



SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

25-26 Integrated Programs Annual Report Presentation

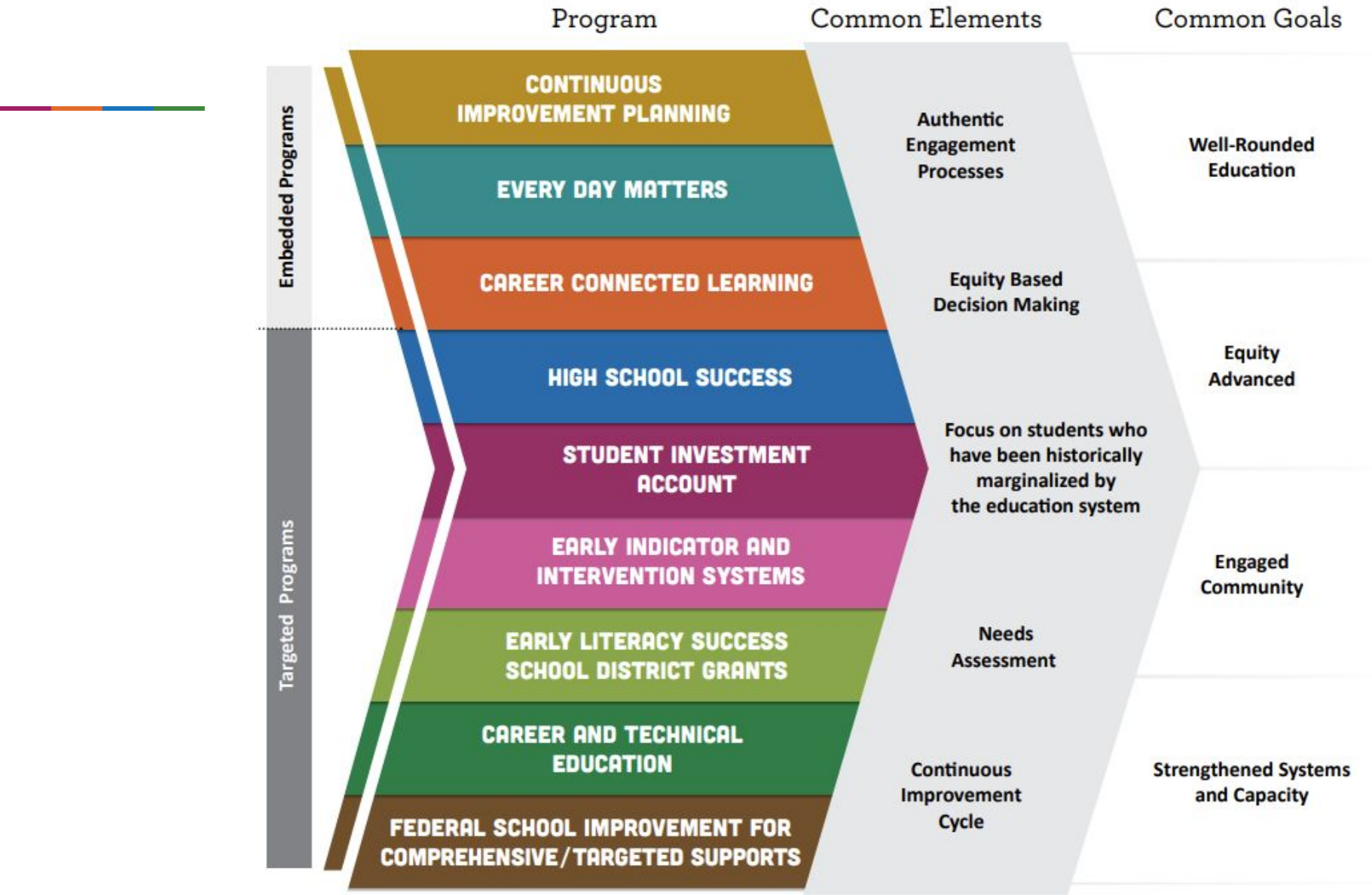
Springfield School District #19

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Annual Reporting Requirements

- The annual report required by the Oregon Department of Education (ODE) consists of two narrative questions
- Throughout the year, districts have been asked to report expenditures and report on progress markers to the ODE

Summary of Integrated Programs



Annual Report Narrative #1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress.

Graduation and On-Track Measures

- Positive trend for four-year on-time graduation and five-year completion.
- Indications that traditionally underserved populations showing positive trends for graduation and 9th grade on-track.

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Discuss at least one Outcome where you have seen progress in implementation.

Elementary English Language Arts

- Grade 3 ELA continues to increase
 - Adds to the previous year's gain of over 6%
- Strong gains for focal groups: ELs, students experiencing poverty Hispanic/Latino, Underserved Race/Ethnicity, Multi-racial, and Black/African American.
- Aligned with Science of Reading professional learning, Magnetic Reading Foundations, and K–5 curriculum map realignment.

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Discuss at least one Outcome where you have seen progress in implementation.

English Learners

- Indications that our current ELs are on track to English language proficiency.
- Ever ELs and current ELs graduating at higher rates.
- Progress is tied to designated ELD, co-teaching, and home-language family engagement, with continued focus on middle and high school ELP growth.

Annual Report Narrative #1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

Overall

- These results show strategies are contributing to LPGTs and LOMs; sustained work on early literacy, persistent supports for students in all demographics, and continued work in English language development is needed to expand the gains.

Annual Report Narrative #2

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

Attendance

- Regular Attenders (90.1%+) remains a barrier: overall attendance increasing. Number of regular attenders remains below the state average at all levels.
- Equity gaps persist for students experiencing poverty, students experiencing homelessness, and certain racial/ethnic groups.
- Past work has been more reactive than preventive; the shift is toward schoolwide supports, classroom climate, belonging, and proactive teacher and family outreach.

Annual Report Narrative #2

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

Community Engagement

- Student Voice sessions and family events show families want more accessible two-way communication and clearer pathways to supports.
- Expanding participation of families, community partners, students, and staff is needed to build ownership and surface culturally responsive solutions.
- Stronger partnership with parents/families and shared accountability are a priority for increasing Regular Attenders and academic outcomes.

Moving Forward

- We have selected our Local Performance Growth Target –
5th Grade Science
- This is the final year of this format of Integrated Guidance ('The Old Plan')
 - We will be coming before the board for approval next school year
 - The Unified Application will have a new format (More to Come!)



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Questions?

BOARD PRIORITIES

Topic	Looks Like	Information, advice, sources	Prep Time Needed
Elementary Curriculum	- District-wide overview of curriculum at each grade level, in each area. - Stakeholder meeting - Organize existing information regarding scope and sequence, vertical/horizontal alignment. - Communicate priorities of standards to the board and public - Determine what is the ‘Springfield Way’ – prioritize the ‘mastery standards’	Looking at how other districts present curriculum** Current assessments administered to students Viewing current practices at the classroom level We are fulfilling <i>all</i> of the content requirements through both our core curriculum (created guides for teachers that shows alignment to concepts	Quick Hit: 10 hours of staff time to prepare reports that have been provided in the past. Comprehensive: 35 hours (3-4 staff members) Deep Dive: 3-6 month process??

		and the curriculum standards) and with outside resources that we have purchased (Mystery Science). We are also following recommendations that the Oregon Education Department has released. With the instructional day at 6.25 and the importance of building solid literacy and numeracy understanding, it will be important to have Board advocacy to legislators and decision makers. How can we more effectively share previous presentations in board meetings, small group meetings, and other venues	
PRIORITY LEVEL DATE BY			
Student/Family	Each year we have lost students –	Want to make sure to take an	Quick Hit:

Surveys for exiting students	survey students/families who have left the district • Could inform our absenteeism • What are families wanting? • Use a combination of surveys, community fora, and individual conversations	asset-based approach- why are families staying? For families that left, what are they wanting? SS - Would like to do interviews with people who have left or chosen not to come. Have gotten a light survey from 4J	Report using added fields to synergy to compile information from exit survey using other district as model 6 months Comprehensive: Surveying current families about why they are staying, Entry plan talking to families, calling and holding focus groups to develop recommendations (1 - 1.5 years) Deep Dive: Hiring an outside firm
PRIORITY LEVEL DATE BY			

Student Behavior	● How do we address bullying and violence in the classrooms? ● A one-pager to describe how we address discipline (condensed from student handbook) ● Produce a 'Student Discipline Handbook' ● Policy should be supportive of ALL students. If there are limitations by the ODE, we should engage in upward advocacy. ● Administer survey to students and families regarding discipline policies	Explore 'discipline handbooks' from other districts We have to understand harm of exclusionary practices Compliance with state and federal laws that drive practice Provide overview of what we have in place currently Importance of data based decision making Report on current practices that highlight accountability and work we are doing to restore relationships between aggressor and those that are harmed, including highlighting success May need advocacy at the state	Quick Hit: Overview of current data, trends we are seeing, and work the building based teams are doing to create a productive learning environment for everyone. 3 months Comprehensive: Same as above with focus group, observations, and survey work about perceptions of discipline 1 - 1.5 years Deep Dive: Options for refining/adjusting
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		level Gathering staff comments about current level of supports	current behavior system including training, support, and new interventions 1.5 - 3
PRIORITY LEVEL DATE BY			
Board Meeting Calendar	- Room in the calendar for 3 additional meetings – November, December, May - Decision-point memo to make this decision - Potentially additional retreat	Need to add in start time	
STATUS UPDATE	Decision point memo pros/cons at work session on 28th, on start time.		
Supt Evaluation Process	Per contract, completed in executive session	Add to executive session agenda to establish standards of success – ASAP (September business meeting)	
STATUS UPDATE	Handled in executive session		
Sites and Facilities Committee	10-Year Capital Improvement Plan	Explore solar for buildings, supporting green/affordable	Quick Hit: Have prepared a

	● Establish a Sites and Facilities Committee with staff and community members (Board action required to establish committee) ● Leverage partners on Team Springfield to inform Facilities Committee ● How do we increase revenue attract students and get students who left back into the system	housing for families, school garden projects Brett has provided a very solid memo outlining structure and who could be on the committee. Include that in our proposed report at work session and get direction from the board on improving/revising the proposal	proposal to give to board Comprehensive: Substantial changes to proposal or board generated proposal at a work session Deep Dive: Hard to quantify until we know the structure and purpose of the committee and establish a scope of work. Some issues could take years.
PRIORITY LEVEL DATE BY			
Legal Counsel at	● Decision point memo with costs	Have gathered information	If Board wants an in

Meetings	for multiple options (e.g. all meetings, select meetings, available by phone during meeting)	from our current attorney. Could modify with zoom participation or as needed. Can also solicit quotes from other firms through RFP	depth proposal with other firms will take until November to have time to get proposals and develop a memo. If okay with working within current firm can have that at work session with vote on October 12th
PRIORITY LEVEL DATE BY			
Policy BG and DFA Review Update	● Policy committee to go through issues, prioritize and bring back to the board for consideration ● Timing of BG is important because the policy is in conflict with current and proposed operating agreements between board and superintendent	BG – Board-to-staff communication, staff-to-board communication, school visits by board members DFA – policy in error or practices in error?	Quick Hit: Comprehensive:

			Deep Dive:
DATE BY	Have a BG straw man for comment and discussion		
Student Performance Updates for academics	● Interim Assessment reports, achievement by subject areas ● Monthly/Quarterly reports (attendance, benchmark/interim assessments, etc.) ● Already reporting to the state or already collecting information, share with board (as allowed).	Interim Assessments: already required by the state, presentations will occur after every interim assessment period.	Quick Hit: Giving updates after interim period and when we have received the data Comprehensive: Above plus deeper analysis of assessments and report on how assessments link to support and actions taken by CO team. 4 - 8 month process Deep Dive: Revamping our entire assessment model after getting feedback from

			stakeholders - 1 year to get comprehensive feedback. 1 year to change/refine and test assessment system. 1 year+ to fully implement new system
PRIORITY LEVEL DATE BY			
Attendance Issues	● Internal attendance/attendance rates vs. 'regular attenders' (90.1% and above) ● Upward advocacy may help as state policies have changed over the past several years ● What are the barriers to student attendance? ● In what practices have we engaged? Why are students not attending? What are the deeper reasons that students are not in school?	Overall attendance has shown improvement, even though our regular attenders has not increased and is still below the state average. Building level plans are focusing on preventative measures to increase regular attenders. Synergy dashboard provides real-time information to principals and teams.	Quick Hit: 3x a year updates to the board on attendance and regular attenders Comprehensive: Deeper analysis of why students are regular attenders and what gets students to school every day. Using survey, focused conversations, etc.

			1-year process. Deep Dive: Work with ODE and other districts to do a comprehensive analysis of how attendance is reported, shift our practices to align with others (if different), develop a 'profile' of a regular attender and students who are chronically absent and shift overall practices to encourage regular attendance. 1-2 year process.
PRIORITY LEVEL DATE BY			
Student Support System Updates	● Provide existing student reports to Board	Taylor is meeting with stakeholders of current system this week and will be able to	Will come back to next meeting after feedback gathered.

	May need more info	provide recommendations to board at work session. Would like to give students agency and have them work on change proposal to the district that they present to the Board in May.	Ensure we provide updates to board on data we gather via surveys and other means.
Staff Well Being	Collaboratively develop beginning and end of year survey for staff morale with the OSEA, SEA, and SAAC	Student achievement and staff morale are related. Potentially use existing survey SEED for students and EVE survey Reasons are resigning - big themes from previous questions - have to balance personnel and executive session laws with desire to ensure we know why staff are leaving - Can't discuss personnel issue in open session.	Quick Hit: Report on all we are doing to ensure staff well being (within 3 months) Comprehensive: Deeper dive and build efforts into strategic plan, district priorities using survey results as starting off point (year long effort)

		Have asked team to examine a survey put out by EAB that targets well being in 7 broad areas, including things like communication, safety, and support.	Deep Dive: Doing the above and working with stakeholders and staff to bring specific recommendations for improving staff conditions (year to gather data, year to pilot suggestions)
PRIORITY LEVEL DATE BY			
Community Involvement Listening Suggestions	● We have not involved our community as partners as well as we could. ● Provide opportunities to weigh in, with board members present ● Establish different forum on a different cadence to collect feedback in a different way	Quality Education Model example. Consider supporting PTO/PTA/athletic boosters collaboration/connection Part of my plan of action Already part of the	Quick Hit: Give update as planned on 10-26 Comprehensive: After update prioritize further understanding and more focus groups

		requirements around the next iteration of the Integrated Guidance/Program application process.	Deep Dive: New system - 1 year to investigate and frame, 1 year to pilot and test
PRIORITY LEVEL DATE BY			
Potential Land Development Partnerships	Solar arrays Partnering with stakeholders to explore development Link to facilities committee???	Recommend fold it into larger advisory committee	Quick Hit: Same time line as advisory committee. Comprehensive: In work session develop plan and prioritization as a separate stream. Tackle highest priority item 1.5 years.

			Deep Dive:
PRIORITY LEVEL DATE BY			
Policy Development Process	Policy committee would be formed, members appointed by chair.	Need to decide if board or superintendent committee	
STATUS UPDATE	Recommending board committee of two members, plus relevant staff per topic - open to public		
Superintendent Selection Process	- Develop RFP in September - This requires Board action and is the Board's process.		
STATUS UPDATE	Scheduled for this meeting		
Explore the Development of a Local Levy	Provide opportunity to discuss so we can be sensitive to timelines.		Quick Hit: Overview of and possible discussions with similar communities that had success 3 -6 months Comprehensive:

			Superintendent or Board committee to recommend actions needed to place on ballot and how to support 1 - 2 years Deep Dive: Combination of first two
PRIORITY LEVEL DATE BY			

every member's access to information and participation in decisions, so the community can see its full board governing in public.

On Friday sept 11. The Oregon Government Ethics Commission has now voted to proceed with a second investigation involving this board's superintendent selection processes. Having participated in those processes, I take that seriously. This latest investigation concerns whether the board satisfied the prerequisites for conducting the interim superintendent selection process in executive session.

Please establish and explain the permanent search process publicly, adopt clear selection criteria with an opportunity for public comment, and show how stakeholder feedback will inform the interviews and your decision.

Our next superintendent and the community deserves a sound process and a board committed to its own governance responsibilities. Our community deserves to see that commitment in action.

Thank you.