



SPS Graduating Class

2024-25 Data Points

Total Diplomas Awarded to Graduates: 538

214

Springfield High School (SHS)

- 35 Seniors will attend Summer School to finish and earn their diplomas
- 2 Certificates of Attendance

50

Academy of Arts and Academics (A3)

- No Seniors need to attend Summer School
- Anticipating a 100% graduation rate like previous year

219

Thurston High School (THS)

- 23 Seniors will attend Summer School to finish and earn their diplomas
- 4 Certificates of Attendance

55

Gateways High School (GHS)

- 7 Seniors will attend Summer School to finish and earn their diplomas
- 35 Students received their GED
- 2 Students may earn their GED this summer



Scan the QR code to learn more about our district's graduation rates



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Elementary Data Presentation

6/23/25

Today's Agenda

Elementary Priorities and 24/25 Student Achievement

1. Literacy
2. Mathematics
3. Q&A

Today's Panel

Carla Smith - Douglas Gardens Principal

Lacey Macdonald - Ridgeview Principal

Megan Knight - Maple Principal

Joyce Johnson - Elementary Director

The Science of Reading informs WHAT should be taught and HOW it should be taught!

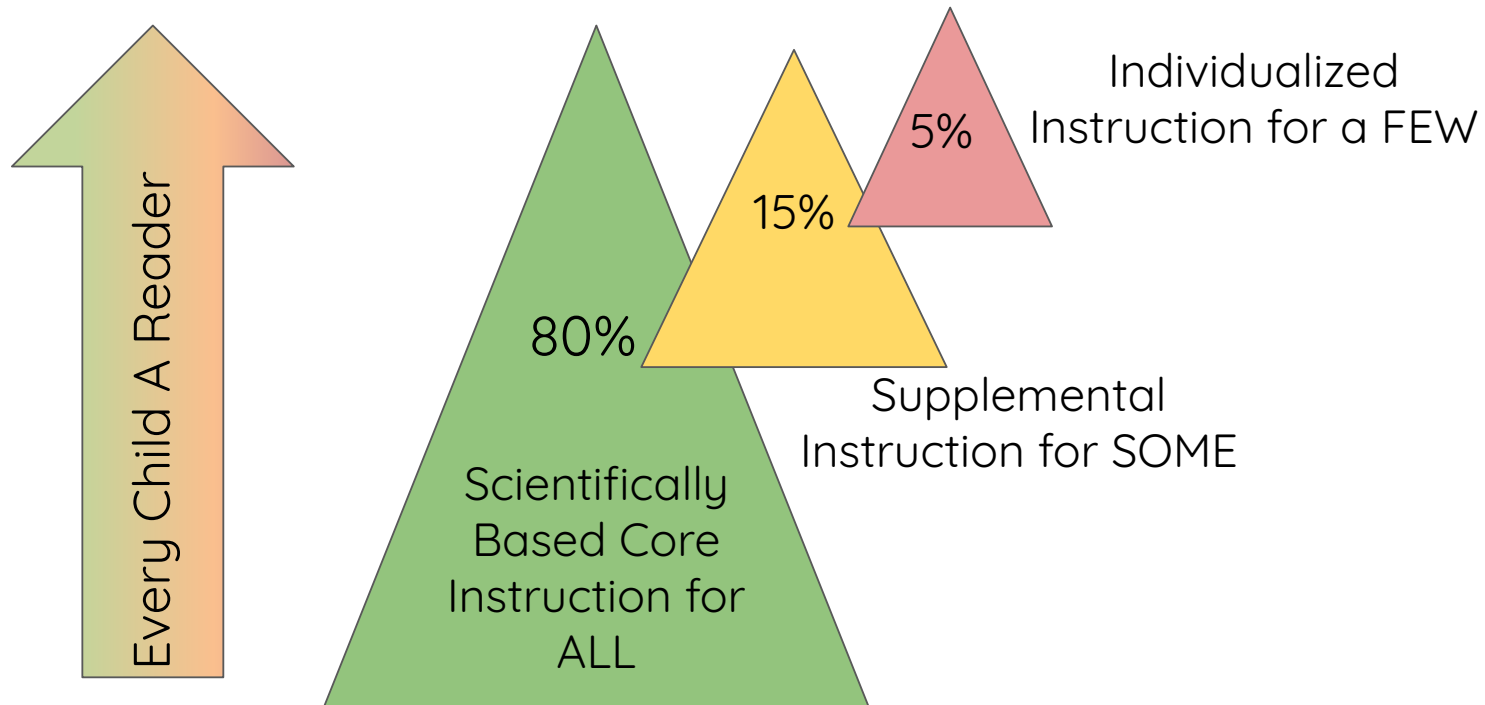
5+ Pillars of Reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Oral Language
- Written Expression

Structured Literacy

- Explicit Instruction
- Systematic
- Practice with Feedback
- Responsive (assessment drives instruction)
- High levels of engagement

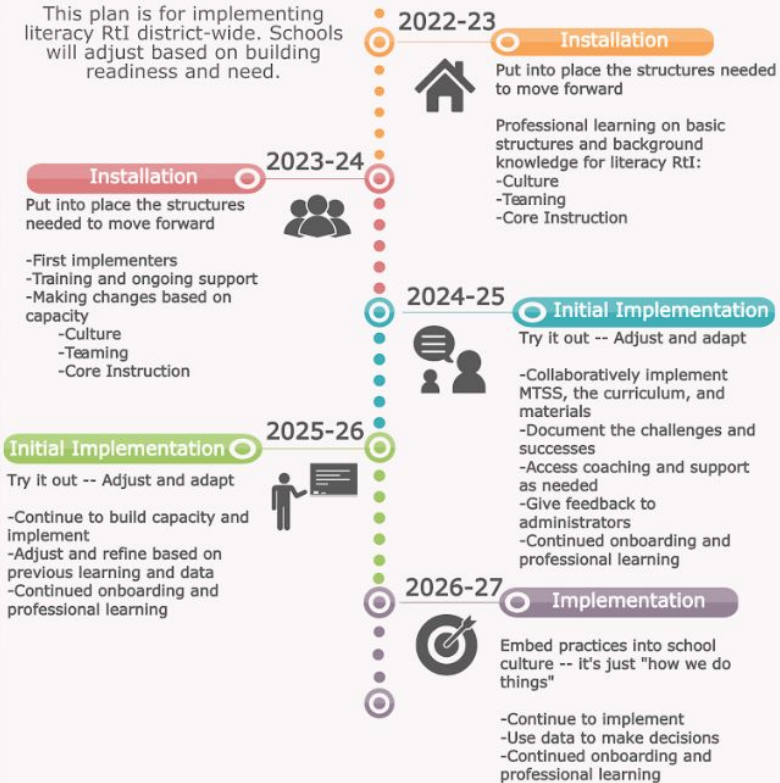
How are students supported in an MTSS



- Focus on Planning Together
- ELA Curriculum Maps
- Annual Tier 1 Rubric to assess Core program
- Wonders K-5
- Supplemental Adoption Process

SPS Elementary Literacy 3-5 Year Plan

This plan is for implementing literacy RTI district-wide. Schools will adjust based on building readiness and need.



- School teams engaged in regular professional learning about critical components of a strong Core program
- Initial assessment using ORTIi Implementation Rubric
- Professional Learning on Tier 1 critical components

- Two PLC/EC per week to focus on planning, assessment, & responsive instruction
- SOR Instruction K-2
- Magnetic Reading Foundations K-2
- Revised Curriculum Maps
- High Dosage Tutoring
- After School Literacy Camp
- Core Review Process Updated
- Added Tier 2 Rubric to assess intervention

EasyCBM Reading Proficiency - Elementary

22-23	23-24	24-25
49.8%	51.8%	53.1%

EasyCBM Reading Proficiency

	S 22-23	F 23-24	S 23-24	F 24-25	S 24-25
K	61.1%	35.7%	65.5%	34%	64.9%
1	41.9%	47.5%	49.8%	50.5%	46.3%
2	43.7%	41.1%	48.8%	48.8%	57%
3	43.3%	37.9%	43.3%	39.5%	49.5%
4	57.1%	43.8%	48.7%	41.1%	54.8%
5	52.1%	54.5%	55.1%	46.4%	47.2%

Kindergarten (3 min)

Letter Sounds			Phoneme Segmenting			Word Reading Fluency		
22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
79.56%	83.26%	80.84%	83.55%	86.66%	90.10%	55.47%	59.89%	56.49%

Grade 1 (3 min)

Letter Sounds			Word Reading Fluency			Passage Reading Fluency		
22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
91.37%	90.17%	93.14%	55.91%	64.77%	60.96%	56.69%	63.47%	71.07%

Grade 2 (37min)

Proficient Reading			Passage Reading Fluency			Vocabulary		
22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
77.78%	80.40%	78.78%	56.69%	63.47%	71.07%	78.91%	82.42%	85.42%

EasyCBM

% Proficiency by School

	Spring 22-23	Fall 23-24	Spring 23-24	Fall 24-25	Spring 24-25
Ridgeview	54.8	46.7	58.7	51.1	60.1
Thurston	56.3	51.4	57.1	50.9	58.2
Walterville	55.4	52.9	63	52.9	68.2
Yolanda	59.1	50.3	52.3	49.9	57.3
Centennial	47.9	39.3	49.1	42.6	51.1
DG	62.3	49.2	66.6	55.5	68.2
GL	31.9	32.2	33.0	33.5	34.9
MtV	43.4	41.1	49.3	38.8	50.8
Maple	51	48.8	50.8	41.1	52.8
Page	56	48.1	59.2	46.6	57.5
Riverbend	45.2	35.5	44.8	28.5	43.2
TRDR	39.1	34	44.6	37.5	45.0

March CEP Groupings by Alpha

Transforming Literacy Instruction at Douglas Gardens 24/25

	District easyCBM Reading % Proficiency	DG easyCBM Reading Proficiency
K	64.9	91
1	46	69
2	57	75
3	49.5	57
4	54.8	68
5	47.2	55

Unpacking Our Literacy Growth

- A deep commitment to improvement
- Quality instruction
- Instructional Coaching



Commitment to Improvement

- Clear Goals of 80% of students reading at grade level
- Science of reading investments
- Collaboration, data informed reflection and shared efforts
- Strong core instruction reduces need for intervention



Instruction: Shifting to Structured, Evidence-Based Literacy Practices

- 90 minute core
- Systematic phonics K-5
- Daily decoding and fluency practice
- Direct instruction in grammar, word parts (morphology) and vocabulary
- Content rich texts to build background knowledge and language comprehension



3 Years of Progress in the Primary Grades

Percentage of Students at Benchmark

	Spring 23	Spring 24	Spring 25
- Kinder	74	85	91 
First	57	56	69
Second	70	63	77

Coaching: A Driving Force Behind Literacy Success

- The instructional coach plays a central and sustained role in leading literacy improvement at Douglas Gardens.
 - Modeling best practices
 - Co-planning and co-teaching
 - Analyzing student data collaboratively
 - Providing professional development
 - Thought partner during embedded collaboration



Next steps: Deepening our Literacy Work

- Maintain growth in Kinder through Second grade
- Shift focus to grades 3-5



Embedded Collaboration at Ridgeview

One way we added a laser like focus to our literacy instruction was through embedded collaboration.

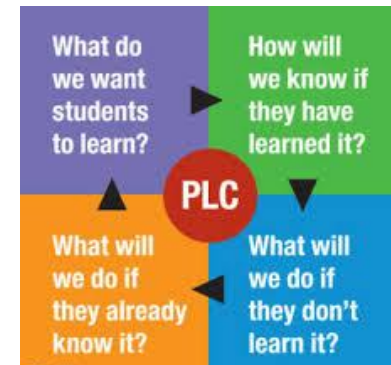
In the Fall of 2023 we started with one embedded collaboration (EC) per week with a focus on literacy. That fall, we also adopted a new reading curriculum- Wonders. We primarily focused these collaborations on unpacking the standards and determining what we were going to focus on and when we were going to focus on it.

In the Fall of 2024 we started two ECs per week with one being focused on literacy and the other being a continue of our literacy work or some schools added a monthly math focus. We also added a second new reading curriculum K-2 called- Magnetic Reading Foundations.

2024-2025 EC

This year our new Kindergarten through Second Grade reading curriculum has built in assessments every five days. Due to my school being early adopters of the embedded collaboration PLC concept we were able to move through to a true PLC process.

For the teachers at those grade levels they got into a cycle of bringing their scores to embedded collaboration one each week. We would look at the data and answer four simple questions together.



Our Agenda

4/29/25

1. Celebrations (~5 min)
2. Review Norms
 - a. Come with an open mind.
 - b. Take a quick break before we start.
 - c. End at 2:40.
 - d. Eat snacks.
3. Action items from the last meeting to check up on (~5 min)
4. Data to review (~10 min) - see "[How will we know if they've learned it?](#)" then [enter in the names of students who need more practice or extension](#).
5. [Current Focus of the Team](#) - go over as a group and see if you have met the goal yet or not. What do you want to do if the goal is not met?
6. Based on our identified action items, our team could use support from...

What did this look like?

Room 1- 81%

Room 2- 83%

Room 3- 83%

82% of grade level got 80% or above

Room 1- 87%

Room 2- 83%

Room 3- 83%

84% of the grade level got 80% or above

Room 1-94%

Room 2- 11/14=79%

Room 3- 16/17=94%

89% of grade level got 80% or above

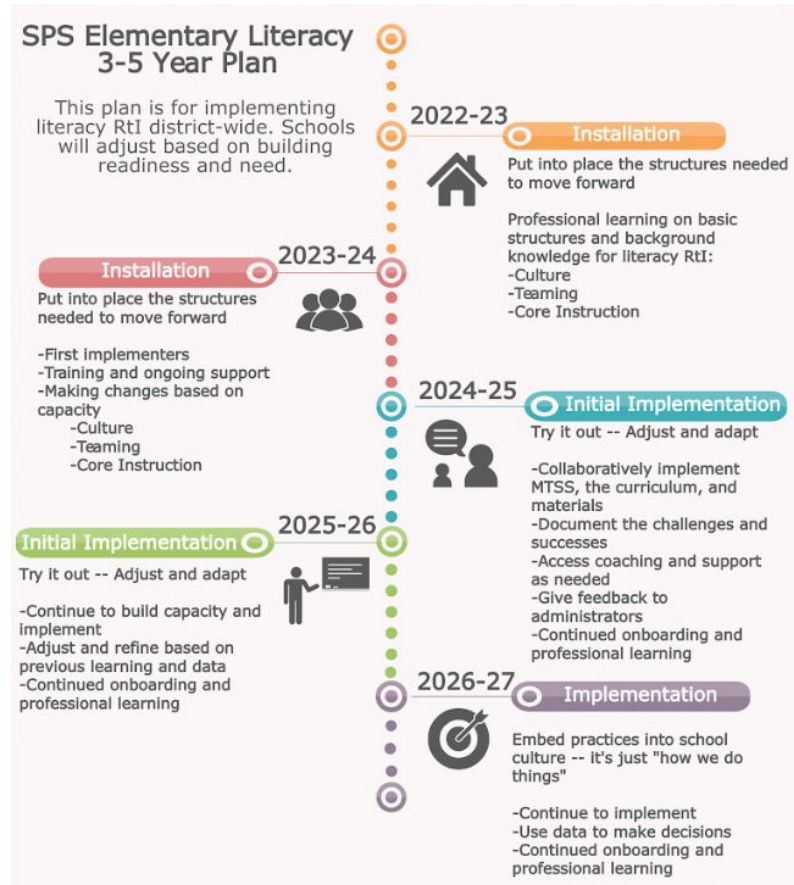
What did we do next?

We would sit down and discuss the students who did not make it to 80%. We had learned during our Science of Reading training that we need to create time and space to reteach these students while moving on with the content.

You can see from the before mentioned slide that by unit four we were seeing great results by still moving forward while also supporting our struggling readers during small group reading time.

Next Steps in Literacy

1. Initial Implementation Year 2
 - a. Refining our practice based on Year 1 experiences.
2. SOR K-2 (Modules 7-10)
 - a. Focus on Integrating complex text & writing
3. SOR 3-5
4. Grades 3-5 Wonders Science Integration
5. Tier 2
 - a. Evaluating capacity and quality



Elementary Mathematics

Professional learning for all 3-5 teachers

- Six modules on early release days

Two embedded professional learning opportunities for all instructional staff

Early Adopters dedicated one Embedded Collaboration professional learning session per month to focus on lesson structure, planning, and responding to formative assessments

Administrator professional learning community facilitated by Curriculum Associates over three 4-hour sessions.

i-Ready Diagnostic

- 3 times per year
- Computerized adaptive assessment
- Aligned to standards
- Typical and Stretch Growth goals
- Personalized learning opportunities

Proficiency

23-24: 44.9%

24-25: 47.5%





**Spring 24/25
Diagnostic**

School	Performance Relative to National Norm (Percentile)	Quadrant
Ridgeview	51	High Performance/High Growth
Thurston	56	High Performance/High Growth
Walterville	59	High Performance/High Growth
Yolanda	45	Low Performance/Low Growth
Centennial	39	Low Performance/Low Growth
DG	57	High Performance/High Growth
GL	19	Low Performance/Low Growth
MtV	35	Low Performance/Low Growth
Maple	40	Low Performance/High Growth
Page	45	Low Performance/High Growth
Riverbend	30	Low Performance/Low Growth
TRDR	34	Low Performance/High Growth



% Proficiency by School

	S 23-24	S 24-25
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TRDR	35.8	35.7

March CEP Groupings by Alpha

Maple Math Focus for 24-25 School Year

- Only use District Adopted Materials: Ready Math
 - Set up math routines teaching lesson 0 at the beginning of the year.
 - Use of slides from Publisher.
 - Use of math manipulatives
 - Start/end math on time and use entire block for instruction

- Students provided 45 minutes of I-Ready My Path time a week
 - Teachers monitor and intervene for 45 minutes and 2 passed lessons/week
 - Created I-Ready My Path time in Building Schedule

How We Monitored Implementation

- Embedded Collaboration 1/month
 - Monitor I-Ready My Path use
 - Made sure we had needed manipulatives
 - Check pacing guide and make adjustments

- 6 minute Walk Through Tool
 - Completed walkthrough 1/month
 - Shared out data during staff meetings or in weekly Staff newsletter

Walkthrough Data

Month	Percent of classrooms using only Ready Math materials
October	77.8%
November	77.8%
December	100%
February	100%
March	81.8%
April	100%

2024/2025 Math Results

Spring I-Ready Diagnostic Results:

Spring 2024 % Proficient	Spring 2025 % Proficient	% growth
37.8%	46.7%	8.9%

Median Annual Typical Growth:

Spring 2024 Median Annual Typical Growth	Spring 2025 Median Annual Typical Growth	% growth
83%	104%	21%

Next Steps for Maple

2025-2026 Math Target focus

- Continue
 - Only use District adopted materials: Ready Math
 - Use math manipulatives as suggested in Ready Math
 - Monitor 45 minutes and 2 passed lessons of I Ready My Path Instruction

- Additional Strategies
 - Explicitly teach and reinforce instructional routines to support increased student math talk
 - Focus on Try, Discuss, Connect routine

Next Steps for Elementary

All elementary schools have set instructional targets and professional learning goals in the area of mathematics for the 25/26 school year

K-2 professional learning on two early release days

Ongoing, embedded professional learning provided by Curriculum Associates for instructional staff

Ongoing professional learning provided by Curriculum Associates for Elementary Administrators

Minimum of day per month during ECs to focus on lesson structure, planning, and responding to formative assessments