



**SPRINGFIELD**  
**PUBLIC SCHOOLS**  
Every Student, Every Day

**BOARD OF EDUCATION**

**April 13, 2020**

**Virtual Meeting**

**7:00 pm Board Meeting**

*To comply with the Governor's executive orders, the Board will conduct this meeting by video conference only. Members of the public may,*

- *Watch the meeting via Zoom Webinar: <https://zoom.us/j/410619307> or*
- *Listen by Zoom Phone: +1-929-205-6099 with Webinar ID 410 619 307*

**AGENDA**

**TAB**

- |   |                          |   |
|---|--------------------------|---|
| <b>1. Call Meeting</b>  | Board Chair Zach Bessett |   |
| <b>2. Presentations</b>   |                          |   |
| A. Teacher Appreciation Week Proclamation   | Chair Bessett            | 1 |
| <b>3. Public Comments:</b> Submitted Electronically   | Chair Bessett            |   |
| <i>Members of the public may submit written comments by email <a href="mailto:public.comment@springfield.k12.or.us">public.comment@springfield.k12.or.us</a>. Clearly label the subject line as: "Public Comment - April 13, 2020." The deadline for receiving public comment for the board to review prior to the board meeting is noon on Monday, April 13, 2020. The Board is committed to the public comment process and will consider all public comments seriously.</i> |                          |   |
| <b>4. Action Items</b>  |                          |   |
| A. Approve Consent Agenda   |                          |   |
| 1. February 24, 2020 Board Work Session Minutes   |                          | 2 |
| 2. March 9, 2020 Board Meeting Minutes  |                          | 3 |
| B. Approve Student Investment Account Grant Application   | David Collins            | 4 |
| Resolution #19-20.036   |                          |   |
| <b>5. Next Meetings:</b> April 27, 2020 Work Session, Cancelled   | Chair Bessett            |   |
| May 11, 2020, 7:00 pm, Business Meeting   |                          |   |
| <b>6. Adjournment</b>   | Chair Bessett            |   |

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Persons having questions about or requests for special needs and accommodation at Board Meetings should contact the Office of the Superintendent; 640 A Street, Springfield, OR 97477; Phone: (541) 726-3201. Contact should be made 72 hours in advance of the event.



**SPRINGFIELD**  
**PUBLIC SCHOOLS**  
Every Student, Every Day

**Teacher Appreciation Week Proclamation**  
**May 4 – 8, 2020**

**WHEREAS**, teachers mold future citizens through guidance and education; and

**WHEREAS**, teachers encounter students of widely differing backgrounds; and

**WHEREAS**, our country's future depends upon providing quality education to all students; and

**WHEREAS**, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

**WHEREAS**, our community recognizes and supports its teachers in educating the children of this community.

**NOW, THEREFORE BE IT RESOLVED** that the Springfield Board of Directors proclaims May 4 – 8, 2020 to be **TEACHER APPRECIATION WEEK**; and

**BE IT FURTHER RESOLVED** that the Springfield Board of Directors strongly encourages all members of our community to join with it in personally expressing appreciation to our teachers for their dedication and devotion to their work.

DATED this 13<sup>th</sup> day of April 2020.

Signed:

Zach Bessett, Chair

Naomi Raven, Vice Chair

Lisa Barrager

Emilio Hernandez

Todd Mann



## **WORK SESSION MINUTES**

Board members met in a work session on February 24, 2020.

### **1. CALL MEETING TO ORDER**

Chair Zach Bessett welcomed those in attendance and called the work session to order in the Board Room of the District Administration Center at 4:40 p.m. and led the Pledge of Allegiance.

#### **Attendance**

Board members present included Chair Zach Bessett, Lisa Barrager, Dr. Emilio Hernandez, and Todd Mann. Vice Chair Naomi Raven was excused from the meeting.

Others in attendance included Superintendent Todd Hamilton, David Collins, Brett Yancey, Brian Megert, Judy Bowden, Suzy Price, Whitney McKinley, Mindy LeRoux, Jeff Michna, Jenna McCulley, Charlie Clark, Dustin Reese, and Lydia Dysart, minutes recorder.

### **2. STUDENT INVESTMENT ACCOUNT**

Superintendent Hamilton thanked everyone for being there. He said they would go through the Student Investment Account (SIA) plan and break out into small groups for additional information.

Superintendent Hamilton informed the board that their application would be presented to the board for approval on April 13, 2020. Dr. Hernandez asked how much staff time the application would take up. He also wanted to know what they should say to people about it when they received questions. Superintendent Hamilton replied that they were not presenting the application at that meeting, but they could send it out to the board so they could study it once it was completed.

The SIA was one of twenty-eight programs that made up the Student Success Act (SSA). Superintendent Hamilton stated that the SSA was focused on student outcomes. The SIA was supposed to meet students' mental and behavioral health needs, increase academic achievement and reduce academic disparities.

Superintendent Hamilton explained that there were four parts to the SIA. The first was a well-rounded education. They needed to increase early literacy, middle school programs and supports and broaden curricular options. The second was increasing the number of adults in classrooms to address class size and caseloads. The third was to increase instructional time. There needed to be more hours/days of class, summer programs, and before/after school programs. The fourth was to increase health and safety in their schools. They needed to focus on social emotional learning, mental and behavioral health and hire more school health professionals. Dr. Hernandez stated that staff had to be included when talking about mental health. Superintendent Hamilton informed him that they were, but the focus of the SIA was on students.

Superintendent Hamilton shared that they had a community discussion to address the question, "How do we describe a student walking across the graduation stage who is ready to successfully transition and navigate the world beyond high school?" The responses that surfaced the most frequently were: self-confidence, hard-working, perseverance, life skills and empathetic.

They also asked, "What areas of investment do you believe directly support a life-ready student?" They had 751 participants, 1,692 thoughts, and 52,935 ratings submitted to the online forum. Superintendent Hamilton mentioned that the responses helped staff understand community interest and focus. Dr.

Hernandez asked if this included recent engagement. Superintendent Hamilton responded that all this data was from the Fall, but they would include recent feedback soon. The two topics that surfaced the most frequently were increasing the number of adults in their system to address class size and caseloads and supporting the health and safety of students. Mr. Collins mentioned that they had spent the last several weeks going over those topics. They had a meeting with over eighty staff members and two community meetings that included over seventy families. He noted that they also had a meeting with district staff from elementary schools, middle schools and high schools. They received information specific to each school and the impact programs would have.

Mr. Collins said they would now break out into groups so that board members could receive more information. Superintendent Hamilton explained that they were breaking up into groups so they could go over more information and have the board ask questions. The board reviewed data for regular attenders, 3<sup>rd</sup> grade reading, 9<sup>th</sup> grade on track and graduation rates. Mr. Collins added that all decisions for the SIA application would reflect an equity lens. He shared five equity questions that he would like the board to keep in mind while reviewing the data and asking questions.

The board broke out into groups from 4:55 p.m. to 6:21 p.m.

Superintendent Hamilton thanked everyone for their input and explained that they would have more time to discuss these issues in the future before submitting the application to the state.

Dr. Hernandez said that the department was doing an amazing job. He emphasized that the board acted as messengers to the community and had to make sure that the public was informed. They had to make sure that the community was involved and attended board meetings.

### **3. SUPERINTENDENT AND BOARD WORKING AGREEMENTS**

Chair Bessett said that this was the final version of the working agreements. He added that Vice Chair Raven had worked very hard on them. They would vote on the agreements at their next meeting when everyone was able to attend.

### **4. ADJOURNMENT**

With no other business, Chair Bessett adjourned the meeting at 6:35 p.m.

*(Minutes recorded by Lydia Dysart)*

## **BUSINESS MEETING MINUTES**

A Regular Meeting of the Springfield School District No. 19 Board of Education was held on March 9, 2020.

### **1. CALL MEETING TO ORDER AND PLEDGE OF ALLEGIANCE**

Board Chair Zach Bessett called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 7:02 p.m. and led the Pledge of Allegiance.

#### **Attendance**

Board Members present included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez, and Todd Mann.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Jenna McCulley, Judy Bowden, Whitney McKinley, Suzanne Price, Brian Megert, Jeff Michna, Brett Yancey, Dustin Reese, Jeff Fuller, Brandi Starck, Andy Price, Katie Dawson, Charlie Clark, Joni Wareham, Colleen Hunter, Maria Sayre-Heiss, Jonah Shoemaker, Owen Diouf, Jolene Bracken, Raven Bishop, Amy Paschall, Chad Towe, José da Silva, Mindy LeRoux and Lydia Dysart minutes recorder.

### **2. APPROVAL OF THE AGENDA**

There were no changes to the agenda

**MOTION:** Vice Chair Raven moved, seconded by Dr. Hernandez to approve the agenda as presented.  
Motion passed: 5:0

### **3. PRESENTATIONS**

#### **A. School Presentation: Thurston Middle School**

Principal Brandi Starck, Andy Price, and Katie Dawson approached the board.

Ms. Starck stated that their school goals were to: promote growth and success for every student, support families so that every student is ready to learn, and to provide personalized learning opportunities for every student.

Ms. Starck presented a breakdown of their Core program curriculum. They worked hard that year to make sure they were able to provide everything that a student could need or want. She shared that they started to send out Thursday emails to parents so parents could request information. It was a good addition and helped support parent and student relationships.

Ms. Starck explained that they had started having staff collaboration meetings every day of the week. Monday and Thursday were content days, where they focused on aligning their instruction to their school standards. Tuesday was kid talk where they tried to problem-solve and share information about students experiencing academic and behavioral challenges. Wednesday was their professional learning day and Friday was their team business day. She said that teachers needed more time throughout the week to talk about these issues with each other. Staff success equaled student success. Dr. Hernandez asked how much time this added on to staff schedules. Ms. Starck told him that staff did not have to come in earlier or stay later. She said that each grade level met at a different time during the day dependent on their schedules.

Ms. Starck added that they had data that they used to create their rules and timelines. Flex periods for teachers were made to leverage class time and provide students with what they needed.

Mr. Price went over their behavioral data. He explained that they aimed to have their school in the 80% to 90% range for behavior referrals. They had 496 students with zero major referrals so far this year. Thurston Middle School was 92.55% in the green, 4.68% in the yellow, and 2.77% in the red. Mr. Price stated that they tried to be proactive instead of reactive when dealing with a situation. Dr. Hernandez asked if the numbers were inclusive of special education and low-income students. Mr. Price replied that all students were included in the number. Dr. Hernandez asked if there was a specific group that needed more help. Ms. Starck said there was no big need, but low-income boys from single parent households usually struggled the most.

Ms. Starck said that they had just hired Michelle Molony, their first full time licensed clinical worker. She would be available to help students and families and could help them find other resources if necessary. Ms. Starck mentioned that Cindy Bonar had also just become their Dean of Students and would still help out with student support when needed.

#### **B. Student Communication**

Cora Hall, representing Springfield High School shared that they would have their school board elections later in the month. They started earlier this year so those elected had more time to get comfortable understanding their new position before the new school year started. Ms. Hall informed them that there was a lot of focus on their school constitution and potentially adding amendments. She shared that Spring sports had started and the Spring Formal would be on April 2, 2020.

Corbin Weathers, representing Gateways High School shared that they had been doing “Coffee with the Community” events at their school. They had guests come in from organizations like Northwest Youth Corps, CAHOOTS and more. Mr. Weathers shared that it had given students perspective and detail on their many options and services in life following high school. He shared that at Gateways High School their government and economic classes had been combined into one class. Mr. Weathers noted that it was a hard transition at first, but he has found it to be a good change.

#### **4. PUBLIC COMMENT**

Chair Bessett read that following statement concerning public comment:

*This is the portion of our agenda for public comment. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.*

*Those wishing to make public comments must complete a “request to speak” form and speakers will be called upon in the order in which they are received. Audience members who wish to make public comments must state their name and address for the record.*

*We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called.*

*The board will not hear personal complaints concerning school personnel or against any person connected with the school system. Any complaints regarding a particular employee must be processed through the procedure set forth in policy, which requires that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues.*

*Speakers are reminded that their public comments will be limited to three (3) minutes.*

Joni Wareham, 869 River Hills Drive, had found out a few weeks earlier that the district was choosing a new science curriculum. This curriculum would not allow students to skip lower level classes and move to more challenging classes. Ms. Wareham said that this change would mean high achievers would miss out. She said that even though the new curriculum worked at Beaverton and Ashland, that did not mean it would work for Springfield. Those schools both had multiple options and even acknowledged that it only met 60% of their needs.

Colleen Hunter, 4921 Glacier Drive, shared that the Alpha Delta Kappa pizza fundraiser was next month and that flyers would be available at the back of the room.

Maria Sayre-Heiss, 1360 Aspen Street, was speaking as a parent and teacher. She taught advanced math classes and stated that science classes directly influenced math fluency. Ms. Sayre-Heiss said that the changes to the curriculum would make it so science and math levels would not be aligned. This would create more confusion and work for teachers. She shared that her kids were currently bored in their middle school math and science classes and were looking forward to the challenges of high school classes. With the suggested changes, they would not have that opportunity. Ms. Sayre-Heiss was disappointed with how the new curriculum was chosen and thought it should be decided by teachers with administration oversight. She felt that the School Board was not always aware of the concerns of teachers and families.

Jonah Shoemaker, 750 Island Street, was an eighth grader in the district and emphasized the importance of a challenging science curriculum. He shared that he wanted to have a career in science and needed classes that supported this choice.

Owen Diouf, 152 W. Olympic, had recently been told about the changes to the curriculum. He was worried that middle school would not be able to teach classes since high school would just be repeating information. Mr. Diouf said that advanced students were being left behind.

Jolene Bracken, 680 Granite Place, was a parent of a high school student on the early graduation track. By taking science away, it would take college credit opportunities away. She said that students would have to attend a two year-college in order to get college ready. Ms. Bracken said that classes needed to be suitable for all students and allow for growth. She stated that the school district had waited too long to reach out to parents when something was wrong. Her son was autistic and she had to monitor everything that happened at his school in order to stay informed.

Raven Bishop, 2640 D Street, echoed those who had already talked about their curriculum concerns. This change would make other classes harder. By cutting out college credit classes it would mean more time in college for students.

Amy Paschall, 2727 Canterbury, was a teacher and parent in the district. She had worked with students who took advanced classes online at a young age and set the curve. Ms. Paschall stated that teachers needed to have a look at the curriculum and might be able to work something out together.

## **5. ACTION ITEMS**

### **A. Approve Consent Agenda**

- 1. February 10, 2020 Board Meeting Minutes**
- 2. Financial Statement**
- 3. Personnel Action, Resolution #19-20.032**

**4. 2020-2021 Board Meeting Schedule, First Read**  
**5. Policy Section G, First Read**

MOTION: Mr. Mann moved, Ms. Barrager seconded the motion to approve the Consent Agenda.

Chair Bessett called for discussion; There was no discussion.

Chair Bessett called for the vote.

Motion passed, 5:0

**B. Approve Letter of Support for Kindness Campaign, Resolution #19-20.033**

The Spreading Kindness Campaign is for all citizens of Eugene-Springfield to benefit from greater kindness—at home, at work, and as part of our community. Campaign members are trying to create a culture of kindness by giving greater visibility to the many acts of kindness that are already taking place in Eugene-Springfield, encouraging more acts of kindness, engaging in more conversations about kindness, listening to what kindness means to all segments of our communities, recording a million acts of kindness and celebrating our kindness.

Springfield Public Schools believes that student success is our most important outcome. The success of our students depends on the collective community coming together to support *every student, every day*. We believed in fostering safe, healthy, and engaging environments and promoting an inclusive culture that draws on the assets of students, staff, and community – values and beliefs that are in alignment with the Spreading Kindness Campaign.

Many of our Springfield Public Schools are already participating with the Spreading Kindness Campaign, and are offering students opportunities to perform acts of kindness for fellow students, teachers, and family.

At the regular Board meeting in January, Chair Bessett requested that Superintendent Hamilton prepare a formal letter for the Board in support of the Spreading Kindness Campaign and declare Springfield Public Schools as a “District of Kindness”.

Superintendent Todd Hamilton recommended that the Board of Directors recognize Springfield Public Schools as a “District of Kindness” and send a letter of support to the Spreading Kindness Campaign.

**MOTION:** Ms. Barrager moved, Vice Chair Raven seconded the motion that the Board of Directors recognize Springfield Public Schools as a “District of Kindness” and send a letter of support to the Spreading Kindness Campaign.

Chair Bessett called for discussion; There was no discussion.

Chair Bessett called for the vote.

Motion passed, 5:0.

**C. Authorize Purchase of Property, Resolution #19-20.034**

After years of moving in and out of escrow, the 100-acre parcel of land on Marcola Road has been purchased by a Lake Oswego, Oregon based developer. The developer has submitted plans to the City of Springfield for the development of affordable housing and mixed use. The proposed development is a phased approach with the build-out proposal as follows:

Phase 1: 73 units  
Phase 2: 69 Units (Cumulative 142 Units)  
Phase 3: 87 Units (Cumulative 229 Units)  
Phase 4: 79 Units (Cumulative 308 Units)  
Phase 5: 87 Units (Cumulative 395 Units)  
Phase 6: 88 Units (Cumulative 483 Units)

Phase 1 is scheduled to begin Spring 2020, without a published timeline for additional phases. Additionally, there is reserved property within the development for approximately 200 apartment units constructed on 9.42 acres, 5.83 acres of senior housing and 5.0 acres dedicated to commercial use. Based on historical trends, the School District would yield an estimated 320 students from this developing neighborhood. The property lies entirely within one existing elementary school's boundaries, one existing middle school's boundaries, and one existing high school's boundaries.

Currently the existing elementary school (Yolanda) may absorb (at most) approximately 20% of anticipated new students and the existing middle school may absorb (at most) approximately 40% of anticipated new students. The high school is anticipated to have the capacity to absorb any expected new students.

The Springfield School District is proposing to purchase a future school site within this 100-acre development. The school site (13.64 acres) would be proposed for development, at the necessary time, a new elementary (K-5) or K-8 school, based on capacity needs. The District does not currently own property that would be able to accommodate this level of need in this geographic area. The buildout of any new school facility would be dependent on a future General Obligation Issue.

The financing authorization will be presented at a future Board meeting. Brett Yancey is available for questions.

Brett Yancy recommended that the Board of Directors authorize the purchase of the 13.64 acre parcel of "Marcola Meadows" property, and direct the Superintendent and/or Chief Operations Officer to finalize the purchase agreement and obtain the property for the selling price, not to exceed, \$1 million (one-million dollars), plus applicable closing costs.

**MOTION:** Vice Chair Raven moved, Dr. Hernandez seconded the motion to authorize the purchase of the 13.64 acre parcel of "Marcola Meadows" property, and direct the Superintendent and/or Chief Operations Officer to finalize the purchase agreement and obtain the property for the selling price, not to exceed, \$1 million (one-million dollars), plus applicable closing costs.

Chair Bessett called for discussion.

Mr. Mann had heard that it could take a long time to build these homes and asked how they would affect schools. Mr. Yancey replied that existing schools would be close to capacity, since around three hundred students would potentially be added at all levels. He added that the district did not have any property in that area. Also, the community had to see demand for more schools before a bond measure could be put forward. Mr. Yancey said that the additional students added to the schools would demand additional space at elementary and middle schools.

Chair Bessett called for the vote.

Motion passed, 5:0.

#### **D. Approve Superintendent and Board Operating Agreement, Resolution #19-20.035**

In an effort to ensure effective district operations and oversight, the Springfield School Board revisited their collective operating agreements articulating how the Board of Directors will interact together as a governing body, as well as with the superintendent and district administration.

On February 24, during a work session of the school board, consensus was reached on the agreements as presented. The proposed draft includes revision from previous meetings.

Superintendent Hamilton recommended that the Board of Directors approve the operating agreements as presented: *BOARD AND SUPERINTENDENT OPERATING AGREEMENTS*.

**MOTION:** Ms. Barrager moved, Dr. Hernandez seconded the motion to approve the operating agreements as presented: *BOARD AND SUPERINTENDENT OPERATING AGREEMENTS*.

Chair Bessett called for discussion; there was no discussion.  
Chair Bessett called for the vote.

Motion passed, 5:0.

### **6. DISCUSSION**

#### **A. Student Success Act Update**

Superintendent Hamilton and Assistant Superintendent David Collins shared that after months of talking about the Student Success Act (SSA) and Student Investment Account (SIA), they finally had a draft plan to present.

Superintendent Hamilton stated that their goal was to meet students' behavioral or mental health needs and increase academic achievement for all students and reduce academic disparities for: students of color, students with disabilities, emerging bilingual students, students navigating poverty, homelessness and foster care and other groups that have historically experienced academic disparities.

What they heard about from their community was that there needed to be an increase in the number of adults in their system and they needed to support the health and safety of all students.

They will receive \$8,170,000 and use it to add additional staff to their district. They would add 47.5 full time equivalent (FTE) certified staff, 43 FTE classified staff, and 7 administration staff.

Mr. Collins explained that \$5,120,000 would go towards supporting the health and safety of students. 27.5 FTE certified staff, 15 FTE classified staff, and 7 FTE administrative staff would be for this specific goal. He said that they hoped that by adding more staff they could increase the physical health of students through specialized instruction and increase training and access to mental and behavioral health services. Also, it would improve relationships with students and families and create a culture that supported students and families navigating crisis and mental health issues.

Mr. Collins explained that \$3,050,000 would go towards increasing the number of adults in the system. The target would be to reduce class sizes. 20 FTE certified staff and 16 FTE classified staff would be added to help this goal. He said that the outcome would be improving academic outcomes for every student.

Superintendent Hamilton said that they would come back to the board for approval in April before being submitting it to ODE for review and approval.



Dr. Hernandez asked if the presentation would be available in Spanish. Superintendent Hamilton replied that it would be, and that community feedback would also be available in both Spanish and English.

Vice Chair Raven inquired into what the long term investment of these changes would be. Superintendent Hamilton reminded her that he, Mr. Yancey and Mr. Collin had all worked to ensure that the projects would be sustainable for the district.

Vice Chair Raven was thrilled to see all the new hires and hoped specific trainings would be provided to teach them how to best help their students succeed. She thought that behavioral trainings should be available for all staff.

## **7. INFORMATION/REPORTS**

### **A. Superintendent Communication**

Superintendent Hamilton thanked staff for all the work they had done. He shared that the district had been working with local health authorities concerning COVID-19 and their plans, if it should spread in to Lane County. Dr. Hernandez thanked Mr. Yancey for the news release he had shared on this subject.

Superintendent Hamilton shared that the Maple Field had been completed and would be used for the first time on March 10, 2020. He said that there would be a celebration sometime soon.

### **B. Board Communication**

Chair Zach Bessett thanked the community for showing up at the meeting.

Vice Chair Raven went to the A3 art walk in February and really enjoyed it. She wanted to shine a light on their district for their focus on cleanliness in these times. Vice Chair Raven also thought that the work they had done with the community on SSA was good and hoped they could continue those practices in other projects.

Mr. Mann was inspired by the community attendance at the meeting. He understood the concerns that were voiced.

Ms. Barrager shared that she attended the play and pep rally at Springfield High School. She also attended the Eugene-Springfield Youth Orchestra and was very impressed.

## **8. OTHER BUSINESS**

There was no other business.

## **9. NEXT MEETINGS:**

April 13, 2020 7:00 p.m. Business Meeting

April 27, 2020 TBD Work Session

## **10. ADJOURNMENT**

With no other business, Chair Bessett adjourned the meeting at 8:25 p.m.

*(Minutes recorded by Lydia Dysart)*

**STUDENT INVESTMENT ACCOUNT GRANT APPLICATION**

**RELEVANT DATA:**

Funding from the Student Investment Account (SIA) provides an exciting opportunity to make strategic investments that will support and accelerate improved student outcomes. Through a comprehensive and collaborative process, SPS developed a plan that directly aligns the stated purposes of the SIA funds:

1. Meet students' mental or behavioral health needs, and
2. Increase academic achievement for students, including reducing academic disparities.

Oregon Department of Education (ODE) is using targeted universalism as a guiding framework. We developed a plan that can benefit all students while targeting investments for our historically underserved students. The plan, process, and investments are outlined in our SIA Application.

ODE requires Board approval of the SIA Application.

**RECOMMENDATION:**

It is recommended that the Board of Directors approve the Springfield Public Schools *Student Investment Account Grant Application* as presented.

**SUBMITTED BY**

David Collins  
Assistant Superintendent

**RECOMMENDED BY:**

Todd Hamilton  
Superintendent

**Springfield Public Schools #19**

**SIA Application Packet**

## Springfield School District #19 SIA Application

### Table of Contents

Part One: General Information	<b>5</b>
Applicant	5
Contact Person	5
Part Two: Narrative	<b>6</b>
Plan Summary	6
SPS Equity Lens Tool	7
Part Three: Community Engagement and Input	<b>13</b>
Overview of Community Engagement	13
Self-Assessment of Community Engagement	13
Relationships and Partnerships to Cultivate	14
Resources to Enhance Engagements	14
Who was Engaged?	15
How did you engage your community?	15
Evidence of Engagement	16
Artifacts	16
Rationale for Selecting Artifacts	16
Strategies and Activities for Engaging Focal Student Populations and their Families	16
Strategies	17
Activities	17
Strategies and Activities for Engaging Staff	18
Strategies	18
Activities	18
Collecting and Using Input	18
Part Four: Data Analysis	<b>20</b>
Data Sources	20
Part Five: SIA Plan	<b>21</b>
Outcomes	21
Strategies and Activities	21
Strategy #1: SPS will support the health and safety of students and their families	21
Specific Activities that will support Strategy #1	22
Activity 1.1: Hire district-based SIA positions	22
Activity 1.2: Hire school building-based SIA positions	22
Activity 1.3: Train newly hired SIA staff regarding job responsibilities and teaming requirements	22
Activity 1.4: Establish a school building-based team schedule	22

## Springfield School District #19 SIA Application

Activity 1.5: Monitor / assess student and/or family support services and data	22
Activity 1.6: Alter family / student intervention plans to meet specified trajectories based upon Activity 1.5's outcomes	22
Strategy #2: Increase the number of adults in our system that have student / family contact	22
Specific Activities that will support Strategy #2	23
Activity 2.1: Hire school building-based SIA positions	23
Activity 2.2: Train newly hired SIA staff regarding job responsibilities and teaming requirements	23
Activity 2.3: Establish a school building-based team schedule	23
Activity 2.4: Monitor / assess student and/or family support services and data	23
Activity 2.5: Alter family / student intervention plans to meet specified trajectories based upon Activity 2.4's outcomes	23
Strategy #3: Augment district staff efforts with mental health contracting and building safety	24
Specific Activities that will support Strategy #3	24
Activity 3.1: Conduct a campus security audit	24
Activity 3.2: Based upon the security audit, create a campus security action plan	24
Activity 3.3: Get needed building renovation approval permits	24
Activity 3.4: Initiate building safety renovations – from bidding to construction completion	24
Activity 3.5: Conduct a needs assessment regarding specifications for contracts with outside mental health providers.	24
Activity 3.6: Create and negotiate contracts with outside mental health providers.	24
Strategy #4: Alignment of current district efforts / interventions / initiatives with SPS SIA Proposal	25
Specific Activities that will support Strategy #4	25
Activity 4.1: Conduct a cross-walk analysis of current district efforts, interventions, and initiatives with our proposed SIA interventions / initiatives	26
Activity 4.2: Based upon the cross-walk, create an elementary, middle, and high school intervention master plan	26
Activity 4.3: Assign School Building-based Team members with specific over-sight assignments	26
Activity 4.4: Create a monthly district / school building-based team meeting for appraisal of cross-walk master plan	26
Priorities	26
Resource Allocation	26
One Year Focus	26

## **Springfield School District #19 SIA Application**

Three Year Focus	26
Flexible Priorities	26
SIA Integrated Planning Tool – SPS Workbook (Please see uploaded Excel document)	27
Budget	27
SPS Equity Lens Tool	29
<b>Part Six: Use of Funds</b>	<b>29</b>
Allowable Uses	29
Meeting Students Mental and Behavioral Health Needs	29
Utilizing SIA Funds	30
Addressing the Needs and Impact on Focal Student Groups	30
Impact for All Students and Focal Student Groups	30
Potential Impact on Meeting the Longitudinal Growth Targets	31
<b>Part Seven: Documentation and Board Approval</b>	<b>32</b>
Evidence of Board Approval	32
<b>References</b>	<b>33</b>
<b>Appendix</b>	
Section1: Data	
Section 2: Planning Documents	
Section 3: Artifacts of Evidence	
Section 4: Research Articles	

**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>

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## Springfield School District #19 SIA Application

### 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,*



## Springfield School District #19 SIA Application

*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
<b>1. Identifying stakeholders</b> 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.
<b>2. Engaging stakeholders</b> 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.
<b>3. Identifying and documenting inequities</b> 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

## Springfield School District #19 SIA Application

<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><b>4. Examining the Causes</b></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>

## Springfield School District #19 SIA Application

	<p>c. The SPS SIA Plan targets the construct of <i>belongingness</i> (Akiva, Cortina, Eccles, &amp; Smith, 2013; Korpershoek, Canrinus, Fokkens-Bruinsma, &amp; de Boer, 2019; Pendergast, Allen, McGregor, &amp; Ronksley-Pavia, 2018; Taylor, Oberle, Durlak, &amp; Weissberg, 2017), the construct that social-emotional learning is premised upon. Our plan intentionally creates learning environments that support every student.</p>
<p><b>5. Clarifying the purpose</b></p> <ul style="list-style-type: none"> <li>a. What does the plan seek to accomplish?</li> <li>b. How will it reduce disparities or discrimination?</li> <li>c. How will it advance equity and inclusion?</li> </ul>	<ul style="list-style-type: none"> <li>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].</li> <li>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).</li> <li>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.</li> </ul>

## Springfield School District #19 SIA Application

<p><b>6. Considering adverse impacts</b></p> <ul style="list-style-type: none"> <li>a. What adverse impacts or unintended consequences could result from this plan?</li> <li>b. Are there ways to reduce the opportunity for unintended consequences that arise from <i>individual unconscious bias</i>?</li> <li>c. Which communities*, demographic categories* and protected classes* could be negatively affected?</li> <li>d. How could adverse impacts be prevented or minimized?</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c. All identified communities, demographic categories, and protected classes may be negatively affected.</li> <li>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.</li> </ul>
<p><b>7. Advancing equitable impacts</b></p> <ul style="list-style-type: none"> <li>a. What positive impacts on equality and inclusion, if any, could result from this plan?</li> <li>b. Which communities*, demographic categories* and protected classes* could benefit?</li> <li>c. Are there further ways to maximize equitable opportunities and impacts?</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> <li>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, &amp; Slade, 2015; Doulas &amp; Lurigio, 2010;</li> </ul>

## Springfield School District #19 SIA Application

	<p>Garner, Mahatmya, Brown, &amp; Vesely, 2014; Reback, 2010; Vranda, 2015) and (b) improved academic outcomes (Foster, Toma, &amp; Troske, 2013; Roberts, Vaughn, Fletcher, Stuebing, &amp; Barth, 2013; Schwartz, Schmitt, &amp; Lose, 2012).</p> <p>c. Maximizing equitable opportunities and impacts can be accomplished by combining / aligning efforts from other SPS initiatives (Chiang, Meagher, &amp; Slade, 2015; Doulas, &amp; Lurigio, 2010; Eagle, Dowd-Eagle, Snyder, Holtzman, 2015).</p>
<p><b>8. Ensuring viability and sustainability</b></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 &amp; 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><b>9. Identifying success indicators</b></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>

**Springfield School District #19 SIA Application**

	<p>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.</p>
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## **Springfield School District #19 SIA Application**

### **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.

## **Springfield School District #19 SIA Application**

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.



## Springfield School District #19 SIA Application

### 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

## Springfield School District #19 SIA Application

- ☐ 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.

## Springfield School District #19 SIA Application

### 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.

## **Springfield School District #19 SIA Application**

### **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.

## Springfield School District #19 SIA Application

### 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.

## Springfield School District #19 SIA Application

### 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 3<sup>rd</sup> Grade ELA, (d 9<sup>th</sup> 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.

## Springfield School District #19 SIA Application

### 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.

## Springfield School District #19 SIA Application

- #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).



## Springfield School District #19 SIA Application

- #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

## Springfield School District #19 SIA Application

### ***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

## Springfield School District #19 SIA Application

### ***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 9<sup>th</sup> / 10<sup>th</sup> 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.

## Springfield School District #19 SIA Application

### ***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

## Springfield School District #19 SIA Application

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)

## Springfield School District #19 SIA Application

#	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

## Springfield School District #19 SIA Application

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

## **Springfield School District #19 SIA Application**

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.



## **Springfield School District #19 SIA Application**

### ***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.*

## Springfield School District #19 SIA Application

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**Springfield School District #19 SIA Application**

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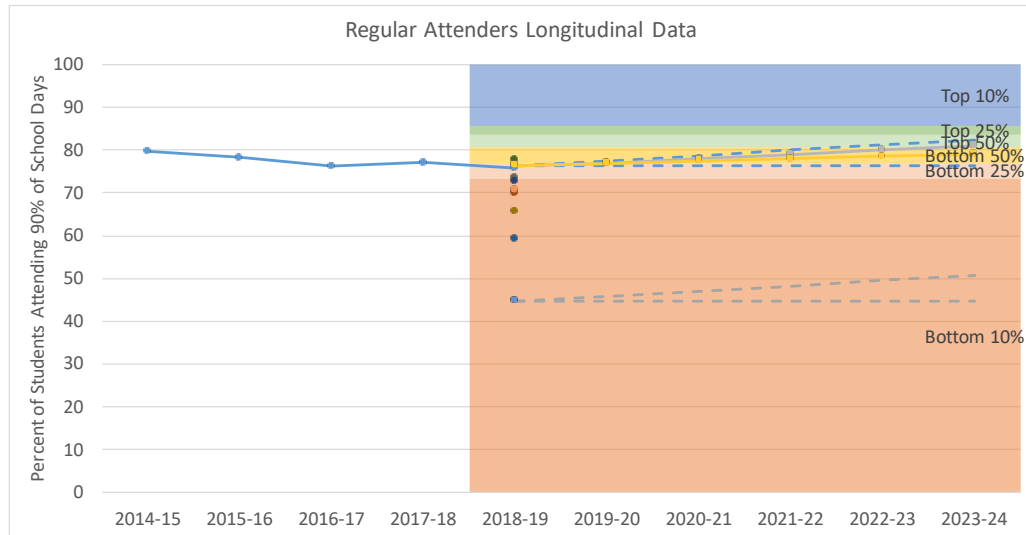
# Appendix

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

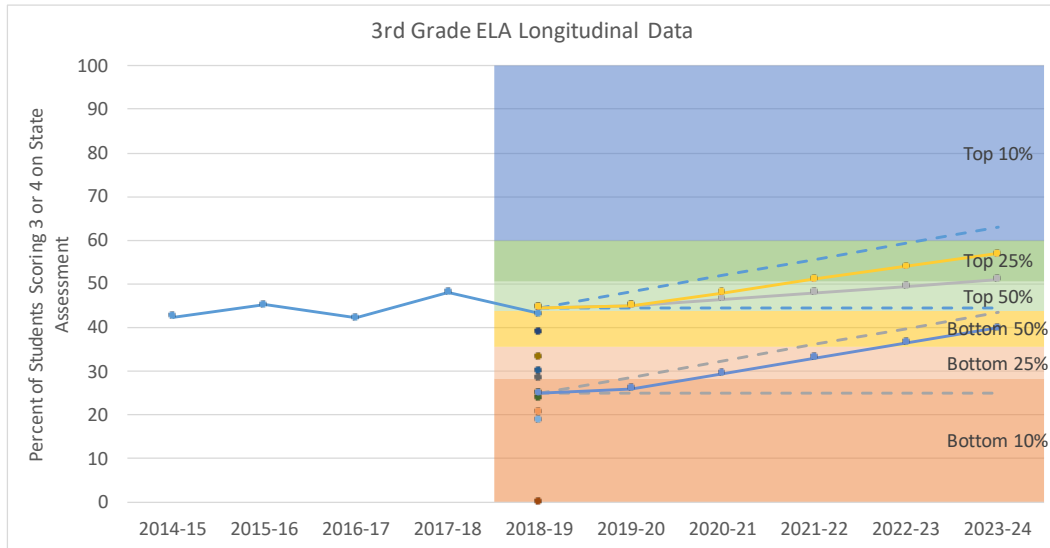
1% per year

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					

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

	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Baseline Targets</b>	44.5	45	46.5	48	49.5	51
<b>Stretch Targets</b>	44.5	45	48	51	54	57
<b>Gap Closing Targets</b>	25.0	26	29.5	33	36.5	40

1.5% growth per year, from 50% to top 25% of districts (based on current numbers)

3% growth per year overall

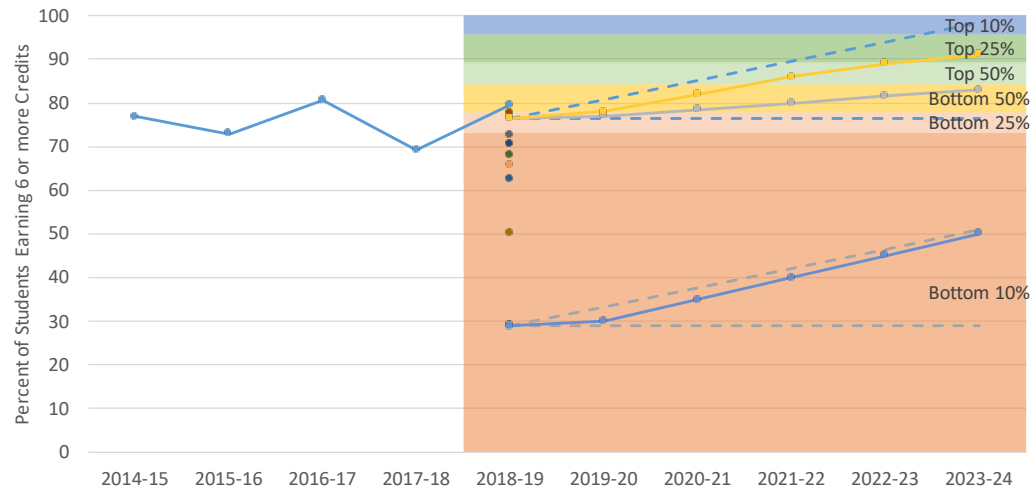
focus on students of color, homeless, and students with disabilities

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

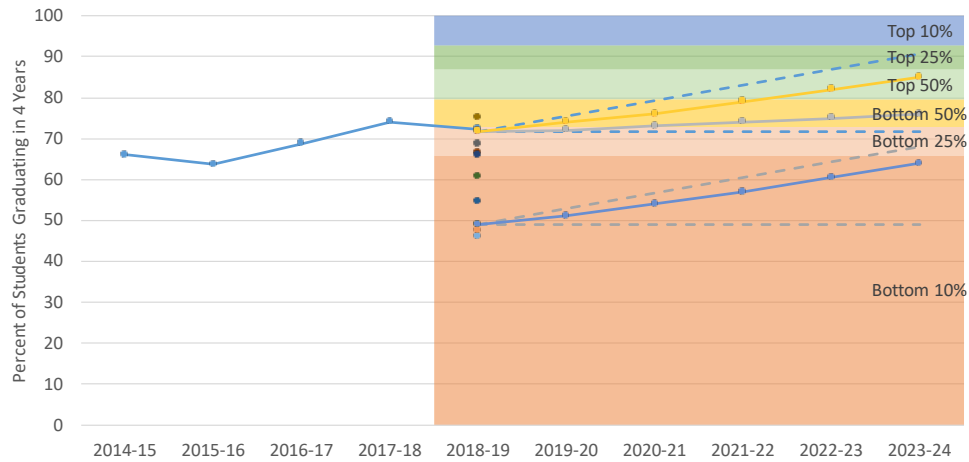
4% growth for a few years then 3 and then 2

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

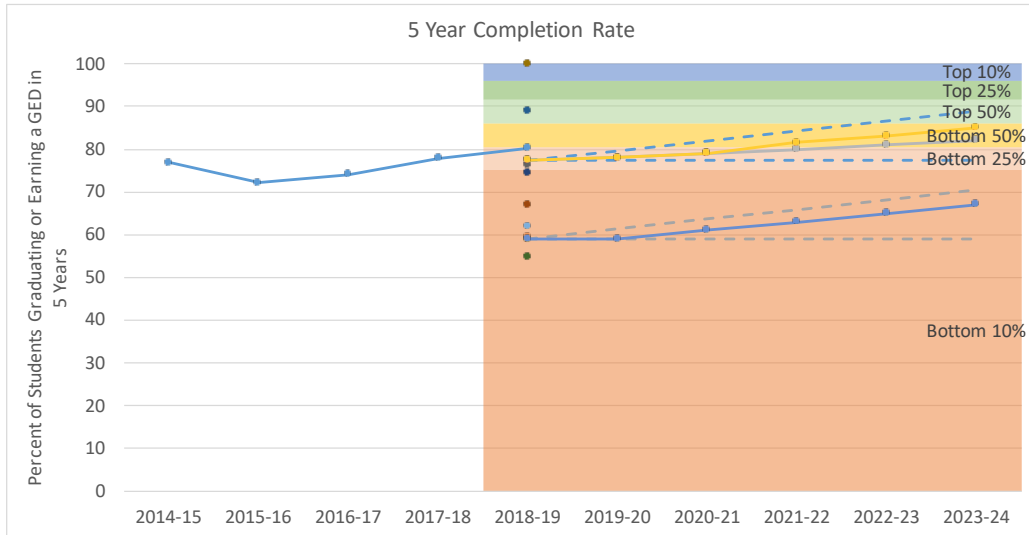
1% growth per year through intentional focus on data and improved 9th grade on track supports

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 <sup>a</sup>	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<sup>a</sup>**

	<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 <sup>b</sup>
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<sup>a</sup>**

	<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<sup>a</sup>

	<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<sup>a</sup>

	<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 <sup>a</sup>	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<sup>a,b</sup>**

	<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 <sup>c</sup>
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<sup>a,b</sup>**

	<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<sup>a</sup>**

	<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<sup>a</sup>**

	<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 <sup>a</sup>	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<sup>a,b</sup>**

	<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 <sup>c</sup>
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<sup>a,b</sup>**

	<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<sup>a</sup>**

	<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<sup>a</sup>**

	<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 <sup>a</sup>	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<sup>a,b</sup>**

	<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 <sup>c</sup>
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<sup>a,b</sup>**

	<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<sup>a</sup>

	<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<sup>a</sup>

	<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 <sup>a</sup>	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<sup>a,b</sup>**

	<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 <sup>c</sup>
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<sup>a,b</sup>**

	<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<sup>a</sup>

	<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<sup>a</sup>

	<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 <sup>a</sup>	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<sup>a,b</sup>**

	<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 <sup>c</sup>
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<sup>a,b</sup>**

	<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<sup>a</sup>**

	<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<sup>a</sup>**

	<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 <sup>a</sup>	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** <sup>a,b</sup>

	SS	df	MS	F	Sig.
Regression	34860.579	4.000	8715.145	0.937	.454 <sup>c</sup>
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** <sup>a,b</sup>

	<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<sup>a</sup>**

	<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<sup>a</sup>**

	<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 <sup>a</sup>	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<sup>a,b</sup>**

	<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 <sup>c</sup>
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<sup>a,b</sup>**

	<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<sup>a</sup>**

	<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<sup>a</sup>**

	<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 <sup>a</sup>	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<sup>a,b</sup>**

	<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 <sup>c</sup>
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<sup>a,b</sup>**

	<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<sup>a</sup>**

	<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<sup>a</sup>**

	<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 <sup>a</sup>	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<sup>a,b</sup>

	<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 <sup>c</sup>
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<sup>a,b</sup>

	<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<sup>a</sup>**

	<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<sup>a</sup>**

	<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 <sup>a</sup>	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<sup>a,b</sup>**

	<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 <sup>c</sup>
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<sup>a,b</sup>**

	<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

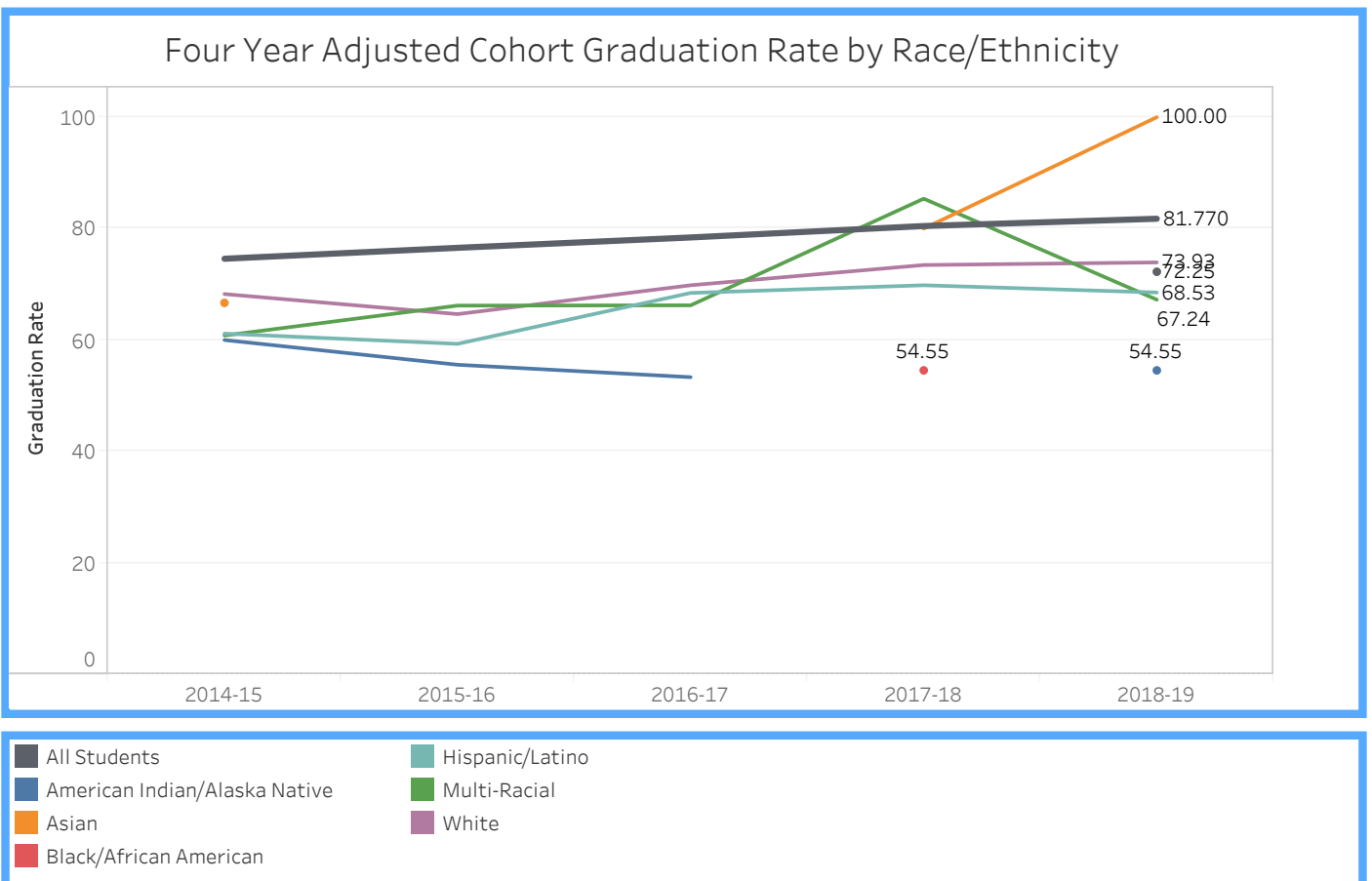
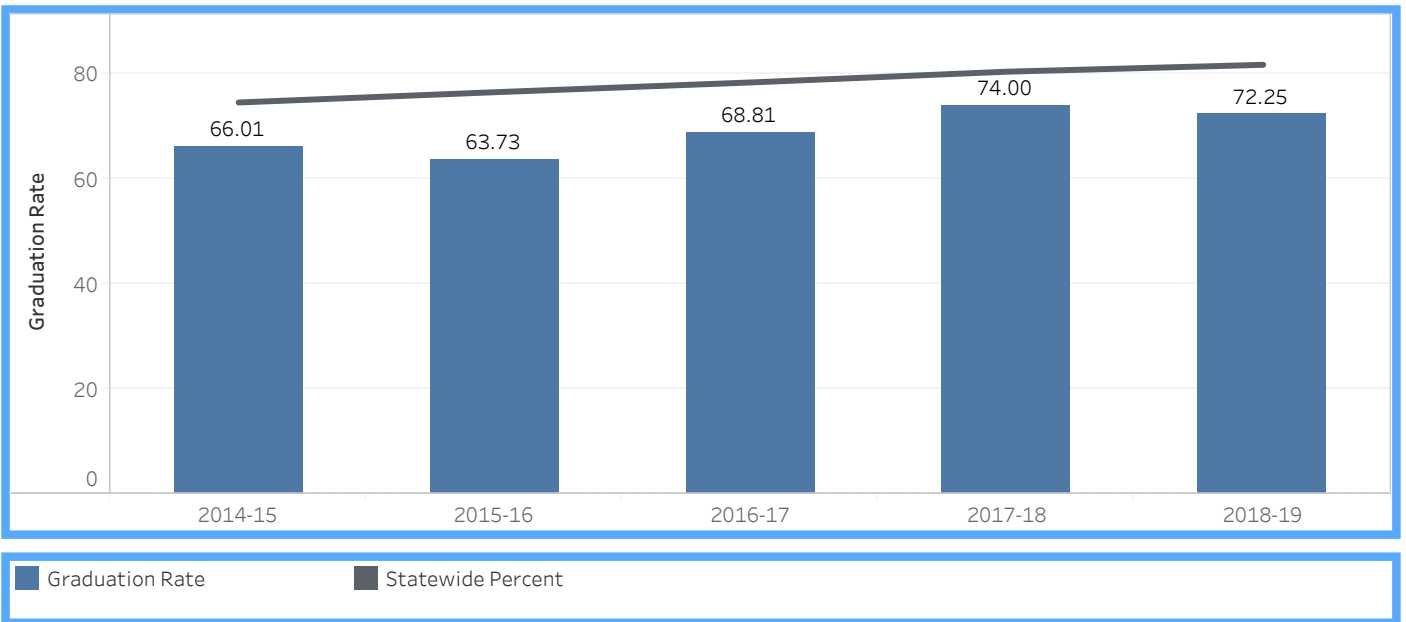
a. Dependent Variable: SBAC.ELA.Scr

b. Selecting only cases for which Foster# = 1

## SPRINGFIELD SD 19 - Student Investment Account Data

**SUPPRESSED**

### Four Year Adjusted Cohort Graduation Rate

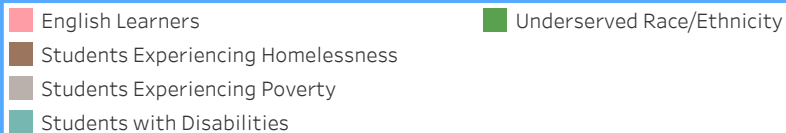
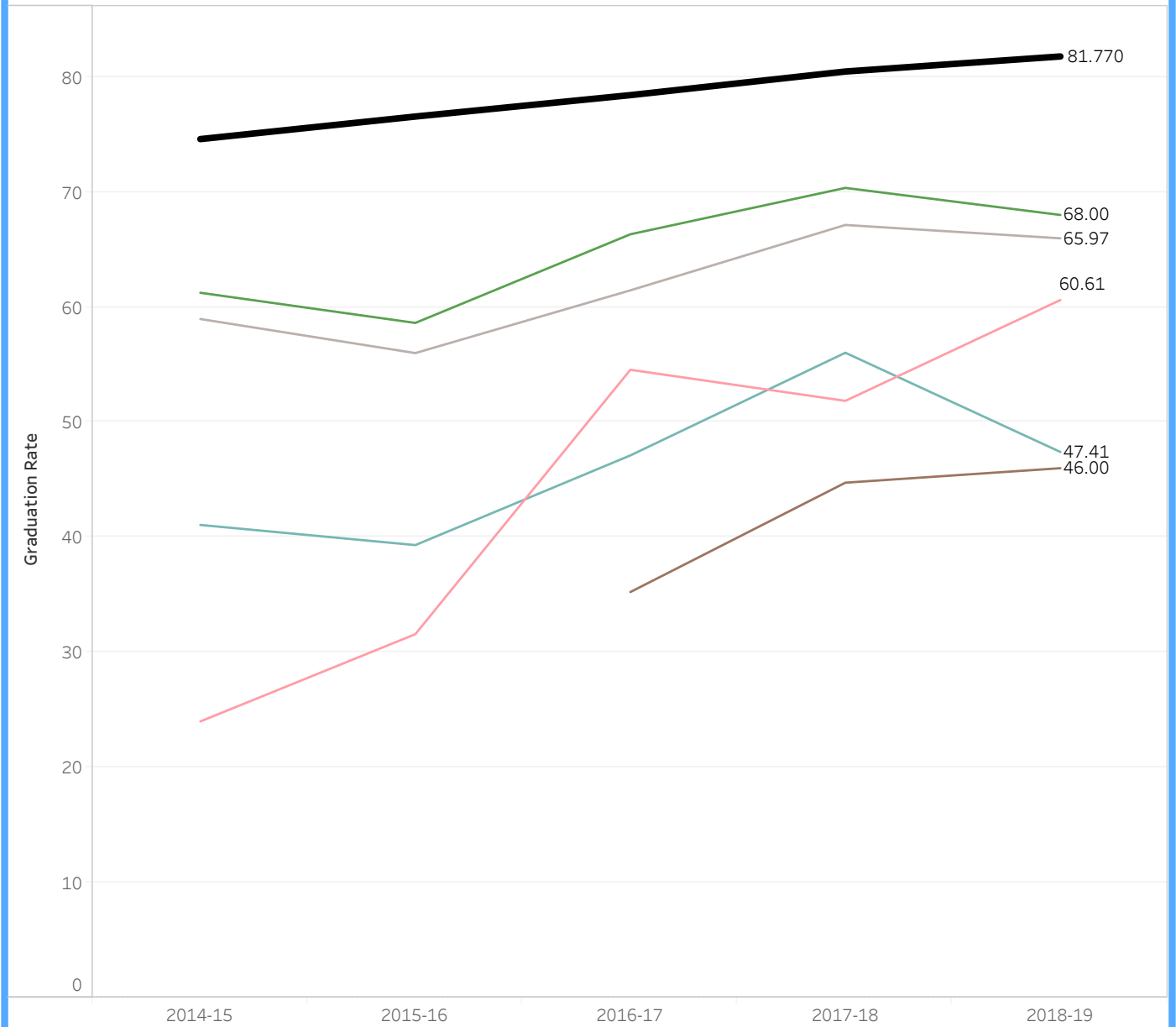


## SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

### Four Year Adjusted Cohort Graduation Rate

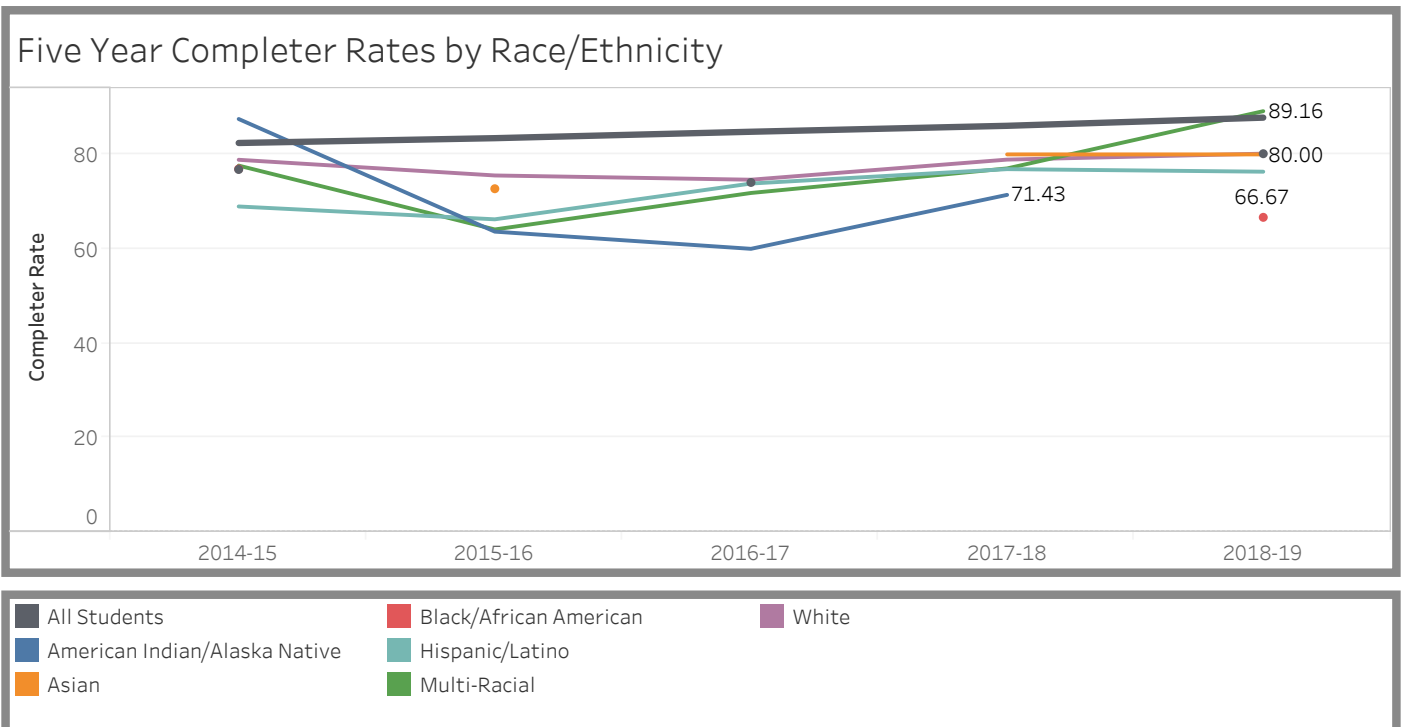
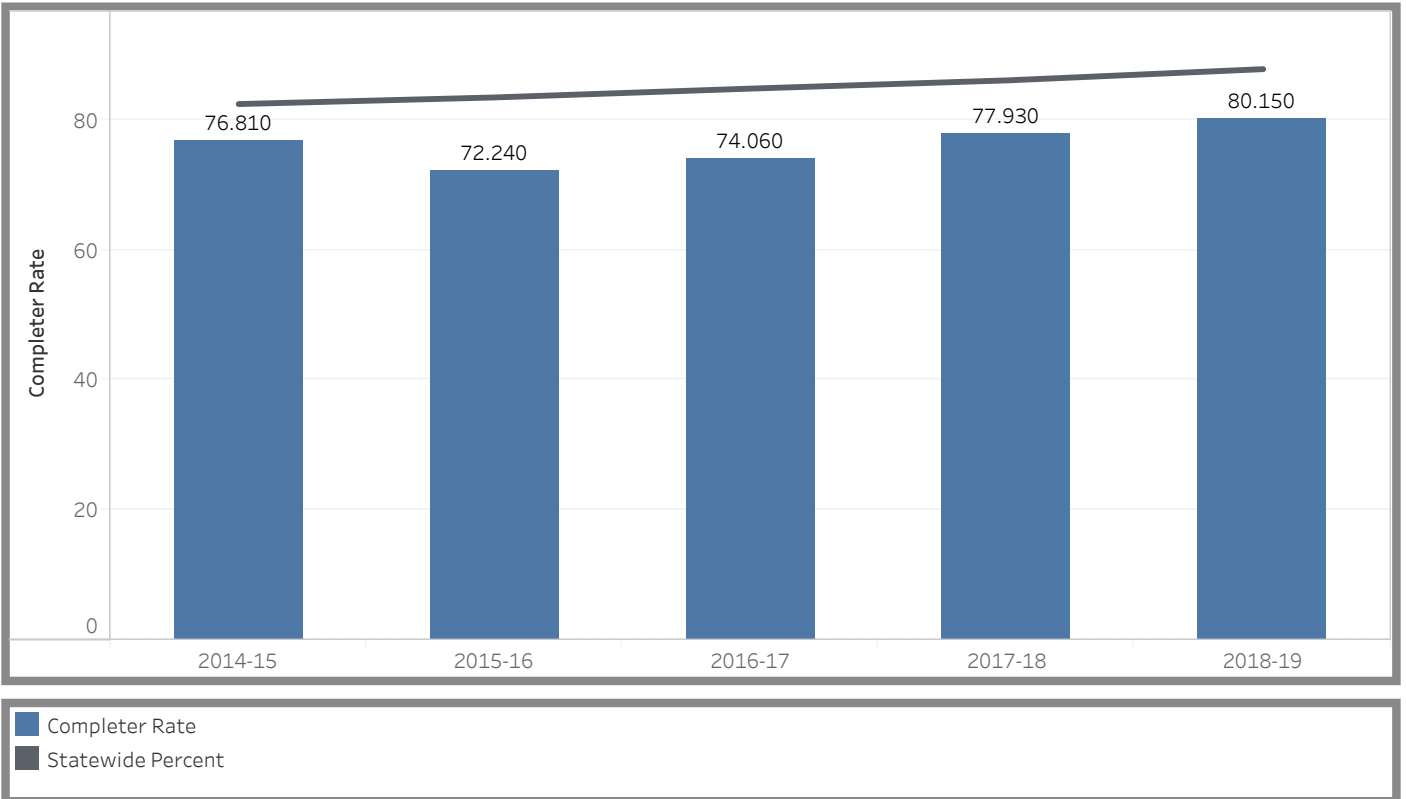
Four Year Adjusted Cohort Graduation Rate by Focal Student Population



## SPRINGFIELD SD 19 - Student Investment Account Data

**SUPPRESSED**

### Five Year Adjusted Cohort Completer Rate

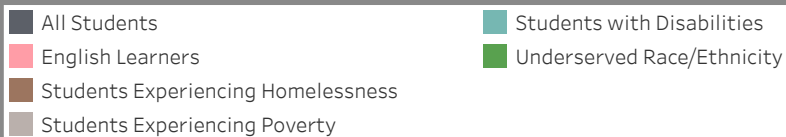
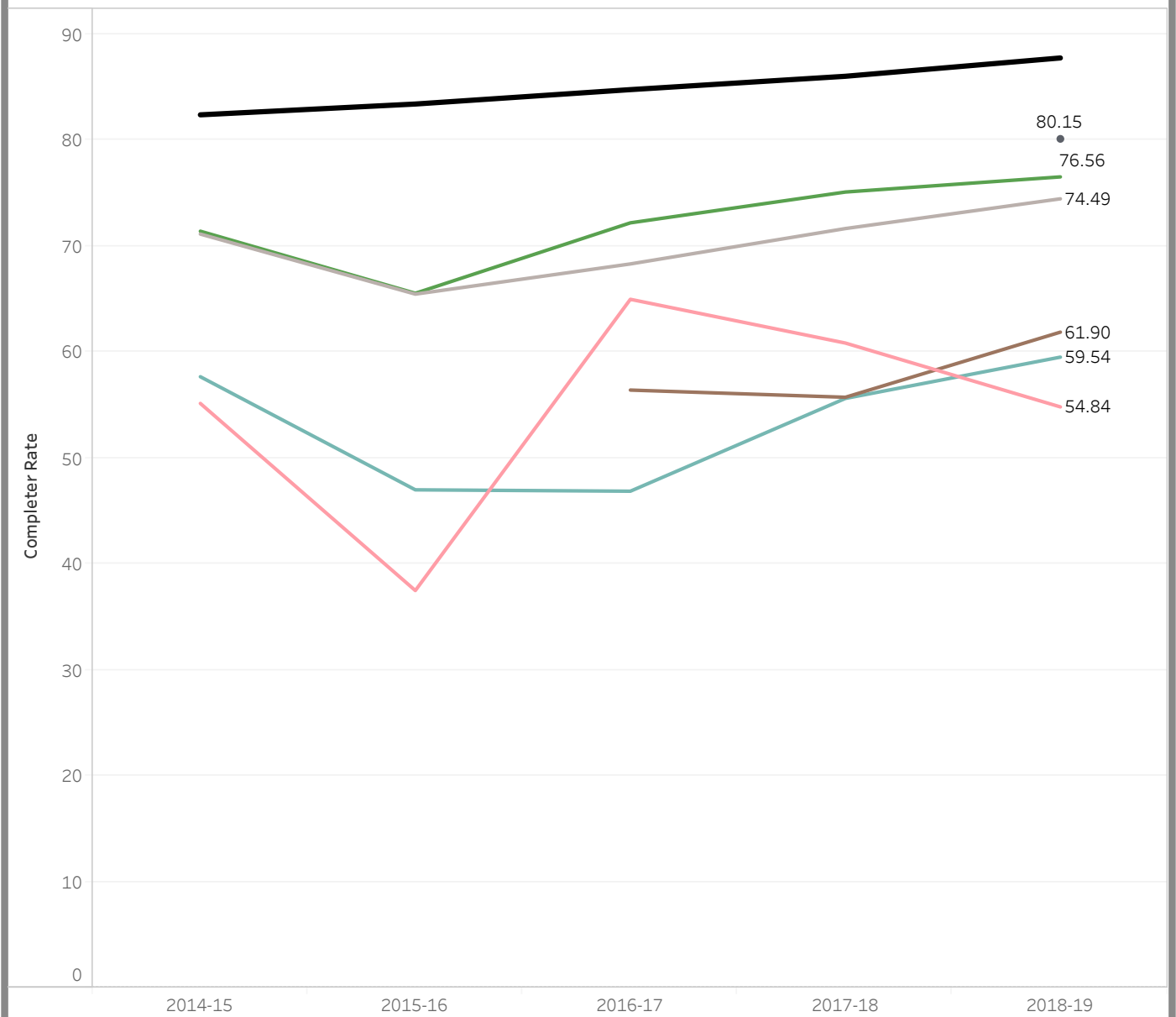


## SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

### Five Year Adjusted Cohort Completer Rate

Five Year Adjusted Cohort Completer Rate by Focal Student Population

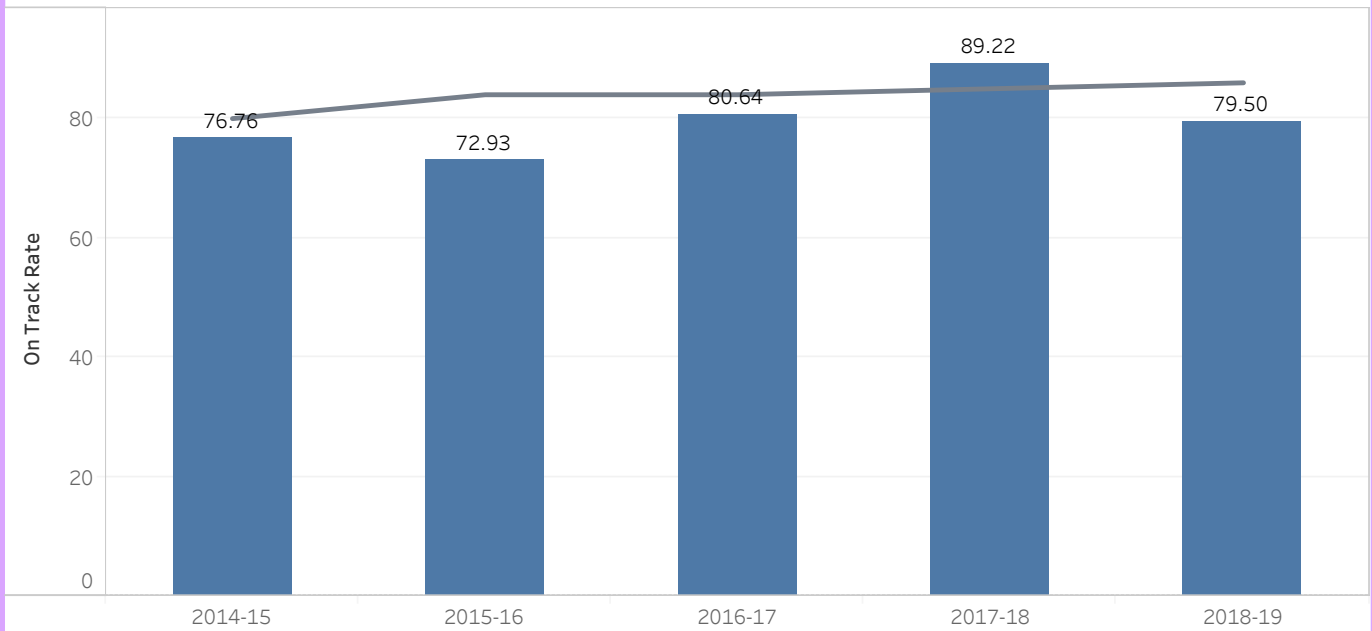


## SPRINGFIELD SD 19 - Student Investment Account Data

SUPPRESSED

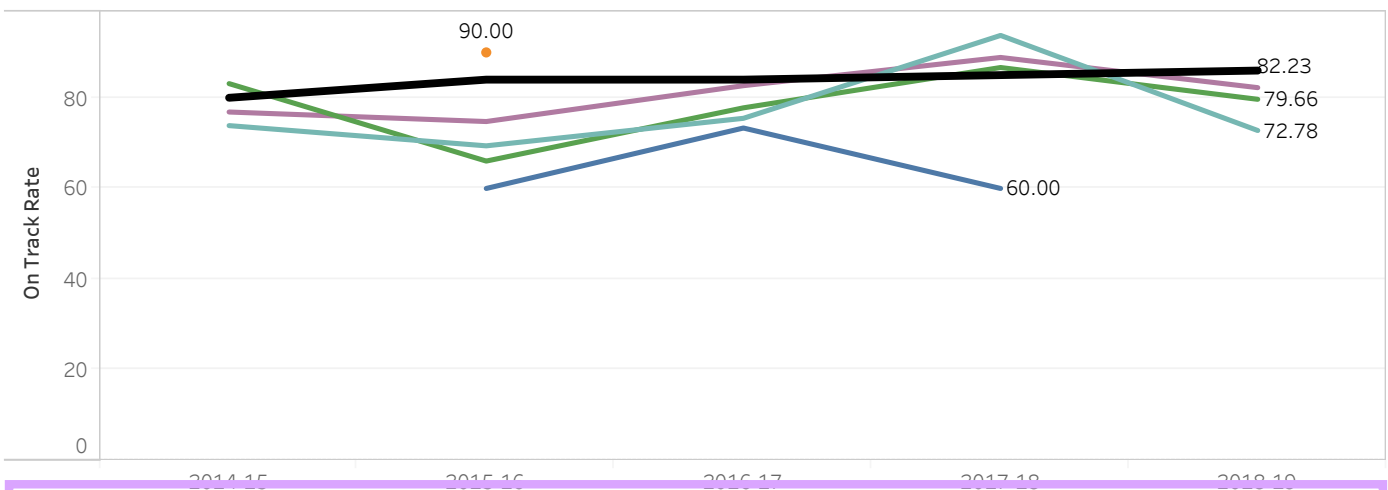
### Ninth Grade On Track Rate

Percent of Ninth Grade Students On Track



■ On Track Rate  
■ Statewide Percentage

Percentage of Ninth Grade Students On Track by Race/Ethnicity



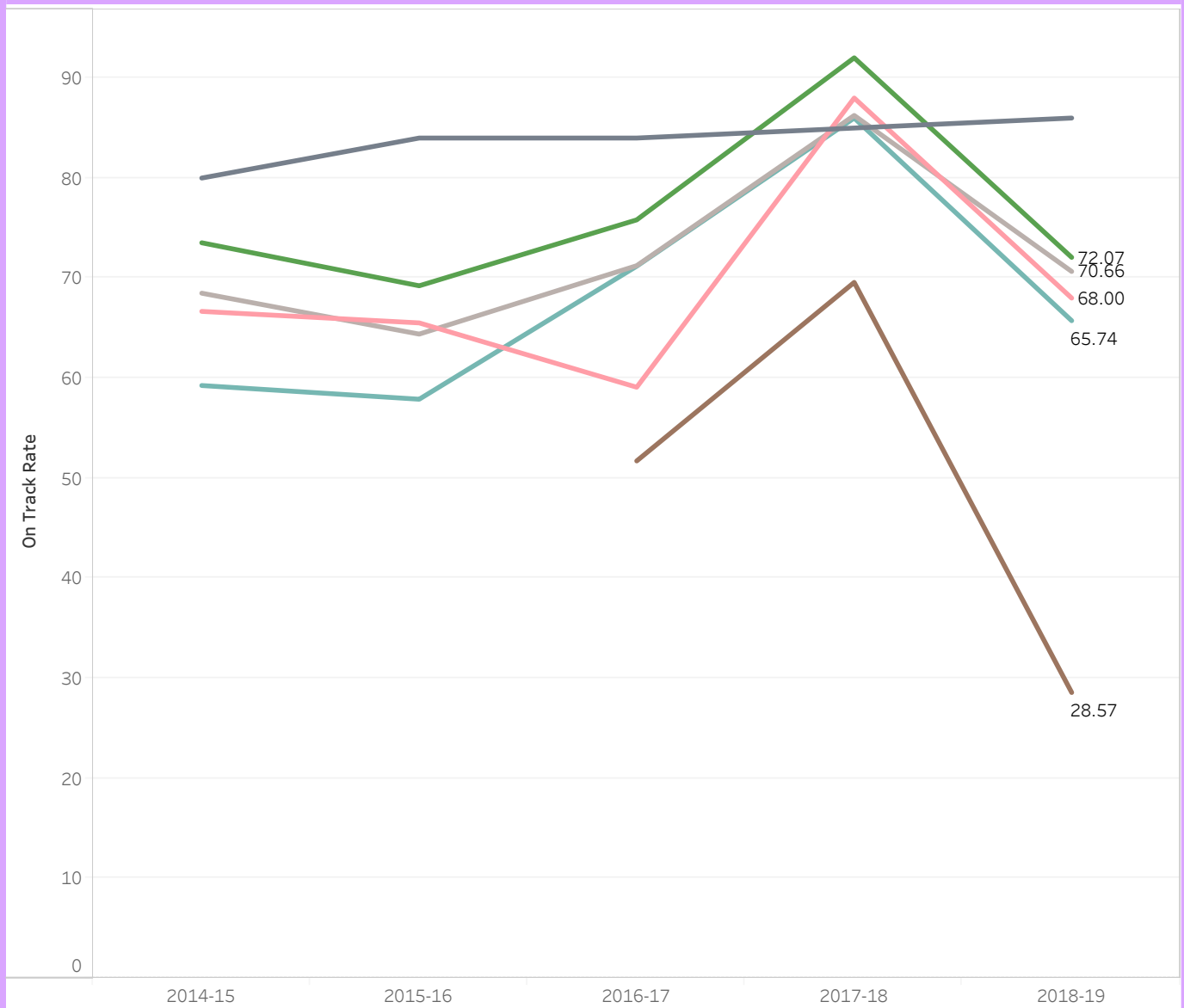
■ American Indian/Alaska Native  
■ Asian  
■ Hispanic/Latino  
■ Multi-Racial  
■ White

## 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

Population		Rpt Yr					Average	Trend
		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

		Rpt Yr					Average	Trend
Population		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		
<b>Total Health &amp; Safety</b>		<b>35.000</b>	<b>3,692,507</b>	<b>37.000</b>	<b>4,168,085</b>	<b>4,339,897</b>					
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		
<b>Total Increase Ratios/Targeted Class Size Reductions</b>		<b>32.000</b>	<b>3,030,359</b>	<b>32.000</b>	<b>3,152,099</b>	<b>3,279,318</b>					
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
<b>Total Family and Student Support</b>		<b>12.250</b>	<b>988,290</b>	<b>12.250</b>	<b>1,027,588</b>	<b>1,068,655</b>					
<b>Total SIA Base Budget</b>		<b>79.250</b>	<b>7,711,156</b>	<b>81.250</b>	<b>8,347,772</b>	<b>8,687,870</b>					

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 (2-5<sup>th</sup>). Lower sizes w/ K-1.

504 Case Manager - Primary teacher would be responsible for monitoring the number of boys in the class and equalizing the workload of school counselors with an 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.

Additional support for instructional content areas - Provide training for supporting

Who is this staff? Additional training for on-job training + additional staff per ed specialist  
to allow P.E. Specialist time for collaboration - esp @ etc.

SPED - Enough EAs to support students and safety concerns. - EAs to help implement BIPs with students with severe behaviors. - No more than 10 self-contained classes. - Post 3 specialist and 2 EAs. - An EA that is able to help with

De-escalation Training

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

Re-Invest in Bringing Community Partnerships into our schools i.e. Reading Buddies

Elementary Teacher need prep time during the school day

Each building gets ratio of same supports - Building supports - Pair EA's w/ teacher in a certain grade or a certain class

- Case load / workload for specialists → when increased caseload leads to reduced quality of services provided
- As HFA recommends 40, no more than 55 max caseload size based on states w/ caseloads
- Yes ↑ use SUPAs effectively to manage caseloads or RTI



# 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 GRNs +  
1 nurse / 3 schools  
or 2 schools  
→ Can improve

\* Nurses help with Mental Health <sup>attendance</sup>  
Hwe had more Nurses

- 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!

Full time (6.5 hr/day) Reduce class size to no more than 24 in high school, 20 mid and 15 elementary

- Provide enough staff to do restorative justice with our students

Full time (6.5 hr/week) no  
health aides in every 20  
building with no  
additional duties.  
Increase safety of  
students with med  
admin and complex medical  
conditions.

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?

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

- <sup>Licensed</sup> Counselors in all elementary schools
- \* and enough counselors at secondary schools to support ~~their~~ needs of their student body

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"

More play  
+ recess time  
build in  
equity

Trickle-down PD doesn't work  
 Equity built  
 Focus on including ALL especially  
 Classified and Veteran Teachers

Classifications

- 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
- It is harmful

五

the instructional unit

- 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!

- Drug and alcohol counselor
- Another full-time school counselor

Build didi for counseling

- o Administrator (Another Asst. Principal)

Build dedicated space  
for Counseling Services  
for staff + students

## 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.)

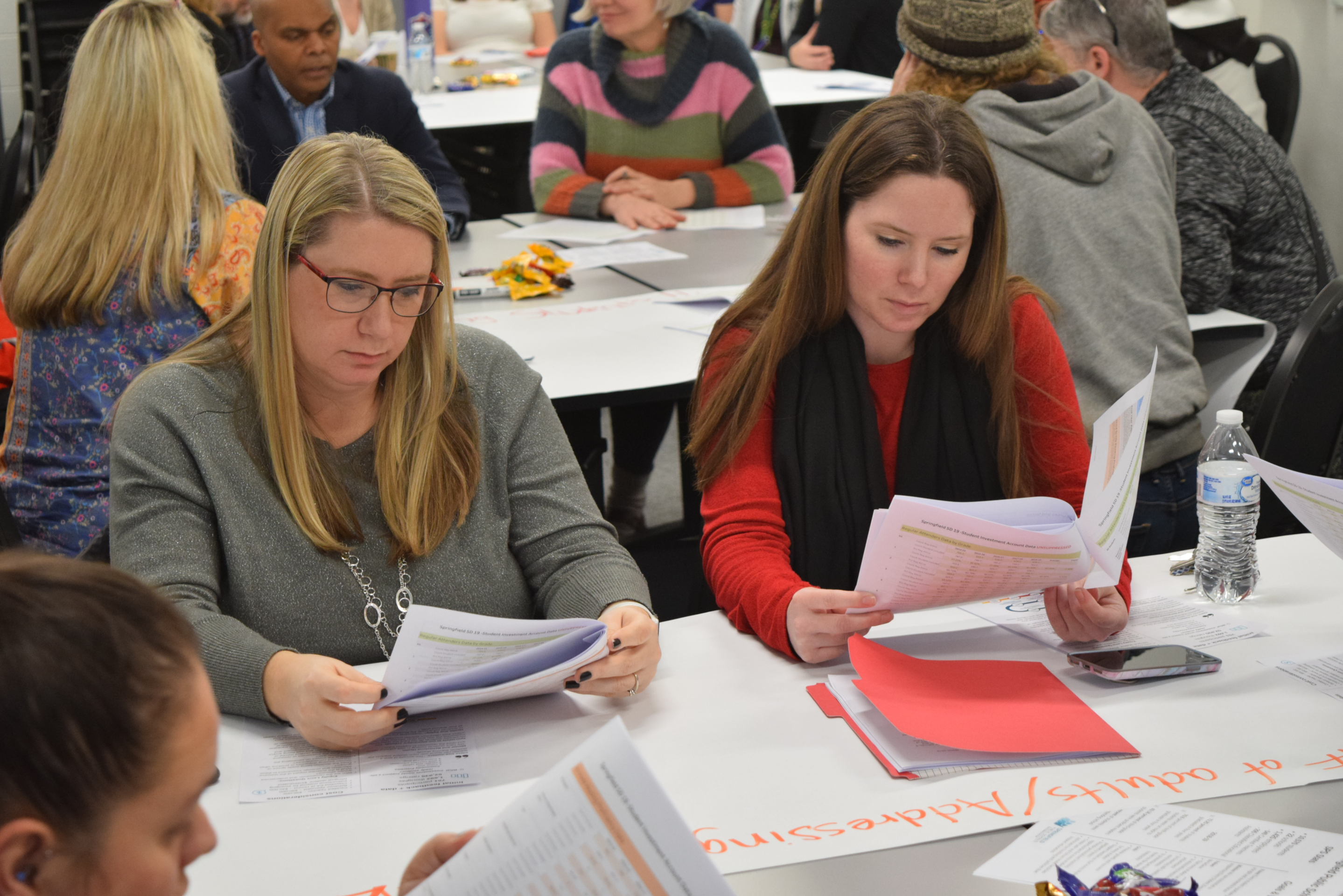
Fund clubs with stipends  
that are worthwhile (\$25/mo  
or so)  
& fund materials.

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















School Nurses  
 Consistent Reports for  
 Significant Behavioral  
 Concerns  
 • Bullying  
 • Suicide  
 • Self-harm  
 • Substance Use  
 • Mental Health  
 • Physical Health  
 • Academic Performance  
 • Social Skills  
 • Emotional Regulation  
 • Problem Solving  
 • Decision Making  
 • Conflict Resolution  
 • Leadership Skills  
 • Teamwork  
 • Communication  
 • Critical Thinking  
 • Creativity  
 • Initiative  
 • Responsibility  
 • Respect  
 • Empathy  
 • Compassion  
 • Integrity  
 • Honesty  
 • Accountability  
 • Persistence  
 • Resilience  
 • Adaptability  
 • Flexibility  
 • Open-mindedness  
 • Curiosity  
 • Enthusiasm  
 • Positivity  
 • Optimism  
 • Hope  
 • Faith  
 • Love  
 • Kindness  
 • Generosity  
 • Gratitude  
 • Patience  
 • Tolerance  
 • Forgiveness  
 • Humility  
 • Modesty  
 • Simplicity  
 • Frugality  
 • Thriftiness  
 • Stewardship  
 • Stewardship of Resources  
 • Stewardship of the Environment  
 • Stewardship of the Community  
 • Stewardship of the Future

[illegible][illegible]

School Nurses  
 Consistent Reports for  
 Significant Behavioral  
 Concerns  
 • Bullying: verbal, social  
 to the physical abuse  
 • Physical Abuse: to  
 physical contact  
 • Sexual Abuse: sexual  
 contact, sexual harassment  
 • Neglect: failure to provide  
 appropriate supervision, care  
 or protection  
 • Self-Harm: suicidal  
 thoughts, attempts  
 • Suicide: suicidal  
 thoughts, attempts  
 • Substance Use: alcohol,  
 tobacco, drugs, etc.  
 • Chronic Absence: 10 or  
 more days  
 • Truancy: 10 or more  
 days  
 • Physical Abuse: 10 or  
 more days  
 • Sexual Abuse: 10 or  
 more days  
 • Neglect: 10 or more  
 days  
 • Self-Harm: 10 or more  
 days  
 • Suicide: 10 or more  
 days









# Investing in Student Success

*Your input matters for our students*



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PUBLIC SCHOOLS

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*

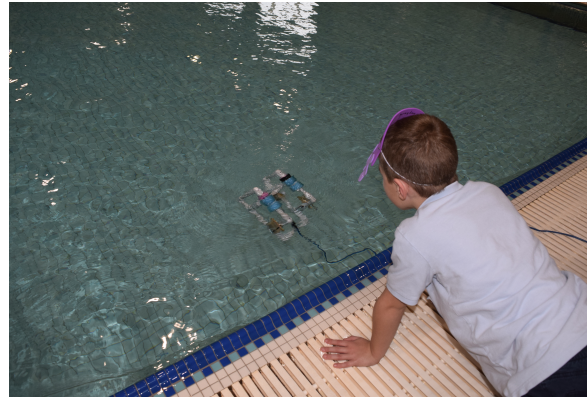


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# We asked...

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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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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Every Student, Every Day

# Reviewing the data

Assistant Superintendent David Collins

- Regular attenders
- 3<sup>rd</sup> grade reading
- 9<sup>th</sup> 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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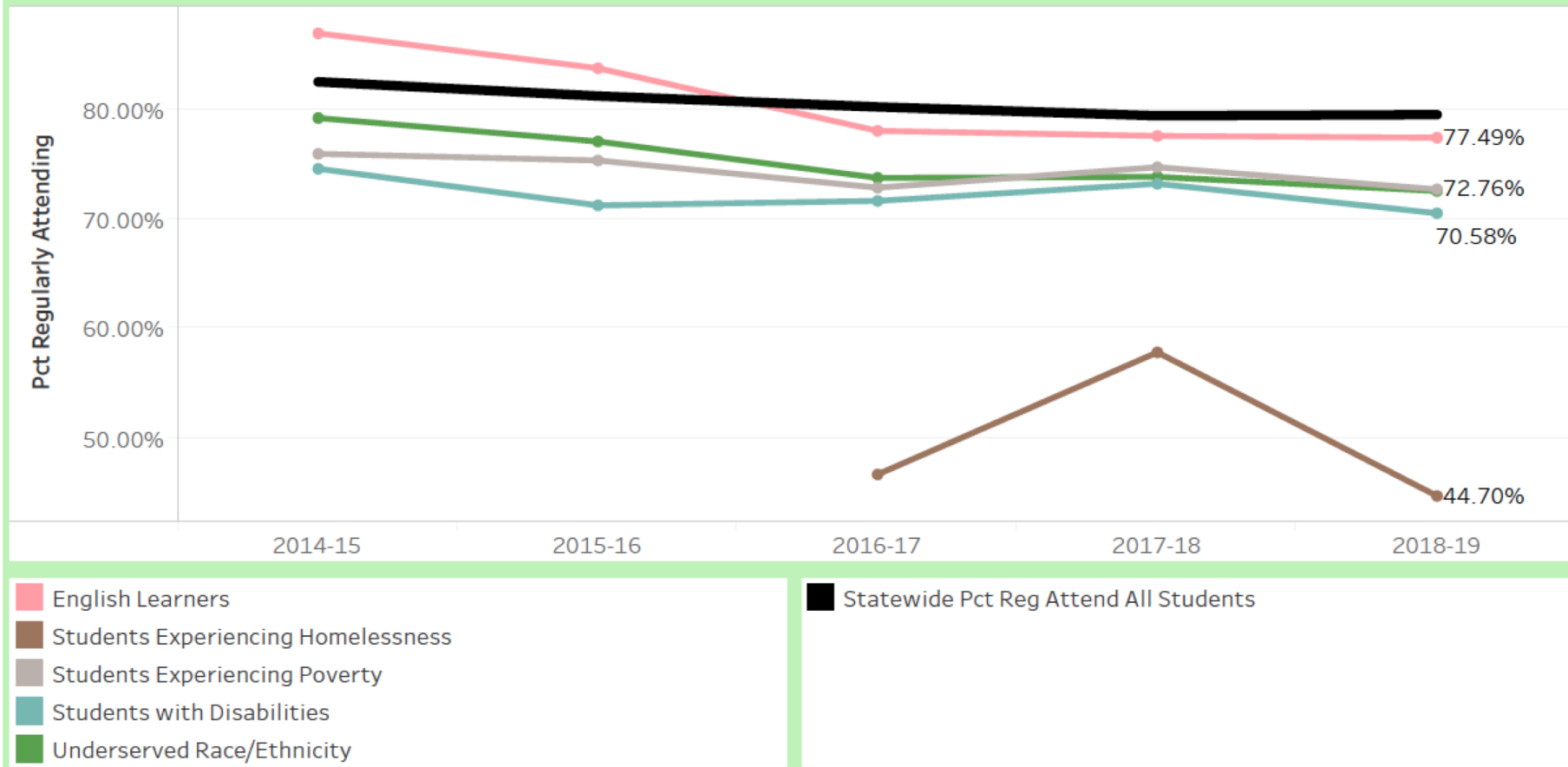
# Regular attenders

## 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



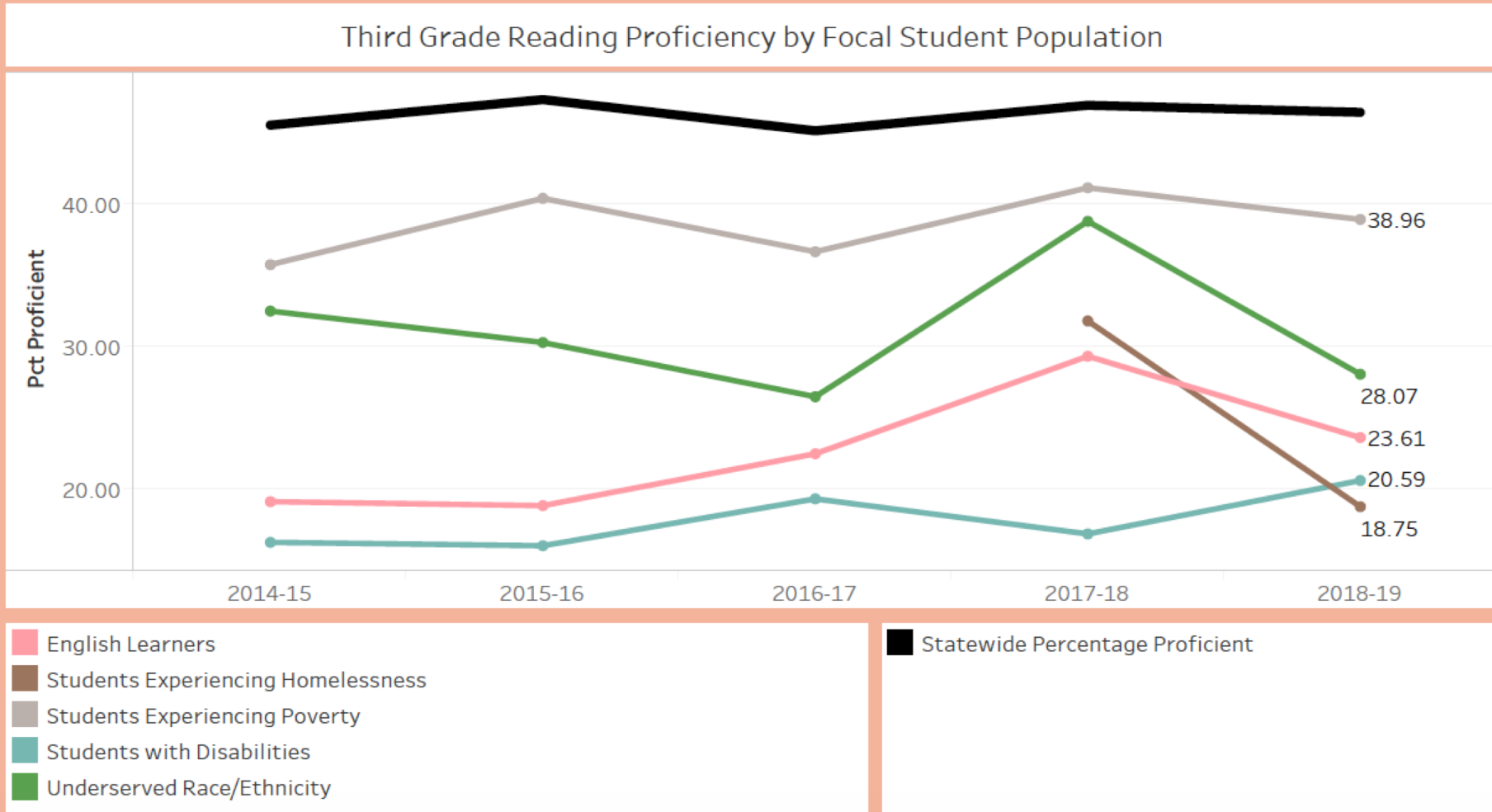


# 3<sup>rd</sup> Grade Reading

## 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

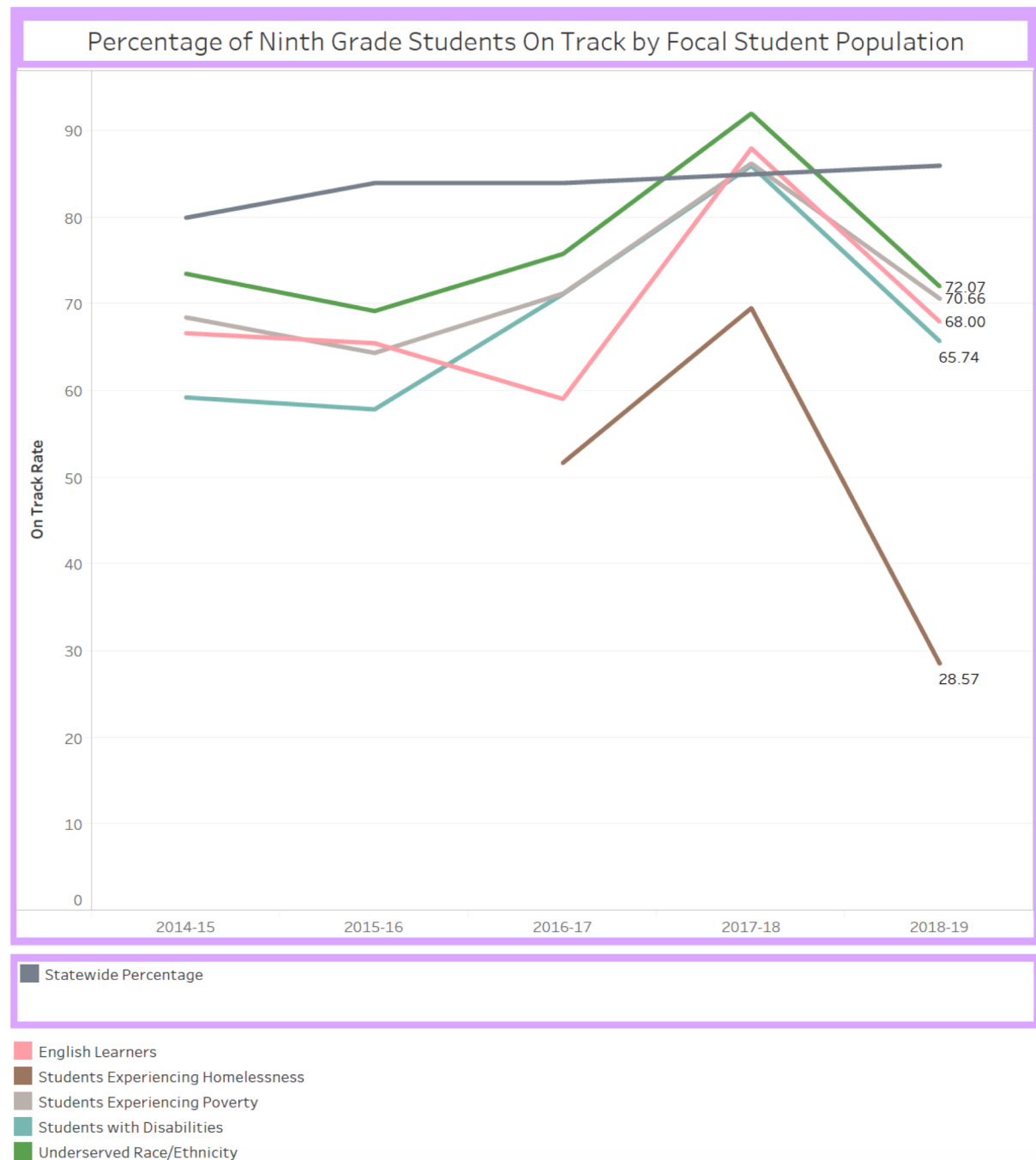




# 9<sup>th</sup> Grade on Track

## 2018-2019:

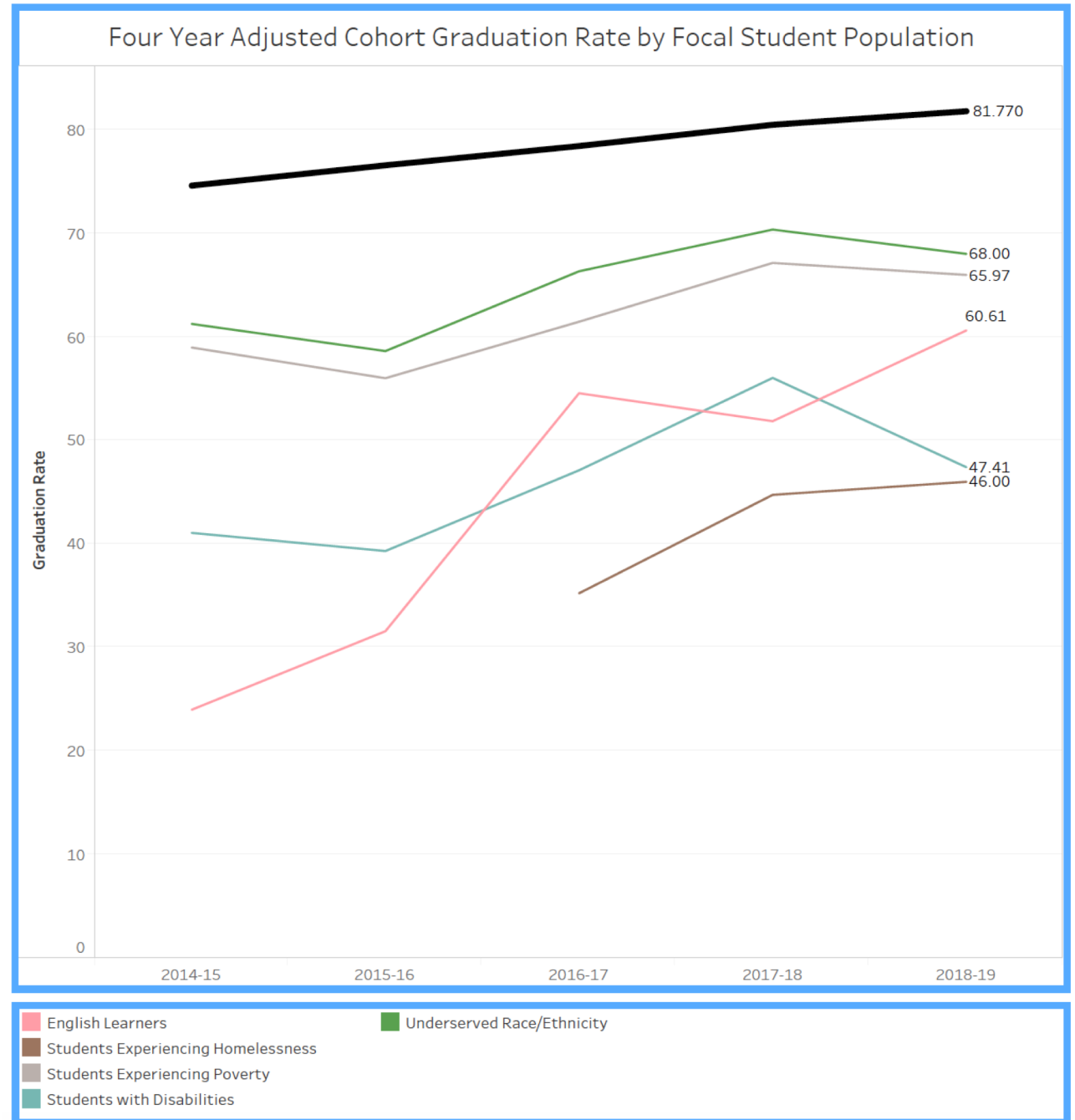
- English Learners: 68%
- Students Experiencing Poverty: 70.66%
- Underserved Race/Ethnicity: 72.07%
- Students with Disabilities: 65.74%
- Students Experiencing Homelessness: 28.57%



# 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



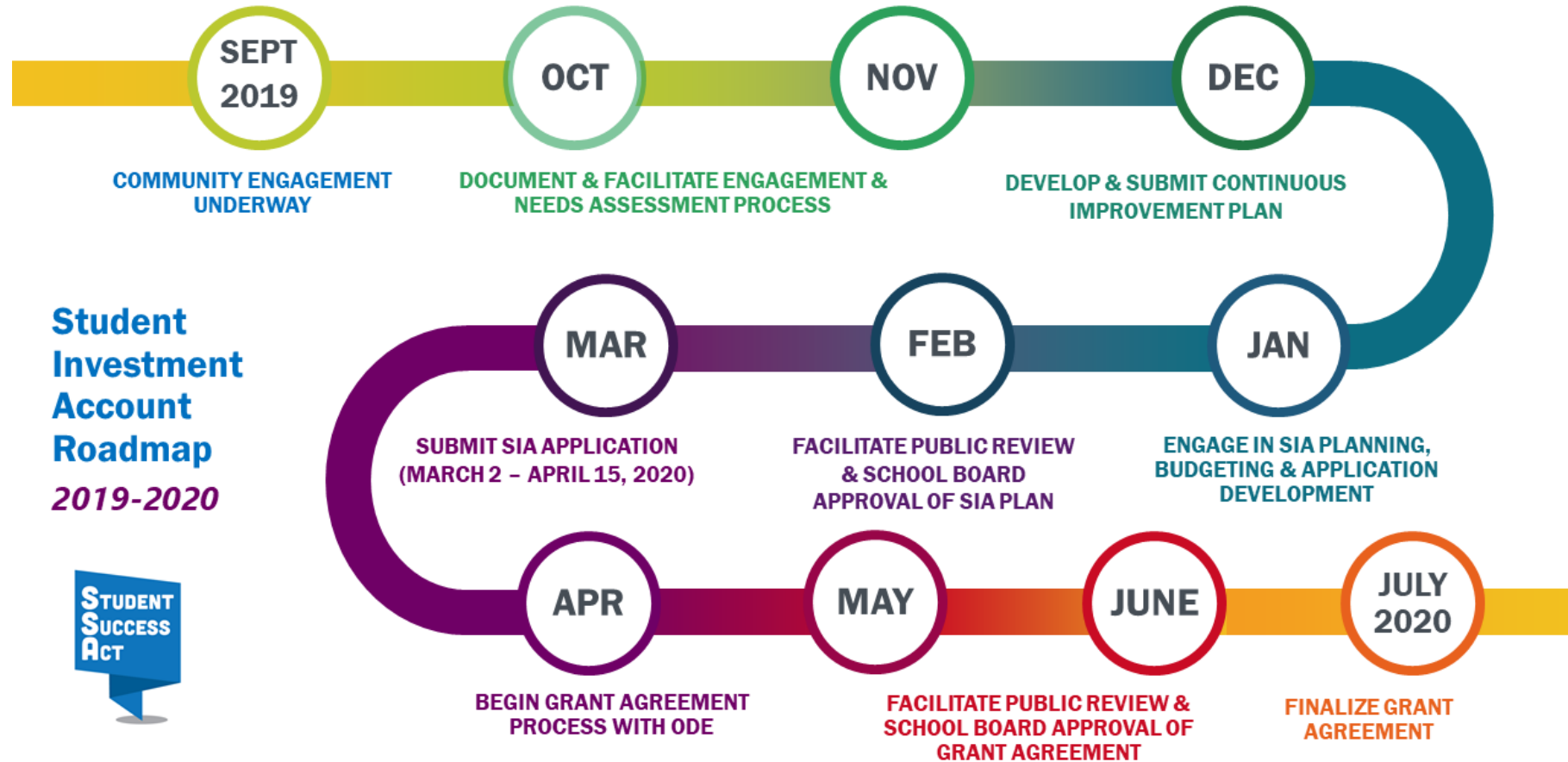
# Switch...

- 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](http://www.springfield.k12.or.us/StudentSuccess)

# Investing in Student Success

Springfield Public Schools  
Student Investment Account Overview  
March 9, 2020



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# 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*

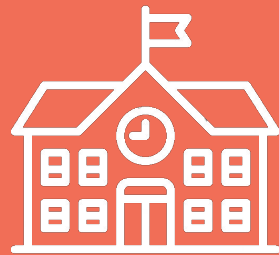


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# What we heard

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*

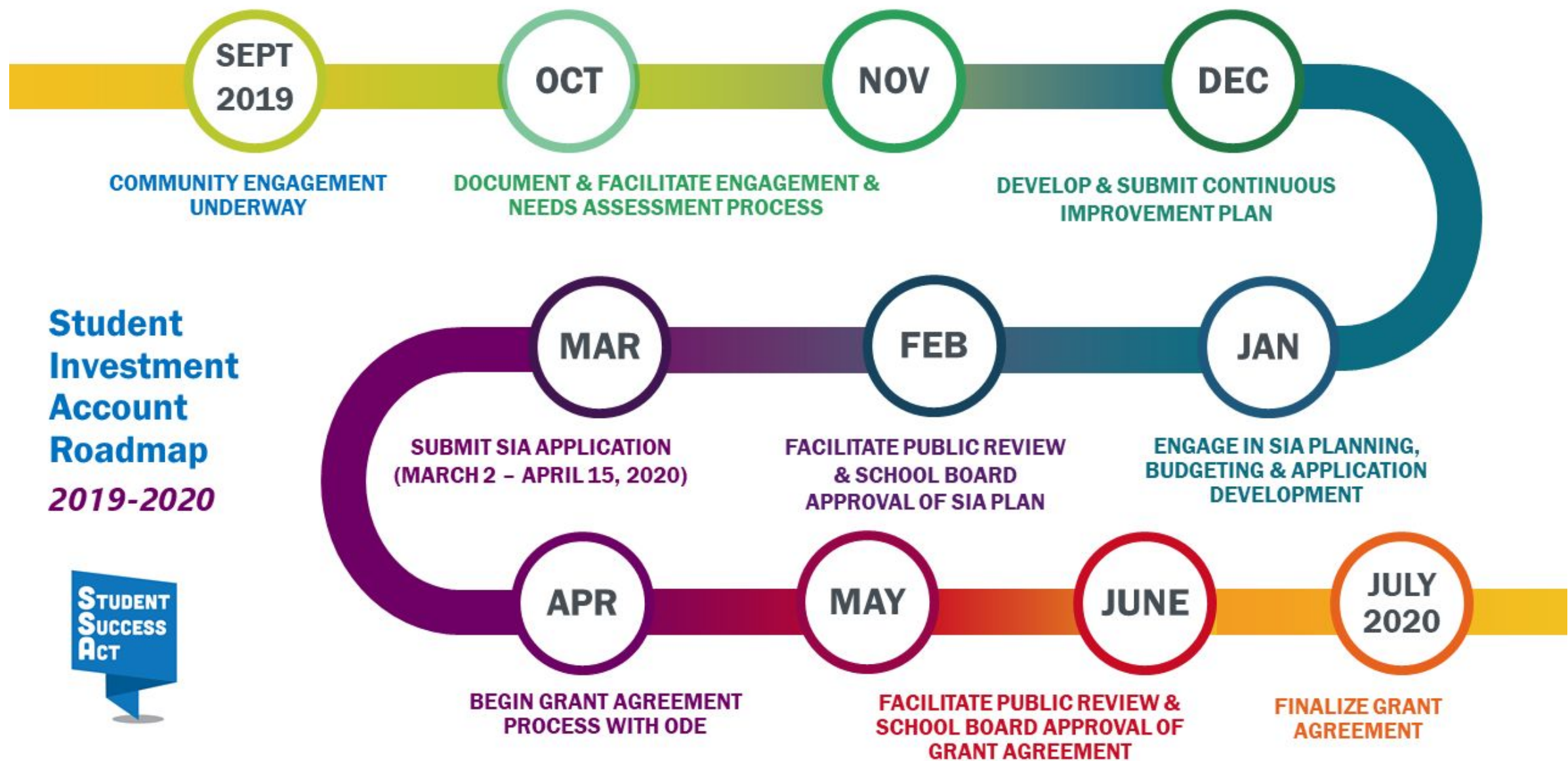


## Targeted Investments:

- 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](http://www.springfield.k12.or.us/StudentSuccess)



# Questions?



**SPRINGFIELD**  
**PUBLIC SCHOOLS**  
Every Student, Every Day



# 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

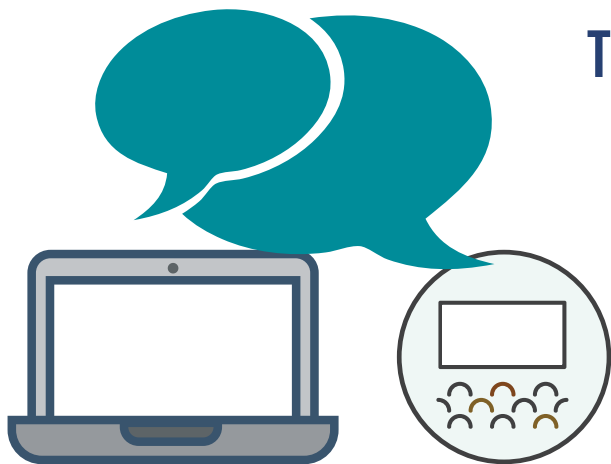
## THE GUIDELINES



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](http://www.springfield.k12.or.us/studentsuccess)



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