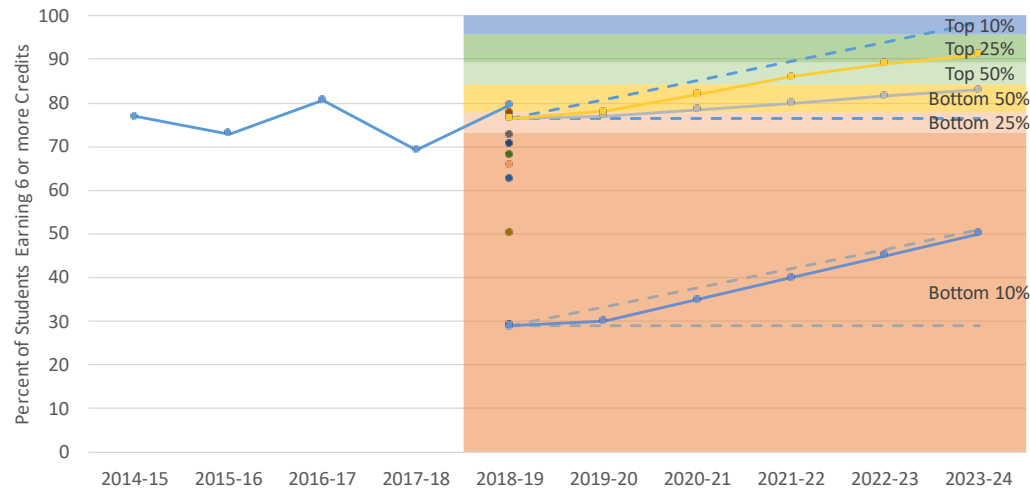
Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	42.39	45.23	42.26	48.05	43.18	43.2					
Starting Point (3 Year Avg)						44.5	44.5	44.5	44.5	44.5	44.5
Starting + Top Growth						44.5	48.2	51.9	55.6	59.3	63.0
Combined Disadvantaged					25.0	25.0					
Starting Point (3 Year Avg)						25.0	25.0	25.0	25.0	25.0	25.0
Starting + Top Growth				n		25.0	28.7	32.4	36.1	39.8	43.5
American Indian/Alaska Native				10	30	30.0					
Black/African American				4	0	0.0					
Hispanic/Latino				154	28.57	28.6					
Native Hawaiian/Pacific Islander				3	33	33.0					
Economically Disadvantaged				539	38.96	39.0					
English Learners				72	23.61	23.6					
Homeless				16	18.75	18.8					
Students with Disabilities				102	20.59	20.6					

Growth Achieved by Top 10% of Districts	3.7
District Percentiles	
Top 10%	60
Top 25%	50.7
Top 50%	43.8
Bottom 25%	35.6
Bottom 10%	28.4

	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24	
Baseline Targets	44.5	45	46.5	48	49.5	51	1.5% growth per year, from 50% to top 25% of districts (based on current numbers)
Stretch Targets	44.5	45	48	51	54	57	3% growth per year overall
Gap Closing Targets	25.0	26	29.5	33	36.5	40	focus on students of color, homeless, and students with disabilities
							3.5% growth per year for these groups

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9th Grade On Track Longitudinal Data



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	76.8	72.9	80.6	69.2	79.5	79.5					
Starting Point (3 Year Avg)						76.4	76.4	76.4	76.4	76.4	76.4
Starting + Top Growth						76.4	80.8	85.2	89.6	94.0	98.4
Combined Disadvantaged					29.0	29.0					
Starting Point (3 Year Avg)						29.0	29.0	29.0	29.0	29.0	29.0
Starting + Top Growth				n		29.0	33.4	37.8	42.2	46.6	51.0
American Indian/Alaska Native				8	62.5	62.5					
Black/African American				9	77.8	77.8					
Hispanic/Latino				158	72.8	72.8					
Native Hawaiian/Pacific Islander				4	50	50.0					
Economically Disadvantaged				467	70.7	70.7					
English Learners				25	68	68.0					
Homeless				35	28.6	28.6					
Students with Disabilities				108	65.7	65.7					

Growth Achieved by Top 10% of Districts	4.4
District Percentiles	
Top 10%	95.6
Top 25%	89.2
Top 50%	84.3
Bottom 25%	77.8
Bottom 10%	73.1

Baseline Targets

Stretch Targets

Gap Closing Targets-Homeless

Gap Closing Targets-Disabilities

Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
76.4	77	78.5	80	81.5	83
76.4	78	82	86	89	91
29.0	30	35	40	45	50
65.0	66	67	70	72	75

1.5% growth per year

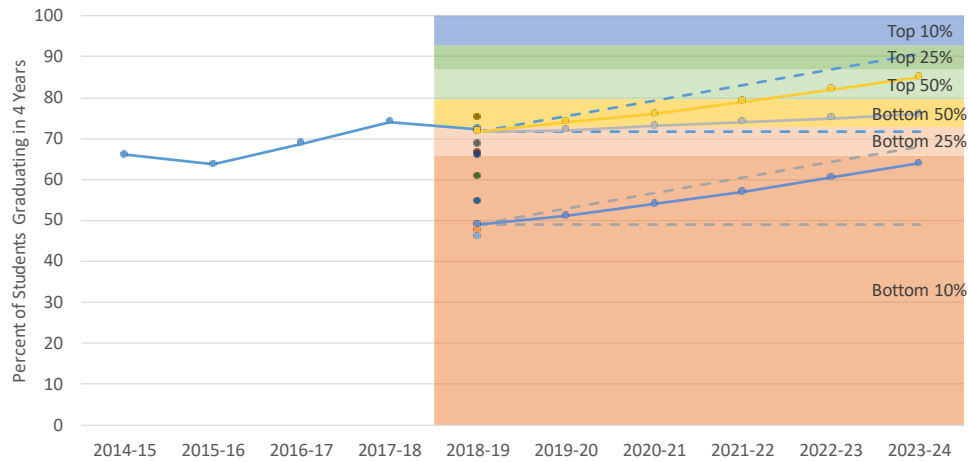
4% growth for a few years then 3 and then 2

intensive focus on homeless students

explicit focus on students with disabilities

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Four Year Graduation Rate Longitudinal Data



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	66.01	63.73	68.81	74	72.25	72.3					
Starting Point (3 Year Avg)						71.7	71.7	71.7	71.7	71.7	71.7
Starting + Top Growth						71.7	75.5	79.3	83.1	86.9	90.7
Combined Disadvantaged					49.0	49.0					
Starting Point (3 Year Avg)						49.0	49.0	49.0	49.0	49.0	49.0
Starting + Top Growth						49.0	52.8	56.6	60.4	64.2	68.0
11American Indian/Alaska Native	60	55.56	53.33	100	54.55	54.6					
9Black/African American	57.14	42.86	40	54.55	66.67	66.7					
197Hispanic/Latino	61.15	59.31	68.45	29.83	68.53	68.5					
8Native Hawaiian/Pacific Islander	75	75	60	100	75	75.0					
529Economically Disadvantaged	58.96	56	61.45	67.13	65.97	66.0					
33English Learners	24	31.58	54.55	51.85	60.61	60.6					
100Homeless			35.24	44.74	46	46.0					
116Students with Disabilities	41.07	39.32	47.11	56.03	47.41	47.4					

Growth Achieved by Top 10% of Districts	3.8
District Percentiles	
Top 10%	92.8
Top 25%	86.8
Top 50%	79.6
Bottom 25%	72.9
Bottom 10%	65.8

Baseline Targets

Stretch Targets

Gap Closing Targets

Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
71.7	72	73	74	75	76
71.7	74	76	79	82	85
49.0	51	54	57	60.5	64

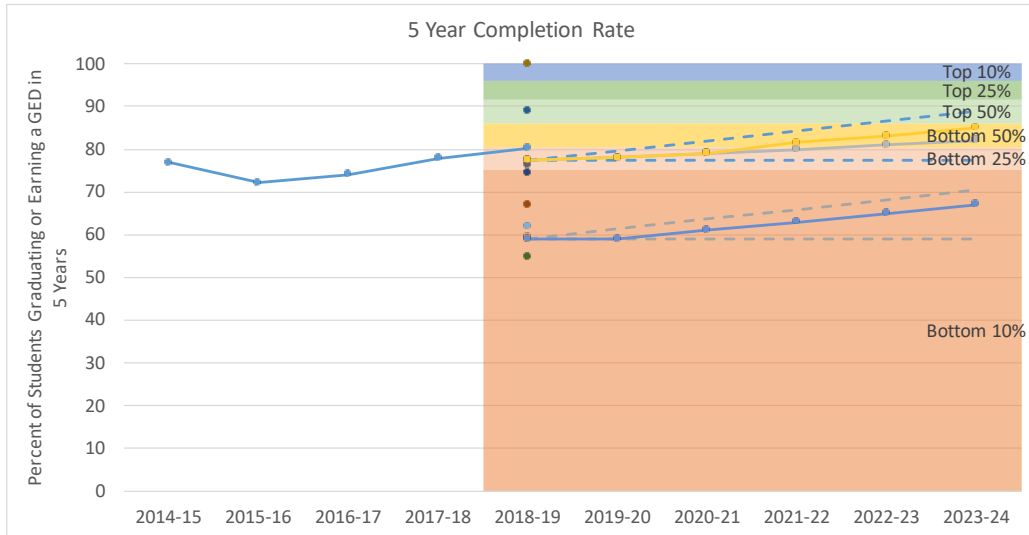
1% growth per year through intentional focus on data and improved 9th grade on track supports

2-3% each year through targeted supports for students navigating homelessness, emerging bilingual students, and students with disabilities

3-3.5% growth per year through targeted supports for students navigating homelessness, emerging bilingual students, and students with disabilities

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Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	76.8	72.2	74.1	77.9	80.2	80.2					
Starting Point (3 Year Avg)						77.4	77.4	77.4	77.4	77.4	77.4
Starting + Top Growth						77.4	79.7	82.0	84.3	86.6	88.9
Combined Disadvantaged					59.0	59.0					
Starting Point (3 Year Avg)						59.0	59.0	59.0	59.0	59.0	59.0
Starting + Top Growth						59.0	61.3	63.6	65.9	68.2	70.5
American Indian/Alaska Native					88.9	88.9					
Black/African American					66.7	66.7					
Hispanic/Latino					76.3	76.3					
Native Hawaiian/Pacific Islander					100	100.0					
Economically Disadvantaged					74.5	74.5					
English Learners					54.8	54.8					
Homeless					61.9	61.9					
Students with Disabilities					59.5	59.5					

Growth Achieved by Top 10% of Districts	2.3
District Percentiles	
Top 10%	96
Top 25%	91.6
Top 50%	86.1
Bottom 25%	80.3
Bottom 10%	75.3

	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	77.4	78	79	80	81	82
Stretch Targets	77.4	78	79	81.5	83	85
Gap Closing Targets	59.0	59	61	63	65	67

1% growth over 4 year grad rate (one year delay in metric)

3% growth over 4 year grad rate (one year delay in metric)

focus on homeless, ELL, students with disabilities, three populations chose 59 as starting point because SPED students in the middle of these

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Correlations - All 3rd Grade

Descriptive Statistics

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
Fall.PASSG.RDG	84.570	38.672	2446.000
Fall.Rdg.Risk#	1.800	0.806	2449.000
Wntr.PASSG.RDG	121.153	45.253	2408.000
Wntr.Rdg.Risk#	1.809	0.787	2412.000
Spr.PASSG.RDG	120.134	46.073	2385.000
Spr.Rdg.Risk	1.783	0.771	2392.000
SBAC.ELA.Scr	2390.312	248.595	2138.000
SBAC_ELA_PERF_LVL	798.367	1136.968	2138.000

Correlations

	<u>Fall.PASSG.RDG</u>	<u>Fall.Rdg.Risk#</u>	<u>Wntr.PASSG.RDG</u>	<u>Wntr.Rdg.Risk#</u>	<u>Spr.PASSG.RDG</u>	<u>Spr.Rdg.Risk</u>	<u>SBAC.ELA.Scr</u>
Fall.Rdg.Risk#	-.560**						
Wntr.PASSG.RDG	.416**	-.379**					
Wntr.Rdg.Risk#	-.347**	.382**	-.750**				
Spr.PASSG.RDG	.409**	-.343**	.920**	-.712**			
Spr.Rdg.Risk	-.354**	.366**	-.714**	.745**	-.735**		
SBAC.ELA.Scr	.225**	-.193**	.244**	-.224**	.237**	-.224**	
SBAC_ELA_PERF_LVL	.086**	-.047*	.103**	-.089**	.069**	-.061**	.092**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

5.95%

Regression - All 3rd Grade

Descriptive Statistics

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
SBAC.ELA.Scr	2405.807	165.409	1951.000
Attend%	0.941	0.060	1951.000
Fall.PASSG.RDG	85.823	38.959	1951.000
Wntr.PASSG.RDG	122.861	44.279	1951.000
Spr.PASSG.RDG	122.214	45.100	1951.000

Correlations

	<u>SBAC.ELA.Scr</u>	<u>Attend%</u>	<u>Fall.PASSG.RDG</u>	<u>Wntr.PASSG.RDG</u>
Attend%	0.033			
Fall.PASSG.RDG	0.222	0.096		
Wntr.PASSG.RDG	0.288	0.067	0.418	
Spr.PASSG.RDG	0.281	0.058	0.418	0.916

8.27%

Model Summary

<u>R</u>	<u>R Sqr</u>	<u>Adj R Sqr</u>	<u>SEE</u>	<u>Change Statistics</u>		<u>df1</u>	<u>df2</u>	<u>Sig. F Change</u>
				<u>R Sqr Change</u>	<u>F Change</u>			
.310 ^a	0.096	0.094	157.402	0.096	51.854	4.000	1946.000	0.000

a. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

ANOVA^a

	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Regression	5138833.494	4.000	1284708.373	51.854	.000 ^b
Residual	48213208.043	1946.000	24775.544		
Total	53352041.537	1950.000			

a. Dependent Variable: SBAC.ELA.Scr

b. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

Coefficients^a

	<u>Unstdzd Coefs</u> <u>B</u>	<u>Std. Error</u>	<u>Stdzd Coefs</u> <u>Beta</u>	<u>t</u>	<u>Sig.</u>	<u>Zero-order</u>	<u>Correlations</u> <u>Partial</u>	<u>Part</u>
(Constant)	2235.636	56.668		39.452	0.000			
Attend%	0.165	0.600	0.006	0.275	0.783	0.033	0.006	0.006
Fall.PASSG.RDG	0.505	0.101	0.119	4.977	0.000	0.222	0.112	0.107
Wntr.PASSG.RDG	0.598	0.202	0.160	2.964	0.003	0.288	0.067	0.064
Spr.PASSG.RDG	0.309	0.198	0.084	1.563	0.118	0.281	0.035	0.034

a. Dependent Variable: SBAC.ELA.Scr

Regression - Hispanic Only

Descriptive Statistics^a

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
SBAC.ELA.Scr	2406.123	136.514	431.000
Attend%	0.942	0.054	431.000
Fall.PASSG.RDG	81.541	36.280	431.000
Wntr.PASSG.RDG	124.606	43.901	431.000
Spr.PASSG.RDG	123.543	45.204	431.000

a. Selecting only cases for which Hispanic# = 1

Correlations^a

	<u>SBAC.ELA.Scr</u>	<u>Attend%</u>	<u>Fall.PASSG.RDG</u>	<u>Wntr.PASSG.RDG</u>
Attend%	-0.004			
Fall.PASSG.RDG	0.280	0.088		
Wntr.PASSG.RDG	0.395	0.005	0.493	
Spr.PASSG.RDG	0.384	0.039	0.508	0.908

15.63%

a. Selecting only cases for which Hispanic# = 1

Model Summary

<u>R</u>	<u>R Sqr</u>	<u>Adj R Sqr</u>	<u>SEE</u>	<u>Change Statistics</u>		<u>df1</u>	<u>df2</u>	<u>Sig. F Change</u>
				<u>R Sqr Change</u>	<u>F Change</u>			
.410 ^a	0.168	0.161	125.076	0.168	21.560	4.000	426.000	0.000

a. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

ANOVA^{a,b}

	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Regression	1349126.601	4.000	337281.650	21.560	.000 ^c
Residual	6664361.882	426.000	15644.042		
Total	8013488.483	430.000			

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which Hispanic# = 1

c. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

Coefficients^{a,b}

	<u>Unstdzd Coefs</u> <u>B</u>	<u>Std. Error</u>	<u>Stdzd Coefs</u> <u>Beta</u>	<u>t</u>	<u>Sig.</u>	<u>Zero-order</u>	<u>Correlations</u> <u>Partial</u>	<u>Part</u>
(Constant)	2284.002	107.020		21.342	0.000			
Attend%	-0.486	1.125	-0.019	-0.432	0.666	-0.004	-0.021	-0.019
Fall.PASSG.RDG	0.399	0.195	0.106	2.050	0.041	0.280	0.099	0.091
Wntr.PASSG.RDG	0.750	0.330	0.241	2.276	0.023	0.395	0.110	0.101
Spr.PASSG.RDG	0.339	0.323	0.112	1.049	0.295	0.384	0.051	0.046

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which Hispanic# = 1

Regression - Am Ind / AI Native Only

Descriptive Statistics^a

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
SBAC.ELA.Scr	2396.073	227.282	109.000
Attend%	0.942	0.073	109.000
Fall.PASSG.RDG	80.633	38.693	109.000
Wntr.PASSG.RDG	128.220	46.168	109.000
Spr.PASSG.RDG	124.257	46.747	109.000

a. Selecting only cases for which AIAN# = 1

Correlations^a

	<u>SBAC.ELA.Scr</u>	<u>Attend%</u>	<u>Fall.PASSG.RDG</u>	<u>Wntr.PASSG.RDG</u>
Attend%	-0.025			
Fall.PASSG.RDG	0.230	0.102		
Wntr.PASSG.RDG	0.391	0.060	0.403	
Spr.PASSG.RDG	0.369	0.046	0.410	0.926

15.32%

a. Selecting only cases for which AIAN# = 1

Model Summary

<u>R</u>	<u>R Sqr</u>	<u>Adj R Sqr</u>	<u>SEE</u>	<u>Change Statistics</u>		<u>df1</u>	<u>df2</u>	<u>Sig. F Change</u>
				<u>R Sqr Change</u>	<u>F Change</u>			
.403 ^a	0.163	0.130	211.939	0.163	5.051	4.000	104.000	0.001

a. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

ANOVA^{a,b}

	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Regression	907468.492	4.000	226867.123	5.051	.001 ^c
Residual	4671482.921	104.000	44918.105		
Total	5578951.413	108.000			

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which AIAN# = 1

c. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

Coefficients^{a,b}

	<u>Unstdzd Coefs</u> <u>B</u>	<u>Std. Error</u>	<u>Stdzd Coefs</u> <u>Beta</u>	<u>t</u>	<u>Sig.</u>	<u>Zero-order</u>	<u>Correlations</u> <u>Partial</u>	<u>Part</u>
(Constant)	2289.950	268.361		8.533	0.000			
Attend%	-1.736	2.823	-0.056	-0.615	0.540	-0.025	-0.060	-0.055
Fall.PASSG.RDG	0.534	0.582	0.091	0.919	0.360	0.230	0.090	0.082
Wntr.PASSG.RDG	1.666	1.172	0.338	1.422	0.158	0.391	0.138	0.128
Spr.PASSG.RDG	0.103	1.161	0.021	0.089	0.929	0.369	0.009	0.008

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which AIAN# = 1

Regression - Asian Only

Descriptive Statistics^a

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
SBAC.ELA.Scr	2413.100	90.347	60.000
Attend%	0.949	0.048	60.000
Fall.PASSG.RDG	88.133	38.537	60.000
Wntr.PASSG.RDG	122.283	45.103	60.000
Spr.PASSG.RDG	116.717	47.601	60.000

a. Selecting only cases for which Asian# = 1

Correlations^a

	<u>SBAC.ELA.Scr</u>	<u>Attend%</u>	<u>Fall.PASSG.RDG</u>	<u>Wntr.PASSG.RDG</u>
Attend%	0.016			
Fall.PASSG.RDG	0.237	0.126		
Wntr.PASSG.RDG	0.341	0.077	0.264	
Spr.PASSG.RDG	0.332	0.125	0.297	0.914

11.64%

a. Selecting only cases for which Asian# = 1

Model Summary

<u>R</u>	<u>R Sqr</u>	<u>Adj R Sqr</u>	<u>SEE</u>	<u>Change Statistics</u>		<u>df1</u>	<u>df2</u>	<u>Sig. F Change</u>
				<u>R Sqr Change</u>	<u>F Change</u>			
.376 ^a	0.142	0.079	86.699	0.142	2.267	4.000	55.000	0.074

a. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

ANOVA^{a,b}

	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Regression	68170.308	4.000	17042.577	2.267	.074 ^c
Residual	413423.092	55.000	7516.783		
Total	481593.400	59.000			

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which Asian# = 1

c. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

Coefficients^{a,b}

	<u>Unstdzd Coefs</u> <u>B</u>	<u>Std. Error</u>	<u>Stdzd Coefs</u> <u>Beta</u>	<u>t</u>	<u>Sig.</u>	<u>Correlations</u> <u>Zero-order</u>	<u>Partial</u>	<u>Part</u>
(Constant)	2362.729	224.210		10.538	0.000			
Attend%	-0.589	2.371	-0.032	-0.248	0.805	0.016	-0.033	-0.031
Fall.PASSG.RDG	0.368	0.308	0.157	1.194	0.237	0.237	0.159	0.149
Wntr.PASSG.RDG	0.456	0.620	0.227	0.734	0.466	0.341	0.099	0.092
Spr.PASSG.RDG	0.155	0.596	0.082	0.261	0.795	0.332	0.035	0.033

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which Asian# = 1

Regression - Black Only

Descriptive Statistics^a

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
SBAC.ELA.Scr	2393.145	84.625	117.000
Attend%	0.950	0.041	117.000
Fall.PASSG.RDG	82.085	36.729	117.000
Wntr.PASSG.RDG	117.581	42.814	117.000
Spr.PASSG.RDG	119.145	45.433	117.000

a. Selecting only cases for which Black# = 1

Correlations^a

	<u>SBAC.ELA.Scr</u>	<u>Attend%</u>	<u>Fall.PASSG.RDG</u>	<u>Wntr.PASSG.RDG</u>
Attend%	-0.013			
Fall.PASSG.RDG	0.379	0.051		
Wntr.PASSG.RDG	0.359	-0.041	0.449	
Spr.PASSG.RDG	0.314	-0.074	0.407	0.919

14.35%

a. Selecting only cases for which Black# = 1

Model Summary

<u>R</u>	<u>R Sqr</u>	<u>Adj R Sqr</u>	<u>SEE</u>	<u>Change Statistics</u>		<u>df1</u>	<u>df2</u>	<u>Sig. F Change</u>
				<u>R Sqr Change</u>	<u>F Change</u>			
.436 ^a	0.190	0.161	77.516	0.190	6.563	4.000	112.000	0.000

a. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

ANOVA^{a,b}

	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Regression	157731.560	4.000	39432.890	6.563	.000 ^c
Residual	672980.970	112.000	6008.759		
Total	830712.530	116.000			

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which Black# = 1

c. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

Coefficients^{a,b}

	<u>Unstdzd Coefs</u> <u>B</u>	<u>Std. Error</u>	<u>Stdzd Coefs</u> <u>Beta</u>	<u>t</u>	<u>Sig.</u>	<u>Zero-order</u>	<u>Correlations</u> <u>Partial</u>	<u>Part</u>
(Constant)	2329.064	171.585		13.574	0.000			
Attend%	-0.437	1.786	-0.021	-0.244	0.807	-0.013	-0.023	-0.021
Fall.PASSG.RDG	0.631	0.220	0.274	2.871	0.005	0.379	0.262	0.244
Wntr.PASSG.RDG	0.645	0.438	0.326	1.475	0.143	0.359	0.138	0.125
Spr.PASSG.RDG	-0.186	0.405	-0.100	-0.459	0.647	0.314	-0.043	-0.039

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which Black# = 1

Regression - White Only

Descriptive Statistics^a

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
SBAC.ELA.Scr	2406.971	160.539	1855.000
Attend%	0.941	0.059	1855.000
Fall.PASSG.RDG	86.102	39.135	1855.000
Wntr.PASSG.RDG	123.012	44.311	1855.000
Spr.PASSG.RDG	122.555	45.179	1855.000

a. Selecting only cases for which White# = 1

Correlations^a

	<u>SBAC.ELA.Scr</u>	<u>Attend%</u>	<u>Fall.PASSG.RDG</u>	<u>Wntr.PASSG.RDG</u>
Attend%	0.041			
Fall.PASSG.RDG	0.219	0.090		
Wntr.PASSG.RDG	0.278	0.078	0.420	
Spr.PASSG.RDG	0.273	0.069	0.419	0.916

7.72%

a. Selecting only cases for which White# = 1

Model Summary

<u>R</u>	<u>R Sqr</u>	<u>Adj R Sqr</u>	<u>SEE</u>	<u>Change Statistics</u>		<u>df1</u>	<u>df2</u>	<u>Sig. F Change</u>
				<u>R Sqr Change</u>	<u>F Change</u>			
.302 ^a	0.091	0.089	153.198	0.091	46.484	4.000	1850.000	0.000

a. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

ANOVA^{a,b}

	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Regression	4363892.531	4.000	1090973.133	46.484	.000 ^c
Residual	43418878.955	1850.000	23469.664		
Total	47782771.486	1854.000			

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which White# = 1

c. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

Coefficients^{a,b}

	<u>Unstdzd Coefs</u> <u>B</u>	<u>Std. Error</u>	<u>Stdzd Coefs</u> <u>Beta</u>	<u>t</u>	<u>Sig.</u>	<u>Zero-order</u>	<u>Correlations</u> <u>Partial</u>	<u>Part</u>
(Constant)	2229.563	56.996		39.118	0.000			
Attend%	0.337	0.604	0.012	0.558	0.577	0.041	0.013	0.012
Fall.PASSG.RDG	0.488	0.101	0.119	4.844	0.000	0.219	0.112	0.107
Wntr.PASSG.RDG	0.517	0.202	0.143	2.564	0.010	0.278	0.059	0.057
Spr.PASSG.RDG	0.326	0.198	0.092	1.651	0.099	0.273	0.038	0.037

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which White# = 1

Regression - Pacific Islander

Descriptive Statistics^a

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
SBAC.ELA.Scr	2426.463	96.132	41.000
Attend%	0.948	0.040	41.000
Fall.PASSG.RDG	91.707	42.641	41.000
Wntr.PASSG.RDG	120.293	49.121	41.000
Spr.PASSG.RDG	118.878	51.468	41.000

a. Selecting only cases for which PI# = 1

Correlations^a

	<u>SBAC.ELA.Scr</u>	<u>Attend%</u>	<u>Fall.PASSG.RDG</u>	<u>Wntr.PASSG.RDG</u>
Attend%	-0.005			
Fall.PASSG.RDG	0.284	-0.073		
Wntr.PASSG.RDG	0.257	0.031	0.571	
Spr.PASSG.RDG	0.237	0.038	0.598	0.887

8.07%

a. Selecting only cases for which PI# = 1

Model Summary

<u>R</u>	<u>R Sqr</u>	<u>Adj R Sqr</u>	<u>SEE</u>	<u>Change Statistics</u>		<u>df1</u>	<u>df2</u>	<u>Sig. F Change</u>
				<u>R Sqr Change</u>	<u>F Change</u>			
.307 ^a	0.094	-0.006	96.436	0.094	0.937	4.000	36.000	0.454

a. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

ANOVA ^{a,b}

	SS	df	MS	F	Sig.
Regression	34860.579	4.000	8715.145	0.937	.454 ^c
Residual	334797.616	36.000	9299.934		
Total	369658.195	40.000			

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which PI# = 1

c. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

Coefficients ^{a,b}

	<u>Unstdzd Coffs</u> <u>B</u>	<u>Std. Error</u>	<u>Stdzd Coffs</u> <u>Beta</u>	<u>t</u>	<u>Sig.</u>	<u>Zero-order</u>	<u>Correlations</u> <u>Partial</u>	<u>Part</u>
(Constant)	2337.002	366.001		6.385	0.000			
Attend%	0.152	3.832	0.006	0.040	0.969	-0.005	0.007	0.006
Fall.PASSG.RDG	0.475	0.452	0.211	1.051	0.300	0.284	0.173	0.167
Wntr.PASSG.RDG	0.342	0.675	0.175	0.507	0.615	0.257	0.084	0.080
Spr.PASSG.RDG	-0.082	0.661	-0.044	-0.123	0.902	0.237	-0.021	-0.020

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which PI# = 1

Regression - FaRMs Only

Descriptive Statistics^a

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
SBAC.ELA.Scr	2401.317	164.518	1492.000
Attend%	0.939	0.063	1492.000
Fall.PASSG.RDG	83.736	38.336	1492.000
Wntr.PASSG.RDG	121.233	44.343	1492.000
Spr.PASSG.RDG	120.397	45.037	1492.000

a. Selecting only cases for which FaRMs# = 1

Correlations^a

	<u>SBAC.ELA.Scr</u>	<u>Attend%</u>	<u>Fall.PASSG.RDG</u>	<u>Wntr.PASSG.RDG</u>
Attend%	0.029			
Fall.PASSG.RDG	0.210	0.094		
Wntr.PASSG.RDG	0.284	0.058	0.431	
Spr.PASSG.RDG	0.280	0.049	0.423	0.917

8.05%

a. Selecting only cases for which FaRMs# = 1

Model Summary

<u>R</u>	<u>R Sqr</u>	<u>Adj R Sqr</u>	<u>SEE</u>	<u>Change Statistics</u>		<u>df1</u>	<u>df2</u>	<u>Sig. F Change</u>
				<u>R Sqr Change</u>	<u>F Change</u>			
.303 ^a	0.092	0.089	156.991	0.092	37.600	4.000	1487.000	0.000

a. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

ANOVA^{a,b}

	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Regression	3706805.784	4.000	926701.446	37.600	.000 ^c
Residual	36649043.263	1487.000	24646.297		
Total	40355849.048	1491.000			

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which FaRMs# = 1

c. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

Coefficients^{a,b}

	<u>Unstdzd Coefs</u> <u>B</u>	<u>Std. Error</u>	<u>Stdzd Coefs</u> <u>Beta</u>	<u>t</u>	<u>Sig.</u>	<u>Zero-order</u>	<u>Correlations</u> <u>Partial</u>	<u>Part</u>
(Constant)	2238.737	61.556		36.369	0.000			
Attend%	0.160	0.652	0.006	0.245	0.806	0.029	0.006	0.006
Fall.PASSG.RDG	0.442	0.118	0.103	3.742	0.000	0.210	0.097	0.092
Wntr.PASSG.RDG	0.515	0.231	0.139	2.231	0.026	0.284	0.058	0.055
Spr.PASSG.RDG	0.399	0.227	0.109	1.762	0.078	0.280	0.046	0.044

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which FaRMs# = 1

Regression Special Education Only

Descriptive Statistics^a

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
SBAC.ELA.Scr	2363.609	188.540	325.000
Attend%	0.933	0.081	325.000
Fall.PASSG.RDG	69.831	40.382	325.000
Wntr.PASSG.RDG	109.498	45.233	325.000
Spr.PASSG.RDG	108.455	43.642	325.000

a. Selecting only cases for which SpEd# = 1

Correlations^a

	<u>SBAC.ELA.Scr</u>	<u>Attend%</u>	<u>Fall.PASSG.RDG</u>	<u>Wntr.PASSG.RDG</u>
Attend%	-0.004			
Fall.PASSG.RDG	0.282	0.104		
Wntr.PASSG.RDG	0.343	0.016	0.407	
Spr.PASSG.RDG	0.338	0.020	0.381	0.937

11.73%

a. Selecting only cases for which SpEd# = 1

Model Summary

<u>R</u>	<u>R Sqr</u>	<u>Adj R Sqr</u>	<u>SEE</u>	<u>Change Statistics</u>		<u>df1</u>	<u>df2</u>	<u>Sig. F Change</u>
				<u>R Sqr Change</u>	<u>F Change</u>			
.381 ^a	0.145	0.134	175.438	0.145	13.549	4.000	320.000	0.000

a. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

ANOVA^{a,b}

	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Regression	1668133.560	4.000	417033.390	13.549	.000 ^c
Residual	9849153.813	320.000	30778.606		
Total	11517287.372	324.000			

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which SpEd# = 1

c. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

Coefficients^{a,b}

	<u>Unstdzd Coefs</u> <u>B</u>	<u>Std. Error</u>	<u>Stdzd Coefs</u> <u>Beta</u>	<u>t</u>	<u>Sig.</u>	<u>Zero-order</u>	<u>Correlations</u> <u>Partial</u>	<u>Part</u>
(Constant)	2236.207	114.605		19.512	0.000			
Attend%	-0.635	1.207	-0.027	-0.526	0.599	-0.004	-0.029	-0.027
Fall.PASSG.RDG	0.815	0.266	0.175	3.067	0.002	0.282	0.169	0.159
Wntr.PASSG.RDG	0.597	0.626	0.143	0.954	0.341	0.343	0.053	0.049
Spr.PASSG.RDG	0.593	0.641	0.137	0.926	0.355	0.338	0.052	0.048

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which SpEd# = 1

Regression - Eng Lrnr Only

Descriptive Statistics^a

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
SBAC.ELA.Scr	2382.466	193.177	163.000
Attend%	0.943	0.040	163.000
Fall.PASSG.RDG	70.871	32.603	163.000
Wntr.PASSG.RDG	116.521	43.269	163.000
Spr.PASSG.RDG	116.049	44.342	163.000

a. Selecting only cases for which EL# = 1

Correlations^a

	<u>SBAC.ELA.Scr</u>	<u>Attend%</u>	<u>Fall.PASSG.RDG</u>	<u>Wntr.PASSG.RDG</u>
Attend%	-0.035			
Fall.PASSG.RDG	0.223	-0.067		
Wntr.PASSG.RDG	0.410	0.046	0.436	
Spr.PASSG.RDG	0.401	0.055	0.467	0.915

16.78%

a. Selecting only cases for which EL# = 1

Model Summary

<u>R</u>	<u>R Sq</u>	<u>Adj R Sq</u>	<u>SEE</u>	<u>Change Statistics</u>		<u>df1</u>	<u>df2</u>	<u>Sig. F Change</u>
				<u>R Sq Change</u>	<u>F Change</u>			
.420 ^a	0.176	0.155	177.530	0.176	8.454	4.000	158.000	0.000

a. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

ANOVA^{a,b}

	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Regression	1065759.571	4.000	266439.893	8.454	.000 ^c
Residual	4979642.994	158.000	31516.728		
Total	6045402.564	162.000			

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which EL# = 1

c. Predictors: (Constant), Spr.PASSG.RDG, Attend%, Fall.PASSG.RDG, Wntr.PASSG.RDG

Coefficients^{a,b}

	<u>Unstdzd Coefs</u> <u>B</u>	<u>Std. Error</u>	<u>Stdzd Coefs</u> <u>Beta</u>	<u>t</u>	<u>Sig.</u>	<u>Zero-order</u>	<u>Correlations</u> <u>Partial</u>	<u>Part</u>
(Constant)	2395.909	330.866		7.241	0.000			
Attend%	-2.536	3.482	-0.053	-0.728	0.467	-0.035	-0.058	-0.053
Fall.PASSG.RDG	0.211	0.487	0.036	0.433	0.665	0.223	0.034	0.031
Wntr.PASSG.RDG	1.144	0.798	0.256	1.434	0.154	0.410	0.113	0.104
Spr.PASSG.RDG	0.668	0.794	0.153	0.841	0.402	0.401	0.067	0.061

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which EL# = 1

Regression - Foster Only

Descriptive Statistics^a

	<u>Mean</u>	<u>Std.Dev</u>	<u>N</u>
SBAC.ELA.Scr	2390.000	63.642	14.000
Attend%	0.947	0.037	14.000
Fall.PASSG.RDG	72.857	35.537	14.000
Wntr.PASSG.RDG	122.286	29.293	14.000
Spr.PASSG.RDG	122.214	39.033	14.000

a. Selecting only cases for which Foster# = 1

Correlations^a

	<u>SBAC.ELA.Scr</u>	<u>Attend%</u>	<u>Fall.PASSG.RDG</u>	<u>Wntr.PASSG.RDG</u>
Attend%	0.326			
Fall.PASSG.RDG	-0.039	-0.076		
Wntr.PASSG.RDG	0.464	0.397	0.417	
Spr.PASSG.RDG	0.489	0.626	0.263	0.851

23.96%

a. Selecting only cases for which Foster# = 1

Model Summary

<u>R</u>	<u>R Sqr</u>	<u>Adj R Sqr</u>	<u>SEE</u>	<u>Change Statistics</u>		<u>df1</u>	<u>df2</u>	<u>Sig. F Change</u>
				<u>R Sqr Change</u>	<u>F Change</u>			
.547 ^a	0.299	-0.013	64.044	0.299	0.959	4.000	9.000	0.474

a. Predictors: (Constant), Spr.PASSG.RDG, Fall.PASSG.RDG, Attend%, Wntr.PASSG.RDG

ANOVA ^{a,b}

	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Regression	15738.841	4.000	3934.710	0.959	.474 ^c
Residual	36915.159	9.000	4101.684		
Total	52654.000	13.000			

a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which Foster# = 1

c. Predictors: (Constant), Spr.PASSG.RDG, Fall.PASSG.RDG, Attend%, Wntr.PASSG.RDG

Coefficients ^{a,b}

	<u>Unstdzd Coffs</u> <u>B</u>	<u>Std. Error</u>	<u>Stdzd Coffs</u> <u>Beta</u>	<u>t</u>	<u>Sig.</u>	<u>Zero-order</u>	<u>Correlations</u> <u>Partial</u>	<u>Part</u>
(Constant)	2260.107	601.348		3.758	0.004			
Attend%	0.205	6.610	0.012	0.031	0.976	0.326	0.010	0.009
Fall.PASSG.RDG	-0.450	0.575	-0.251	-0.782	0.454	-0.039	-0.252	-0.218
Wntr.PASSG.RDG	0.771	1.287	0.355	0.599	0.564	0.464	0.196	0.167
Spr.PASSG.RDG	0.401	1.081	0.246	0.371	0.719	0.489	0.123	0.103

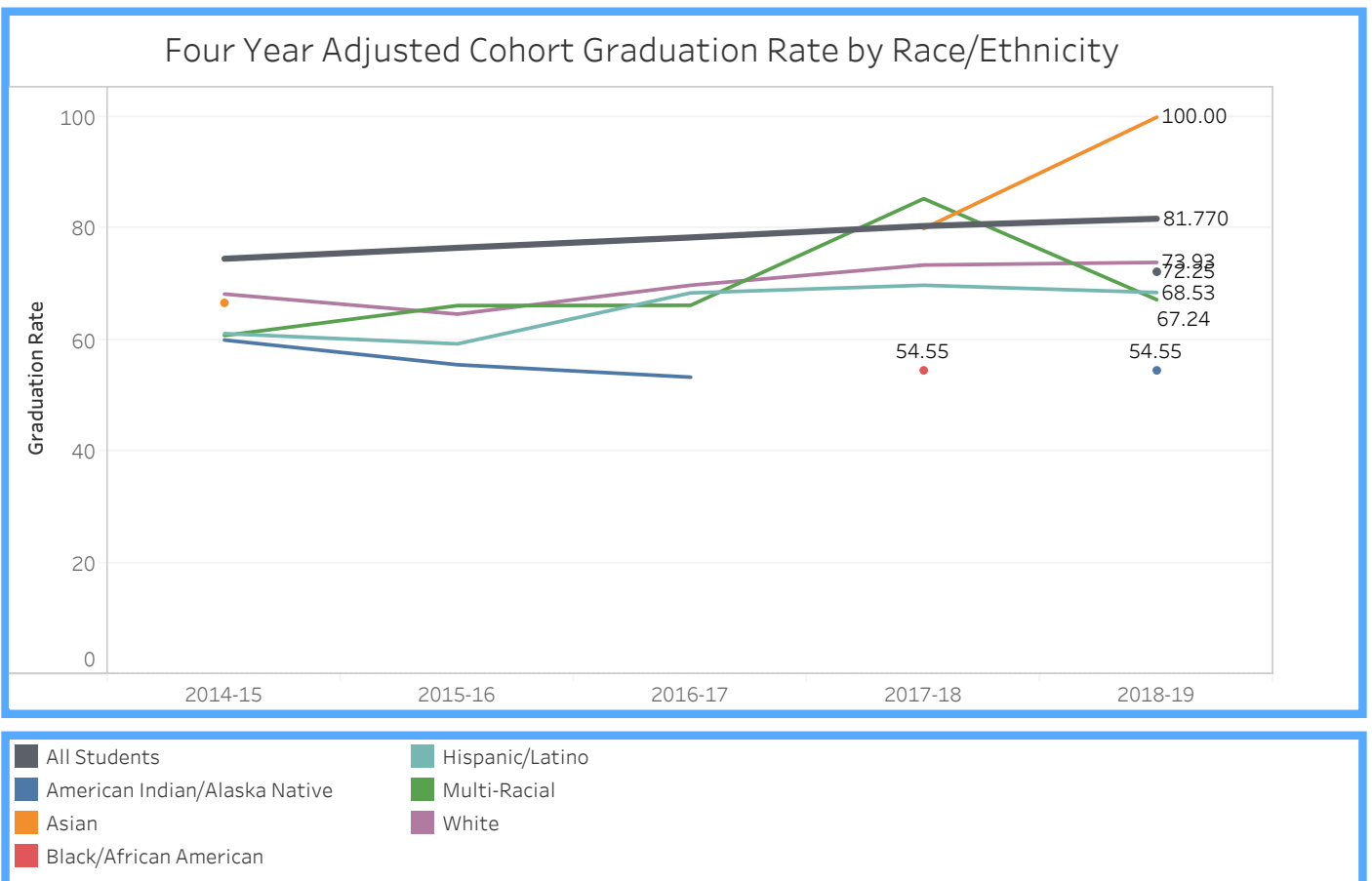
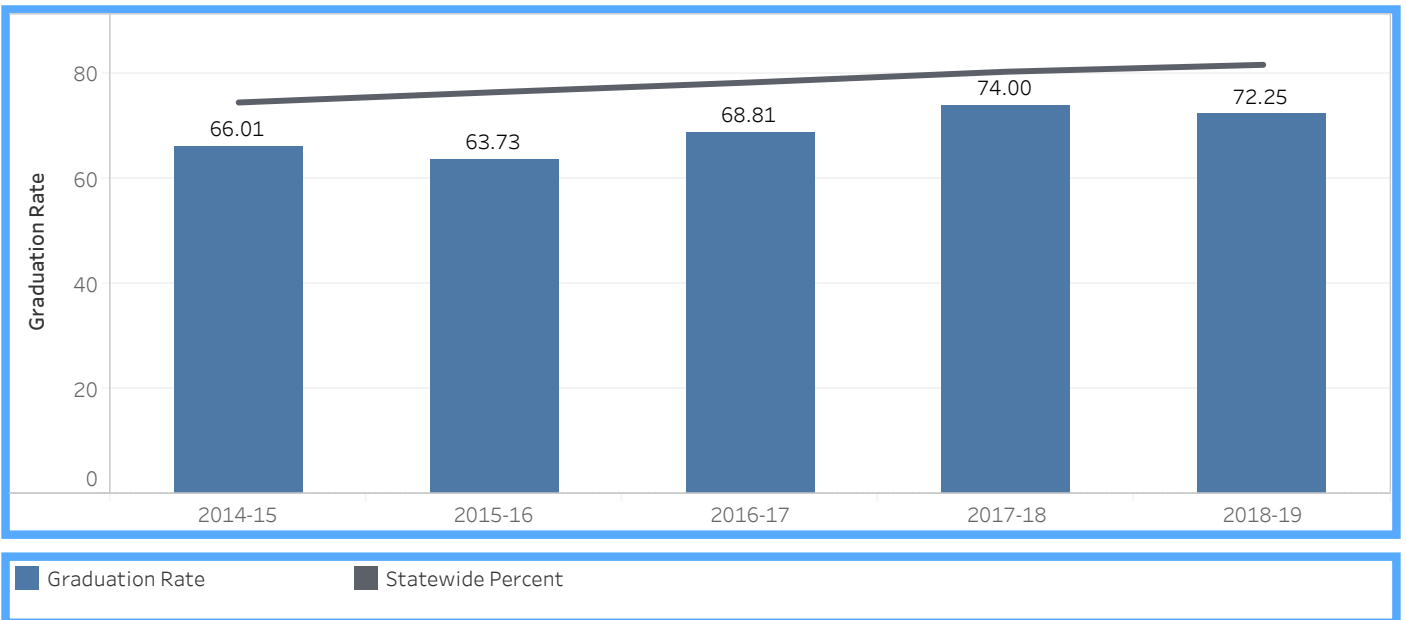
a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which Foster# = 1

SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

Four Year Adjusted Cohort Graduation Rate

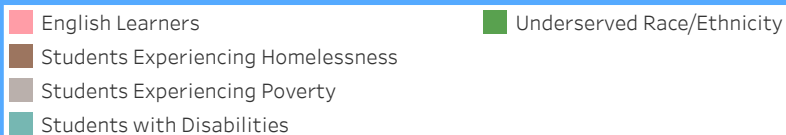
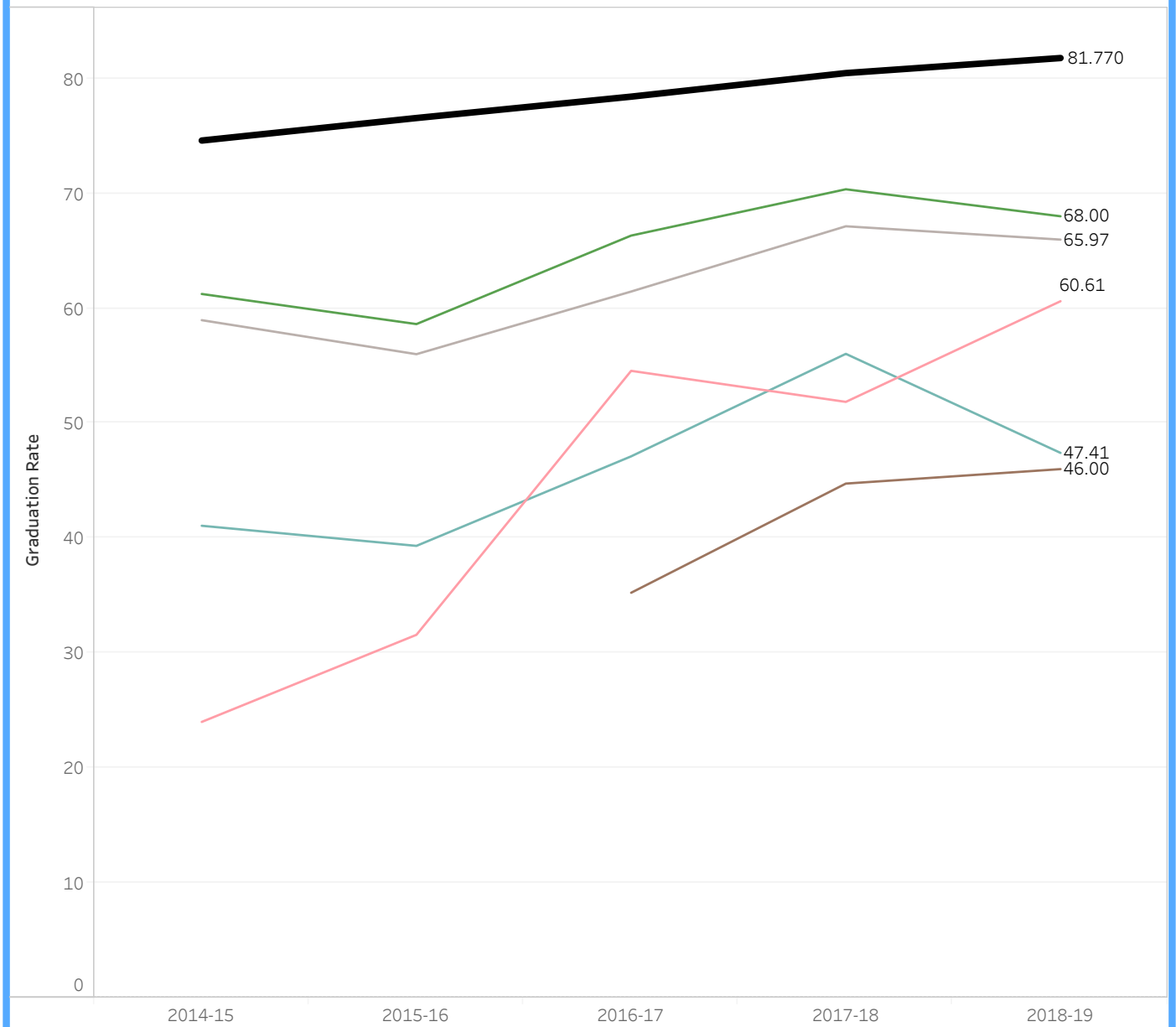


SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

Four Year Adjusted Cohort Graduation Rate

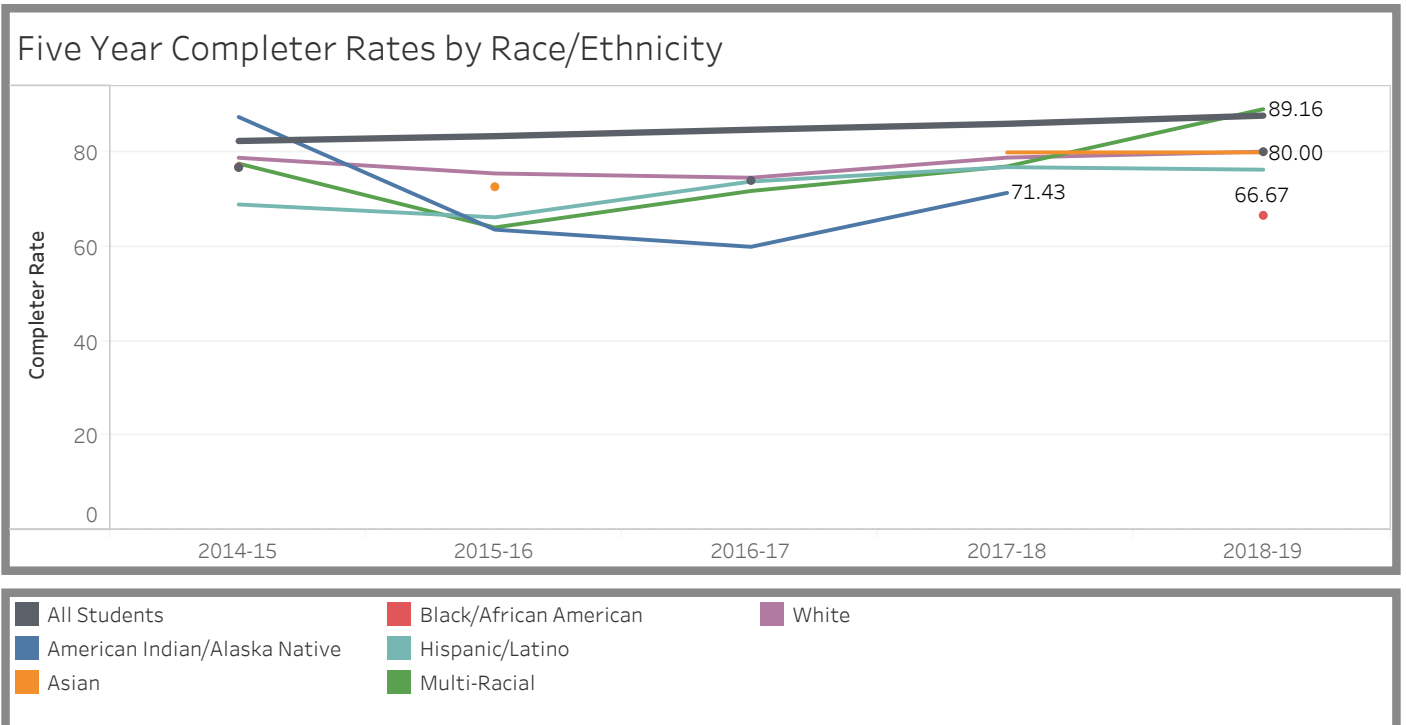
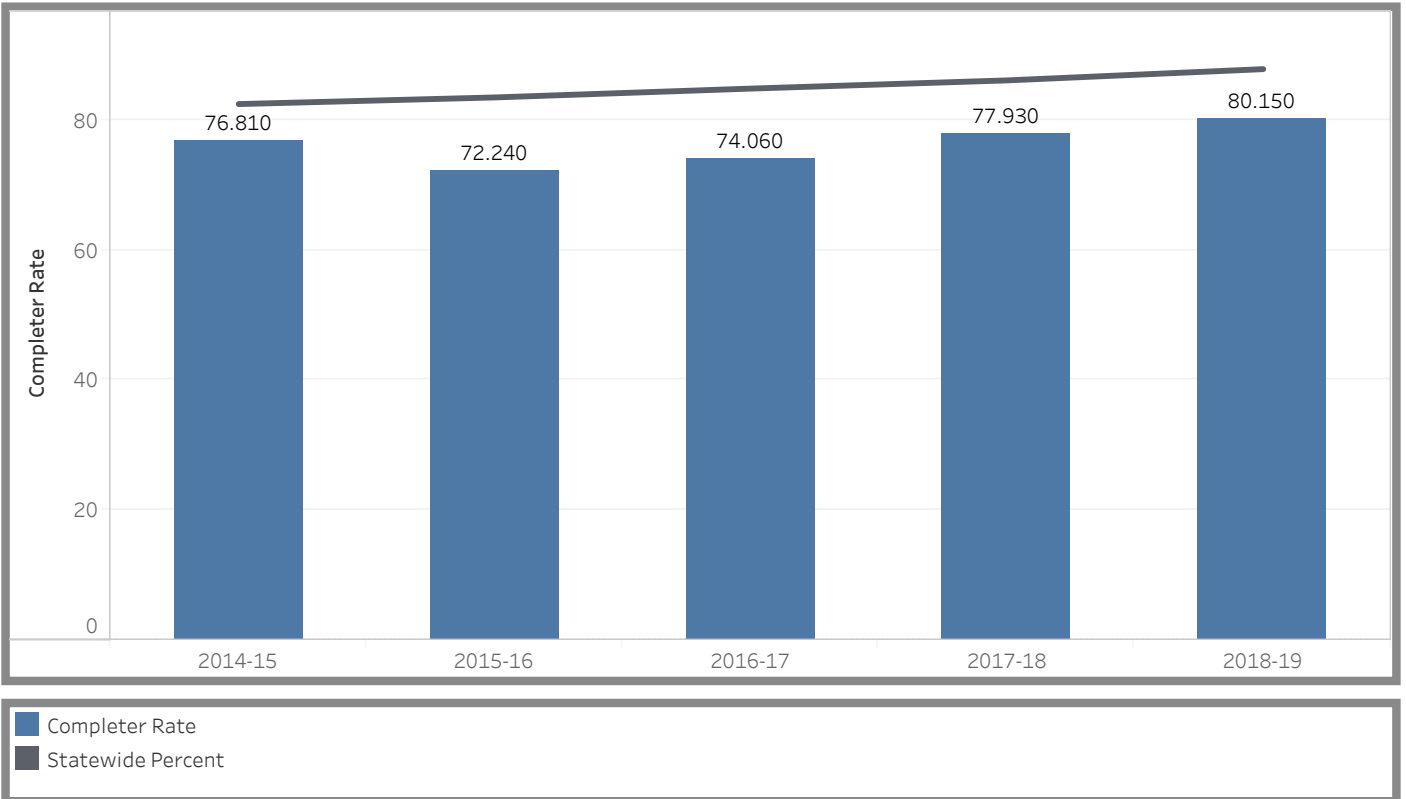
Four Year Adjusted Cohort Graduation Rate by Focal Student Population



SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

Five Year Adjusted Cohort Completer Rate

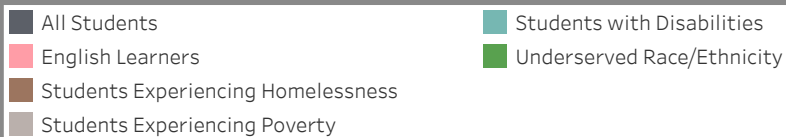
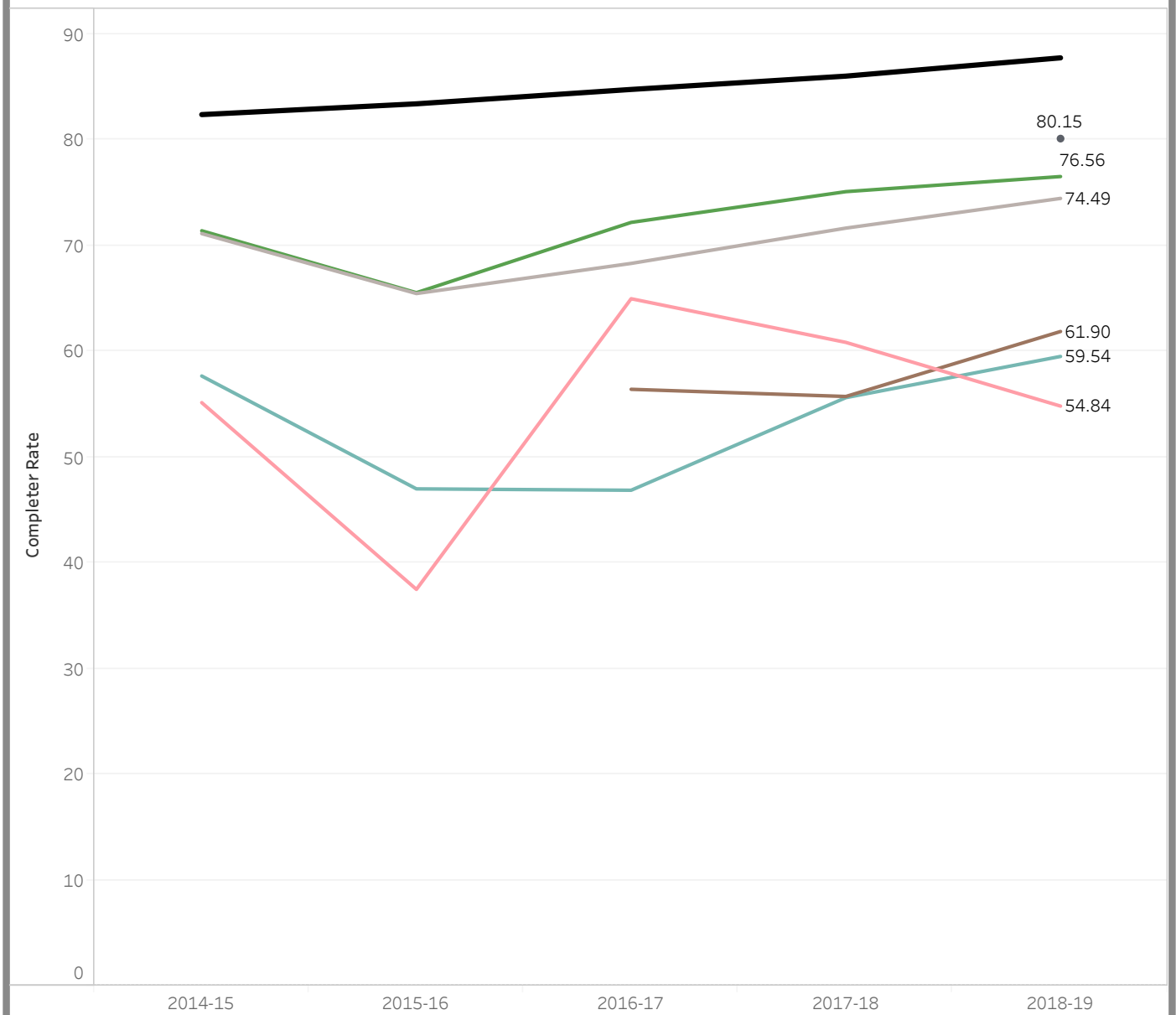


SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

Five Year Adjusted Cohort Completer Rate

Five Year Adjusted Cohort Completer Rate by Focal Student Population

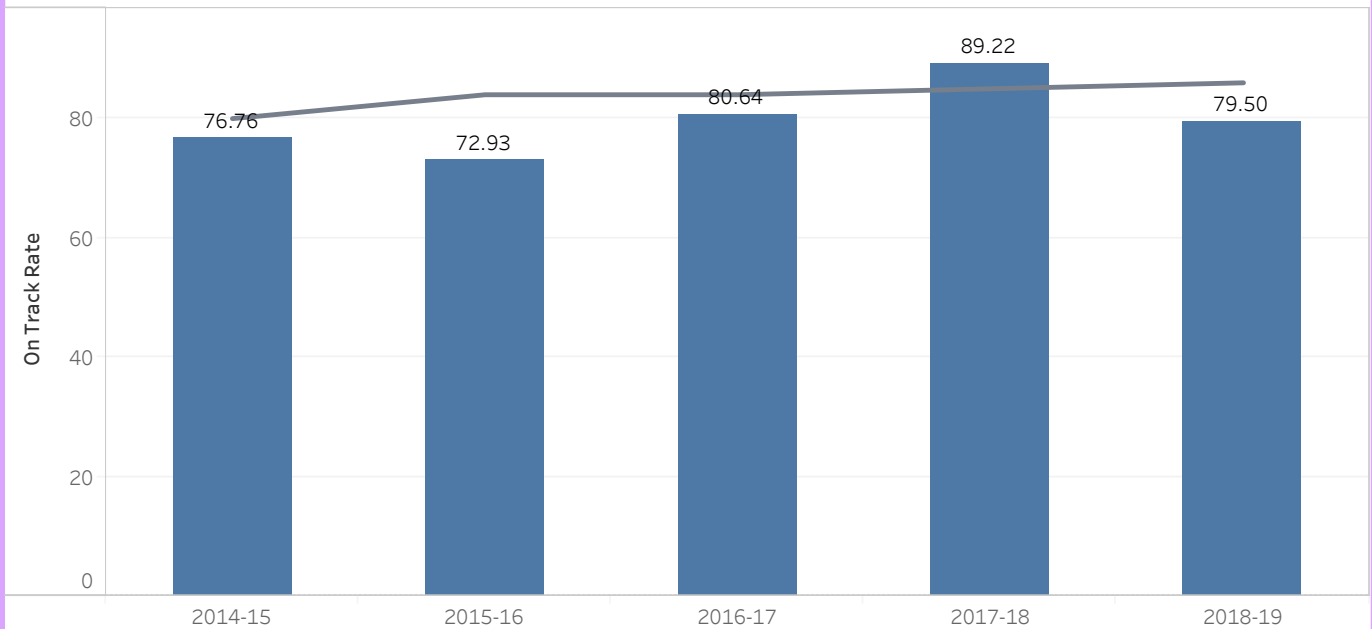


SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

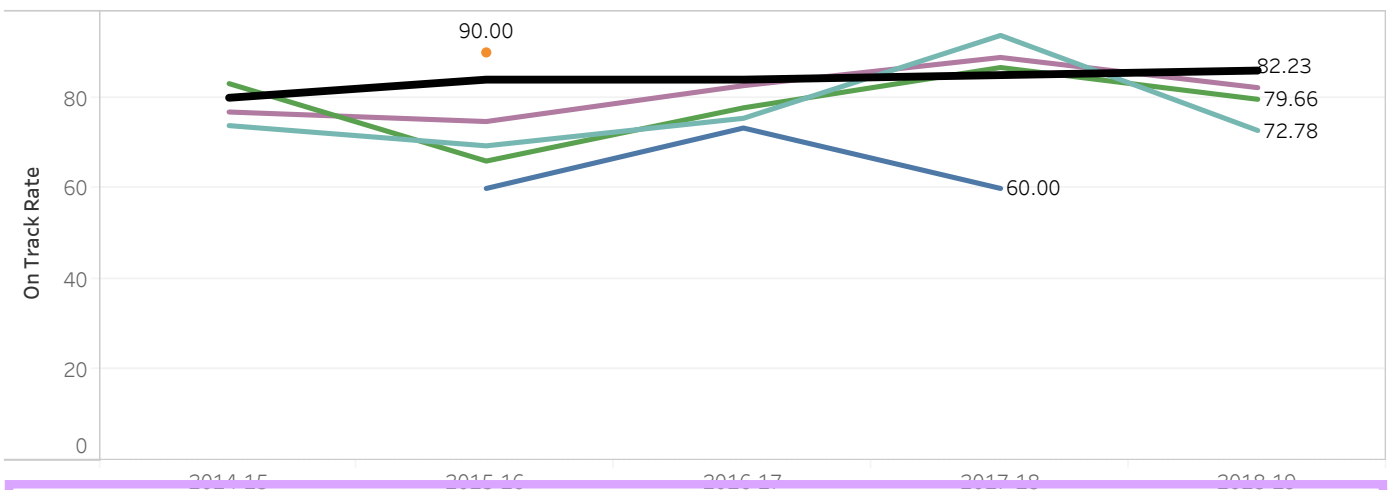
Ninth Grade On Track Rate

Percent of Ninth Grade Students On Track



■ On Track Rate
— Statewide Percentage

Percentage of Ninth Grade Students On Track by Race/Ethnicity



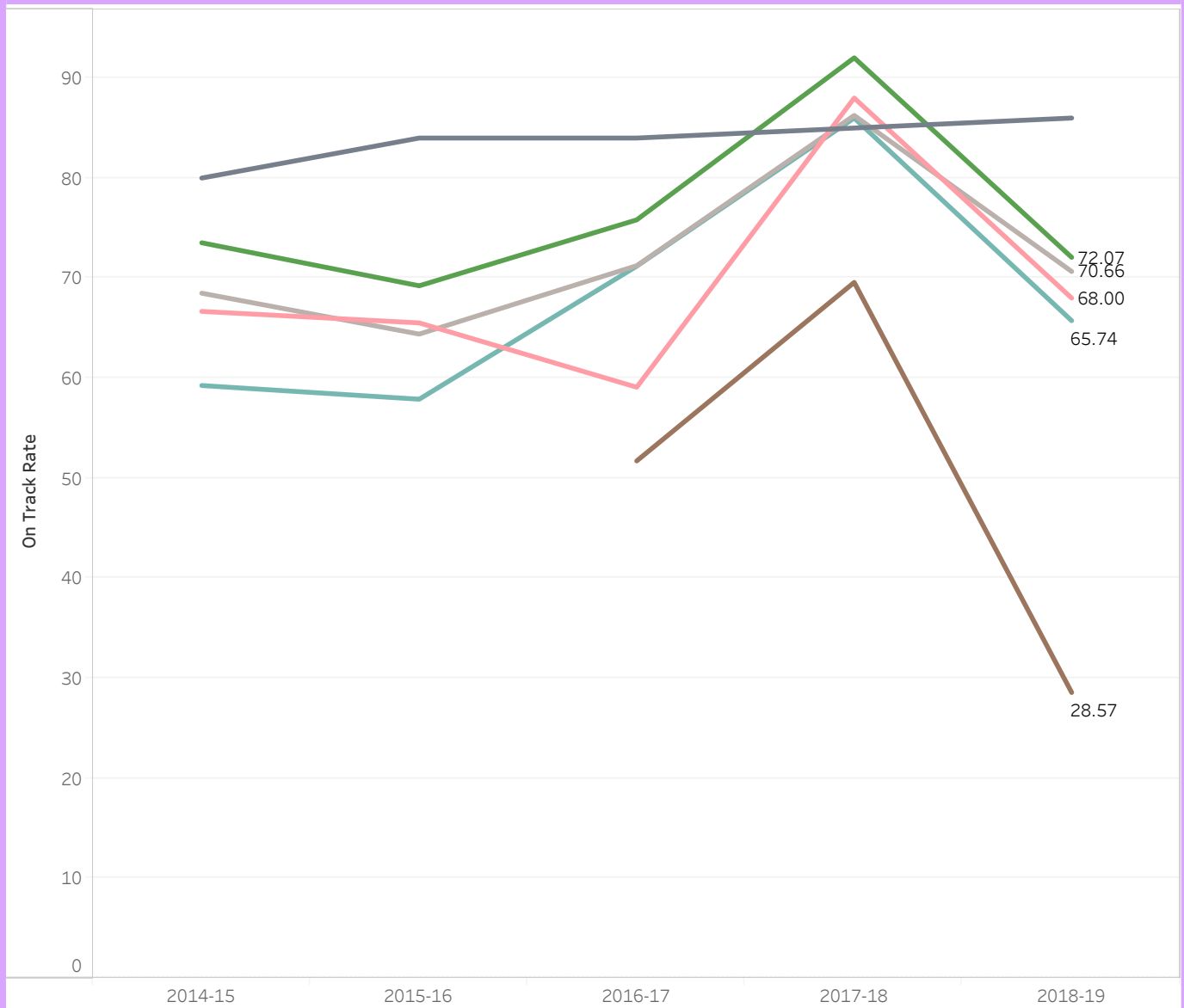
■ American Indian/Alaska Native
■ Asian
■ Hispanic/Latino
■ Multi-Racial
■ White

SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

Ninth Grade On Track Rate

Percentage of Ninth Grade Students On Track by Focal Student Population



Statewide Percentage

- English Learners
- Students Experiencing Homelessness
- Students Experiencing Poverty
- Students with Disabilities
- Underserved Race/Ethnicity

SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

Four Year Adjusted Cohort Graduation Rate

		Rpt Yr					Average	Trend
Population		2014-15	2015-16	2016-17	2017-18	2018-19		
All Students	Graduates in Cohort	536	536	598	575	617		
	All Students in Cohort	812	841	869	777	854		
	Graduation Rate	66.01	63.73	68.81	74.00	72.25	68.96	2.28
American Indian/Alaska Native	Graduates in Cohort	6	10	8		6		
	All Students in Cohort	10	18	15		11		
	Graduation Rate	60.00	55.56	53.33		54.55		
Asian	Graduates in Cohort	8			8	11		
	All Students in Cohort	12			10	11		
	Graduation Rate	66.67			80.00	100.00		
Black/African American	Graduates in Cohort				6			
	All Students in Cohort				11			
	Graduation Rate				54.55			
English Learners	Graduates in Cohort	6	6	12	14	20		
	All Students in Cohort	25	19	22	27	33		
	Graduation Rate	24.00	31.58	54.55	51.85	60.61	44.52	9.35
Hispanic/Latino	Graduates in Cohort	96	86	115	125	135		
	All Students in Cohort	157	145	168	179	197		
	Graduation Rate	61.15	59.31	68.45	69.83	68.53	65.45	2.53
Multi-Racial	Graduates in Cohort	45	45	51	70	39		
	All Students in Cohort	74	68	77	82	58		
	Graduation Rate	60.81	66.18	66.23	85.37	67.24	69.17	3.21
Native Hawaiian/Pacific Islander	Graduates in Cohort							
	All Students in Cohort							
	Graduation Rate							
Students Experiencing Homelessness	Graduates in Cohort			37	34	46		
	All Students in Cohort			105	76	100		
	Graduation Rate			35.24	44.74	46.00		
Students Experiencing Poverty	Graduates in Cohort	306	308	330	341	349		
	All Students in Cohort	519	550	537	508	529		
	Graduation Rate	58.96	56.00	61.45	67.13	65.97	61.90	2.52
Students with Disabilities	Graduates in Cohort	46	46	57	65	55		
	All Students in Cohort	112	117	121	116	116		
	Graduation Rate	41.07	39.32	47.11	56.03	47.41	46.19	2.94
Underserved Race/Ethnicity	Graduates in Cohort	109	102	128	140	153		
	All Students in Cohort	178	174	193	199	225		
	Graduation Rate	61.24	58.62	66.32	70.35	68.00	64.91	2.53
White	Graduates in Cohort	374	384	412	357	414		
	All Students in Cohort	548	594	590	486	560		
	Graduation Rate	68.25	64.65	69.83	73.46	73.93	70.02	2.02

SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

Five Year Adjusted Cohort Completer Rate

Population		Rpt Yr					Average	Trend
		2014-15	2015-16	2016-17	2017-18	2018-19		
All Students	All Students in Cohort	927	832	875	897	811		
	Completers in Cohort	712	601	648	699	650		
	Completer Rate	76.8	72.2	74.1	77.9	80.2	76.2	1.2
American Indian/Alaska Native	All Students in Cohort	16	11	20	14			
	Completers in Cohort	14	7	12	10			
	Completer Rate	87.5	63.6	60.0	71.4			
Asian	All Students in Cohort		11		10	10		
	Completers in Cohort		8		8	8		
	Completer Rate		72.7		80.0	80.0		
Black/African American	All Students in Cohort	13				12		
	Completers in Cohort	10				8		
	Completer Rate	76.9				66.7		
English Learners	All Students in Cohort	29	24	20	23	31		
	Completers in Cohort	16	9	13	14	17		
	Completer Rate	55.2	37.5	65.0	60.9	54.8	54.7	2.3
Hispanic/Latino	All Students in Cohort	174	160	149	173	186		
	Completers in Cohort	120	106	110	133	142		
	Completer Rate	69.0	66.3	73.8	76.9	76.3	72.5	2.5
Multi-Racial	All Students in Cohort	76	78	71	74	83		
	Completers in Cohort	59	50	51	57	74		
	Completer Rate	77.6	64.1	71.8	77.0	89.2	76.0	3.6
Native Hawaiian/Pacific Islander	All Students in Cohort							
	Completers in Cohort							
	Completer Rate							
Students Experiencing Homelessness	All Students in Cohort			140	113	84		
	Completers in Cohort			79	63	52		
	Completer Rate			56.4	55.8	61.9		
Students Experiencing Poverty	All Students in Cohort	593	536	578	558	537		
	Completers in Cohort	422	351	395	400	400		
	Completer Rate	71.2	65.5	68.3	71.7	74.5	70.2	1.3
Students with Disabilities	All Students in Cohort	130	117	128	133	131		
	Completers in Cohort	75	55	60	74	78		
	Completer Rate	57.7	47.0	46.9	55.6	59.5	53.4	1.2
Underserved Race/Ethnicity	All Students in Cohort	210	183	180	197	209		
	Completers in Cohort	150	120	130	148	160		
	Completer Rate	71.4	65.6	72.2	75.1	76.6	72.2	2.0
White	All Students in Cohort	634	560	619	616	509		
	Completers in Cohort	500	423	462	486	408		
	Completer Rate	78.9	75.5	74.6	78.9	80.2	77.6	0.6

SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

Ninth Grade On Track Rate

Population		Rpt Yr					Average	Trend
		2014-15	2015-16	2016-17	2017-18	2018-19		
All Students	Students On Track	568	582	608	654	578		
	All Students	740	798	754	733	727		
	On Track Rate	76.8	72.9	80.6	89.2	79.5	79.8	2.2
American Indian/Alaska Native	Students On Track		6	11	6			
	All Students		10	15	10			
	On Track Rate		60.0	73.3	60.0			
Asian	Students On Track		9					
	All Students		10					
	On Track Rate		90.0					
Black/African American	Students On Track							
	All Students							
	On Track Rate							
English Learners	Students On Track	14	19	13	22	17		
	All Students	21	29	22	25	25		
	On Track Rate	66.7	65.5	59.1	88.0	68.0	69.5	2.5
Hispanic/Latino	Students On Track	113	127	120	135	115		
	All Students	153	183	159	144	158		
	On Track Rate	73.9	69.4	75.5	93.8	72.8	77.1	2.2
Multi-Racial	Students On Track	64	35	49	65	47		
	All Students	77	53	63	75	59		
	On Track Rate	83.1	66.0	77.8	86.7	79.7	78.7	1.4
Native Hawaiian/Pacific Islander	Students On Track							
	All Students							
	On Track Rate							
Students Experiencing Homelessness	Students On Track			15	16	10		
	All Students			29	23	35		
	On Track Rate			51.7	69.6	28.6		
Students Experiencing Poverty	Students On Track	300	275	275	314	330		
	All Students	438	427	386	364	467		
	On Track Rate	68.5	64.4	71.2	86.3	70.7	72.2	2.6
Students with Disabilities	Students On Track	64	66	84	86	71		
	All Students	108	114	118	100	108		
	On Track Rate	59.3	57.9	71.2	86.0	65.7	68.0	4.1
Underserved Race/Ethnicity	Students On Track	125	144	138	150	129		
	All Students	170	208	182	163	179		
	On Track Rate	73.5	69.2	75.8	92.0	72.1	76.5	2.0
White	Students On Track	372	394	415	432	398		
	All Students	484	527	502	486	484		
	On Track Rate	76.9	74.8	82.7	88.9	82.2	81.1	2.5

Data Sources and Notes

Focus or full virtual charter schools were removed from the district's indicators. Also, charter schools that are eligible and stated an intention to apply for funding have been removed from the district totals and have their own data sheet(s).

English Learners: Students reported in the English Learner collection with a EL Record Type Code not in 3H, 5M, 5F, or 2J for that year.

Students Experiencing Homelessness: Students reported at any point in that year in the McKinney Vento Data Collection.

Students Experiencing Poverty: Students reported as economically disadvantaged in the Cumulative ADM data collection (EconDsvntgFg='y') for that year.

Students with Disabilities: Students reported as experiencing a disability in the Cumulative ADM data collection (SpEdFg='y') for that year.

Underserved Race/Ethnicity: Historically Underserved Races and Ethnicities are an aggregation of all Black or African American Students, Hispanic/ Latino/Latina Students, Native American or Alaska Native Students, and Native Hawaiian or Pacific Islander Students.

Four Year Adjusted Cohort Graduation Rate

The Four Year Adjusted Cohort Graduation and Five Year Adjusted Cohort Completion data comes from the cumulative ADM collection. A cohort graduation or completer rate follows the students who are first-time high school students in a particular year and determines the percentage that graduate within four years or complete within five years. The cohort of first-time high school students is adjusted by adding in those students who transfer into the school during the period being measured, and removed those students who transfer out of the school. Students are flagged as Graduates if they earn a standard or modified diploma by August four years after their high school entry year.

Five Year Adjusted Cohort Completer Rate

The Four Year Adjusted Cohort Graduation and Five Year Adjusted Cohort Completion data comes from the cumulative ADM collection. A cohort graduation or completer rate follows the students who are first-time high school students in a particular year and determines the percentage that graduate within four years or complete within five years. The cohort of first-time high school students is adjusted by adding in those students who transfer into the school during the period being measured, and removed those students who transfer out of the school. Students are flagged as Completers if they earn a standard, modified, extended, or adult high school diploma, or a GED by August five years after their high school entry year.

Third Grade Reading Proficiency Rate

Third grade reading data come from the Oregon statewide assessment for English/ Language Arts at the third grade level. Students that are considered proficient are those that met or exceeded the threshold for that year. Included students are those that participated in that district's assessment that did not attend an online charter school.

Data Sources and Notes

Ninth Grade on Track Rate

The Ninth Grade on Track data comes from the Ninth Grade on Track data collection. Students included in the calculation are those that are enrolled on the first school day in May, were enrolled for more than half the academic year within their resident institution, and are enrolled in their ninth grade year. Students are flagged as On Track if they have completed a minimum of $\frac{1}{4}$ of the credits required for graduation prior to the last day of August.

Regular Attenders (Not Chronically Absent) Rate

Regular attenders data come from the third period cumulative ADM collection. Students included in the calculation are those that were enrolled on the first school day in May, were enrolled for at least 75 days, and in a program type reported with daily attendance (not hourly). Students are flagged individually as a Regular Attender if they are present more than 90% of their enrolled days. Prior to 2016-17, the threshold was 90% or more. A rate is then created by dividing the number of Regular Attender students by the total number of students in the calculation. Students that attended an online charter school were not included in these calculations.

Section 2: Planning Documents

SPS SIA Workbook - Integrated Planning Tool

<div style="background-color: #f4a460; padding: 5px; text-align: center; font-weight: bold;">Student Investment Account</div>		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome 1	Increase student participation to district / school academic programs through a focus on attendance policies and practices that meet the (a) physical [basic health and nutrition] needs; (b) socio-emotional, trauma informed, and mental health needs; and, (c) academic needs.	X	X			
Outcome 2	Increase student access to district / school academic programs by meeting student needs physically, academically, and socio-emotionally / mental health through focused hiring of (a) licensed clinical staff and (b) academic interventionists and the creation of school building-based teams	x	x	x	x	
Outcome 3	Increase student achievement by reducing elementary class size through hiring of teachers and interventionists.	x	x			
Outcome 4	Increase grade-level teaming for increased student achievement by hiring of teacher of physical education, which will create grade level collaboration teaming times.	x	x			
Outcome 5	Increase student achievement monitoring through creation of school building-based teams that will meet minimally bi-monthly.	x	x	x	x	
Outcome 6	Change school building-based team's access to more student and family services through (a) outside mental health specialists and (b) utilization of the Family Resource Navigator.	x	x	x		
Outcome 7	Increase staff [licensed and classified] training in (a) equity-based, (b) social-emotional / trauma-informed / mental health, (c) academic [Tier 1 & 2], (d) behavioral interventions and outcomes, and (e) family access interventions.	x	x			
Outcome 8	Augment (a) campus security and facility improvements and (b) contract with outside mental health / trauma-informed service providers to increase the mental and physical well-being of students and their families.	x	x			
Outcome 9	Align current district effort and interventions / initiatives to SIA interventions to create a seamless, unified intervention district-wide policy and approach.	x	x	x	x	
Strategy #1	SPS will support the health and safety of students and their families	x				
Strategy #2	Increase the number of adults in our system that have student / family contact		x			
Strategy #3	Augment district staff efforts with mental health contracting and building safety			x		
Strategy #4	Alignment of current district efforts / interventions / initiatives with SPS SIA Proposal				x	

[illegible]

SPS SIA BUDGET SUMMARY DOCUMENT

SIA Budget

Health & Safety	Object	FTE Year 1	Year 1 Amount	FTE Year 2 & 3	Year 2 Amount	Year 3 Amount	Outcome #	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Elementary Behavior Interventionist - Licensed	111,2XX	8.000	839,361	8.000	877,132	916,603	2	x	x	x	x
Elementary Behavior Eas	112,2XX	5.625	203,241	5.625	212,386	221,943	2	x	x	x	x
Elementary Assistant Principals	113,2XX	4.000	605,898	4.000	633,163	661,655	2	x	x	x	x
Elementary PE Teachers	111,2XX	11.500	1,206,581	11.500	1,260,877	1,317,616	4	x	x		
Elementary Outside Mental Health Support	319		75,000		75,000	75,000	6,8	x	x	x	
MS Licensed Mental Health Support	111,2XX	4.000	419,680	4.000	438,566	458,301	2	x	x	x	x
MS School Behavior EA Support	112,2XX	1.875	67,747	1.875	70,795	73,981	2	x	x	x	x
MS Outside Mental Health Support	319		75,000		75,000	75,000	6,8	x	x	x	
High School Assistant Principals (year 2)	113,2XX	-	-	2.000	325,166	339,798	1,5	x	x	x	x
Campus Security & Facilities Improvements	322,460,520		200,000		200,000	200,000	8	x	x		
Total Health & Safety		35.000	3,692,507	37.000	4,168,085	4,339,897					
Increase Ratios/Targeted Class Size Reductions		FTE Year 1	Year 1 Amount	FTE Year 2 & 3	Year 2 Amount	Year 3 Amount	Outcome #	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Elementary Kindergarten	111,2XX	12.000	1,259,041	12.000	1,315,698	1,374,904	3	x	x		
Elementary Classroom EAs	112,2XX	9.000	455,218	9.000	475,703	497,110	3	x	x		
MS Class Size Reduction	111,2XX	8.000	839,361	8.000	877,132	916,603	3	x	x		
MS Classroom Eas	112,2XX	3.000	151,738	3.000	158,566	165,701	3	x	x		
Teacher Mentor/Induction Model	121, 154,2XX		325,000		325,000	325,000	7	x	x		
Total Increase Ratios/Targeted Class Size Reductions		32.000	3,030,359	32.000	3,152,099	3,279,318					
Family and Student Support		FTE Year 1	Year 1 Amount	FTE Year 2 & 3	Year 2 Amount	Year 3 Amount	Outcome #	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Family Resource Navigators	112,2XX	11.250	730,731	11.250	763,614	797,977	6	x	x	x	
Diversity, Equity and Inclusion Coordinator	113,2XX	1.000	142,559	1.000	148,974	155,678	2	x	x	x	x
Free Access to Nutrition Services	450		100,000		100,000	100,000	2	x	x	x	x
Free Access to Feminine Products	410		15,000		15,000	15,000	2	x	x	x	x
Total Family and Student Support		12.250	988,290	12.250	1,027,588	1,068,655					
Total SIA Base Budget		79.250	7,711,156	81.250	8,347,772	8,687,870					

Other Priorities, Depending on Funding		FTE Year 1	Year 1 Amount	FTE Year 2 & 3	Year 2 Amount	Year 3 Amount	Outcome #	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Volunteer Coordinator	112,2XX	0.875	51,711	0.875	54,038	56,470	2	x	x	x	x
Instruction Department Coordinator (Year 1)	113,2XX	1.000	142,559		-	-	2,7	x	x	x	x
Extended/Afterschool Program Opportunities (cost per site)	133,2XX,311		15,000		15,000	15,000	2	x	x	x	x
Single Room Ductless system (cost per room)	322,4XX		7,500		7,500	7,500	8	x	x		
Classroom environment upgrades (cost per room)	322,4XX		2,500		2,500	2,500	8	x	x		
Continued Security upgrades (cost per building)	322,4XX,520		100,000		100,000	100,000	8	x	x		
Covered Play structures (cost per site)	322,4XX,520		90,000		90,000	90,000	8	x	x		

Health & Safety

Account	FTE	Amount	Description	Year 2
Elementary				
251.2110.0111.XXX.000.305	8.000	520,920	Elementary Behavior Interventionist	
251.2110.0210.XXX.000.305		131,272	Elementary Behavior Interventionist	
251.2110.0212.XXX.000.305		31,255	Elementary Behavior Interventionist	
251.2110.0220.XXX.000.305		38,548	Elementary Behavior Interventionist	
251.2110.0231.XXX.000.305		2,605	Elementary Behavior Interventionist	
251.2110.0232.XXX.000.305		521	Elementary Behavior Interventionist	
251.2110.0240.XXX.000.305		114,240	Elementary Behavior Interventionist	
251.2110.0112.XXX.000.305	5.625	146,007	Elem Part Time Behavior EA	
251.2110.0210.XXX.000.305		36,794	Elem Part Time Behavior EA	
251.2110.0212.XXX.000.305		8,760	Elem Part Time Behavior EA	
251.2110.0220.XXX.000.305		10,804	Elem Part Time Behavior EA	
251.2110.0231.XXX.000.305		730	Elem Part Time Behavior EA	
251.2110.0232.XXX.000.305		146	Elem Part Time Behavior EA	
251.2110.0240.XXX.000.305		-	Elem Part Time Behavior EA	
251.2410.0113.XXX.000.305	4.000	366,880	Elementary Assistant Principals	
251.2410.0139.XXX.000.305		25,920	Elementary Assistant Principals	
251.2410.0210.XXX.000.305		98,986	Elementary Assistant Principals	
251.2410.0212.XXX.000.305		23,568	Elementary Assistant Principals	
251.2410.0220.XXX.000.305		29,067	Elementary Assistant Principals	
251.2410.0231.XXX.000.305		1,964	Elementary Assistant Principals	
251.2410.0232.XXX.000.305		393	Elementary Assistant Principals	
251.2410.0240.XXX.000.305		59,120	Elementary Assistant Principals	
251.1111.0111.XXX.000.305	11.500	748,823	Elem PE	
251.1111.0210.XXX.000.305		188,703	Elem PE	
251.1111.0212.XXX.000.305		44,929	Elem PE	
251.1111.0220.XXX.000.305		55,413	Elem PE	
251.1111.0231.XXX.000.305		3,744	Elem PE	
251.1111.0232.XXX.000.305		749	Elem PE	
251.1111.0240.XXX.000.305		164,220	Elem PE	
100.2130.0319.XXX.000.304		75,000	Elem Outside Health	
Elementary		2,930,080		
Secondary				
251.2110.0111.XXX.000.304	4.000	260,460	MS Licensed Health Support	
251.2110.0210.XXX.000.304		65,636	MS Licensed Health Support	
251.2110.0212.XXX.000.304		15,628	MS Licensed Health Support	
251.2110.0220.XXX.000.304		19,274	MS Licensed Health Support	
251.2110.0231.XXX.000.304		1,302	MS Licensed Health Support	
251.2110.0232.XXX.000.304		260	MS Licensed Health Support	
251.2110.0240.XXX.000.304		57,120	MS Licensed Health Support	
251.2110.0112.XXX.000.305	1.875	48,669	MS Behavior Eas	
251.2110.0210.XXX.000.305		12,265	MS Behavior Eas	
251.2110.0212.XXX.000.305		2,920	MS Behavior Eas	
251.2110.0220.XXX.000.305		3,601	MS Behavior Eas	
251.2110.0231.XXX.000.305		243	MS Behavior Eas	
251.2110.0232.XXX.000.305		49	MS Behavior Eas	
251.2110.0240.XXX.000.305		MS Behavior Eas		
251.2110.0113.XXX.000.305	2.000	HS Assistant Principal - year 2	199,400	
251.2110.0139.XXX.000.305		HS Assistant Principal - year 2	12,960	
251.2110.0210.XXX.000.305		HS Assistant Principal - year 2	53,515	
251.2110.0212.XXX.000.305		HS Assistant Principal - year 2	12,742	
251.2110.0220.XXX.000.305		HS Assistant Principal - year 2	15,715	
251.2110.0231.XXX.000.305		HS Assistant Principal - year 2	1,062	
251.2110.0232.XXX.000.305		HS Assistant Principal - year 2	212	
251.2110.0240.XXX.000.305		HS Assistant Principal - year 2	29,560	
251.2130.0319.XXX.000.304		75,000	Outside mental health	
251.2546.0460.XXX.000.305		100,000	Campus security & improvements	
251.4150.0520.XXX.000.305		100,000	Campus security & improvements	
Secondary		762,427		
		3,692,507		

Ratios

Account	FTE	Amount	Description
251.1111.0111.XXX.000.306	12.00	781,380	Kindergarten
251.1111.0210.XXX.000.306		196,908	Kindergarten
251.1111.0212.XXX.000.306		46,883	Kindergarten
251.1111.0220.XXX.000.306		57,822	Kindergarten
251.1111.0231.XXX.000.306		3,907	Kindergarten
251.1111.0232.XXX.000.306		781	Kindergarten
251.1111.0240.XXX.000.306		171,360	Kindergarten
251.1111.0112.XXX.000.306	9.00	233,610	Elem EA Support
251.1111.0210.XXX.000.306		58,870	Elem EA Support
251.1111.0212.XXX.000.306		14,017	Elem EA Support
251.1111.0220.XXX.000.306		17,287	Elem EA Support
251.1111.0231.XXX.000.306		1,168	Elem EA Support
251.1111.0232.XXX.000.306		234	Elem EA Support
251.1111.0240.XXX.000.306		130,032	Elem EA Support
251.1121.0111.XXX.XXX.306	8.00	520,920	MS Related Arts and Core
251.1121.0210.XXX.XXX.306		131,272	MS Related Arts and Core
251.1121.0212.XXX.XXX.306		31,255	MS Related Arts and Core
251.1121.0220.XXX.XXX.306		38,548	MS Related Arts and Core
251.1121.0231.XXX.XXX.306		2,605	MS Related Arts and Core
251.1121.0232.XXX.XXX.306		521	MS Related Arts and Core
251.1121.0240.XXX.XXX.306		114,240	MS Related Arts and Core
251.1121.0112.XXX.XXX.306	3.00	77,870	MS EA Support
251.1121.0210.XXX.XXX.306		19,623	MS EA Support
251.1121.0212.XXX.XXX.306		4,672	MS EA Support
251.1121.0220.XXX.XXX.306		5,762	MS EA Support
251.1121.0231.XXX.XXX.306		389	MS EA Support
251.1121.0232.XXX.XXX.306		78	MS EA Support
251.1121.0240.XXX.XXX.306		43,344	MS EA Support
251.2240.01XX.XXX.000.306		233,000	Teacher Mentoring
251.2240.02XX.XXX.000.306		92,000	Teacher Mentoring

3,030,359

Family Support

Account	FTE	Amount	Description
251.2110.0112.XXX.000.307	11.25	408,183	Family Resource Navigators
251.2110.0210.XXX.000.307		102,862	Family Resource Navigators
251.2110.0212.XXX.000.307		24,491	Family Resource Navigators
251.2110.0220.XXX.000.307		30,206	Family Resource Navigators
251.2110.0231.XXX.000.307		2,041	Family Resource Navigators
251.2110.0232.XXX.000.307		408	Family Resource Navigators
251.2110.0240.XXX.000.307		162,540	Family Resource Navigators
251.2110.0113.XXX.000.307	1.00	85,315	Diversity/Equity and Inclusion Coord
251.2110.0139.XXX.000.307		6,480	Diversity/Equity and Inclusion Coord
251.2110.0210.XXX.000.307		23,132	Diversity/Equity and Inclusion Coord
251.2110.0212.XXX.000.307		5,508	Diversity/Equity and Inclusion Coord
251.2110.0220.XXX.000.307		6,793	Diversity/Equity and Inclusion Coord
251.2110.0231.XXX.000.307		459	Diversity/Equity and Inclusion Coord
251.2110.0232.XXX.000.307		92	Diversity/Equity and Inclusion Coord
251.2110.0240.XXX.000.307		14,780	Diversity/Equity and Inclusion Coord
251.3120.0450.XXX.000.307		100,000	Nutrition Services
251.2542.0410.XXX.000.307		15,000	Feminine Products

988,290

High School Success

Account	FTE	Amount
256.1121.0111.XXX.XXX.392	4.00	260,460
256.1121.0210.XXX.XXX.392		65,636
256.1121.0212.XXX.XXX.392		15,628
256.1121.0220.XXX.XXX.392		19,274
256.1121.0231.XXX.XXX.392		1,302
256.1121.0232.XXX.XXX.392		260
256.1121.0240.XXX.XXX.392		57,120
256.1131.0460.XXX.XXX.390		150,000
256.1131.0541.XXX.XXX.390		150,000
256.2544.0322.XXX.000.390		100,000
256.4150.0520.XXX.000.390		300,000
		1,119,680

Description

Expand 9th and 10th grade on Track/Pathways

Expand 9th and 10th grade on Track/Pathways

Expand 9th and 10th grade on Track/Pathways

Expand 9th and 10th grade on Track/Pathways

Expand 9th and 10th grade on Track/Pathways

Expand 9th and 10th grade on Track/Pathways

Expand 9th and 10th grade on Track/Pathways

Industry standardization of equipment and materials

Industry standardization of equipment and materials

Facility Standardization and Improvements

Facility Standardization and Improvements

EA time by site

School	Behavior EA	Instruction EA	Family Resource
Centennial	3.75	6	5
Douglas Gardens	3.75	6	5
Guy Lee	3.75	6	5
Maple	3.75	6	5
Mt. Vernon	3.75	6	5
Page	3.75	6	5
Ridgeview	3.75	6	5
Riverbend	3.75	6	5
Thurston El	3.75	6	5
TRDR	3.75	6	5
Walterville	3.75	6	5
Yolanda	3.75	6	5
	45	72	60
Total Elementary FTE	5.625	9	7.5
Agnes	3.75	6	5
Briggs	3.75	6	5
Hamlin	3.75	6	5
Thurston Mid	3.75	6	5
	15	24	20
Total Middle	1.875	3	2.5
High			
A3			
Gateways			
SHS			5
THS			5
			10
Total High			1.25
Total FTE	7.5	12	11.25

Other Priorities

Volunteer Project - IRC Intergenerational Reading Collaboration - Volunteer Coordinator - 7 hour EA Instruction Dept. Coordinator (Temp fte for one year - project manager)

Extended/Afterschool Program Opportunities (\$15,000 per site)

Single Room Ductless (\$7500 per room)

Classroom Environment Upgrades (Fan, Awnings, Low Cost Upgrades) - ??? \$2500 per room

Continued Security Upgrades - Varied - Flexible costs \$100,000 per building

10) (Brett) Covered Play Structures - (\$90,000 per site)

Account	FTE	Amount	Description
251.2110.0112.XXX.000.307	0.88	28,067	Volunteer Coordinator
251.2110.0210.XXX.000.307		7,073	Volunteer Coordinator
251.2110.0212.XXX.000.307		1,684	Volunteer Coordinator
251.2110.0220.XXX.000.307		2,077	Volunteer Coordinator
251.2110.0231.XXX.000.307		140	Volunteer Coordinator
251.2110.0232.XXX.000.307		28	Volunteer Coordinator
251.2110.0240.XXX.000.307		12,642	Volunteer Coordinator
251.2210.0113.XXX.000.305	1.00	85,315	Instruction Department Coordinator
251.2210.0139.XXX.000.305		6,480	Instruction Department Coordinator
251.2210.0210.XXX.000.305		23,132	Instruction Department Coordinator
251.2210.0212.XXX.000.305		5,508	Instruction Department Coordinator
251.2210.0220.XXX.000.305		6,793	Instruction Department Coordinator
251.2210.0231.XXX.000.305		459	Instruction Department Coordinator
251.2210.0232.XXX.000.305		92	Instruction Department Coordinator
251.2210.0240.XXX.000.305		14,780	Instruction Department Coordinator
251.1113.0311.XXX.000.305		15,000	After School Activities (per building)
251.1122.0311.XXX.000.305		15,000	After School Activities (per building)
251.1132.0311.XXX.000.305		15,000	After School Activities (per building)
251.2544.0322.XXX.000.305		7,500	Single Room Ductless systems (per room)
251.2544.0322.XXX.000.305		2,500	Classroom environment upgrades (per room)
251.4150.0520.XXX.000.305		100,000	Security upgrades (per building)
251.4150.0520.XXX.000.305		90,000	Covered play structures (per site)

Section 3: Artifacts of Evidence

Community Engagement Plan Overview

Goal:

To substantially impact successful outcomes for historically underserved and underrepresented students in Springfield Public Schools

To ensure that all stakeholders feel valued, heard and a shared responsibility for the SPS Student Investment Account funds/plan

Targets:

- Meet students' mental or behavioral health needs
- Increase academic achievement for:
 - Economically disadvantaged students;
 - Students from racial or ethnic groups that have historically experienced academic disparities;
 - Students who are English language learners;
 - Students who are foster children
 - Students who are navigating homelessness

Phase One Summary:

- Targeted invites to impacted populations – with facilitated Life-Ready conversation that led to investment supports
- Online collection of community input on supports for life-ready student success
- Broad community outreach for student support success

Springfield Public Schools is committed to supporting *Every Student, Every Day*, but defining what support means was important to understanding what our community values as success in shaping our Student Investment Account planning. Through in person community events, as well as the use of an online platform (ThoughtExchange) the Springfield Schools asked “What does it mean to be Life-Ready?” and then more specifically “What areas of investment do you believe directly support a ‘Life-Ready’ student?”

Following the collection of nearly 1,700 thoughts and more than 52,000 ratings, along with feedback received at in-person meetings, SPS worked to consolidate themes from the public input.

Phase Two Planning:

- External posting of broad community feedback
- Targeted focus groups data informed input review
- Internal stakeholder involvement in planning through equity lens

To honor the transparent process the district will post the results of the ThoughtExchange

collection on the district's website along with an application and invitation to participate in smaller focus group activities to prioritize themes into actionable items for a collaborative plan.

It is recommended that the SPS hold opportunities to with specific outreach and emphasis towards the identified target groups to specifically review the feedback collected from our community and prioritize possible approaches through a data informed small group discussion.

Meetings would be structured to introduce the two highest community priorities identified by the feedback collected through ThoughtExchange. A presentation of how those already align to district goals and instructional targets.

Next, meetings would share high-level data on student subgroups, introduce a simplified Equity Lens, and then offer table discussions with subject matter experts:

IE: Lower class-sizes, increased adults in the system

- What is the state target – how close is SPS – What is an actual metric that impacts achievement – what other approaches to supports could be provided by increasing the number of adults in the system
- What would be the pros/cons of those approaches?
- How would we know we're successful?
- Data collection – ThoughtExchange? Other?

Planning review and refinement of plan through level-leadership meetings beginning Feb. 20.

- Begin level-leadership with grounding activity through equity Review student achievement data.
- Present community and focus group feedback.
- Small group discussion of refining feedback and prioritizing through high-leverage practices, making hard decisions – provide cost estimates – overall targets agreed upon indicators of success
- Plan recommendations

Focus Groups in need of specific outreach/opportunities:

- ELT
- SAAC
- Two staff opportunities – First and Second week of February
- Parents of Students of Color
- Parents and advocates of Students impacted by Homelessness, Foster Parents
- Parents and advocates of Students receiving Special Services
- Spanish Speaking Parents and Parents of ELL
- StudentVOICE
- Community Meeting

Planning Review:

- Level Leadership
- ELT

Phase Three - Presentation

- Feedback Summary Posted
- Exec. Summary and One-pager
- ThoughtExchange “Approval” Opportunity
- Board Meeting presentation
- Board Approval

Following district leadership presentation to the school board, the one-page investment summary will be posted to the district’s Student Success page. Information will be emailed to district staff and interested parties lists.

A final ThoughtExchange opportunity will be made available soliciting final thoughts on “What areas of the Springfield Student Investment Account proposal do you believe will have the greatest impact on student success in Springfield?”

ADDRESSING # OF ADULTS / CLASS SIZES

Adding adults to our system (classified & certified) is just the first step. There needs to be ongoing professional learning and support for them to have and develop the skills they need to be effective.

- Considerations when determining Gen Ed classes:
 - # of students with special needs
 - # of behavior-impaired students
 - mental health needs
 - Then consider class size

Equitable hiring opportunities for EAs to become certified - more support.

No elementary classes with more than 30 students (2-5th). Lower sizes w/ K-1.

SOA Case Manager - Primary teacher would be responsible for the number of boys in the class. This has increased the workload of school counselors and out additional support.

K-2

- 1 EA in each class (6.0+)
- Continuous/ongoing training
- Defined Role & Responsibilities

Additional EA support during content area instruction (e.g. small group reading + math)

Class Size
K Cap 15-18 w/EA
1-2 24 w/EA
2-5 25 w/EA

Art, 1st in Residence - PE, Yoga, Activities, Br, Dance, etc.

Give EAs enough hours to stay in a position

De-escalation Training

SPED
- Enough EAs to support students with safety concerns.
- EAs to help implement BIPs with students with severe behaviors.
- No more than 10 self-contained students in a classroom with 1 EA that is able to help with.

Who is this staff? Additional training + training for additional staff per ed specialist
-sp @ etc.
More time for collaboration

Additional teachers increased to support any caseload.

Re-Invest in Bringing Community Partnerships into our schools i.e. Reading Buddies
Building supports on how to utilize

Each building gets ratio of same (e.g. 10:1) or a certain number of core teachers
Pair EA's w/ teacher in classroom

Elementary PE teacher - Split class & send 1/2 to PE, other to intervention, then switch. Allows for differentiation.

- Caseload/workload for specialists → when increased caseload leads to reduced quality of services provided
- AS HA recommends 40, no more than 55 based on states w/ caseloads for SLPs
- Yes ↑ use SLPs effectively to manage caseloads or RTI

STAFF

Supporting Student's Health and Safety

District employee sub/floating
Heath Aides

Train Teachers
about effects of
Traumatic
Brain
Injury

- Working w/ partner
- orgs/agencies provide parenting classes.

• School Nurses → Can improve attendance
* Nurses help with Mental Health
If we had more Nurses

Classroom + Supports for
Stu who experience behavioral
challenges

Full time (6.5 hr/day) Re
with aides in every no

Add SRNs +
1 nurse / 3 schools
or 2 schools
→ Can improve
with time

* Nurses help with Mental Health

- more art/music opportunities for mental health benefit (esp. @ middle school level)

* Pair school nurses with school psychologists \approx 2 schools each. Working together we could address mental health/behavioral health needs so much better!

all this needs to be
all staff do
trauma support...
cho,

TRAUMA INFORMED CARE
FROM CULTURAL REFUGE
STANDPOINT. VIA TEACHER/ADMIN
REPRESENTATION (CULTURALLY)
CURRICULUM (CULTURALLY)
PEDAGOGY, AND IMPLICIT BIAS
PLC'S FOR BEST PRACTICES
"EQUITY COORDINATOR"

ENDING NO

More play time
+ recess
build in
cavity

- Trickle-down PD doesn't work

- A separate environment for dangerous students instead of "room clears" that disrupts learning for all students
- End the community model! A dedicated space with certified staff to do this is harmful

五
五

the instructional unit

- Provide enough staff to do restorative justice with our students

Full time (6.5 hr/day) Re
health aides in every no
building with no 20
additional duties.
Increase safety of
students with med
admin and complex medica
~~conditions~~ conditions.
Shore district

Share district goals w/ our community

Increase summer work experience opps.

The mental health of a stressed out instructor impacts the mental health of the entire classroom. What are we doing for the staff?

- SAFETY IN INDUSTRIAL ED CLASSROOMS (CTE) (24 STUDENTS)
 - training
 - broken equipment
 - district facility support services
 - Maintaining Equipment

OVER LOADED CLASSES IS A SAFETY HAZARD FOR ALL IN THE ROOM

- Ditto!

Functional Health Rooms

- Room to treat Students
- Sink
- Privacy
- Beds
- Full-time Health Aide/Nurse
- Paid time for Extra training - (emergency meds, med training, etc.)

~~The~~ Ongoing PD on
Trauma Informed / Culturally
Appropriate Practices for
All Staff!

- ^{Licensed} Counselors in all elementary schools
- * and enough counselors at secondary schools to support ~~their~~ needs of their student body

- Full-time Drug and alcohol counselor
- Another full-time School counselor
- Administrator (Another Assist. Principal)

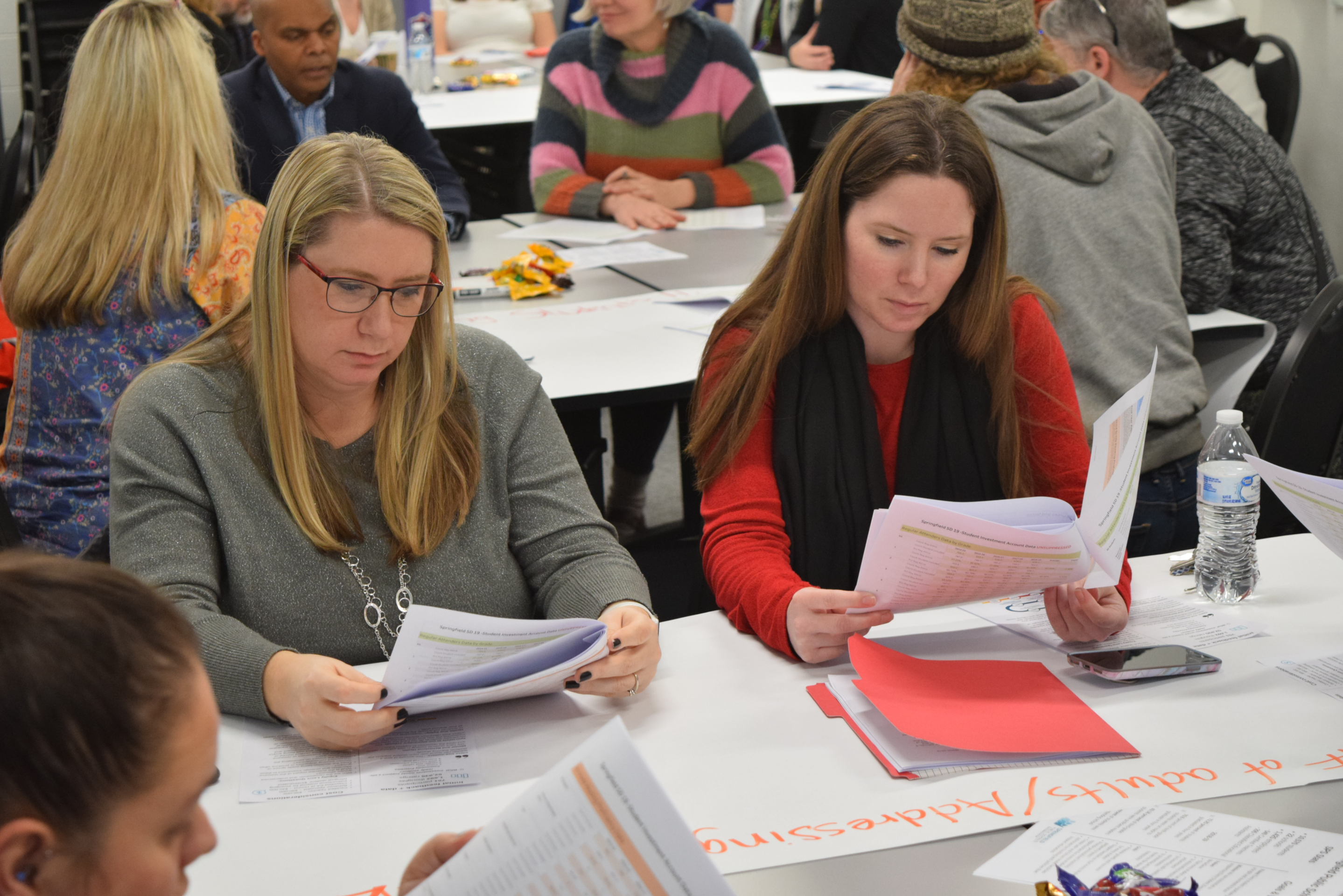
Build didi for Counseling for Staff + St

Build dedicated space
for Counseling Services
for staff + students

Fund clubs with stipends
that are worthwhile (\$25/mo
or so)
& fund materials.

- Car Club, Future Police officers club
- Future firefighters, paramedics
nurses, other careers at both
high schools







School bus
driver's
license

MANDT
- Training
- All staff
- All students

Elementary
PE - serve low income / homebound
population who otherwise
do not participate in outdoor
sports / athletic activities
(due to transp. / funding)
- entice students to
come to school
- provides healthy
stress release
- endorphins
- bus

Health and Wellness

Springfield Public Schools
Single copies
Order & Location





Supporting Student's Health and Safety

• Support staff to do a risk assessment of the school environment
• Support staff to do a risk assessment of the school environment
• Support staff to do a risk assessment of the school environment

• Training and development for staff
• Training and development for staff
• Training and development for staff

Supporting Student's Health and Safety



Investing in Student Success

Your input matters for our students



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Every Student, Every Day

Student Success Act (SSA)

Unprecedented investment in Oregon's K-12 Education System

- SSA includes 28 different programs focused on student outcomes
- Student Investment Account (SIA) (1 of 28)
 - *meet students' mental and behavioral health needs, and*
 - *increase academic achievement and reduce academic disparities*



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Student Investment Account (SIA)



- Well-Rounded Education
 - Early literacy
 - Middle school programs and supports
 - Broadening curricular options (art, music, PE, STEM, CTE, etc.)
- Increasing the number of adults/Addressing Class Size and Caseloads
- Instructional Time
 - More hours or days
 - Summer programs
 - Before/After School programs
- Health and Safety
 - Social emotional learning
 - Mental and behavioral health
 - More school health professionals

Defining Success

Collecting input to chart a direction

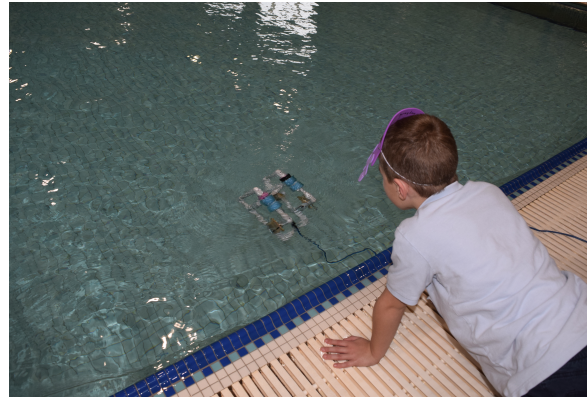


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We asked...

How do we describe a student walking across the graduation stage who is ready to successfully transition and navigate the world beyond high school?



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Our community responded

- Self-confidence
- Hard working
- Perseverance
- Life skills
- Empathetic



Then we asked...

What areas of investment do you believe directly support a Life-Ready student?



751

Participants



1,692

Thoughts



52,935

Ratings

What stood out...



- Increasing the number of adults in our system/Addressing class size and caseloads
- Supporting the health and safety of students

Community Feedback

“Students can get the attention they need and teachers can differentiate and build relationships when they have smaller classes”

“More staff, will help with building relationships and being able to teach effectively”

“EA support in the primary grades”

“Mental health supports, students are grappling with mental health concerns that show up in the classroom”

“Social Emotional Learning, self regulation, stress management, problem-solving skills are critical to life success.”

- Increased adults in the system/addressing class size:
 - 193 total thoughts
 - 3.9 star rating
- Supporting the health and safety of students:
 - 331 total thoughts
 - 3.6 star rating



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What's Next?

Reviewing the data to inform a plan



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Reviewing the data

Assistant Superintendent David Collins

- Regular attenders
- 3rd grade reading
- 9th grade on track
- Graduation rates

**Reports on tables*



*Focus on historically underserved students including:
students of color; emerging bilingual students, students with
disabilities, students navigating poverty, homelessness, and the foster
care system*



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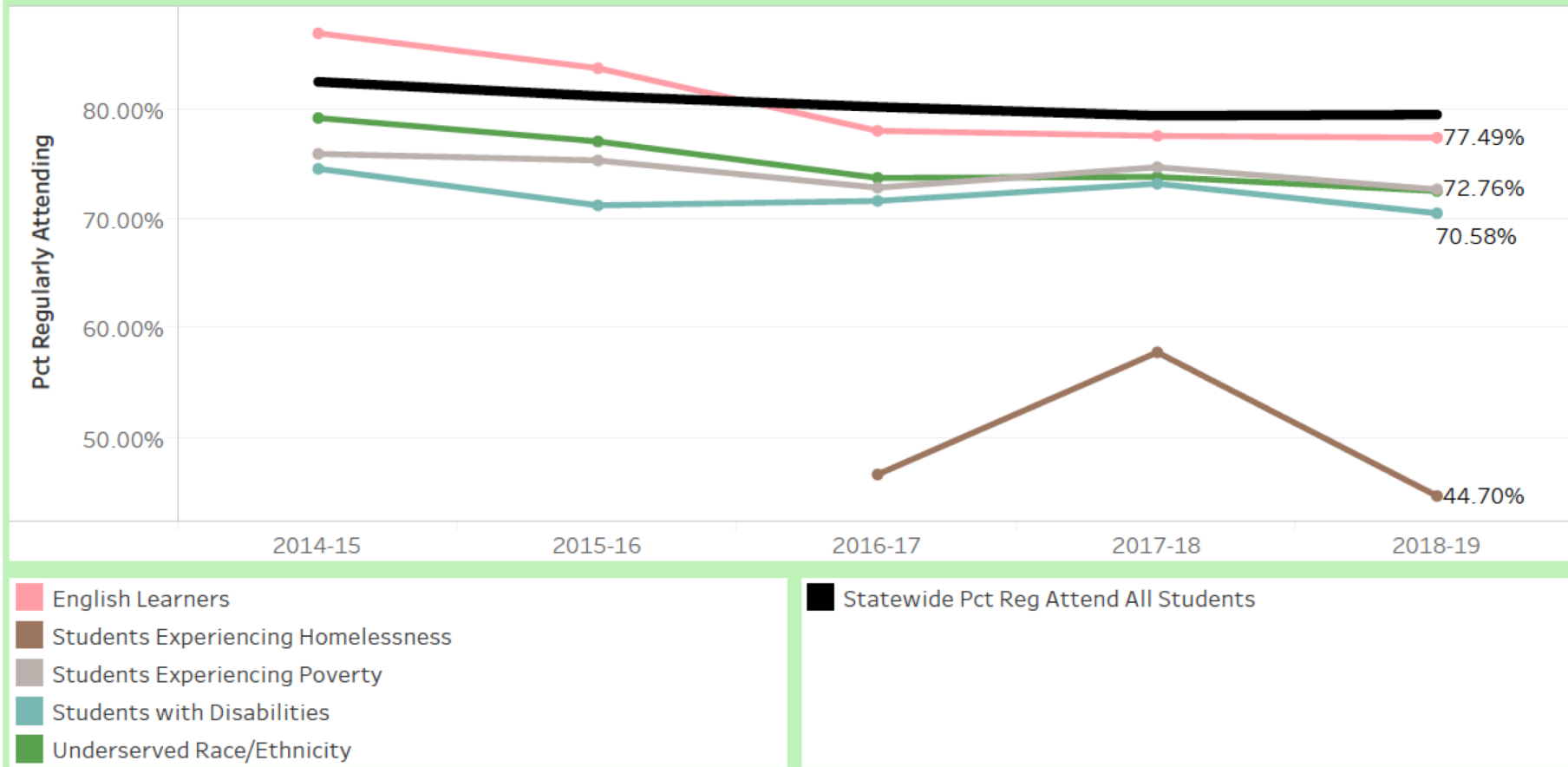
Regular attenders

2018-2019:

- English Learners: 77.49%
- Students Experiencing Poverty: 72.76%
- Underserved Race/Ethnicity: 72.76%
- Students with Disabilities: 70.58%
- Students Experiencing Homelessness: 44.70%

REGULAR ATTENDERS (Not Chronically Absent)

Percentage of Students Regularly Attending by Focal Student Population

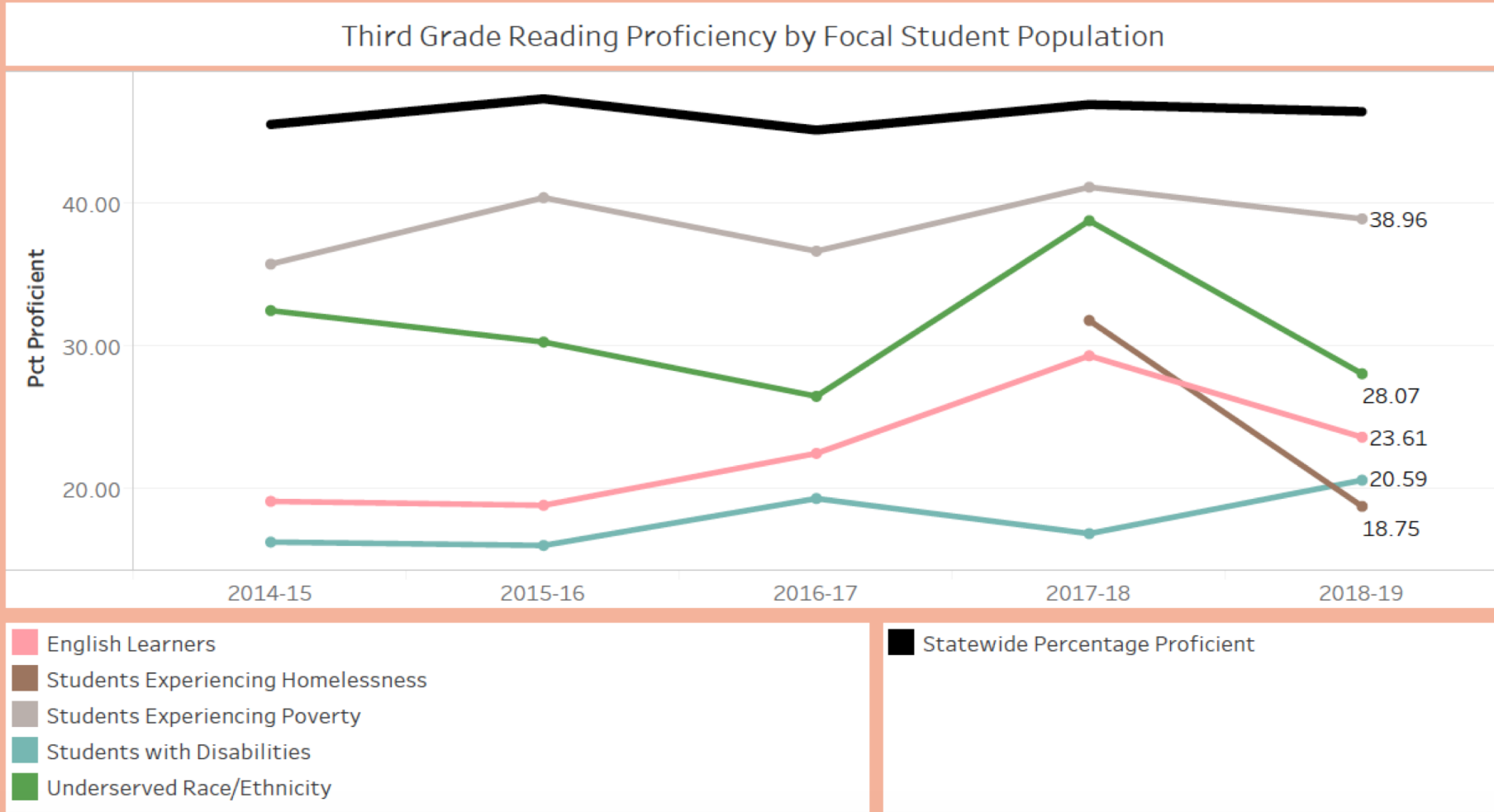


3rd Grade Reading

2018-2019:

- English Learners: 23.61%
- Students Experiencing Poverty: 38.96%
- Underserved Race/Ethnicity: 28.07%
- Students with Disabilities: 20.59%
- Students Experiencing Homelessness: 18.75%

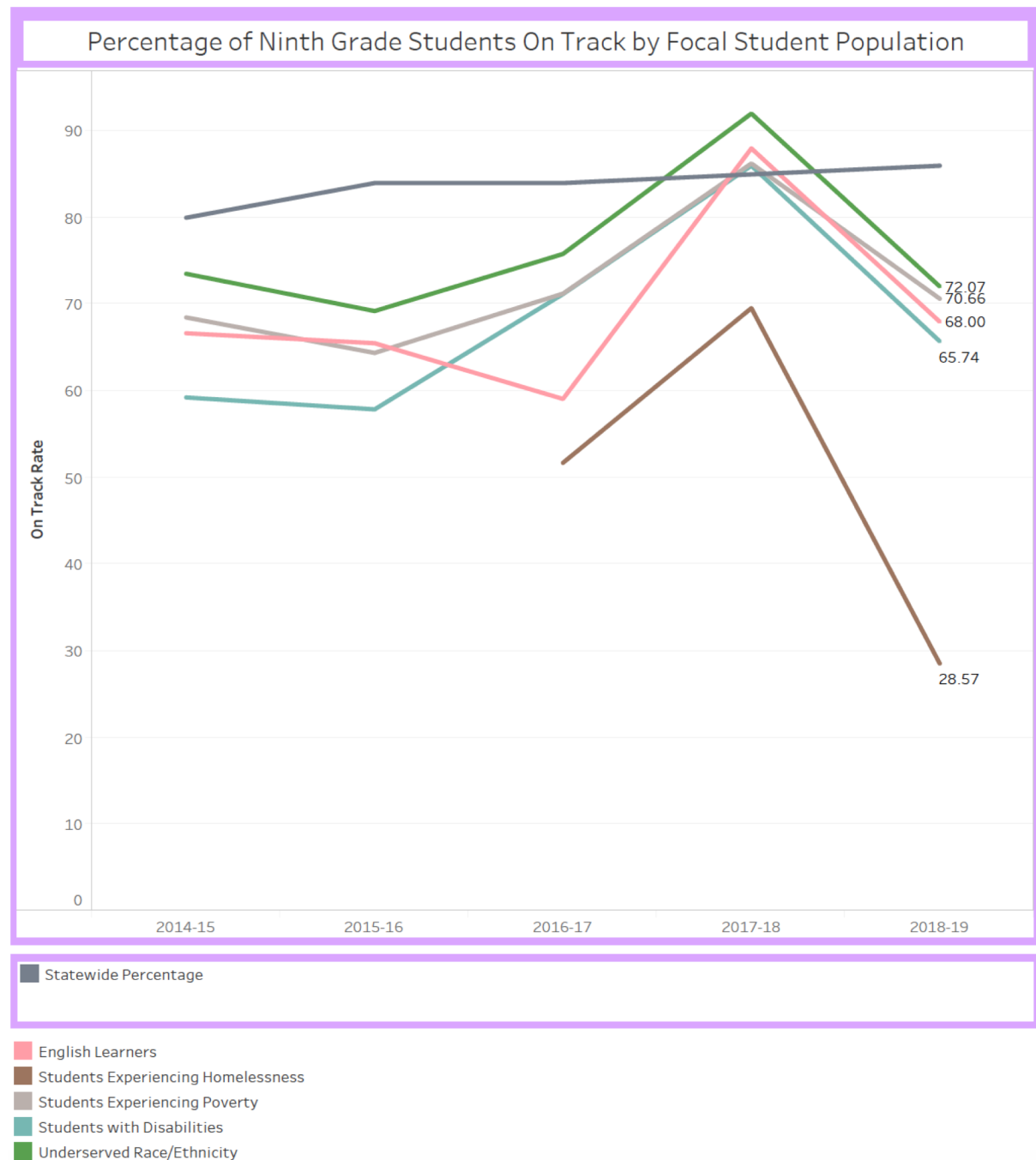
THIRD GRADE READING ASSESSMENT



9th Grade on Track

2018-2019:

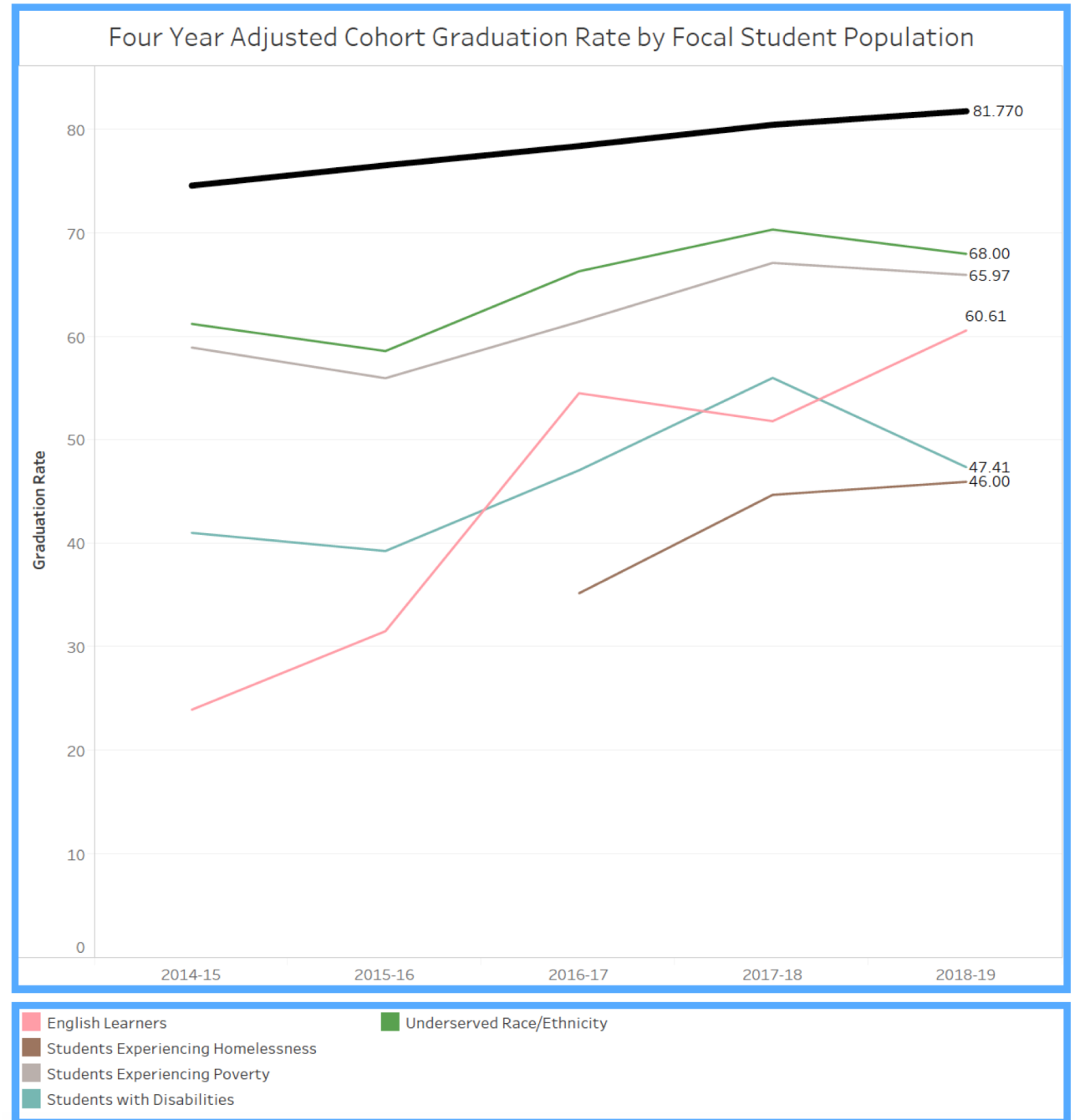
- English Learners: 68%
- Students Experiencing Poverty: 70.66%
- Underserved Race/Ethnicity: 72.07%
- Students with Disabilities: 65.74%
- Students Experiencing Homelessness: 28.57%



High school graduates

2018-2019:

- English Learners: 68%
- Students Experiencing Poverty: 65.97%
- Underserved Race/Ethnicity: 68%
- Students with Disabilities: 47.41%
- Students Experiencing Homelessness: 46%



Supporting *Every* student

Applying an equity lens

To help focus your thoughts as you prepare to provide actionable input to support the SPS investment in the two community identified key priorities we have provided you with a series of questions that will help examine the impact for all students in our system



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Questions to support ongoing equity work

- Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
- How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?
- What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
- How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?

Provide your insight

- **Identify** specific investments or actions you would recommend to impact our targeted student groups through the key priorities identified by our community:
 - increase the number of adults in our system/address class size and caseloads?
 - support the health and safety of our students?
- **Discus** in your groups
- **Write** your priority investments on the paper provided

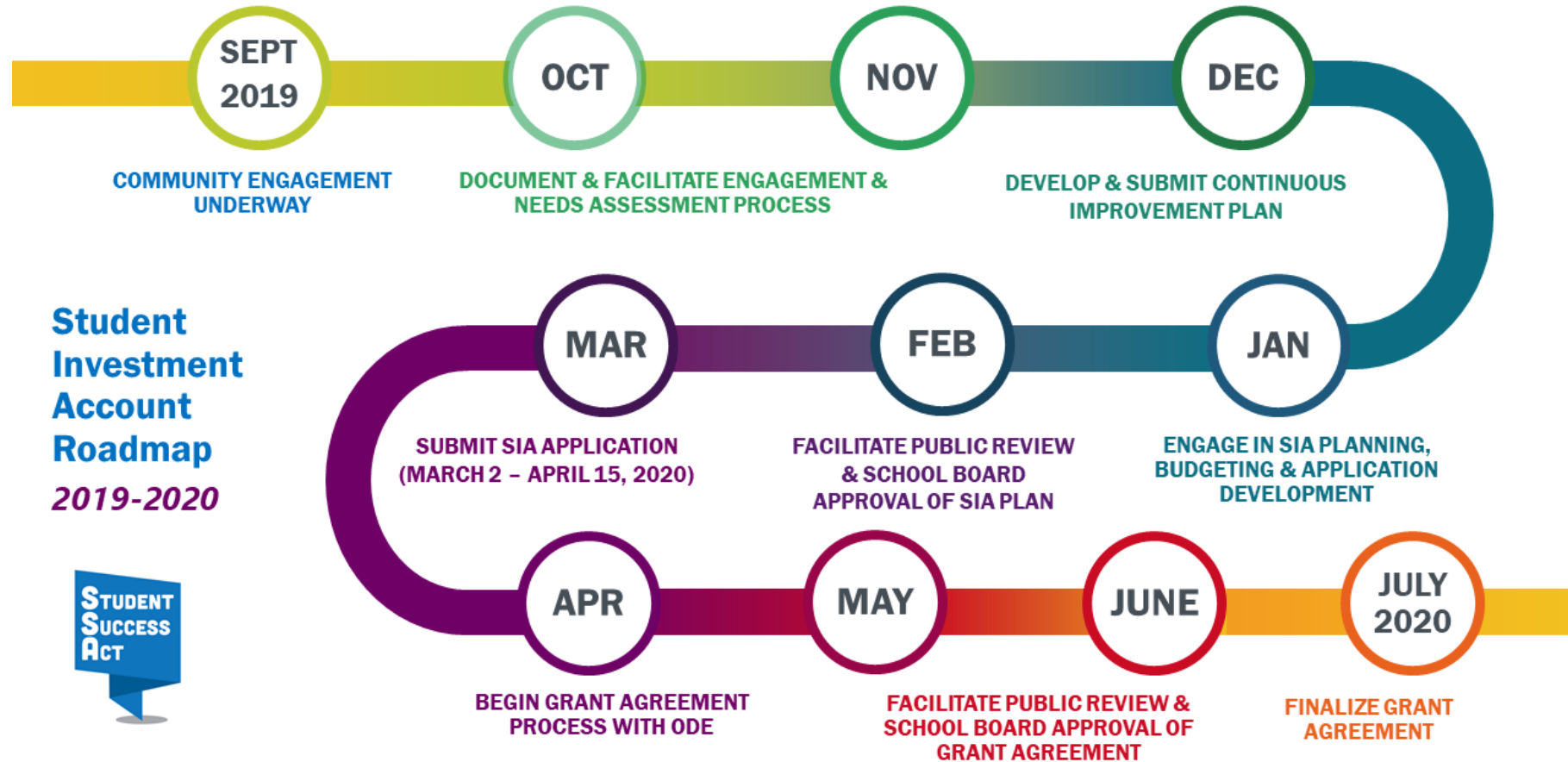


Switch...

- Please leave the pens and paper at the table and switch sides of the room
- You'll now focus on the second key priority identified by our community
- Review the thoughts and comments from another group display and discuss what additional thoughts were generated.
- We'll reconvene as a group to close out the evening and share the next steps in the planning process



What's next?



Visit to see the latest:

www.springfield.k12.or.us/StudentSuccess

Investing in Student Success

Springfield Public Schools
Student Investment Account Overview
March 9, 2020



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Every Student, Every Day

Student Success Act- Student Investment Accounts



Our Charge:

Listen to our community to invest in targeted areas that will...

- *Meet students' behavioral or mental health needs*
- *Increase academic achievement for all students and reduce academic disparities for:*
 - *students of color*
 - *students with disabilities*
 - *emerging bilingual students*
 - *students navigating poverty, homelessness, foster care*
 - *other groups that have historically experienced academic disparities*



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What we heard

Of the four investment areas our community identified two top priorities:



- *Increasing the number of adults in our system/Addressing class size and caseloads*
- *Supporting the health and safety of students*



What we propose

Additional Staff*

- Certified 47.5
- Classified 43.0
- Administrator 7.0

** displayed as total FTE*



\$8.17 Million

Supporting the Health and Safety of Students:

Meeting students' behavioral and mental health needs

Additional Staffing:

- Certified - 27.5 FTE
- Classified – 15.0 FTE
- Administrator – 7.0 FTE



\$5.12 Million

Outcomes:

- School cultures that support students and families navigating crisis and mental health issues
- Increased physical health through specialized instruction
- Increased training and access to mental and behavioral health services
- Improved relationships with students and families

Supporting the Health and Safety of Students:

Meeting students' behavioral and mental health needs

Investment Goal: *Support students' behavior, social emotional, physical, and mental health and wellness.*

Elementary:

- Elementary Behavior Interventionist (8.0 FTE)
- Elementary Behavior EA Support Staff (5.5 FTE)
- Elementary Assistant Principals (4.0 FTE)
- Elementary Physical Education Teachers (11.5 FTE)
- Outside Mental Health Provider Support

Secondary:

- Middle School Licensed Mental Health Support (4.0 FTE)
- Middle School Behavior EA Support Staff (2.0 FTE)
- Outside Mental Health Provider Support
- High School Assistant Principal (2.0 FTE)
- Campus Security and Facility Improvements
- Free student access to feminine hygiene products

Districtwide:

- Free Student Access to Breakfast and Lunch
- Family Resource Navigators
- District Equity Coordinator (1.0 FTE)
- Certified Support Positions (4.0 FTE)



Increasing the number of adults in our system:

Targeted class size reduction

Additional Staffing:

- Certified - 20.0 FTE
- Classified – 16.0 FTE



Outcomes:

- Improved academic outcomes for every student

\$3.05 Million

Increasing the number of adults in our system:

Targeted class size reduction

Investment Goal: *Improve instructional environment through targeted reduction in student-to-adult ratios*

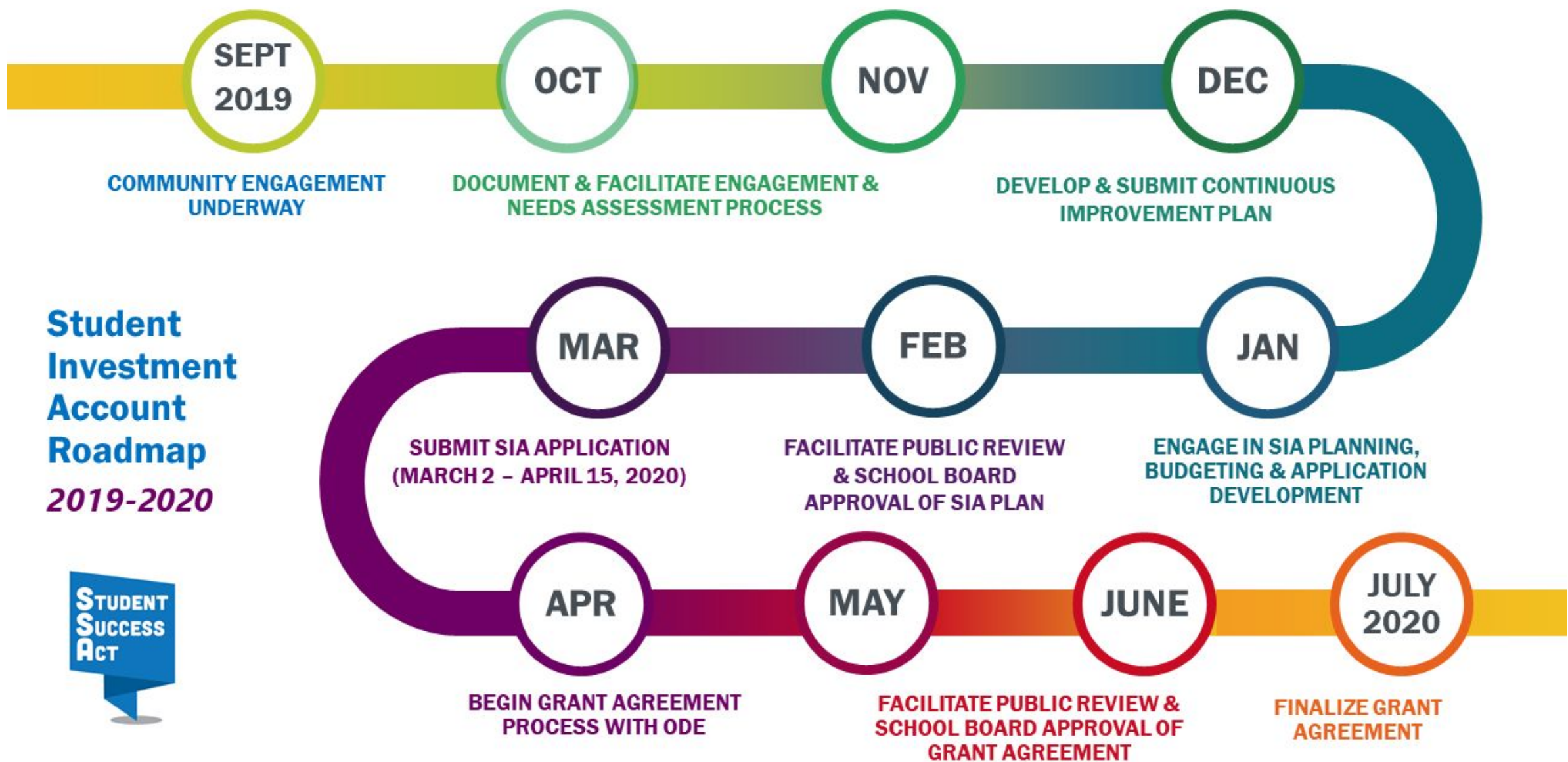


Targeted Investments:

- Elementary Targeted Class Size Reduction (12.0 FTE)
- Elementary Classroom EA Support Staff (9.0 FTE)
- Middle School Targeted Class Size Reduction (8.0 FTE)
- Middle School Classroom EA Support Staff (3.0 FTE)
- Professional Development/Three-Year Teacher Mentor Program



Timeline



Visit to see the latest:

www.springfield.k12.or.us/StudentSuccess

Questions?



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INVESTING IN STUDENT SUCCESS

THE HISTORIC INVESTMENT

In the fall of 2019, SPS began the process of collecting input from our community around investing the more than **eight million dollars** allocated from the student investment account as one of 28 programs associated with the Student Success Act

THE GUIDELINES



The state legislature defined four target investment areas in which districts could invest these additional funds. Those areas were: well-rounded education, increasing the number of adults in the system, increasing instructional time, and supporting health and safety.

Districts were then required to connect with their communities to decide which of the four target areas they believed would have the greatest impact in meeting students' mental and behavioral health needs, increasing academic achievement and reducing academic disparities.

THE PROCESS



Through multiple rounds of in-person meetings and online feedback platforms, the SPS community began to identify two priority investment areas along with specific actionable items that could be implemented to impact student success in Springfield.

Our community placed a great emphasis on supporting the health and safety of students, as well as increasing the number of adults in our system/addressing class size.

THE PLAN SPS STUDENT INVESTMENT ACCOUNT OVERVIEW

**\$8.17
Million**



NEW STAFF*

- Certified 47.5
- Classified 43.0
- Administrators 7.0

*displayed as FTE

SUPPORTING THE HEALTH AND SAFETY OF STUDENTS



Investment Goal: Support students' behavior, social emotional, physical, and mental health and wellness



Total Investment: \$5.12



NEW STAFF*

- Certified 27.5
- Classified 15.0
- Administrators 7.0

*displayed as FTE

- [Elementary Behavior Interventionist](#) (8.0 FTE) Provide targeted mental health support for students and families through behavior support planning, training and support of staff, and direct support of behavioral EA staff in support of students navigating crisis.
- [Elementary Behavior EA Support Staff](#) (9.0 FTE) Provide support for students and classrooms.
- [Elementary Assistant Principals](#) (4.0 FTE) Targeted investment at our four highest needs elementary schools to provide improvements to teaching and learning structures, systems of behavioral and mental health support, and refinement of school and community cultures.
- [Elementary Physical Education Teachers](#) (11.5 FTE) Provide direct support for students' physical health and wellness.
- [Outside Mental Health Provider support](#) - Expand the current service provided by outside mental health professionals and partners for students and families.
- [Middle School Licensed Mental Health Support](#) (4.0 FTE) Maintain or expand direct support for students mental health and wellness.
- [Middle School Behavior EA Support Staff](#) (2.0 FTE) Provide supports for students in classrooms.
- [High School Assistant Principals](#) (2.0 FTE) Targeted investment at our two comprehensive high schools to provide structural support, and refinement of school and community cultures.
- [Campus Security and Facility Improvements](#) - Update and expand preventative security options at comprehensive high schools
- [Free Student Access to Feminine Hygiene Products](#)
- [Free Student Access to Breakfast and Lunch at all schools](#)
- [District Equity Coordinator](#) (1.0 FTE)
- [Certified Support Positions](#) (4.0 FTE)

INCREASING ADULTS IN OUR SYSTEM



Improve academic outcomes for EVERY student



Total Investment: \$3.05



NEW STAFF*

- Certified 20.0
- Classified 16.0

*displayed as FTE

- [Targeted Elementary Class Size Reductions](#) (12.0 FTE) Kindergarten focused without impacting primary grades
- [Elementary Classroom EA Support](#) (9.0 FTE) Provide direct support to students and classrooms
- [Targeted Middle School Class Size Reductions](#) (8.0 FTE) Focused to core and related arts sections
- [Middle School Classroom EA Support](#) (3.0 FTE) Provide direct support to students and classrooms
- [Professional Development](#) - Including a three-year teacher induction model to provide direct support and mentorship for all certified teachers entering the workforce in SPS
- [Family Resource Navigators](#) - Provide direct support for students and families navigating school culture, accessing services, and increasing overall student academic success



Following the March 9, 2020 School Board meeting, the SPS Student Investment Account overview will be available for public review and comments on the district's web page: www.springfield.k12.or.us/studentsuccess



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day