

Springfield City School District

Review Conducted Nov. 18-22, 2019



Springfield City School District

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Springfield City School District Review Executive Summary

This review carefully considered the effectiveness of Springfield School District's systemwide functions, measured by the Ohio Department of Education's standards for districts in inclusive leadership and accountability; curriculum, instruction, and assessment; and systems for student support. A state review team visited Springfield City Schools from Nov. 18-22, 2019. This summary highlights some of the district's strengths and challenges, as well as review team recommendations. The rest of the report explains these in greater detail. Be advised that all Ohio Department of Education recommendations are based on evidence-based, best practices unless otherwise noted.

INCLUSIVE LEADERSHIP AND ACCOUNTABILITY

Strength

- The board of education, superintendent, treasurer and leaders of Springfield Education Association, which represents educators, effectively communicate about day-to-day operations of the district.

Challenge

- The district does not create conditions that enable all principals to support teachers' instructional practices effectively.

Recommendation

- Establish roles and responsibilities for principals aligned to the 2018 [Ohio Standards for Principals](#), prioritizing their instructional leadership responsibilities.
- Use the roles and responsibilities identified for principals as the criteria for recruiting, hiring, training and evaluating principals.
- Follow the [2015 Ohio Standards for Professional Development](#) criteria for developing high-quality professional learning opportunities to increase principals' instructional leadership skills and expertise in organizational change.
- Embed professional development for principals in the district and school improvement planning process, aligning leadership needs and accountability with desired changes.
- Develop a network of external resources, including the [Mid-Ohio Educational Service Center](#), [Clark County Educational Service Center](#), [Ohio Leadership Advisory Council](#), local and national principal associations, [National Policy Board for Education Administration](#) and [Ohio's State System of Support](#) who will plan together for principal professional development.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Strength

- The district uses the Teaching Learning Review of Instructional Implementation tool to monitor teacher practices in the classroom.

Challenge

- The district does not use a comprehensive written preK-12 language and literacy curriculum to guide student instruction.

Recommendation

- Create board policy that contains clear guidance on curriculum development and includes a process; develop a comprehensive scope and sequence for preK-12 language and literacy instruction aligned to Ohio's Learning Standards.

Challenge

- The district and school-based comprehensive continuous improvement processes and tools do not consistently lead to changes in instructional practices.

Recommendation

- Establish clear, well-defined support systems to advance the district improvement process.

SYSTEMS FOR STUDENT SUPPORT

Strength

- Community organizations partner with the district to address nonacademic barriers to student achievement.

Challenge

- The district has not developed effective student support systems to address the academic and nonacademic needs of the whole child.

Recommendation

- To address the needs of the whole child, integrate the PBIS and Response to Intervention systems in one prevention and intervention support system.

Springfield City School District Review Overview

PURPOSE

Schools are important destinations where many individuals, including school leaders and teachers, come together to serve students through curriculum, instruction, student supports, data analysis and more. They play crucial roles in realizing the vision stated in *Each Child, Our Future*, Ohio's strategic plan for education, that "In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society."

District reviews support local school districts as they establish or strengthen a cycle of continuous improvement for themselves and their students.

METHODOLOGY

Reviewers collect evidence in the areas of Inclusive Leadership and Accountability, Curriculum, Instruction and Assessment and Systems of Student Support. A district review team consisting of independent consultants with expertise in each of the standards reviews documentation, data and reports for two days before conducting a five-day call on the district that includes visits to individual schools. The team conducts interviews and focus group sessions with stakeholders such as elementary teachers, middle school and high school teachers, elementary principals, middle school and high school principals, assistant principals/deans of students, and parents. Team members also observe classroom instructional practices. After the on-site review, the team meets for three days to develop findings and recommendations and then submits a draft report of those to the Ohio Department of Education. District review reports focus primarily on the system's most significant strengths and challenges, with an emphasis on identifying areas for improvement.

SITE VISIT

A review team of independent contractors hired by the Department visited the Springfield City School District from Nov. 18-22, 2019. The site visit included 43 hours of interviews and focus groups with approximately 163 stakeholders, including board members, district administrators, school staff and community partners. The review team conducted nine (9) focus groups with elementary, middle and high school students, parents, elementary teachers, elementary, middle, and high school principals and 11 representatives from community partners.

The analysis of findings is found directly after the District Review Overview. Appendix A provides a list of review team members, information about review activities and the site visit schedule. Information about enrollment, expenditures and student performance is found in Appendix B. Find information about enrollment, expenditures and student performance in Appendix C. Appendix D contains the tools used by the district review team to record the characteristics of the standards-based teaching the team observed, and the building-observation form used to note the climate and culture of each building in the district. Appendix E lists district-generated documents the team members reviewed before and during the site visit.

Springfield City School District Review Findings

Be advised that all Ohio Department of Education recommendations are based on evidence-based best practices unless otherwise noted.

DISTRICT STRENGTHS

Inclusive Leadership and Accountability

1. **The board of education, superintendent, treasurer and leaders of Springfield Education Association, which represents educators, effectively communicate about day-to-day operations of the district.**
 - A. The board holds the superintendent accountable for “keeping the Board informed about District operations and problems,” per Springfield Board of Education Policy BCD, Board-Superintendent Relationships.
 - Based on a review of the 2017-2018 and 2018-2019 board evaluations of the superintendent, the board noted “we continue to appreciate the weekly administrative reports and feel they are very helpful in keeping us updated on the activities within the district.”
 - A review of weekly emails from the superintendent to the board, dated July 29, 2019, to Nov. 4, 2019, included updates from the superintendent, treasurer, each department head and the high school principal outlining upcoming events, projects and weekly job tasks.
 - B. The board holds the treasurer accountable for “keeping the Board informed about District financial issues and concerns,” per Springfield Board of Education Policy BCCD, Board-Treasurer Relationship
 - Based on a review of the board’s 2018-2019 evaluation of the treasurer, the board noted “[we] feel comfortable with the reports, materials and recommendations you provide us.”
 - According to interviews with board of education members and a review of documents, the treasurer continues to work closely with the board’s finance committee to review monthly financials, as well as other issues and concerns that arise.
 - The finance committee is established by the board of education and serves to “study specific areas and to make recommendations for Board action,” according to Springfield Board of Education Policy BCE, Board Committees. Two appointed board members serve on the committee along with the superintendent and treasurer.
 - According to interviews and documents reviewed, the Springfield Education Association president is a member of the district leadership team, a decision-making group designed to give input in school improvement planning, receives leadership team meeting minutes and takes part in “ongoing conversations with the superintendent regarding district issues and concerns.”

Curriculum, Instruction and Assessment

1. **The district uses the Teaching Learning Review of Instructional Implementation tool to monitor teacher practices in the classroom.**
 - A. According to documents and interviews, the district uses the tool to focus on the delivery of classroom instruction and how it impacts student learning. The Teaching and Learning Review of Instructional Implementation, conducted during 30-minute observations by building principals, instructional coaches and district administrators, gives schools timely information on instructional practices their teachers are using.

- B. The observations focus on the five categories related to instruction: Focus on Learning; Teaching with Intent for Impact; Teaching and Learning at Deep Levels; Assessing and Providing Feedback [to students]; and Conditions for Effective Teaching and Learning.
- C. According to interviews with district staff, the district collaborates with State Support Team 10 to help staff use the Teaching and Learning Review of Instructional Implementation tool more efficiently.

Systems for Student Support

1. **Community organizations partner with the district to address nonacademic barriers to student achievement.**
 - A. According to focus group participants, community partners, such as behavioral health providers, libraries, after-school programs, businesses, faith organizations and government agencies provide services that address diverse student needs.

PRIORITY PERFORMANCE CHALLENGES

Inclusive Leadership and Accountability

1. The district does not create conditions that enable all principals to support teachers' instructional practices effectively.

A. The district lacks a shared vision of effective principal leadership.

- Strategy 2 of *Each Child, Our Future*, Ohio's strategic plan for education, suggests the state and districts to "Support every principal to be highly effective – especially those leading schools that serve the neediest children."
 - According to the plan, "[Principals] provide clear direction, analyze data, visit classrooms, transform building culture, review school and system goals, and cultivate an environment of continuous learning that engages teachers in their professional learning [training and education] at every step of the way."
- Based on documents reviewed, the district's board of education policies do not define clearly what principals are expected to know and be able to do to be effective in leading instruction, or setting direction and expectations for student instruction, in the district.
 - Springfield Board of Education Policy AFC-2, Evaluation of Professional Staff, describes a process for evaluating all administrators and is the sole guidance on job performance expectations for principals and assistant principals.
- Although policy AFC-2 calls for administrator job descriptions to be used in the evaluation process, principal job descriptions do not match day-to-day tasks consistently or help principals understand leadership expectations. This is based on documents reviewed and interviews with principal focus group participants.
 - In interviews with these principal focus groups, participants expressed a lack of knowledge about the roles and responsibilities outlined in their building principal job descriptions.
 - Based on interviews with district administrators, principals' roles and responsibilities related to instructional leadership are not expressed clearly in the district's current job descriptions.
- Based on a review of the job description for instructional coach, a separate position, and the Instructional Coach Profile Appraisal Form, the district does not distinguish clearly between the principal's role as an instructional leader and the instructional coach's role. This causes duplication of efforts and a lack of clarity about who is responsible for making decisions on instructional practices in a school.
 - Instructional coaches are teachers working full time outside the classroom who provide other teachers with instructional support in an assigned subject area. Their roles and responsibilities to include the following: "classroom supporter, instructional supporter, curriculum facilitator, data coach, facilitator for change, learner, professional learning facilitator, resource, and school leader," according to a review of documents.
- The district's School of Innovation and Clark Preschool each have one instructional coach, Springfield High School has three, and the remaining schools have two coaches each. All report to a district-level administrator and are evaluated with input from the principals of the buildings they serve.
 - Based on a review of job descriptions, the principal's responsibilities and decision-making overlap with those of the instructional coach in providing support to teachers and leading instructional change. The principal does not direct the instructional coaches' work.

- According to interviews with principal focus group participants, decisions about instructional leadership in buildings are not defined through clear lines of accountability and responsibility.
 - According to a review of board of education minutes from November 2018 to November 2019, the board has not identified standards for principals that would help form a framework for recruiting, training, developing, evaluating and supporting them.
- B. The district does not consistently provide principals with targeted, job-embedded professional development related to improving teachers' instructional practices.
- Springfield Board of Education Policy GCL, Professional Staff Development Opportunities, re-adopted on Sept. 24, 2009, contains limited guidance and accountability for creating a system of high-quality professional development in the district other than these components:
 - “Planned in-service programs and workshops offered within the district from time to time.
 - Released time for visits to other classrooms and schools and for attendance at conferences, workshops, and other professional meetings.
 - Leaves of absence for advanced educational training.”
 - Board policy GCL does not direct or hold district administrators accountable to create a high-quality professional learning system as outlined in the Ohio Department of Education’s 2016 publication, [Using the Ohio Standards for Professional Development](#). Nor does the policy require district administrators to “Support every principal to be highly effective — especially those leading schools that serve the neediest child,” as Ohio’s strategic plan for education urges.
 - Based on a review of the district’s staff professional development offerings from Feb. 16, 2018, to Aug. 16, 2019, the district primarily focuses on teacher rather than principal professional development.
 - The district held workshops on Aug. 16, 2019, for principals and teaching staff to calibrate the Teaching and Learning Review for Instructional Implementation. However, the focus of the professional development was on the components of the tool and not on how principals would use the tool to provide critical feedback on teaching and learning.
 - Of the 521 professional development programs offered between Feb. 16, 2018, and Aug. 16, 2019, only one workshop session, on Nov. 6, 2018, was for high school principals and assistant principals. According to a sign-in sheet, three people attended this “collaboration session” for secondary administrators.
 - School-based workshops took place on Aug. 16, 2019, to introduce the Teaching and Learning Review for Instructional Implementation tool to principals and teaching staff. However, the focus of the professional development session was on the components of the tool — not on how principals would use it to provide critical feedback on teaching and learning.
 - Although the district implemented a leadership academy in the 2018-2019 school year, attendees were “mostly teachers” rather than principals, according to Springfield Leadership - State Support Team Meeting notes dated Nov. 16, 2018.
 - The district commented in its 2019-2020 Comprehensive Continuous Improvement Plan (CCIP) narrative to the Ohio Department of Education that “building principals do not possess the leadership skills to guide new staff through the first two years of teaching or through the supplemental process.”
 - The CCIP helps districts plan and apply for federal and state grants. The district can access federal Title II-A Supporting Effective Instruction funds through the CCIP to provide “high quality, personalized, sustained and job embedded professional development that is

- evidence-based to teachers, instructional leadership teams, principals or other school leaders.”
- Despite the district’s need for principal leadership training, identified in the CCIP, the district allocated all its Title II-A funds, \$482,384.23, to support “Springfield City School District staff through the instructional coaching model.” The district set aside no Title II-A funds specifically for principal professional development.
 - Although principals are invited to attend teacher-focused professional development, those sessions are based on program implementation for educators, not how to lead change in the school.
 - Based on interviews with principal focus group participants and district administrators, principals attended trainings on programs such as ThinkCERCA™, literacy software used to support K-12 student writing; Eureka Math, a K-12 math curriculum with materials and support resources; and Brightbytes©, a data management software program.
 - However, these professional development sessions were designed to support teachers using the tools and did not include modules to help principals lead and support that instructional change.
 - Although district administrators commented that principals receive professional development during monthly principal meetings, a review of the agendas and minutes from Sept. 17, 2018, to Nov. 22, 2019, indicated time spent on professional development for principal leadership was eight and one-half hours, compared to 56 hours of training on management issues, program implementation guidelines, data collection, compliance and regulations, and scheduling.
 - Based on documents reviewed and interviews with principal focus group participants and district administrators, the district has not formally assessed principals’ professional development needs.
 - Based on documents reviewed and interviews with district administrators and principal focus group participants, the district gave principals that needed additional mentoring and coaching in specific areas individual mentors in the 2019-2020 school year but did not establish systems to ensure effectiveness of the effort.
 - The district has not conducted a mentoring needs assessment, defined goals for mentoring program participants or developed a plan and process to evaluate the program’s impact on principal leadership development, teacher practices and student achievement.
 - The district has not created written selection criteria for mentors or a mentor job description to ensure the mentor focuses on instructional leadership skills rather than a principal’s general managerial role.
 - At the time of the review, the district did not train mentors for their roles or make plans to conduct performance evaluations.
 - The district identified a lack of “aligned and inspirational leadership” as a district weakness and implemented a leadership training program, Project LEAD, as part of its 2016-2021 strategic plan. But the program does not focus on specific skills principals need to eliminate known teaching and learning challenges.
 - Although 72 individuals completed Project LEAD during the 2018-2019 school year, they have been “mostly teachers,” according to Springfield Leadership – State Support Team Update Meeting notes dated Nov. 16, 2018, as scheduled by the district. Based on documents reviewed and interviews with district administrators, Project LEAD does not specifically address the district’s academic challenges and the teacher and leader practices that contribute to them. Instead, Project LEAD was designed to provide “opportunities for leadership throughout the organization [that] will lead to each employee feeling more empowered.”

- Although the district developed content for the leadership courses, including poverty and economic diversity, internal and external communication and time management, Project LEAD training agendas do not stem from the most pressing student learning problems. Also, the trainings do not focus on specific skills leaders need to change ineffective teaching practices, as outlined in the Teaching and Learning Review for Instructional Implementation tool.
- The district's measures of success for Project LEAD do not include changes in principal and teacher practices that can be documented through data. Instead the success measures focus on data from a participant survey indicating "the [Project] LEAD initiative was a great success," according to the Springfield City School District 2018-2019 Strategic Plan Update, revised July 21, 2019.
- Beyond surveys, the district has not collected and analyzed data to determine what principals learned about leadership and its impact on teacher practice and student learning. Yet the program is continuing in the 2019-2020 year, focusing on "garner[ing] a broader pool of participants," according to documents reviewed.

IMPACT: When the district does not put systems in place to improve principals' instructional leadership skills, it may reduce principals' capacity to support effective teacher practices.

RECOMMENDATIONS

1. Establish roles and responsibilities for principals aligned to the 2018 [Ohio Standards for Principals](#), prioritizing their instructional leadership responsibilities.
 - Distinguish building principal roles and responsibilities from those of instructional coaches and assign principals leadership oversight and accountability.
 - Ensure instructional coaches work under the direction of principals and are evaluated by those principals.
2. Use the roles and responsibilities identified for principals as the criteria for recruiting, hiring, training and evaluating principals.
3. Follow the [2015 Ohio Standards for Professional Development](#) criteria for developing high-quality professional learning opportunities to increase principals' instructional leadership skills and expertise in organizational change.
4. Embed professional development for principals in the district and school improvement planning process, aligning leadership needs and accountability with desired changes.
5. Develop a network of external resources, including the [Mid-Ohio Educational Service Center](#), [Clark County Educational Service Center](#), [Ohio Leadership Advisory Council](#), local and national principal associations, [National Policy Board for Education Administration](#) and [Ohio's State System of Support](#) who will plan together for principal professional development.
 - According to the [Ohio Department of Education's District and School Continuous Improvement webpage](#), the purpose of Ohio's "State System of Support is in place to assist schools and districts to increase student outcomes and achievement. This includes Educations Service Centers, State Support Teams, Instruction Technology Centers and direct supports form the Department."

BENEFIT: Developing the principal's skills and responsibility to continuously improve teaching and learning may create the conditions necessary for teachers to excel and students to succeed.

Curriculum, Instruction and Assessment

1. **The district does not use a comprehensive written preK-12 language and literacy curriculum to guide student instruction.**
 - A. According to interviews and documents reviewed, the district does not have an ongoing process for developing, adopting, renewing and revising written curriculum to prioritize preK-12 language and literacy instruction in the classroom.
 - A curriculum is a document or guide that outlines the philosophy, goals, objectives, learning experiences, instructional resources and assessments or tests that make up a specific educational program, according to the [Ohio Department of Education website](#).
 - B. A review of board policies reveals the board does not provide clear guidance on the process of curriculum development.
 - Curriculum development is a multiple-step, ongoing process that includes evaluating the existing curriculum, designing and implementing a new program, evaluating that program and implementing revised versions of the program.
 - According to the Springfield City Policy Manual, Section I, File IF and File IGA, “The Board provides for an effective curriculum and comprehensive instructional program to serve the educational needs of the students in this District. Legal responsibility for the adoption of curriculum resides with the Board.”
 - The district lacks consistent guidelines on what to teach, how to teach, when to teach and how to measure student learning.
 - C. According to interviews, the district has not developed a districtwide philosophy about language and literacy development.
 - According to the Springfield City Policy Manual, Section I, File IF Curriculum Development, the district has not developed a written, preK-12 language and literacy curriculum based on Ohio’s Learning Standards for English Language Arts. The Springfield City Policy Manual states:
 - “The Board expects the professional staff to implement the academic content [learning] standards as identified by the [Ohio Department of Education’s] Office of Curriculum and Instruction [currently the Office of Learning and Instructional Strategies]. The academic content [learning] standards and instructional organizers are to be followed by all personnel involved in the instructional process.”
 - Learning standards explain the knowledge and skills Ohio students need to learn in each grade or course.
 - According to documents reviewed and classroom observations, lessons and delivery of instruction on language and literacy are not aligned to [Ohio’s Learning Standards](#).
 - The district review team conducted classroom observations in all district school buildings to examine instruction and student learning. The team used a 6-point scale to evaluate each setting. The scores ranged from 0 to 5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence the practice is occurring.
 - In a review of team observations of more than 100 classrooms, the district received an average score of 1.27 out of a possible 5 on the alignment of classroom lessons and instructional delivery to Ohio’s Learning Standards.
 - Also, in a review of team observations of more than 100 classrooms, the district received an average score of 1.72 out of a possible 5 on the teacher’s communication of clear learning objectives aligned to Ohio’s Learning Standards.

- D. According to documents and interviews, the district has not conducted a needs assessment to determine:
- A shared districtwide understanding about teaching language and literacy, including:
 - Critical student learning needs.
 - Desired program outcomes.
 - The availability of resources to support the curriculum.
 - Timelines for implementation that consider existing and competing initiatives in the district.
 - The district has not provided teachers with updated language and literacy curriculum that defines common expectations by grade level, including the scope and sequence of standards to be taught. A scope and sequence documents includes the skills and content a student should master by high school graduation and the order they are presented through the grades.
 - At the time of the review, the district's scope and sequence documents were neither current nor complete. Missing elements included:
 - How the standards will be organized into units, number of days per unit and key concepts.
 - What the students will do to demonstrate their learning.
 - What common formative and summative assessments the district will use to measure student progress and achievement.
 - How the curriculum, instruction and assessments will accommodate the needs of all students.
 - Documents reviewed and interviews with district administrators revealed the scope and sequence of language and literacy standards were last updated in 2015-2016.
 - According to the Ohio Department of Education's [website](#):
 - "The State Board of Education adopted revised English language arts (ELA) standards in February 2017."
 - "The 2018-2019 Ohio's State Tests will assess the content of the revised 2017 standards."
 - Although the district outlined a process for deconstructing the standards in 2015-2016, there is no ongoing process to update learning goals. Deconstruction is breaking broad standards, such as those in various areas of English language arts, into smaller, more specific student learning targets for use in daily teaching and assessment.
 - According to documents reviewed and interviews with staff and focus group participants, in 2015-2016, the district conducted professional development in which educators deconstructed the learning standards. The educational nonprofit Battelle for Kids led those sessions.
 - According to the Teaching Learning Review (TLR) of Instructional Implementation Review Report, conducted and prepared by State Support Team 10, dated Dec. 21, 2018, the data suggests teachers are not creating learning targets.
 - The Teaching and Learning Review of Instructional Implementation contains a measure stated as "The teacher clearly identifies learning targets that are aligned to the content standards." This was observed in classrooms 50 percent of the time.
 - The district review team conducted classroom observations in all school buildings to examine instruction and student learning. Team members used a 6-point scale to evaluate each setting. The scores ranged from 0 to 5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice.

- According to classroom observations conducted by the district review team, the district received a rating of 1.74 out of a possible 5 points, with 5 being the highest, in the measure stated, “The teacher communicates class learning objectives aligned to Ohio’s Learning Standards.”
 - According to documents reviewed, although the Springfield City Policy Manual, Section I, File IF, outlines the expectation for the district to implement the current academic content (learning) standards, the scope and sequence are not aligned to 2018 Ohio’s Learning Standards.
 - Deconstructed standards and scope and sequence documents are aligned to the Common Core State Standards and not 2018 Ohio’s Learning Standards.
 - The district did not conduct a gap analysis to determine the difference between the Common Core State Standards and the 2018 Ohio’s Learning Standards in the scope and sequence.
- E. According to documents, interviews and focus group participants, the board did not consistently approve current instructional programs and resources in use in the district.
- According to the Springfield City Policy Manual, Section I, Files IIA and IIAA, “It is the legal responsibility of the Board of Education to approve all textbooks (may be printed and bound or electronic format) and the selection of instructional materials used as part of the educational program of this District.” Programs and resources not adopted for the 2019-2020 school year include:
 - Programs such as Foundations®, Heggerty Phonemic Awareness Curriculum, ThinkCerca™, and Literacy and Math Design Collaborative.
 - More than 50 intervention resources.
 - More than 300 software programs.
 - Unvetted internet resources, such as Teachers Pay Teachers.
 - Interviews with district administrators and teacher and principal focus group participants yielded these statements:
 - “Foundations® and Heggerty Phonemic Awareness Curriculum do not match the scope and sequence.”
 - “It is difficult to make real world connections with a scripted program.”
 - “How does the Literacy Design Collaborative fit into the K-3 literacy framework?”
 - “The classroom instructional programs and the interventions programs are not aligned.”
- F. The district does not evaluate the effectiveness of the curriculum as stated in board policy.
- According to the Springfield City Policy Manual, Section I, File AFI, “The Superintendent/designee evaluates the effectiveness of the educational resources used by the district to achieve the District’s educational goals and objectives.”
 - According to the Springfield City Policy Manual, Section I, File IM, “The Superintendent regularly evaluates the effectiveness of the instructional program... [and] submits a written and comprehensive report of his/her findings to the Board for its consideration and action... The report provides evidence-based outcome measurement of any initiative within a pre-determined time period... The results of the educational testing program are used as a part of the evaluation.”

IMPACT: When the district does not have a curriculum to guide instructional practices and decision-making, it may impede student achievement in language and literacy.

RECOMMENDATIONS

1. Create board policy that contains clear guidance on curriculum development and includes a process for the following:
 - Developing a districtwide philosophy on language and literacy development.
 - Evaluating the existing curriculum.
 - Designing and implementing a new program.
 - Evaluating the implementation of revised programs.
2. Develop a comprehensive scope and sequence for preK-12 language and literacy instruction aligned to Ohio's Learning Standards that includes the following:
 - A needs assessment.
 - Deconstruction of Ohio's Learning Standards.
 - Student learning targets.
 - Adult and student behaviors and successful indicators.
 - Assessments of student learning.
 - Evidence-based resources (materials proven by evidence to be effective).
 - Differentiated strategies (strategies for teaching students with different learning styles and needs).

BENEFIT: When the district develops and implements a comprehensive, written preK-12 language and literacy curriculum that guides instruction, teacher practices may be more effective and lead to an increase in student achievement.

2. The district and school-based comprehensive continuous improvement processes and tools do not consistently lead to changes in instructional practices.

- A. According to documents reviewed, interviews with district administrators, and teacher and principal focus group participants, although the district has established collaborative teams to improve communication and decision-making across all levels of the organization, these teams receive limited feedback and guidance from administrators.
 - According to documents reviewed, the district has established these teams:
 - District leadership team – A decision-making body of individuals representing the central office, building staff, bargaining unit officials, community partners and parents.
 - Building leadership team – A decision-making body of school-based individuals representing principals, teachers, support staff, and family and community members.
 - Teacher-based teams – Decision-making bodies of teachers, specialists and instructional coaches representing various grades and subject areas in a building.
 - The teams, however, do not focus consistently on a continuous improvement process, defined by the [Ohio Department of Education](#) as (1) collecting and evaluating data to determine critical student learning issues and contributing teacher and leader practices, (2) identifying expected changes in teacher and leader practices, (3) determining how change will be measured and supported, and (4) when and how to evaluate impact on student learning.
 - Based on a review of minutes from district, building and teacher-based team meetings from August 2019 to November 2019, teams across the district do not share a common purpose.

Also, the teams do not hold conversations to dig deeper into teaching and learning challenges and identify specific instructional changes teachers and leaders need to make.

- Although building and teacher-based team meeting agendas vary in content from school to school, the teams did not determine the most critical student learning problems, contributing teacher and leader practices, most important changes needed in teacher and leader practices or how to measure the impact of changed practices on student performance.
 - According to a review of district and school continuous improvement documents for the 2016-2021 school years, the district identified and measured desired changes in teacher practices based only on teacher and student “perceptions” identified in the Strategic Priority One Reflection Rubric survey rather than documenting actual practices in place in the classroom through observations.
 - Because the survey identifies multiple high-yield strategies desired to be in place in a classroom, the survey results are not useful in pinpointing the specific teaching practices within the district linked to the district improvement plan goal to successfully close the academic performance gaps between various student groups or the level of delivery that needs to increase.
 - Based on a review of the district improvement plan and corresponding school improvement plans, the district has not identified the specific skills leaders need to address ineffective teaching practices. It also has not identified how the district will measure changes in leader practices.
 - Based on a review of building and teacher-based team meeting minutes and interviews with teacher and principal focus group participants, the district leadership team is not consistent in providing oversight, feedback and support to school-based teams beyond sharing district leadership team minutes.
 - According to documents reviewed and comment from principal focus group participants, the district does not provide continuous, job-embedded training to principals to support their guidance and oversight of school-based planning efforts.
- B. District planning documents do not provide consistent guidance to support district and school improvement planning, according to documents reviewed and principal focus group comments.
- The district has not developed an improvement plan for schools to follow that is based on:
 - A systemic needs assessment and root cause analysis of problems.
 - Goals that address the most urgent student learning challenges.
 - Clear progress measures with periodic checkpoints.
 - Sequenced action steps.
 - Prioritized timelines.
 - Designated human, material and monetary resources to meet the goals.
 - According to a review of the district improvement plan, the district identified a five-year planning cycle but has not broken the long-range plan into smaller increments of a year or less to address urgent issues, such as accountability requirements, and establish the plan as a dynamic, changing document.
 - Based on documents reviewed and interviews with district administrators, the district does not conduct frequent needs assessments and analyze multiple data sources and trends to determine the student learning challenges it should prioritize and revise district improvement plan goals accordingly.

- The district identified two planning goals in the 2016-2017 school year — closing the achievement gaps between student groups and decreasing out-of-school, out-of-district disciplinary days. These are the same goals addressed in 2019-2020 school year.
- Within the goal of closing achievement gaps, the district identifies goals for improvement in reading, math, science and graduation rates. Because this scope is broad, it is difficult to determine the district's most pressing issues and difficult for the district to focus on one urgent priority.
- Based on documents reviewed and interviews with district administrators, the district does not identify the root causes of critical student learning challenges. This leads to misidentification of problems and ineffective solutions.
 - As part of the district leadership team planning agenda, the district identified a process for examining the underlying causes of student performance gaps. However, the district did not use the process when developing and updating improvement strategies.
 - The district uses the same strategy identified in the 2016-2017 school year plan to address the goal of closing the gaps between student groups in math, reading and graduation rate.
 - Rather than digging deeper into potential causes of student achievement gaps and contributing teacher and leader practices, the district continues to support its Strategy 1A: Align and integrate resources to ensure academic and life success by supporting learning and academic achievement at all levels. This strategy lacks clarity and support in research, and it is not linked to any underlying causes of the problem.
- According to interviews and documents reviewed, the district plan lists action steps to meet each goal. However, the district does not analyze root causes of problems to determine those action steps, prioritize them, connect them to high-yield teaching practices or extend the actions beyond routine practices.
 - Examples of the district's action steps to achieve improvements in reading math, science and graduation rates for all student groups include:
 - 1.a.2. Use data to identify annual areas of focus at each building to ensure measurable progress.
 - 1.a.1. Continue to leverage [use] teacher-based teams in every building to improve the quality of instruction.
- Documents reviewed reveal the district does not identify specific ways to measure changes in teacher and leader practices and student behavior. Thus, the district cannot accurately gauge progress toward improvement goals.
 - To measure changes in teacher practices intended to close gaps in reading, math, science and graduation rates, the district used only one tool — a survey for teachers and students called the Strategic Priority One Reflection Rubric.
 - The district did not do classroom observations to determine if practices were occurring there that contribute to gains in student achievement.
 - The district did not identify or measure changes in leader practices that contribute to closing achievement gaps.
 - To gauge its progress toward improving student growth in reading, math and science, the district used only one tool, the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) test. The district did not identify a series of common formative assessments necessary to monitor and adjust teaching practices quickly.

- According to the Northwest Evaluation Association’s website, its MAP test is an online assessment given to students three times a year to measure improvement in K-12 reading, math and science. Districts also use it to predict how students will perform on Ohio’s State Tests.
- According to the Ohio Department of Education’s [website](#), common formative assessments are formal and informal tests or tasks conducted during the learning process to help teachers modify teaching and learning activities as needed.
- The district does not include specific timelines for critical action steps to keep the improvement planning on track and allow for effective monitoring and oversight.
 - Using an implementation table, the district identified September as the time to “use data to identify annual areas of focus at each building [and] to ensure measurable progress.”
 - The district identified no year or date for the “use of data” and allowed only one month for the action step.
- The district plan does not identify human, material and monetary resources that align with and help to support the continuous improvement process.
 - The district does not identify resources to support professional development for teachers and leaders that would improve their potential to make the changes needed.
 - According to interviews with district administrators, the district does not align its budget planning with improvement priorities, strategies and action steps.

IMPACT: When the district does not have an effective continuous improvement process and tools to drive decision-making, adult instructional practices may not change to improve student learning.

RECOMMENDATIONS

1. Establish clear, well-defined support systems to advance the district improvement process. These should include:
 - Collaborating with the Mid-Ohio and Clark County Educational Service Center and State System of Support to establish, monitor and evaluate district and school improvement planning focused on:
 - Collecting and evaluating data to determine critical student learning issues and contributing teacher and leader practices.
 - Identifying expected changes in teacher and leader practices.
 - Determining how the district will measure and support change.
 - Determining when and how the district will evaluate impact to student learning.
 - Developing principals’ capacities to lead the school improvement process through on-the-job professional development, well-defined roles and responsibilities, and targeted district support and oversight.
 - Creating a district improvement plan that provides guidance for schools to do improvement planning that establishes a sense of urgency and is based on:
 - Assessing needs related to various district systems and looking deeply to find the root causes of the problems, such as high, districtwide staff turnover and absenteeism.
 - Goals that address the most critical student learning challenges.
 - Clear ways of measuring improvements in teacher and leader practices and student behaviors that occur periodically.
 - Sequenced action steps.

- Prioritized timelines.
- Designating human, material and monetary resources to meet the district's improvement goals.

BENEFIT: When the district has a clearly defined support system and ways of monitoring the district and school improvement planning processes, the district, school and teacher-based team model may produce observable increases in instruction and student achievement.

Systems for Student Support

1. The district has not developed effective student support systems to address the academic and nonacademic needs of the whole child.

- A. Springfield City Schools are not implementing the Positive Behavioral Interventions and Supports (PBIS) system effectively or consistently in all schools. [Ohio law](#) requires school districts to use Positive Behavioral Interventions and Supports on a system-wide basis to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students. In doing so, districts can promote positive student behavior and create an environment in which children can learn.
- According to Springfield City Schools Board Policy PBIS File JP*, the district “will develop a PBIS system that is consistent with the components set forth in the state board of education policy on Positive Behavior Intervention and Supports.”
 - Ohio's strategic plan for education, *Each Child, Our Future*, also encourages schools to use Positive Behavioral Interventions and Supports.
 - According to [PBIS.org](#), a Positive Behavioral Interventions and Supports approach is part of a three-tiered support system, which means districts develop supports and interventions for students that progress through tiers, according to student needs, and differ in nature and intensity to match students' academic, social, emotional and behavior needs. The three tiers of intervention and supports are:
 - Tier one - universal supports for all students.
 - Tier two - targeted interventions and support for identified students.
 - Tier three - intensive interventions and support for identified students.
 - According to the Springfield City School District Strategic Plan 2016-2021, the district identified two goals for Positive Behavioral Interventions and Supports implementation.
 - The district goal is for 100 percent of building staff to reach a score of 70 percent or greater implementation of the tier one scale.
 - The district student goal is for 100 percent of students to follow tier one behavior expectations, as evidenced by a decrease in exclusionary discipline practices (those where the student is separated from others) from 7,073 days to 3,536 days removed from class by school year 2021.
 - The district lacks the essential components for Positive Behavioral Interventions and Supports implementation, based on documents reviewed.
 - There is inconsistent administrative leadership and support for implementing Positive Behavioral Interventions and Supports.
 - Although the district has established teams, it does not assess, solve problems and plan support of Positive Behavioral Interventions and Supports consistently, according to meeting minutes.

- District schools have identified three to five behavioral expectations, and the district provides scripted lesson plans for teachers to teach expectations. However, the district does not monitor the implementation.
- The district has a goal to implement tier one by 2021, but it has not developed goals or timelines for implementing tiers two and three of Positive Behavioral Interventions and Supports to address the needs of specifically identified students.
- According to a PBIS Reward Points Earned Per Day document, the district is not consistent in using the newly adopted PBIS Rewards® Application, an online PBIS management system, to enter discipline referrals, track positive behavior reward points and communicate with parents.
 - Concerns expressed by building leaders and teacher focus group participants include:
 - “Technology is slow.”
 - “It doesn’t work as well as the old system.”
 - “The old system translated into multiple languages.”
 - “We can’t retrieve needed data.”
 - “We cannot message parents from the app on mobile phone.”
 - “We can only message parents from a laptop or desktop.”
 - “Not sure previous data was backed up.”
 - “We can’t access the same data as before.”
- Although the district offers professional development on Positive Behavioral Interventions and Supports, the district does not require all staff to attend, according to professional development sign-in sheets, interviews and the 2017-2019 Waiver Day Sessions Outcomes document.
- The district does not follow [the 2015 Ohio Standards for Professional Development guidelines](#) for developing Positive Behavioral Interventions and Supports trainings.
- Although the student support facilitators are assigned responsibility for leading Positive Behavioral Interventions and Supports implementation at the building level, the facilitators’ daily job responsibilities conflict with the role, according to documents reviewed and focus group participants.
 - According to the job description for the building-level student support facilitator, the district identifies the job objective as: “enable student’s success by improving student self-esteem, self-concept, self-discipline, behaviors and attendance through individual and group support.” The district requires the student support facilitator to hold a teaching license with the essential functions to include:
 - Establish and maintain positive relationships with students, parents and staff.
 - Assist with school mentors, volunteers, parent organizations and community support systems.
 - Provide student supervision especially before and after school.
 - Support and maintain the Positive Behavioral Interventions and Supports system within the building.
 - Provide instructional support to individuals or groups of students on a regular and ongoing basis to reinforce positive learning behaviors.
 - Set up, prepare for and attend meetings such as (but not limited to) IAT/IEP, mediation and juvenile court.

- Work in coordination with the building administrator to resolve parent complaints in dealing with student outcomes.
 - Focus group participants commented that the student support facilitators:
 - “Serve as assistant principals.”
 - “Are responsible for building discipline.”
 - “File truancy complaints in juvenile court.”
 - “Have a two-hour lunch duty.”
 - “Do not have time to work with students and families [due to other duties and responsibilities].”
 - At the time of the review, the district did not provide evidence of using multiple data sources to monitor and guide Positive Behavioral Interventions and Supports implementation in each school.
 - The district uses the Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (TFI) to measure tier one implementation at each school to drive decisions about areas that need to improve to fully implement Positive Behavioral Interventions and Supports. At the time of the review, the district did not provide evidence to show how school Positive Behavioral Interventions and Supports teams use the data collected from the Tiered Fidelity Inventory.
 - Although the district has a Tiered Fidelity Inventory Item Tier 1 Template for collecting evidence, the district did not provide documentation on how the template is being used.
 - The template includes 15 Positive Behavioral Interventions and Supports components and examples of “evidence of practice” Positive Behavioral Interventions and Supports teams should collect and use to make decisions.
 - Although the district has made comparisons between the Positive Behavioral Interventions and Supports non-negotiables with the Teaching Learning Review Conditions for Effective Teaching classroom observation tool, the district did not provide evidence of using data collected in those observations to determine the degree of Positive Behavioral Interventions and Supports implementation.
- B. According to the Ohio Special Education Profile issued by the Ohio Department of Education’s Office for Exceptional Children and the district’s resulting corrective action plan, the district does not use culturally responsive practices.
- Ohio’s strategic plan for education, *Each Child, Our Future*, defines culturally responsive practices as “a student-centered approach to teaching in which the educator makes content and curricula accessible to students and teaches in a way students can understand.”
 - Districts receive Ohio Special Education Profiles each year that show whether they are meeting their goals for students with disabilities over time. The federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA) established special education “indicators” to measure each school district’s services and results for students with disabilities. The Ohio Department of Education works with other special education stakeholders to set annual targets — or goals — for how districts should perform on these indicators.
 - According to the district’s 2018-2019 Ohio Special Education Profile, it did not meet indicator 4a, which measures discrepancies in discipline (out-of-school suspension) rates between students with disabilities and nondisabled students, and indicator 4b, which measures disproportionate discipline rates by race or ethnicity for students with disabilities.
 - According to the summary of the district corrective action plan:

- “Students who are black are 3.5 times more likely to be suspended [from school] than students of other racial ethnic groups.”
- “...the main root cause regarding referrals and discipline by subgroup was a lack of effective relationships between staff and students which are influenced by cultural differences, lack of awareness regarding disproportionate suspension, and the need for consistent, positive classroom management.”

C. According to documents reviewed, interviews and focus group participants, the district is not consistent across schools in implementing a “Response to Intervention” system and a process for referring students for assistance.

- According the 2019 Springfield City School District Instructional Leader Toolkit, Response to Intervention (Rtl) is “systematic way of connecting instructional components that are already in place. Response to Intervention integrates assessment [test] data and resources efficiently to provide more support options for every type of learning. It includes assessments, processes, tiers of interventions and the problem-solving process.”
- Although, the district has published guidance on implementing Response to Intervention and forms and checklists, teacher focus group participants and principals said implementation is inconsistent. Teacher focus group participants said:
 - They were not aware of the district’s guidance documents and forms for implementing Response to Intervention.
 - They need more training to implement Response to Intervention, PBIS and other district initiatives.
- According to documents reviewed, the district does not provide ongoing, job-embedded professional development and coaching to support Response to Intervention. Concerns expressed include:
 - The district has not provided Response to Intervention training for all teachers.
 - Information from training attended by principals, building representatives or instructional coaches may “not be communicated the same way” at all schools.
 - Teacher focus group participant comments included:
 - “The quality of training received varies from school to school.”
 - [There was] “one PD session last year, one this year. [We are] not experts.”
 - “[There are] four to five [Response to Intervention leaders] trained by Margaret Searle and expected to train staff.”
 - “[There is] no follow through or training for teachers to implement interventions.”

IMPACT: When the district does not provide effective systems of support to address students’ academic and nonacademic needs, it may decrease the likelihood of improvement in students’ academic and behavioral performance.

RECOMMENDATIONS

1. To address the needs of the whole child, integrate the PBIS and Response to Intervention systems in one prevention and intervention support system.
 - Develop policies, procedures, practices and structures to effectively implement, monitor and evaluate the effectiveness of the integrated model.

- Develop a continuum [successive levels] of evidence-based practices and resources matched to student needs at each tier of the integrated model.
- Develop an evaluation instrument to determine the effectiveness of each tier of the integrated model.
- Using the 2015 Ohio's Standards for Professional Development, build staff capacity to effectively implement the integrated model, including ongoing building-level support and staff coaching.

BENEFIT: When the district includes a clearly defined system of support to address the needs of the whole child in the improvement planning process, student engagement and achievement may improve.

Springfield City School District Analysis of Findings

Areas of Strength:

Curriculum, Instruction and Assessment

1. The district uses the Teaching Learning Review of Instructional Implementation tool to monitor teacher practices in the classroom.

Systems for Student Support

2. Community organizations partner with the district to address nonacademic barriers to student achievement.

Inclusive Leadership and Accountability

3. The board of education, superintendent, treasurer and leaders of Springfield Education Association, which represents educators, effectively communicate about day-to-day operations of the district.

Areas Needing Greatest Improvement:

Curriculum, Instruction and Assessment

1. The district does not use a comprehensive written preK-12 language and literacy curriculum to guide student instruction.

Inclusive Leadership and Accountability

2. The district does not create conditions that enable all principals to support teachers' instructional practices effectively.

Systems for Student Support

3. The district has not developed effective student support systems to address the academic and nonacademic needs of the whole child.

Curriculum, Instruction and Assessment

4. The district and school-based comprehensive continuous improvement processes and tools do not consistently lead to changes in instructional practices.

Appendix A: Review Team, Review Activities, Site Visit Schedule

The review was conducted November 18-22, 2019, by the following team of independent consultants, under the oversight of Ohio Department of Education staff members:

1. Dr. Delores Morgan, Dr. Joanne Kerekes and Jonathan Boyd, Inclusive Leadership and Accountability
2. Bonnie Sickinger and Sandra Hay, Curriculum, Instruction and Assessment
3. Karen Hopper, Systems for Student Support
4. Dr. Clairie Huff-Franklin, Director, Office of Intensive Supports, Center for Continuous Improvement

District Review Activities

The following activities were conducted during the review:

Interviews

- APTT Site Based Coordinator
- Board of Education Members
- Building Maintenance Supervisor
- Community Coordinator, School of Innovation
- Controller
- Coordinator of Assessment, Accountability & Research
- Coordinator of Elementary School Curriculum & PD
- Coordinator of Middle & High School Curriculum & PD
- Coordinator, Attendance, Safety & Security
- Coordinator, Career - ConnectED
- Coordinators of Curriculum & PD
- Director of Business Operations
- Director of Elementary Education
- Director of Human Resources
- Director of Information Technology
- Director of Student Services
- Director of Teaching, Learning & PD
- EMIS Coordinator
- Food Services Supervisor
- Gifted Program Personnel
- IB Coordinator
- Instructional Coaches
- Intervention Specialists
- Members of Business Advisory Council
- Members of Parent Advisory Committee
- New Hires (Certificated Only)
- Nurse
- Occupational Therapists
- Payroll staff
- Physical Therapists

- Psychologists
- School Age Care Specialist
- School Counselors
- Speech Therapists
- State Support Team 10
- Student Services Supervisors
- Student Support Facilitators
- Superintendent
- Supervisor of Communications
- Teachers Union President
- Technology Professional Development Facilitator
- Technology Supervisor
- Transition Coordinator
- Transportation Supervisor
- Treasurer

Focus Groups

- Middle and High School Teachers
- Assistant Principals/Deans of Students
- Elementary School Principals
- Elementary Schools Teachers (including Student Support Facilitators)
- High and Middle School Principals Focus Group
- Parents Focus Group

Onsite Visits

- Building and Classroom Observations at all levels

Springfield City School District (044818)

ConnectED
700 South Limestone Street
Springfield, OH 45505

Official District Review Schedule – November 18-22, 2019 (As of 11/22/19)

(Please be sure that interviewees selected for each interview block can answer questions about each level: elementary, middle, and high school.)

Notes: Team members may use laptops to take notes during interviews, focus groups, etc. With the exception of meetings with leadership teams, supervising staff should not be scheduled in interviews or focus groups with those under their supervision.

Day 1—November 18, 2019

| <i>Time</i> | <i>Activity</i> <i>Room Location –Trust</i> | <i>Time</i> | <i>Activity</i> <i>Room Location –Conundrum</i> | <i>Time</i> | <i>Activity</i> <i>Room Location –Creativity</i> |
|-------------|---|-------------|--|-------------|---|
| 7:30-8:00 | ODE DRT Team Meeting <i>RoomLocation –Verify</i> ALL DRT Members | | | | |
| 8:00-8:15 | Orientation with District Leaders <i>Location Room # Collaboration West</i> ALL DRT MEMBERS | | | | |
| 8:30-11:00 | Classroom and Building Observations will be conducted by the Team Classroom Observers | | | | |
| 8:30-9:25 | Assessment & Data Interview <i>Room Location –Trust</i> | 8:30-9:25 | Leadership Interview <i>Room Location –Conundrum</i> | 8:30-9:25 | Student Supports Interview <i>Room Location –Creativity</i> |
| | Coordinator of Assessment, Accountability & Research A&D, C&I | | Superintendent Treasurer LGC, FM | | Director of Student Services Director of Human Resources SS, HR/PD |
| 9:30-10:25 | Student Supports Interview | 9:30-10:25 | Leadership/Fiscal Interview | 9:30-10:25 | HR/PD Interview |
| | Student Services Supervisors & Gifted Program Personnel SS, A&D | | Supervisor of Communications LGC, FM | | Director of Human Resources Director of Teaching, Learning & PD HR/PD, C&I |

| <i>Time</i> | <i>Activity Room Location –Trust</i> | <i>Time</i> | <i>Activity Room Location – Conundrum</i> | <i>Time</i> | <i>Activity Room Location –Creativity</i> |
|-------------|--|-------------|---|-------------|--|
| 10:30-11:25 | Student Supports Interview | 10:30-11:25 | Assessment & Data Interview | 10:30-11:25 | Curriculum Interview |
| | Psychologists Speech Therapists Physical Therapists Occupational Therapists Nurse SS | | EMIS Coordinator A&D, FM | | Coordinator of Middle & High School Curriculum & PD Coordinator of Elementary School Curriculum & PD LGC, C&I |
| 10:30-11:25 | HR/PD Interview – Room# Collaboration East Treasurer HR/PD, FM #3 | | | | |
| 11:30-12:55 | DRT Working Lunch Team Workroom – Room # Verify ALL DRT MEMBERS | | | | |
| 1:00-1:55 | HR/PD Interview Location – Room # Conundrum Technology Professional Development Facilitator HR/PD, C&I, A&D | | | | |
| 1:00-1:55 | Leadership Interview - City Leaders and Representatives (City Officials, Business Leaders, etc.) Location – Room # Collaboration East Members of Business Advisory Council FM, LGC, SS | | | | |
| 2:00-2:55 | Curriculum Interview | 2:00-2:55 | Fiscal Interview | 2:00-2:55 | Assessment & Data Interview |
| | Coordinators of Curriculum & PD C&I | | Director of Business Operations FM, HR/PD | | Director of Student Services Director of Teaching, Learning & PD A&D, SS, LGC |

| | | | | | |
|-------------|---|-----------|--|-----------|--|
| 3:00-3:55 | Leadership Interview <i>Room Location # Trust</i> | 3:00-3:55 | Assessment & Data Interview <i>Room Location # Conundrum</i> | 3:00-3:55 | HR/PD Interview <i>Room Location #Creativity</i> |
| | Treasurer FM | | Coordinators of Curriculum & PD A&D, SS | | Director of Elementary Education HR/PD |
| 3:00 – 3:55 | Director of Teaching, Learning & PD (office) LGC, C&I | | | | |
| Time | Activity <i>Room Location –Collaboration East</i> | | | | |
| 4:00-5:15 | Middle and High School Teachers Focus Group ALL DRT MEMBERS | | | | |
| 5:30-6:30 | Parents Focus Group <i>Location –Collaboration East</i> ALL DRT MEMBERS | | | | |
| 6:45 | Review Team Debrief Team Workroom – Verify ALL DRT MEMBERS | | | | |

Site Visit Schedule Day 2—November 19, 2019

| Time | Activity Room Location – Trust | Time | Activity Room Location – Conundrum | Time | Activity Room Location - Creativity |
|-------------|---|------------|--|------------|--|
| 8:00-8:30 | DRT Meeting Team Workroom - Room # Verify ALL DRT MEMBERS | | | | |
| 8:30-4:00 | Classroom and Building Observations will be conducted by the Team Classroom Observers | | | | |
| 8:30-9:25 | Leadership, Governance & Communication Interview Location –Conundrum | 8:30-9:25 | Curriculum & Instruction Interview Location –Creativity | 8:30-9:25 | Assessment Interview Location –Trust |
| | Board Members (2) LGC, FM | | School Counselors (Open Invitation) School Age Care Specialist C&I, SS | | Technology Staff Demonstration – Student Information System, etc. A&D, HR/PD, SS #2 |
| 9:30-11:45 | Leadership Interview Location – Room # Conundrum | 9:30-10:25 | Student Supports Interview Location -Room # Creativity | 9:30-10:25 | Assessment Interview Location – Room # Trust |
| | OPEN FM | | Coordinator, Career - ConnectED Transition Coordinator SS, C&I, LGC | | Director of Information Technology A&D, HR/PD, FM #2 |
| 11:45-12:55 | DRT Meeting/Working Lunch Location - Teamroom Verify ALL DRT MEMBERS | | | | |
| 1:00-2:15 | Student Supports Focus Group Location – Room # Collaboration West ALL DRT MEMBERS | | | | |

| <i>Time</i> | <i>Activity Room Location – Trust</i> | <i>Time</i> | <i>Activity Room Location – Conundrum</i> | <i>Time</i> | <i>Activity Room Location – Creativity</i> |
|-------------|---|-------------|--|-------------|--|
| 2:20-3:10 | ALL Assistant Principals/Deans of Students <i>Room Location – # Trust</i> ALL DRT MEMBERS | | | | |
| 3:15-4:30 | Elementary Schools Teacher Focus Group (including Student Support Facilitators) <i>Location – Room # Collaboration West</i> ALL DRT MEMBERS | | | | |
| 4:45-5:15 | <i>Room Location – # Trust</i> Board Members (2) LGC, FM | 4:45-5:15 | <i>Room Location # Conundrum</i> Board Member (1) A&D, C&I | | |
| 5:20-5:50 | <i>Room Location – # Trust</i> Board Member (1) LGC, FM | 5:20-5:50 | <i>Room # Conundrum</i> Board Members (2) A&D, C&I | | |
| 6:00 | Review Team Debrief <i>Location - Team Workroom - Room # Verify</i> ALL DRT MEMBERS | | | | |

Site Visit Schedule Day 3—November 20, 2019

| <i>Time</i> | <i>Activity</i> <i>Room Location # Collaboration</i> <i>East</i> | <i>Time</i> | <i>Activity</i> <i>Room Location # Conundrum</i> | <i>Time</i> | <i>Activity</i> <i>Room Location # Trust</i> |
|-------------|--|-------------|---|-------------|---|
| 8:00-8:30 | DRT Meeting ALL DRT MEMBERS Location: Team Workroom – <i>Room Location # Creativity</i> | | | | |
| 8:30-9:25 | Student Supports Interview Intervention Specialists SS, HR/PD (8:30) | 8:30-9:25 | Fiscal Interview Treasurer Coordinator of Assessment, Accountability & Research FM, HR/PD (9:00) | 8:30-9:25 | Curriculum & Instruction Interview Director of Elementary Education C&I, A&D, LGC |
| 9:30-9:40 | Travel to School Buildings | | | | |
| 9:45-10:40 | Student Focus Group Elementary <i>Simon Kenton Elementary</i> <i>731 East Home Road</i> <i>Springfield, OH 45503</i> LGC, C&I, FM #3 | 9:45-10:40 | Student Focus Group Middle School <i>Roosevelt</i> <i>721 East Home Road</i> <i>Springfield, OH 45503</i> FM #2, A&D, SS #2 | 9:45-10:40 | Student Focus Group High School <i>SHS</i> <i>701 East Home Road</i> <i>Springfield, OH 45503</i> SS, HR/PD, FM |
| 10:40-10:50 | Travel to District Review Work Room | | | | |
| 11:00-11:55 | Fiscal Interview <i>Room # Creativity</i> Supervisors Transportation Building Maint. Technology Food Services FM | 11:00-11:55 | Assessment Interview <i>Room # Conundrum</i> Treasurer Coordinator of Assessment, Accountability & Research SS, A&D, LGC | 11:00-11:55 | Curriculum Interview <i>Room # Collaboration East</i> Instructional Coaches C&I, HR/PD |
| 12:00-12:55 | Working Lunch/Document Review: Location: Team Workroom - <i>Room # Verify</i> ALL DRT MEMBERS | | | | |

| <i>Time</i> | <i>Activity</i> <i>Room Location # Collaboration West</i> | <i>Time</i> | <i>Activity</i> <i>Room Location # Conundrum</i> | <i>Time</i> | <i>Activity</i> <i>Room Location # Trust</i> |
|-------------|--|-------------|--|-------------|--|
| 1:00-1:25 | Student Supports Interview Member(s) parent advisory committee SS #2 | 1:00-1:55 | Curriculum Interview Director of Student Services C&I, A&D | 1:00-1:40 | Fiscal Interview Superintendent FM #1 & #2, LGC |
| 1:30-1:55 | Community Coordinator, School of Innovation APTT Site Based Coordinator SS | 1:00-1:55 | <i>Location – Room # Creativity</i> Coordinators, Curriculum & PD HR/PD, , SS (1:00), FM #3 | | |
| 2:00-2:55 | Fiscal Interview IB Coordinator A&D, C&I | 2:00-2:55 | Student Supports Interview Coordinator, Attendance, Safety & Security SS | 2:00-2:55 | Leadership Interview Teachers Union President LGC, HR/PD |
| 2:00-2:55 | Controller Payroll FM | | | | |
| <i>Time</i> | <i>Activity</i> <i>Room Location # Collaboration East</i> | <i>Time</i> | <i>Activity</i> <i>Room Location # Collaboration East</i> | | |
| 3:10-4:25 | Elementary School Principals Focus Group ALL DRT MEMBERS | 4:30-5:25 | High and Middle School Principals Focus Group ALL DRT MEMBERS | | |
| 5:30-6:30 | SST 10 Leadership Staff - Conference Call Betsy Apolito, Melanie Horvath ALL DRT MEMBERS | 6:40 | Review Team Debrief and Team Members Location – Team Workroom - Room # Creativity ALL DRT MEMBERS | | |

Site Visit Schedule Day 4 — November 21, 2019

| <i>Time</i> | <i>Activity</i> | <i>Time</i> | <i>Activity</i> | <i>Time</i> | <i>Activity</i> |
|-------------|---|-------------|-----------------|-------------|-----------------|
| 8:00 -12:30 | Classroom and Teacher-Based Team Observations | | | | |
| 12:30-1:30 | DRT Lunch <i>Location – Room # Verify</i> ALL DRT MEMBERS | | | | |
| 1:30-1:45 | Travel time | | | | |
| 2:15-6:00 | DRT Working Lunch/Emerging Themes Meeting <i>Location – Room # Verify</i> ALL DRT MEMBERS, EDITING TEAM | | | | |
| 4:00 – 5:00 | HR/PD Interview <i>Location – Room # Creativity</i> New Hires (Certificated Only) HR/PD, C&I | | | | |

Site Visit Schedule Day 5—November 22, 2019

| Time | Activity |
|-------------|---|
| 9:00-10:00 | SST 10 Conference Call – Team Workroom - Room # Verify ALL DRT MEMBERS |
| 10:00-10:45 | Meeting with Superintendent re Emerging Themes Location – Room # Trust CCI Representative DRT Coordinator |
| 11:00-11:45 | District Debriefing Meeting with leadership team re Emerging Themes Location - Room # Collaboration West ALL DRT MEMBERS |
| 11:45-2:00 | Working Lunch/ Q & A/ Compliance Tracking System Location - Team Workroom - Room # Verify ALL DRT MEMBERS |

Key

A&D = Assessment & Effective Use of Data

C&I = Curriculum & Instruction

FM = Fiscal Management

HR/PD = Human Resources/Professional Development

LGC = Leadership, Governance & Communication

SS = Student Supports

CCI = Center for Continuous Improvement

DRT = District Review Team

Appendix B: District Profile/Student Performance, Figures and Tables Related to Accountability

DISTRICT PROFILE

Springfield City Schools are in Clark County. According to the United States Census Bureau, the estimated population of Springfield, Ohio, as of July 1, 2018, was approximately 59,282, which represents a 2.1 percent decrease in population since the 2010 Census.¹ Approximately 82.4 percent of the population graduated from high school. The median household income in the city of Springfield is \$34,887, with 25.6 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$54,533, with 13.9 percent living below the poverty line.

The average teacher salary in Springfield City Schools for 2018-2019 was \$59,440 (see table B-1, Appendix B), an increase of \$5,610 over five years. During the same period, the percentage of teacher attendance fell from 95.9 percent to 95.1 percent.

The student population breakdown for the school district in 2018-2019 was 53.3 percent White, Non-Hispanic; 14.3 percent Multiracial; 7.7 percent Hispanic; and 23.9 percent Black, Non-Hispanic (see figure B-1, Appendix B). The district reported 100 percent economically disadvantaged students, 19.3 percent students with disabilities, 4.1 percent gifted students and 3.8 percent English learners in 2019 (see figure B-2, Appendix B). Overall, Springfield City Schools' enrollment has increased over the last 10 years, from 7,286 in 2010 to 7,531 in 2019 (see figure B-3, Appendix B).

Springfield City Schools is composed of these 15 schools:

- Fulton Elementary School
- Hayward Middle School
- Kenton Elementary School
- Kenwood Elementary
- Lagonda Elementary School
- Lincoln Elementary School
- Mann Elementary School
- Perrin Woods Elementary School
- Roosevelt Middle School
- Springfield School of Innovation
- Schaefer Middle School
- Snowhill Elementary School
- Snyder Park Elementary School
- Springfield High School
- Warder Park-Wayne Elementary School

STUDENT PERFORMANCE

Information about student performance includes: (1) the status of the district in the Ohio Department of Education's accountability system and the following measures that appear on each district's Ohio School Report Card; (2) the progress the district is making toward narrowing achievement gaps, measured by the report card's Gap Closing component; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index (all student scores on all state tests); (6) four- and five-year graduation rates; (7) student preparedness, measured by the Prepared for Success component; (8) attendance; and (9) progress the district is making toward improving at-risk K-3 readers.

¹ United States Census Bureau, 2010.

The Ohio Department of Education provides three-year trend data, when possible, identifying areas in which a district and its schools are demonstrating potentially meaningful gains or declines over these periods. In this section and in Appendices B and C, the data reported is the most recent available.

1. District Report Card Summary.

- A. On its 2018-2019 report card, Springfield City Schools received an overall “F.” The district received “D” grades in Improving At-Risk K-3 Readers and Progress. It received “F” grades in Achievement, Gap Closing, Graduation Rate and Prepared for Success.

2. District Gap Closing Summary.

- A. To ensure that achievement gaps close by half statewide by 2026, Ohio expects districts to help their student subgroups meet interim Performance Index and Graduation Rate targets or improve annually by 10 percent. In English language arts, none of the district’s subgroups met the subgroup interim Performance Index goal in 2018-2019. However, the district’s English learner subgroup earned partial points for showing some improvement, even though they did not improve by 10 percent (see figure B-4, Appendix B). In mathematics, none of the district’s subgroups met the interim Performance Index goal or showed any improvement in 2018-2019 (see figure B-5, Appendix B). For the class of 2018, the district’s Black, Non-Hispanic; Disadvantaged; and Students with Disabilities subgroups met the interim four-year graduation rate goal. The All Students and Multiracial subgroups showed improvement in the four-year graduation rate between 2018 (the class of 2017) and 2019 (class of 2018) (see figure B-6, Appendix B).

3. District English Language Arts Performance and Growth Summary².

- A. Ohio expects districts to achieve 80 percent proficiency on each report card indicator that is based on students’ state test performance (measured in Indicators Met). Springfield City Schools did not meet the 80 percent benchmark for any English language arts indicator in 2018-2019 (see figure B-7, Appendix B). However, between 2018 and 2019, English language arts performance in Springfield City Schools improved across a few test-based indicators, with the largest increases in student proficiency occurring in grade 7 (12.4 percent), and high school English language arts I (10.7 percent).
- B. Comparing Springfield City Schools to the state average (see figure B-8, Appendix B), the greatest proficiency gaps occur in high school English language arts II (-36.0 percent), high school English language arts I (-27.2 percent) and grade 6 (-27.2 percent).
- C. Springfield City Schools Value-Added results on the Progress component show significant evidence that students made more than expected progress in grade 7. Along with evidence of growth matching the standard in grade 8 (see figure B-9, Appendix B).

4. District Mathematics Performance and Growth Summary.²

- A. Ohio expects districts to achieve 80 percent proficiency on each report card indicator that is based on students’ state test performance (measured in Indicators Met). Springfield City Schools did not meet the 80 percent benchmark for any math indicator in 2018-2019 (see figure B-10, Appendix B). However, between 2018 and 2019, students in grade 4, grade 7, grade 8 and high school algebra I showed some improvement — increasing 1.7 percent, 1.7 percent, 0.8 percent and 4.7 percent respectively.
- B. Comparing Springfield City Schools to the state average (see figure B-11, Appendix B) shows that the greatest proficiency gaps — not including high school mathematics I and high school mathematics II — appear in high school geometry (-38.2 percent), high school algebra I (-30.2 percent) and grade 5 (-29.5 percent).
- C. Springfield City Schools Value-Added results on the Progress component show significant evidence that students made more than expected progress in grade 7 and moderate evidence that students

² Growth occurs when there is evidence that students made progress similar to or exceeding the statewide expectation.

made more than expected progress in grade 5, but the results also showed significant evidence that students in grades 4 and 8 made less than expected progress (see figure B-12, Appendix B).

5. District Performance Index Summary.³

- A. Springfield City Schools' Performance Index score for 2018-2019 was 65.1, a slight decrease from 67.7 in 2017-2018 (see figure B-13, Appendix B).

6. District Graduation Summary.⁴

- A. Springfield City Schools' four-year graduation rate for 2019 (class of 2018) was 76.7 percent. Its five-year graduation rate for the class of 2017 was 79.4 percent (see figure B-14, Appendix B). Both the four-year and five-year graduation rates are lower than those of similar districts and the state average this year (see figure B-15, Appendix B).
- B. Approximately 23.3 percent of the district's students did not graduate in four years, compared to the state average of 14.7 percent. The four-year graduation rates increased from 72.8 percent for the class of 2014 to 76.7 percent for the class of 2018. The five-year graduation rate increased from 76.3 percent for the class of 2014 to 79.4 percent for the class of 2017.

7. District Prepared for Success Summary.

- A. Springfield City Schools' ACT participation in 2019 (class of 2018) was 48.1 percent, an increase of 13.6 percent from 2018 (class of 2017) (see figure B-16, Appendix B). Of the students in the entire graduating class, 7.6 percent received remediation-free scores, decreasing from 7.9 percent in 2018 (class of 2017).
- B. The percentage of students receiving honors diplomas increased from 5.6 percent in 2018 (class of 2017) to 5.8 percent in 2019 (class of 2018).
- C. College Credit Plus participation in the district increased from 3.9 percent in 2017 (class of 2016) to 6.7 percent in 2018 (class of 2017) and 11.6 percent in 2019 (class of 2018).
- D. The percentage of students participating in Advanced Placement courses fell from 17.0 percent in 2017 (class of 2016) to 14.7 percent in 2018 (class of 2017) and 11.7 percent in 2019 (class of 2018).

8. District Attendance and Chronic Absenteeism Summary.

- A. Springfield City Schools' attendance rate was 90.4 percent in 2019, compared to the state average student attendance rate of 93.5 percent (see figure B-17, Appendix B).
- B. The district's chronic absenteeism rate⁵ increased from 27 percent in 2018 to 31.4 percent in 2019 (see figure B-18, Appendix B). Approximately 76.5 percent of the district's students needed universal support⁶ for attendance, compared to 17.6 percent who needed moderate support and 5.8 percent who needed intensive support (see figure B-19, Appendix B).
- C. During the 2018-2019 school year, students in grade 11 had the highest chronic absenteeism rate in the district at 55.5 percent (see figure B-20, Appendix B).

9. District Literacy Summary.

- A. Ohio expects students in kindergarten through grade 3 to make progress toward reading at grade level by the end of third grade so their literacy skills are "on track." Under the provisions of Ohio's Third Grade Reading Guarantee, on-track students can be promoted to fourth grade. Of Springfield City Schools' 786 off-track students, 208 moved to on-track status. However, Springfield City Schools

³ The Performance Index score measures the achievement of every student regardless of their levels of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. Untested students also are included in the calculation and schools and districts receive zero points for them. For purposes of assigning the letter grades, a Performance Index score of 120 is considered to be a "perfect" score. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.

⁴ Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.

⁵ Students who miss 10 or more percent of school are identified as chronically absent.

⁶ Students who miss less than 10 percent of school require universal support for attendance. Students who miss between 10 percent and 20 percent of school require moderate support, while those missing 20 percent or more of school require intensive support.

received a deduction because 1 student was not placed on a Reading Improvement and Monitoring Plan (RIMP) and did not score proficient on the third grade English language arts exam (see figures B-21 and B-22, Appendix B).

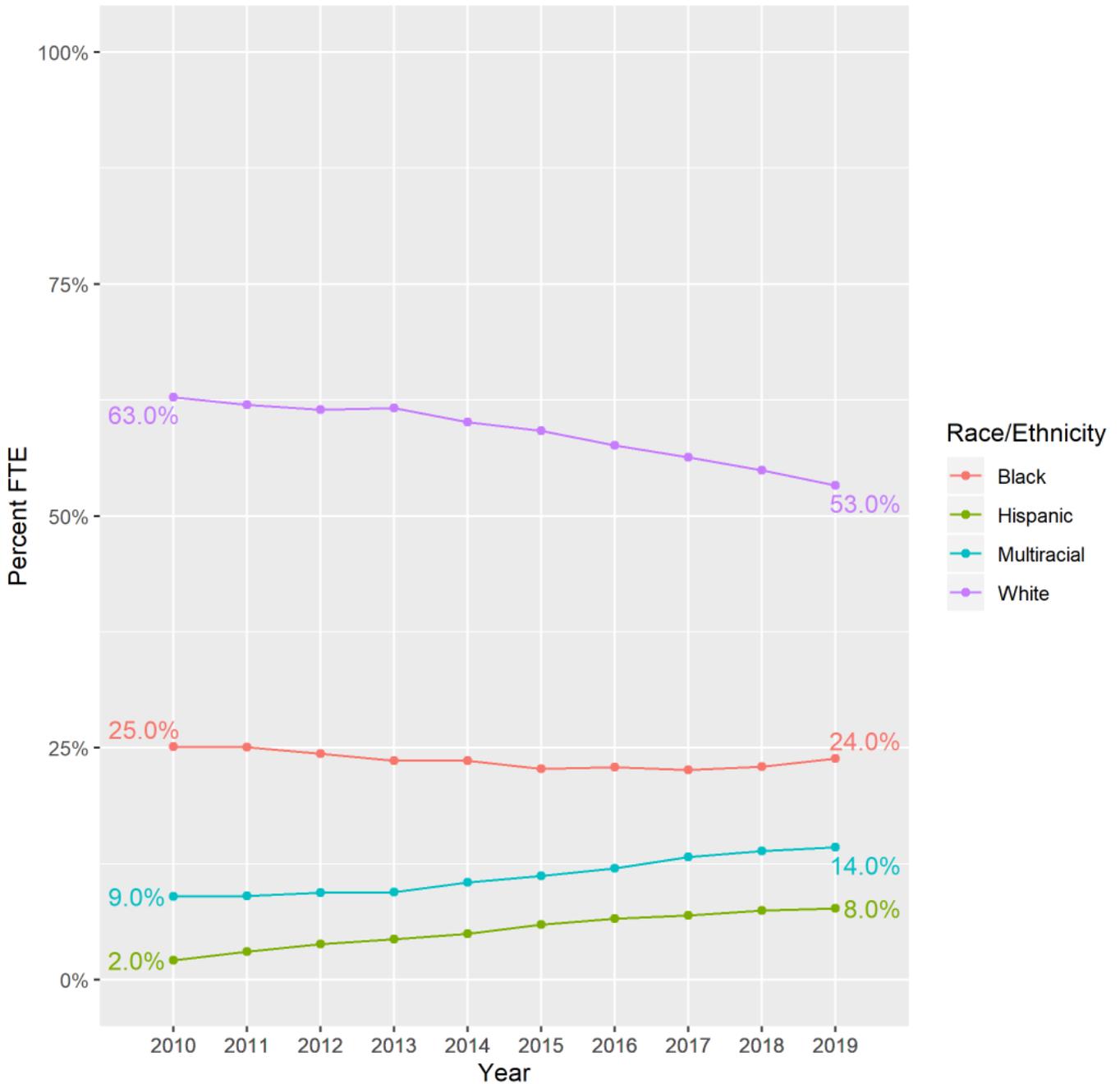
- B. During the 2018-2019 school year, 8.2 percent of Springfield City Schools' third-graders did not meet the Third Grade Reading Guarantee criteria for promotion to fourth grade.

10. District Financial Data Summary.

- A. In 2018-2019, Springfield City Schools spent \$9,074.30 per pupil compared to the state average of \$9,723.70 (see figure B-23, Appendix B). As a percentage of total expenditures, the district spent slightly less on classroom instruction (69.3 percent) than similar districts (69.5 percent) but spent more than the state (67.7 percent) overall (see figure B-24, Appendix B).
- B. Slightly more than 67 percent of the district's revenue came from state funds, with local funds making up the second highest percent of Springfield's revenue at 17.8 percent (see figure B-25, Appendix B).
- C. During the 2018-2019 school year, Springfield City Schools spent \$308 or 18.5 percent more on administration and \$267 or 33.9 percent more on pupil support than the state average. They also spent \$279 or 65.4 percent more than the state average on staff support. However, Springfield City Schools spent less on building operations than the state average (see table B-2, Appendix B). Find details on these spending categories below table B-2 in Appendix B.

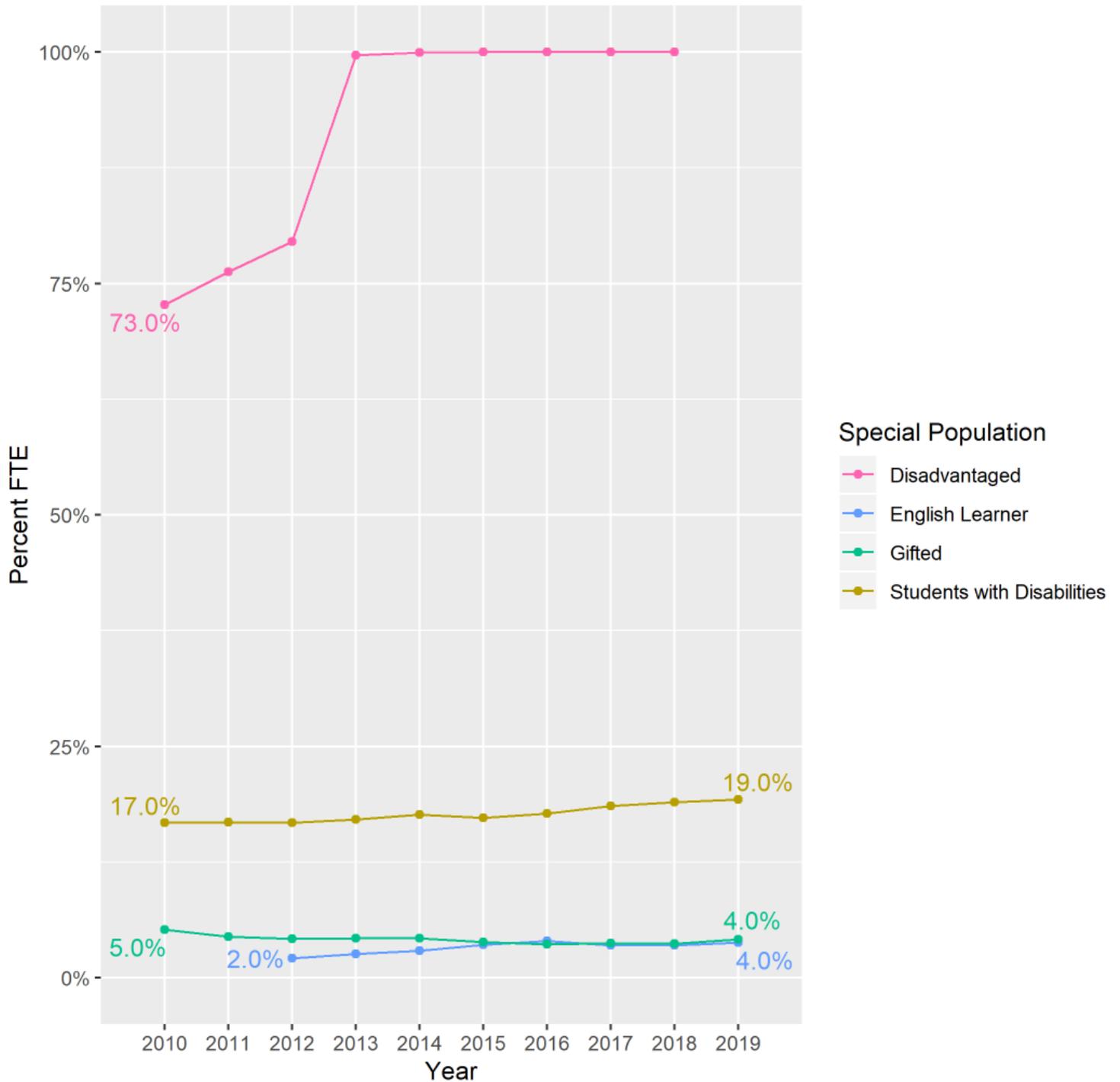
FIGURES AND TABLES RELATED TO ACCOUNTABILITY

Figure B-1: Springfield City Schools District Enrollment – Race



Source: Ohio Department of Education, Office of Accountability

Figure B-2: Springfield City Schools District Enrollment – Special Populations



Source: Ohio Department of Education, Office of Accountability

Figure B-3: Springfield City Schools District Enrollment – 10-Year Trend

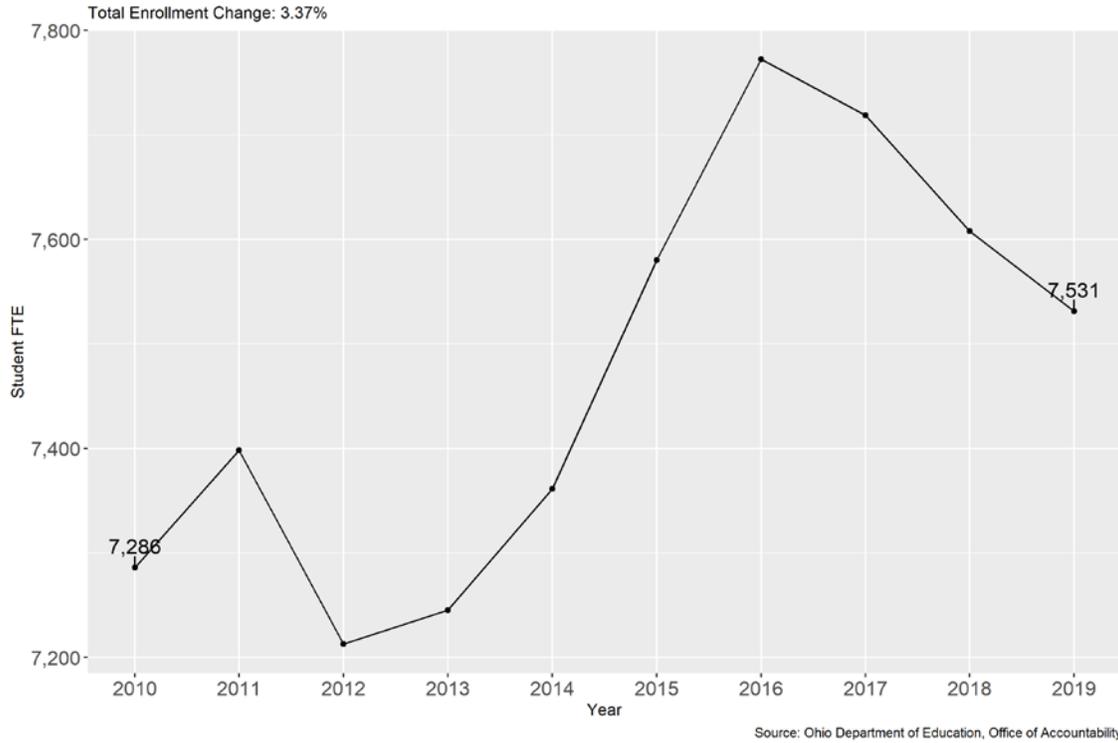


Figure B-4: Springfield City Schools Gap Closing – English Language Arts

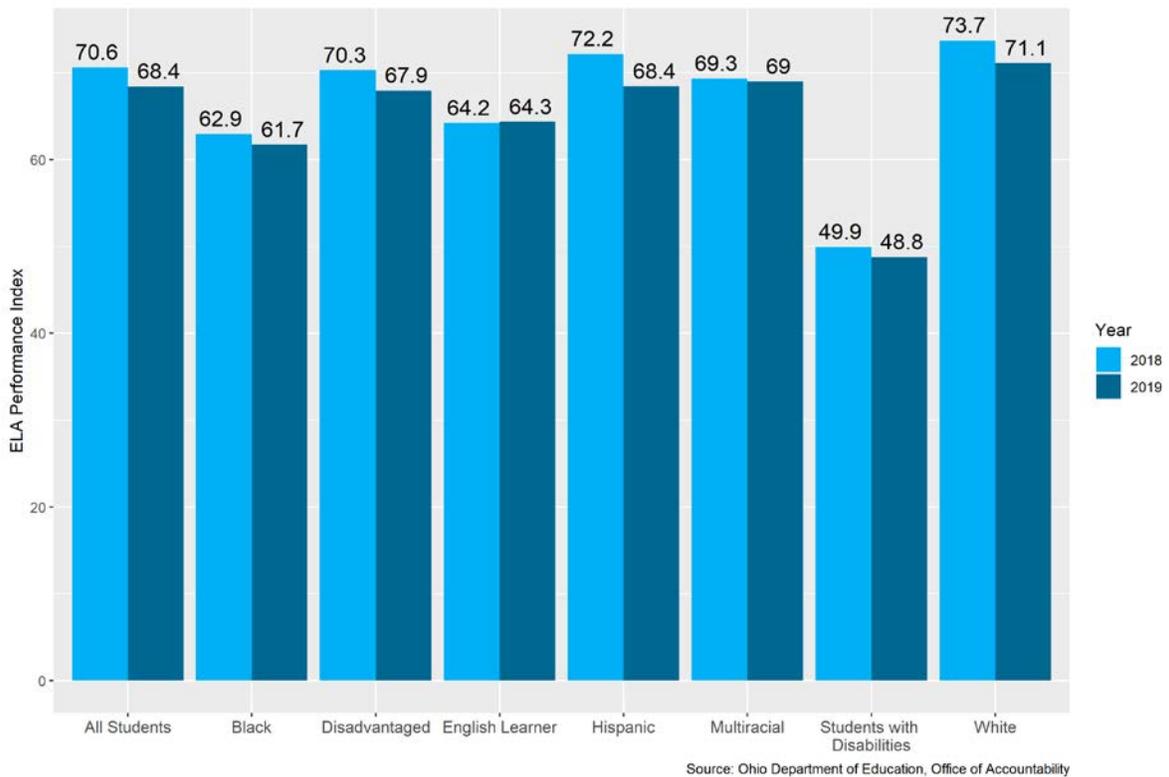
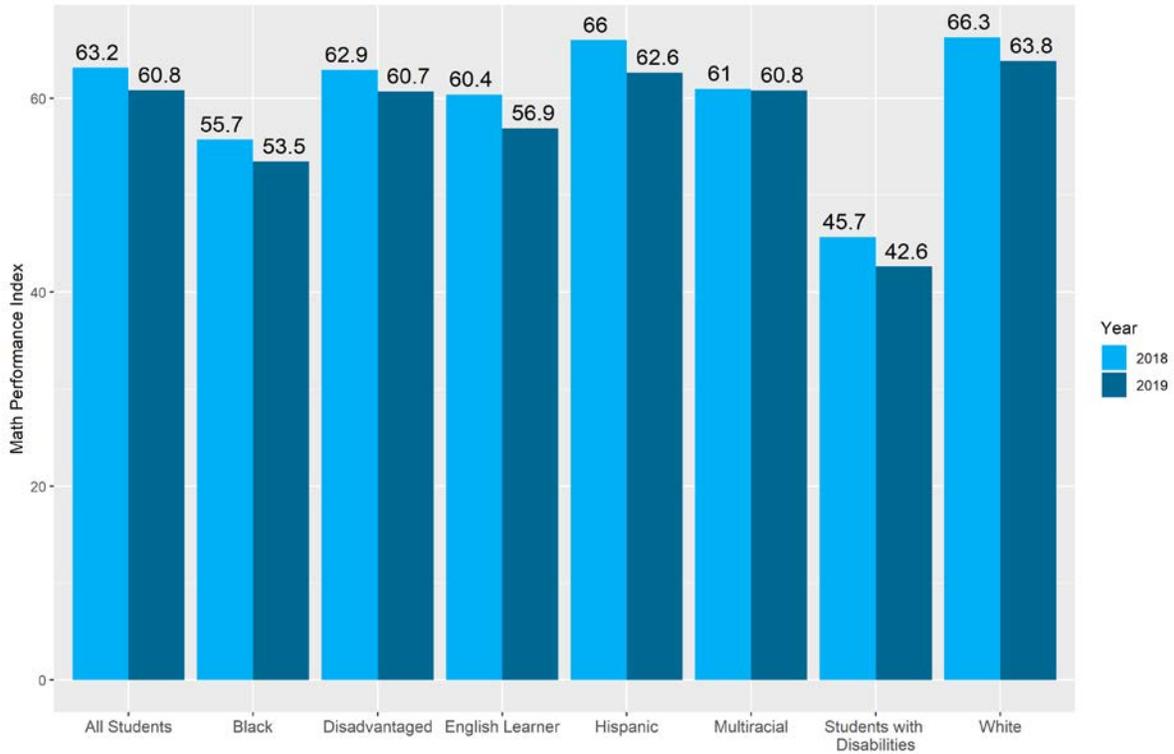


Figure B-5: Springfield City Schools Gap Closing – Mathematics



Source: Ohio Department of Education, Office of Accountability

Figure B-6: Springfield City Schools Gap Closing – Graduation⁷

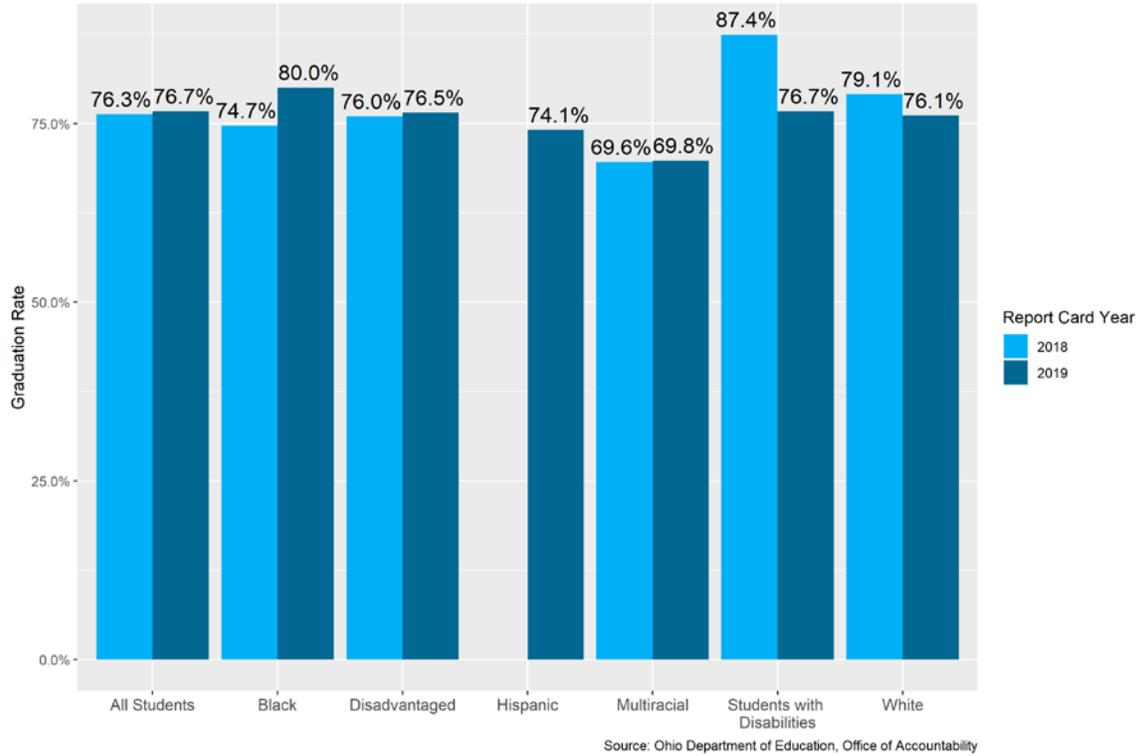


Figure B-7: Springfield City Schools English Language Arts Proficiency – Trend

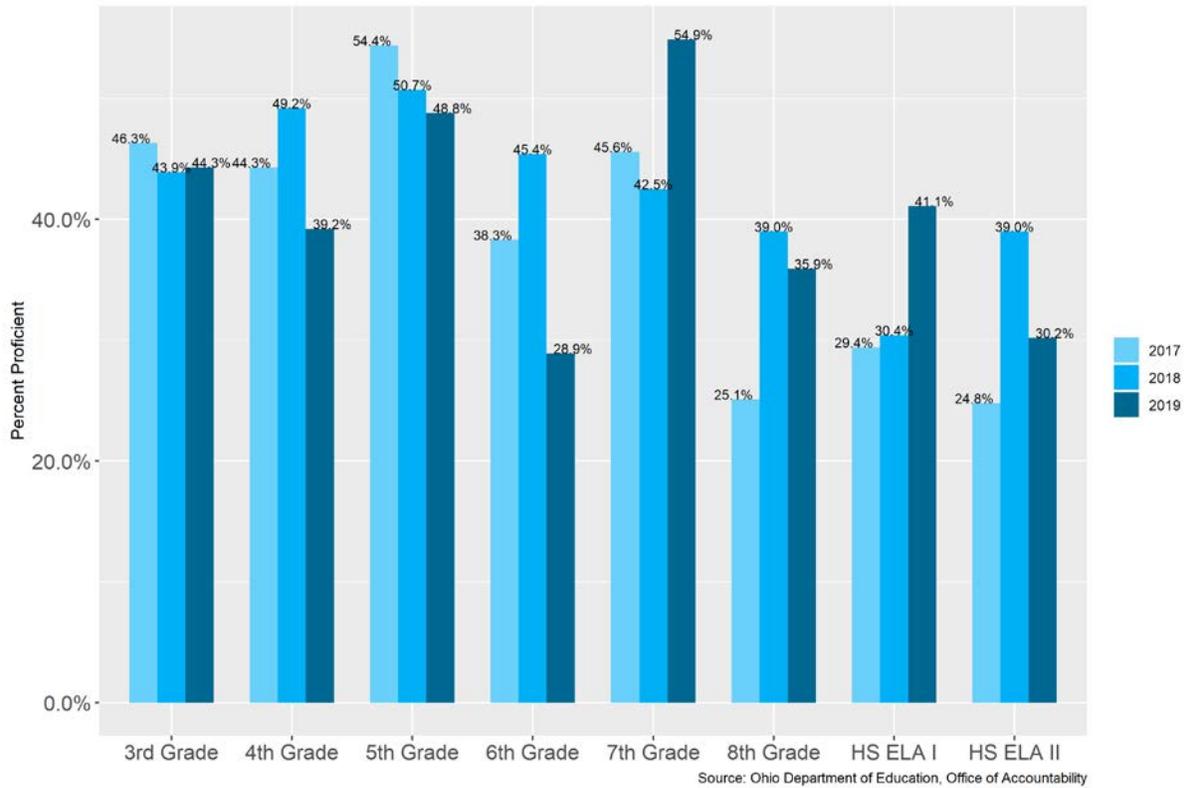


Figure B-8: Springfield City Schools English Language Arts Proficiency – Comparison

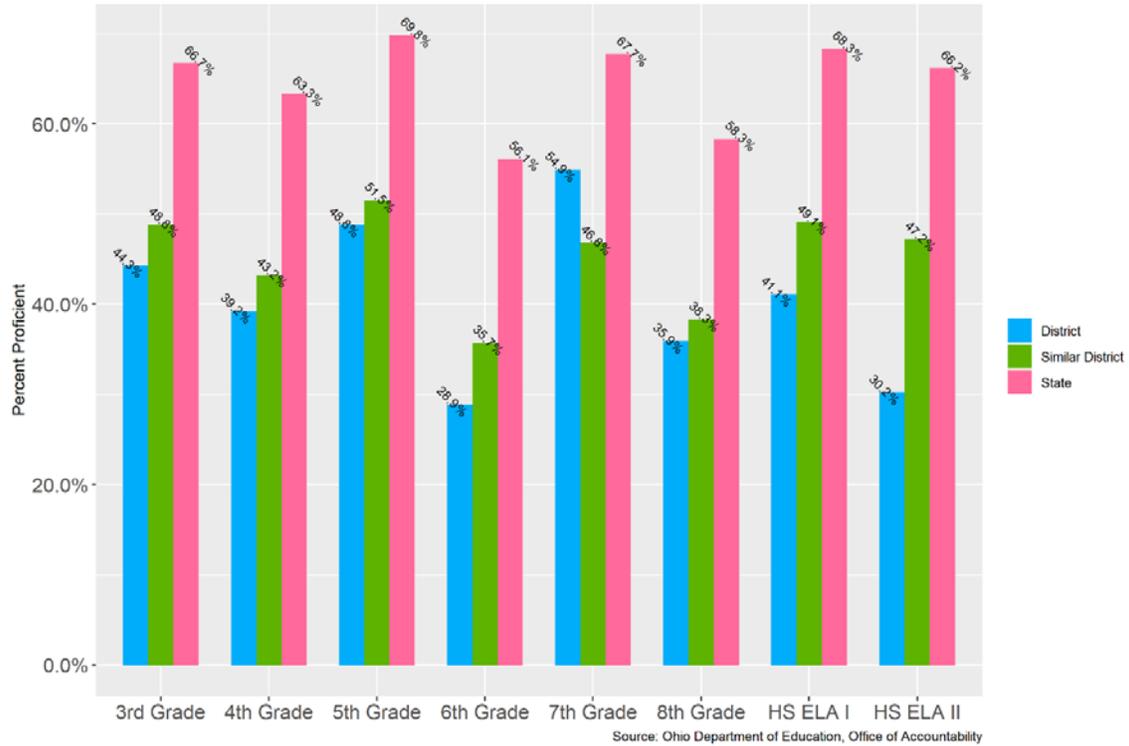


Figure B-9: Springfield City Schools English Language Arts Value-Added

Report: District Value-Added Test: Ohio's State Tests (4-8) i
 District: Springfield City School District (044818) Subject: English Language Arts
 Year: 2019 Type: Accountable

Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Progress component of the Ohio School Report Card. For this reason, the numbers on the two reports might be very different.

| Estimated District Growth Measure | | | | | | | |
|-----------------------------------|---|--------|--------|--------|--------|--------|--|
| Grade | 3 | 4 | 5 | 6 | 7 | 8 | Growth Measure over Grades Relative to Growth Standard |
| Growth Standard | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| 2017 Growth Measure | | 0.9 LG | -0.9 O | -0.7 O | 2.6 DG | -0.3 Y | 0.3 |
| Standard Error | | 0.6 | 0.6 | 0.6 | 0.5 | 0.5 | 0.3 |
| 2018 Growth Measure | | -0.7 O | -0.4 Y | -0.5 Y | 0.1 Y | -0.0 Y | -0.3 |
| Standard Error | | 0.6 | 0.6 | 0.6 | 0.6 | 0.5 | 0.3 |
| 2019 Growth Measure | | -1.7 R | -2.1 R | -2.6 R | 1.3 DG | -0.1 Y | -1.1 |
| Standard Error | | 0.6 | 0.6 | 0.6 | 0.5 | 0.6 | 0.3 |
| 3-Year-Average Growth Measure | | -0.5 O | -1.2 R | -1.3 R | 1.3 DG | -0.2 Y | -0.4 |
| Standard Error | | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.1 |

| Estimated District Average Achievement | | | | | | | |
|--|------|------|------|------|------|------|--|
| Grade | 3 | 4 | 5 | 6 | 7 | 8 | |
| State NCE Average | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | |
| 2016 Average Achievement | 41.3 | 45.2 | 40.8 | 41.2 | 38.8 | 39.4 | |
| 2017 Average Achievement | 41.7 | 42.2 | 43.8 | 40.7 | 43.5 | 38.3 | |
| 2018 Average Achievement | 42.0 | 42.0 | 41.8 | 43.3 | 40.4 | 43.1 | |
| 2019 Average Achievement | 38.9 | 40.8 | 39.2 | 39.3 | 44.4 | 38.9 | |

| Subject | Year | Number of Students | Average Score | Average Percentile | Average Predicted Score | Average Predicted Percentile | Growth Measure | Standard Error |
|-------------------------|----------|--------------------|---------------|--------------------|-------------------------|------------------------------|----------------|----------------|
| English Language Arts I | 2017 | 771 | 688.9 | 25 | 695.0 | 32 | -5.9 R | 0.5 |
| | 2018 | 471 | 689.0 | 18 | 698.1 | 27 | -8.9 R | 0.6 |
| | 2019 | 542 | 695.1 | 24 | 703.2 | 34 | -7.8 R | 0.5 |
| | 3-Yr-Avg | 1784 | 690.8 | 20 | 698.3 | 29 | -7.3 R | 0.3 |

| Subject | Year | Number of Students | Average Score | Average Percentile | Average Predicted Score | Average Predicted Percentile | Growth Measure | Standard Error |
|--------------------------|----------|--------------------|---------------|--------------------|-------------------------|------------------------------|----------------|----------------|
| English Language Arts II | 2017 | 589 | 682.3 | 22 | 690.5 | 31 | -7.9 R | 0.6 |
| | 2018 | 464 | 687.8 | 21 | 693.3 | 26 | -5.3 R | 0.6 |
| | 2019 | 437 | 683.4 | 17 | 689.9 | 23 | -6.2 R | 0.6 |
| | 3-Yr-Avg | 1490 | 684.3 | 19 | 691.2 | 25 | -6.6 R | 0.4 |

- DG Significant evidence that the district's students made more progress than the Growth Standard
- LG Moderate evidence that the district's students made more progress than the Growth Standard
- Y Evidence that the district's students made progress similar to the Growth Standard
- O Moderate evidence that the district's students made less progress than the Growth Standard
- R Significant evidence that the district's students made less progress than the Growth Standard

Figure B-10: Springfield City Schools Mathematics Proficiency – Trend

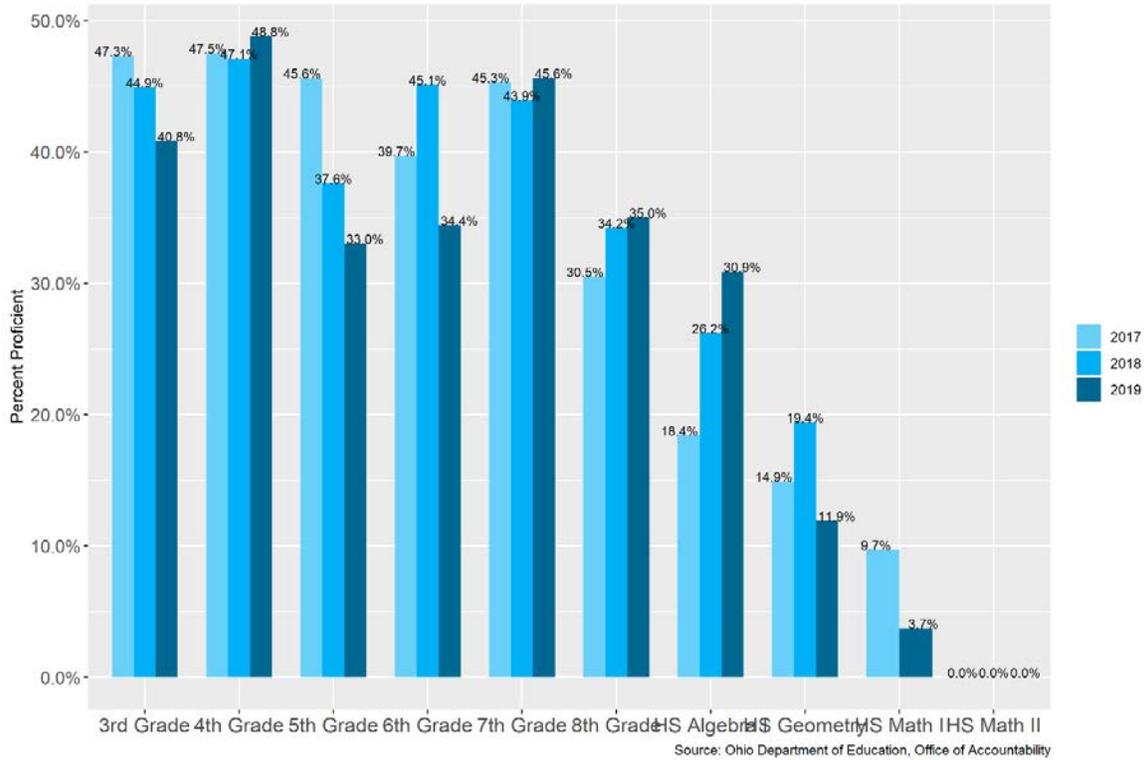


Figure B-11: Springfield City Schools Mathematics Proficiency – Comparison

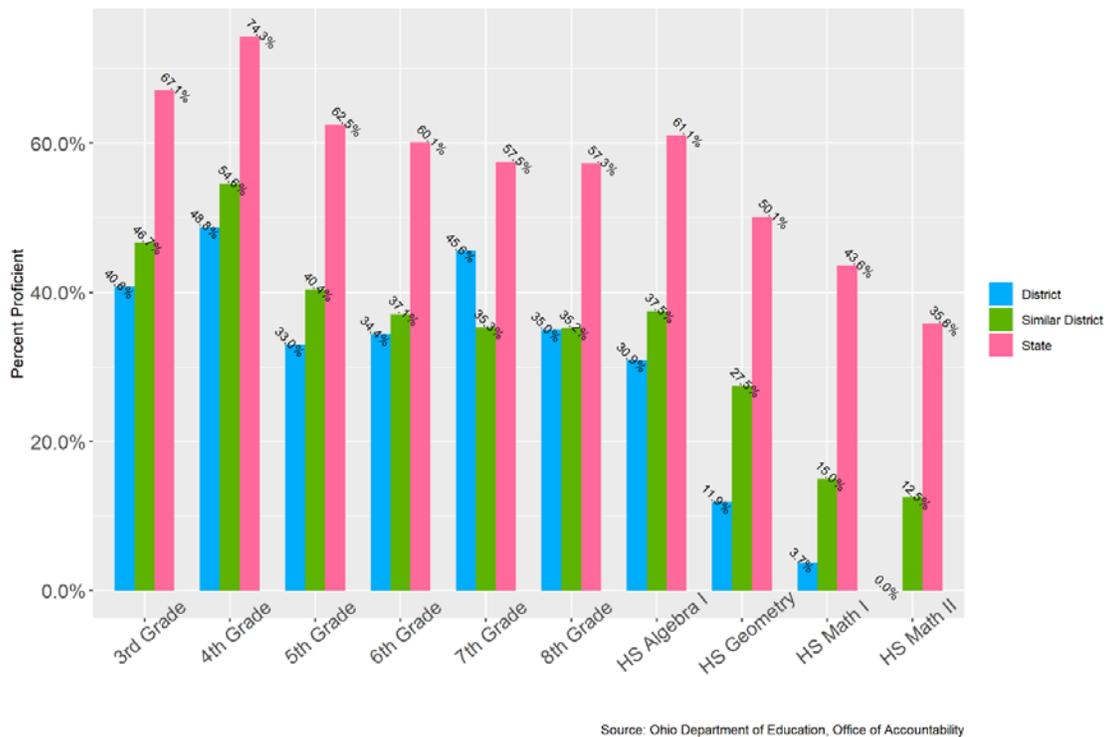


Figure B-12: Springfield City Schools Mathematics Value-Added

Report: District Value-Added Test: Ohio's State Tests (4-8) i
 District: Springfield City School District (044818) Subject: Mathematics
 Year: 2019 Type: Accountable

Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Progress component of the Ohio School Report Card. For this reason, the numbers on the two reports might be very different.

| Estimated District Growth Measure | | | | | | | |
|-----------------------------------|---|--------|--------|--------|--------|--------|--|
| Grade | 3 | 4 | 5 | 6 | 7 | 8 | Growth Measure over Grades Relative to Growth Standard |
| Growth Standard | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| 2017 Growth Measure | | 0.7 LG | 0.6 LG | 0.2 Y | 3.9 DG | -0.7 O | 1.0 |
| Standard Error | | 0.5 | 0.5 | 0.5 | 0.5 | 0.6 | 0.2 |
| 2018 Growth Measure | | -2.4 R | 0.6 LG | 0.6 LG | -0.0 Y | -3.3 R | -0.8 |
| Standard Error | | 0.5 | 0.5 | 0.5 | 0.5 | 0.6 | 0.2 |
| 2019 Growth Measure | | -2.8 R | -0.1 Y | -1.6 R | 2.3 DG | -2.7 R | -0.9 |
| Standard Error | | 0.5 | 0.5 | 0.5 | 0.5 | 0.6 | 0.2 |
| 3-Year-Average Growth Measure | | -1.5 R | 0.3 LG | -0.3 O | 2.1 DG | -2.2 R | -0.3 |
| Standard Error | | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.1 |

| Estimated District Average Achievement | | | | | | | |
|--|------|------|------|------|------|------|--|
| Grade | 3 | 4 | 5 | 6 | 7 | 8 | |
| State NCE Average | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 | |
| 2016 Average Achievement | 37.8 | 43.1 | 40.4 | 41.7 | 38.6 | 38.9 | |
| 2017 Average Achievement | 38.4 | 38.4 | 43.1 | 41.2 | 45.3 | 37.4 | |
| 2018 Average Achievement | 39.7 | 37.1 | 39.1 | 43.1 | 41.2 | 41.4 | |
| 2019 Average Achievement | 37.3 | 37.2 | 36.2 | 37.3 | 45.0 | 37.0 | |

| Subject | Year | Number of Students | Average Score | Average Percentile | Average Predicted Score | Average Predicted Percentile | Growth Measure | Standard Error |
|-----------|----------|--------------------|---------------|--------------------|-------------------------|------------------------------|----------------|----------------|
| Algebra I | 2017 | 810 | 684.0 | 31 | 687.9 | 36 | -3.9 R | 0.5 |
| | 2018 | 513 | 683.9 | 21 | 691.9 | 28 | -8.0 R | 0.7 |
| | 2019 | 501 | 686.8 | 24 | 695.7 | 32 | -8.9 R | 0.8 |
| | 3-Yr-Avg | 1824 | 684.8 | 23 | 691.2 | 29 | -6.4 R | 0.4 |

| Subject | Year | Number of Students | Average Score | Average Percentile | Average Predicted Score | Average Predicted Percentile | Growth Measure | Standard Error |
|----------|----------|--------------------|---------------|--------------------|-------------------------|------------------------------|----------------|----------------|
| Geometry | 2017 | 539 | 673.0 | 24 | 679.0 | 32 | -5.9 R | 0.7 |
| | 2018 | 493 | 669.1 | 23 | 676.7 | 30 | -7.5 R | 0.8 |
| | 2019 | 431 | 669.0 | 20 | 674.9 | 25 | -5.8 R | 0.8 |
| | 3-Yr-Avg | 1463 | 670.5 | 21 | 677.0 | 26 | -6.4 R | 0.5 |

- DG Significant evidence that the district's students made more progress than the Growth Standard
- LG Moderate evidence that the district's students made more progress than the Growth Standard
- Y Evidence that the district's students made progress similar to the Growth Standard
- O Moderate evidence that the district's students made less progress than the Growth Standard
- R Significant evidence that the district's students made less progress than the Growth Standard

Figure B-13: Springfield City Schools Performance Index – Trend

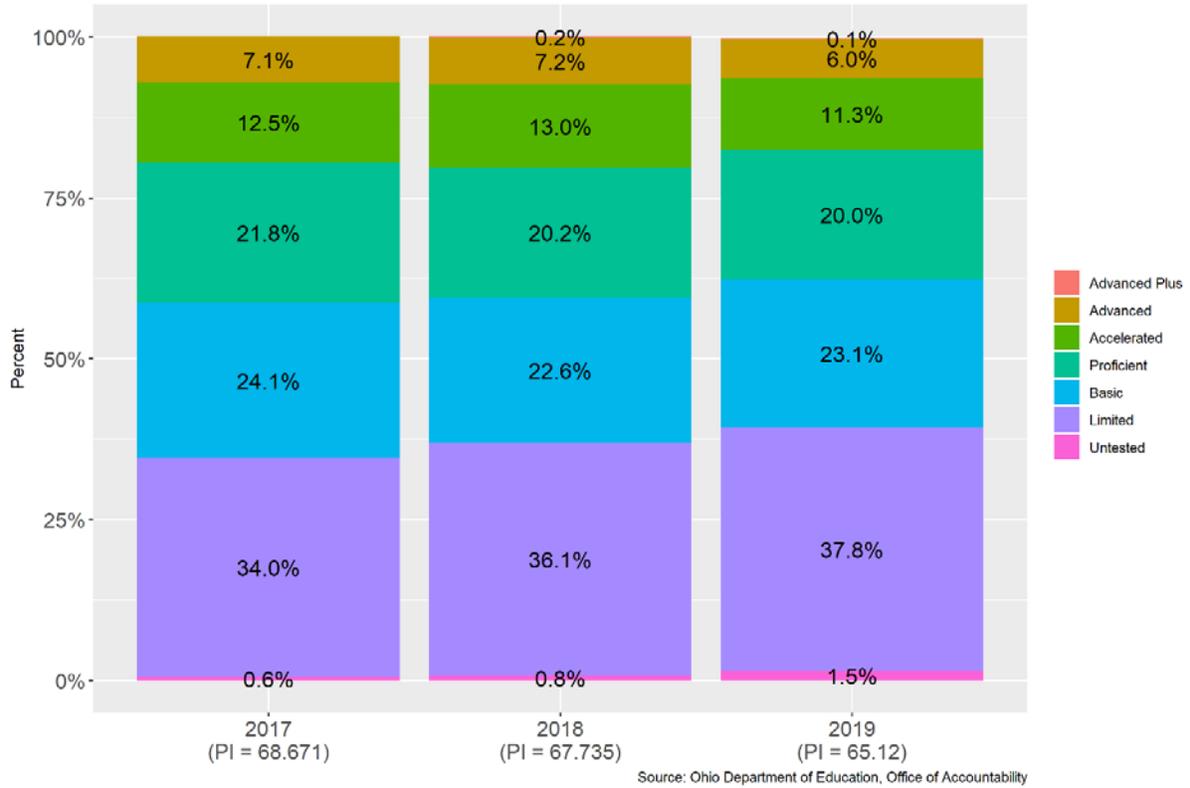


Figure B-14: Springfield City Schools Graduation Rate – Trend



Figure B-15: Springfield City Schools Graduation Rate – Comparison

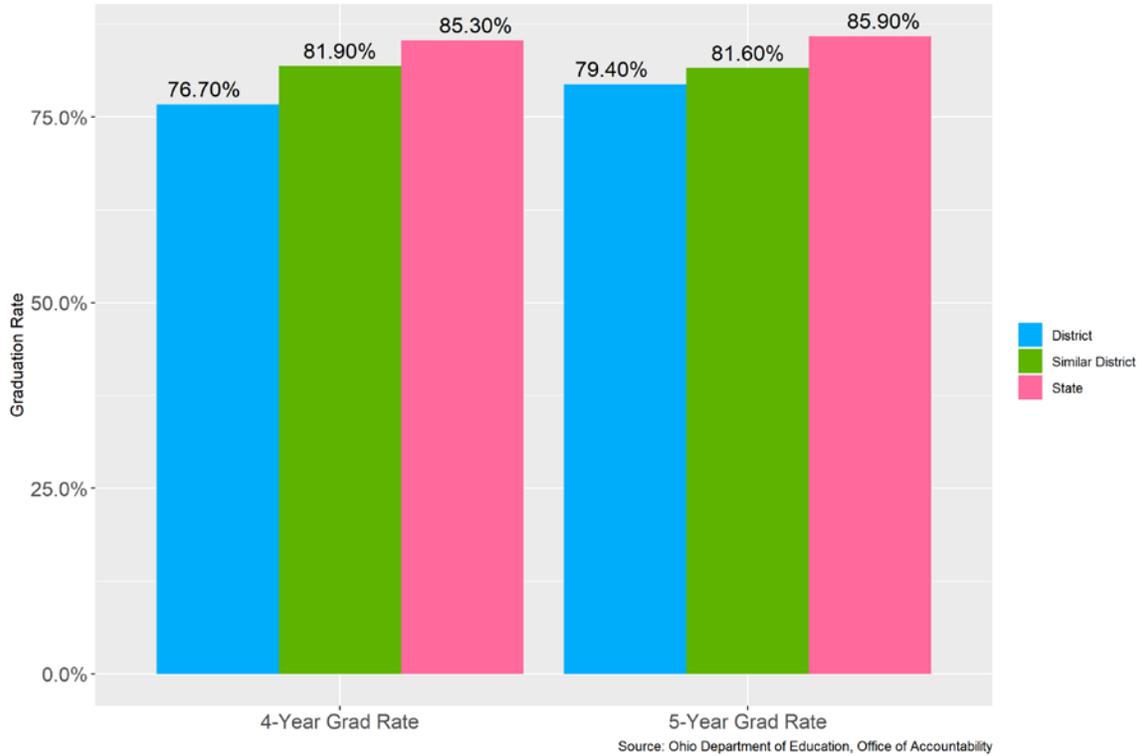


Figure B-16: Springfield City Schools Prepared for Success – Trend

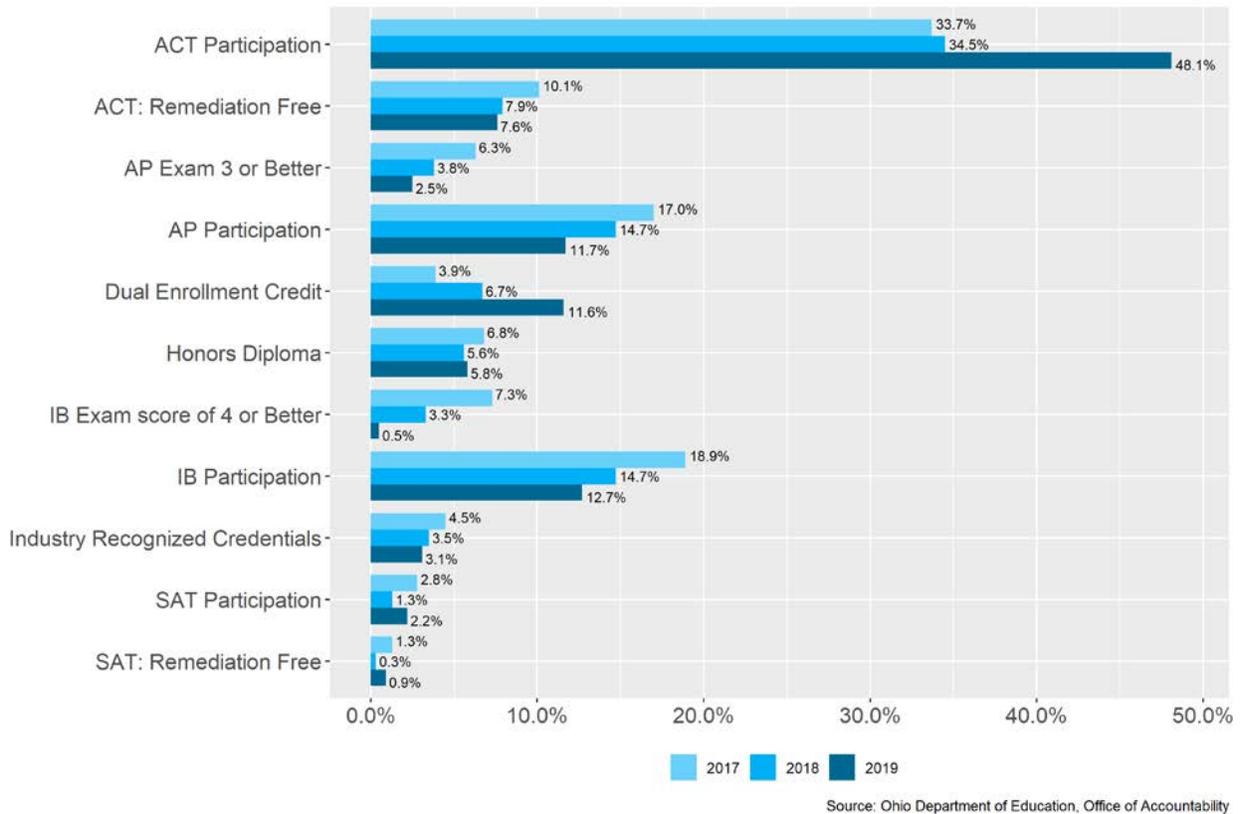
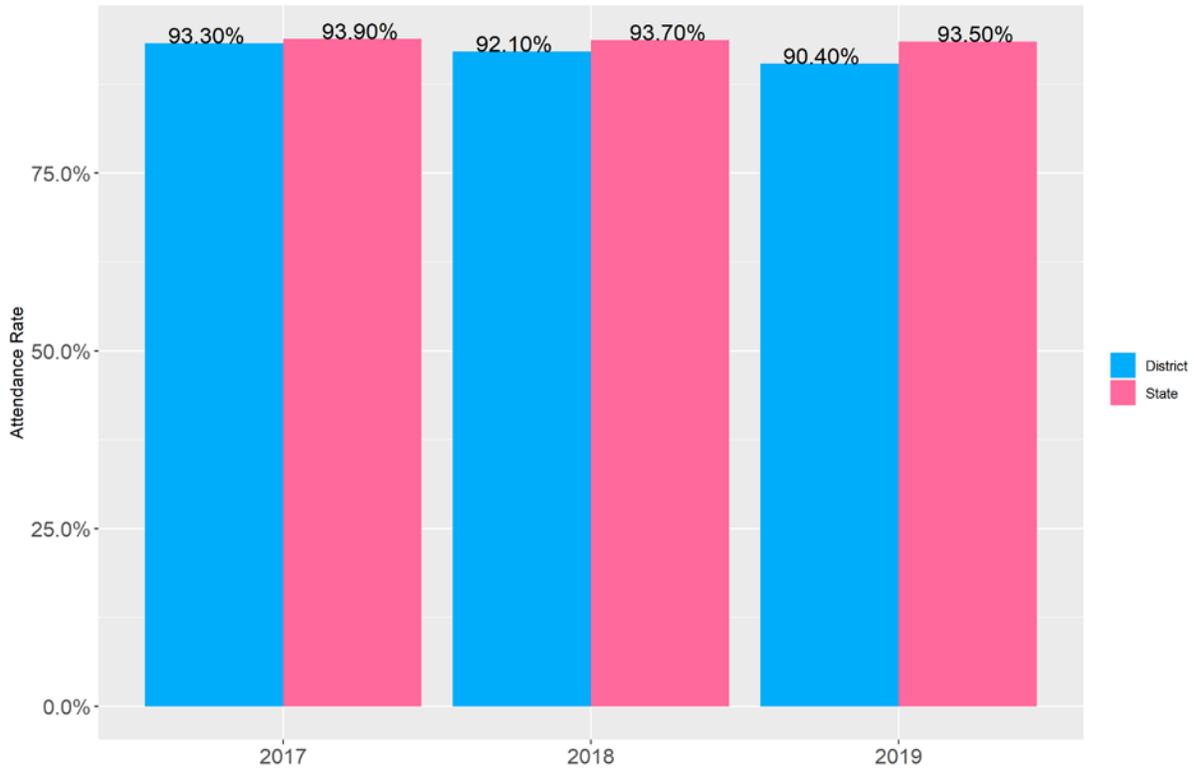
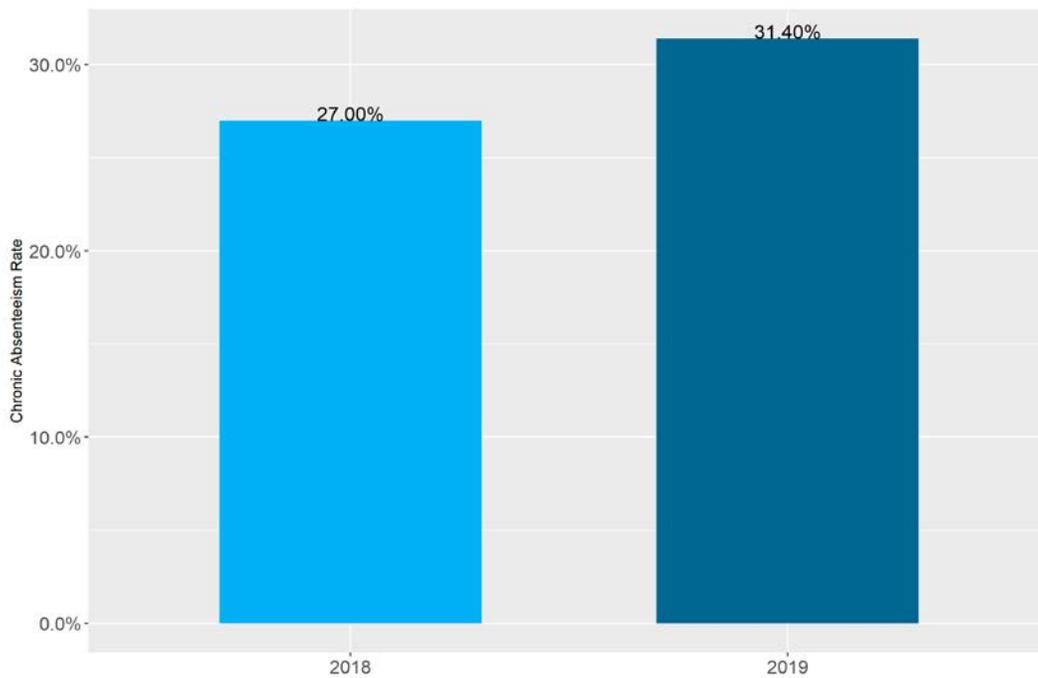


Figure B-17: Springfield City Schools Student Attendance Rate



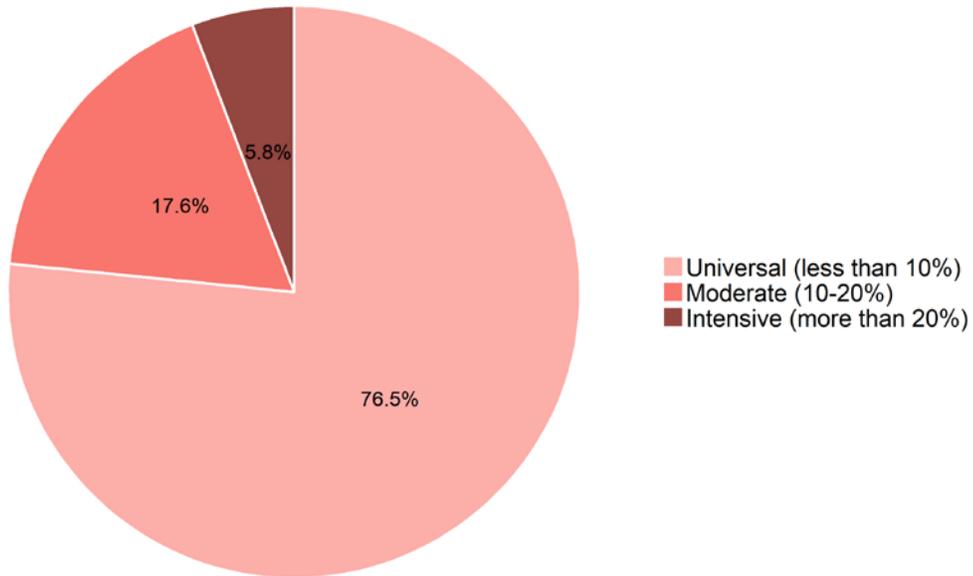
Source: Ohio Department of Education, Office of Accountability

Figure B-18: Springfield City Schools Chronic Absenteeism Rate



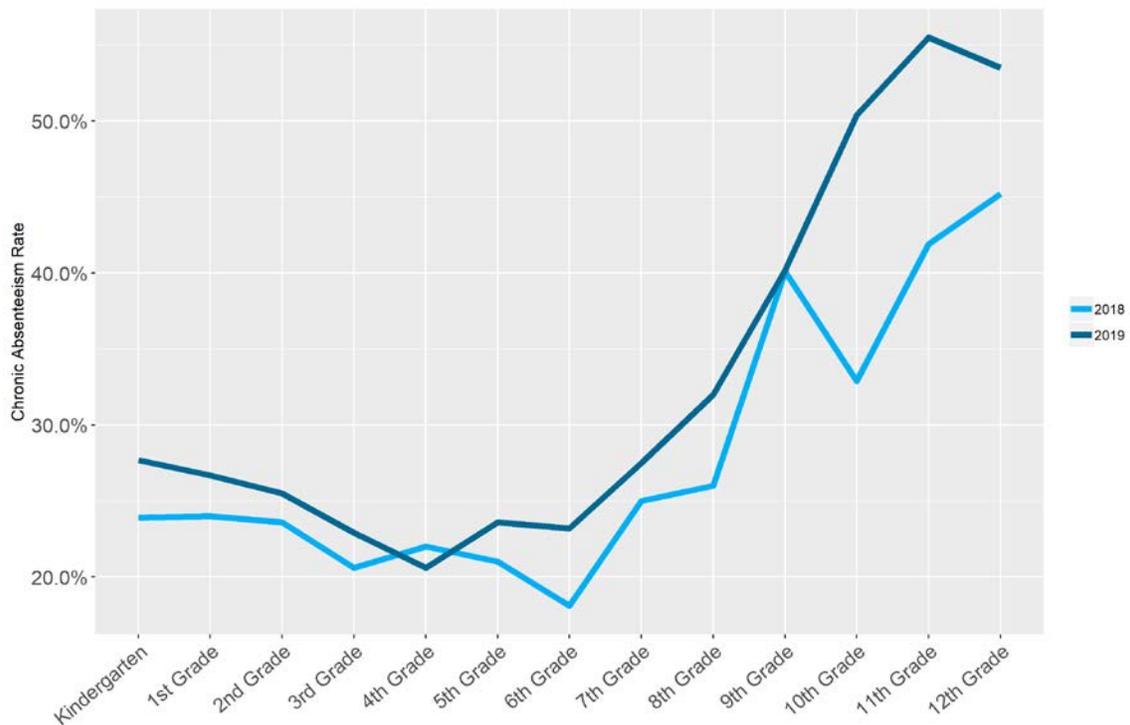
Source: Ohio Department of Education, Office of Accountability

Figure B-19: Springfield City Schools Chronic Absenteeism – Support Tiers



Source: Ohio Department of Education, Office of Accountability

Figure B-20: Springfield City Schools Chronic Absenteeism – Grade Level



Source: Ohio Department of Education, Office of Accountability

Figure B-21: Springfield City Schools Improving At-Risk K-3 Readers – Overview



Component Grade

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

In your district...

Details of Measure

3rd Grade Reading Guarantee

On Track by Grade Level

208 Students Moved to On Track — 1 RIMP Deductions



786 Students Started Off Track

D 26.3%

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?

91.8%

How many third graders scored proficient on the state English language arts test?

44.3%



● Moved to On Track ● Remained Off Track

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

Grade Key

- A** = 78.0 - 100.0%
- B** = 55.9 - 77.9%
- C** = 33.8 - 55.8%
- D** = 11.7 - 33.7%
- F** = <11.7%

Figure B-22: Springfield City Schools Improving At-Risk K-3 Readers – Detail



Component Grade

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

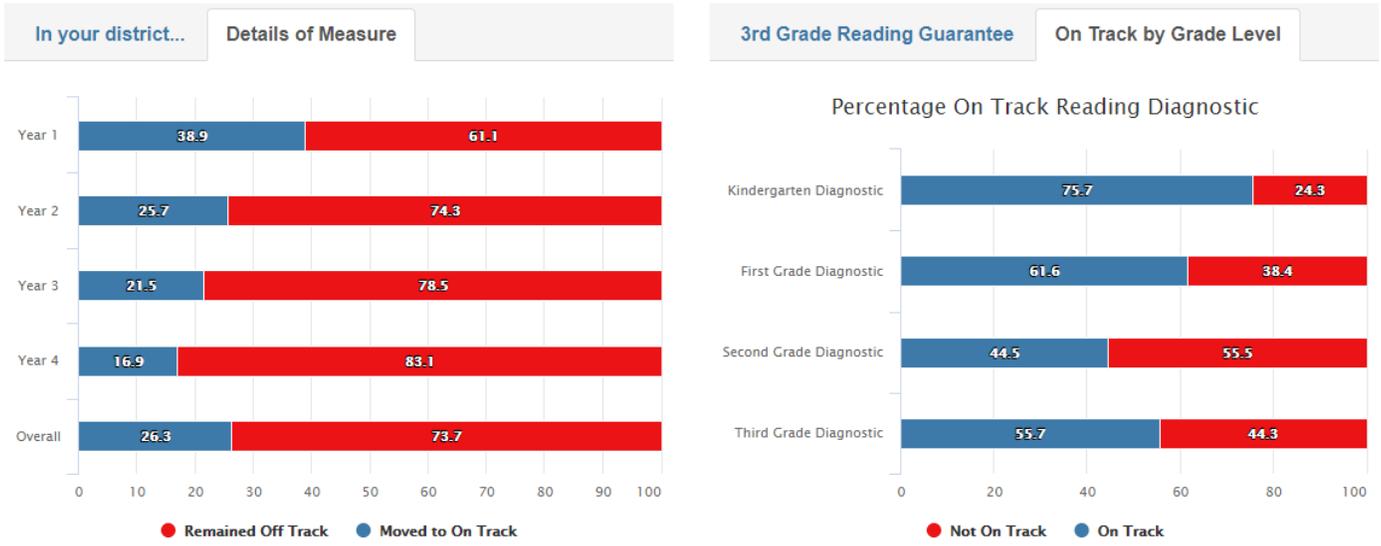


Figure B-23: Springfield City Schools Spending Per Equivalent Pupil

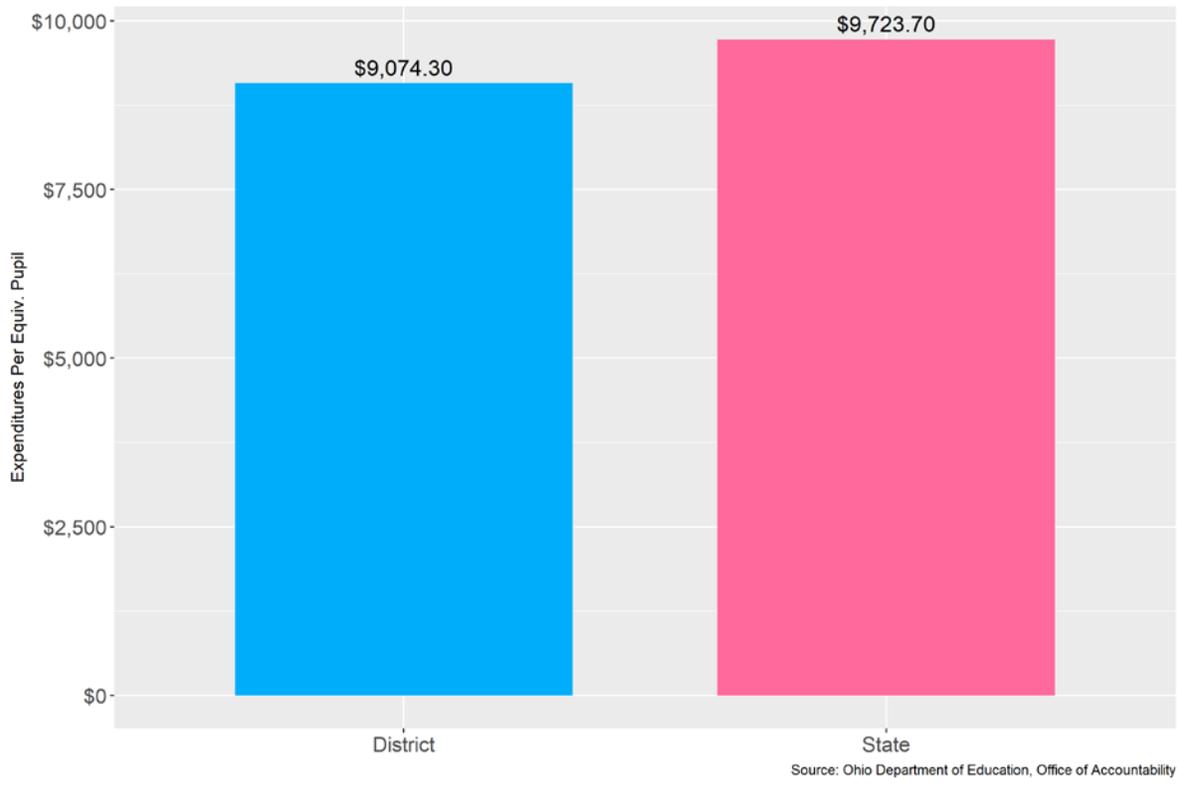
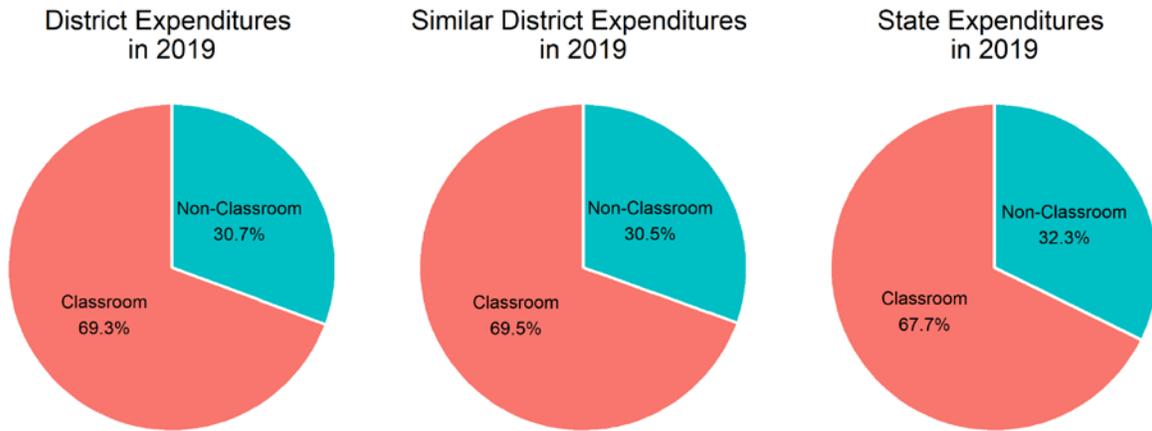
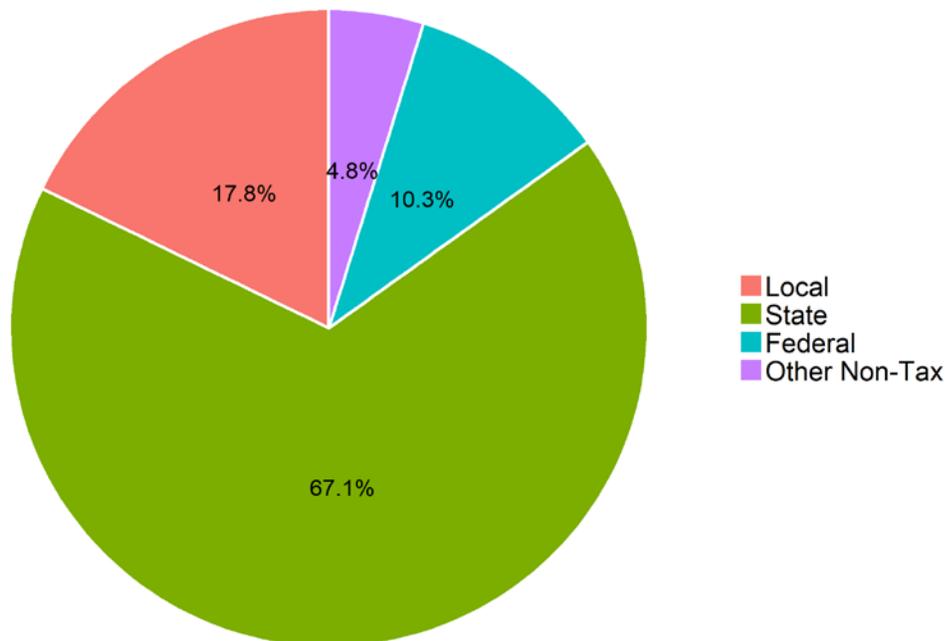


Figure B-24: Springfield City Schools Classroom vs Non-Classroom Expenditures



Source: Ohio Department of Education, Office of Accountability

Figure B-25: Springfield City Schools Revenue Sources



Source: Ohio Department of Education, Office of Accountability

Table B-1: Springfield City Schools Staff Summary

| Year | Average Teacher Salary | Teacher Attendance | Percent of Teachers with Master's or Doctorate |
|------|------------------------|--------------------|--|
| 2014 | \$ 53,830 | 95.9% | 61.1% |
| 2015 | \$ 54,706 | 95.5% | 62.7% |
| 2016 | \$ 54,648 | 95.6% | 61.6% |
| 2017 | \$ 55,941 | 95.3% | 58.9% |
| 2018 | \$ 57,021 | 95.4% | 60.5% |
| 2019 | \$ 59,440 | 95.1% | 58.8% |

Table B-2: Springfield City Schools Cupp Report – Expenditure per Student Comparison

| Expenditure | Springfield City Schools | Comparable District Average | Statewide Average |
|---------------------------|--------------------------|-----------------------------|-------------------|
| Administration | \$1,966.95 | \$1,989.71 | \$1,659.31 |
| Building Operations | \$2,022.00 | \$2,676.40 | \$2,350.71 |
| Instruction | \$7,260.72 | \$7,436.15 | \$7,248.88 |
| Pupil Support | \$1,053.70 | \$931.35 | \$786.97 |
| Staff Support | \$705.39 | \$535.24 | \$426.54 |
| Source: Cupp Report, FY19 | | | |

Expenditure Categories (adapted from the Ohio Department of Education District Profile)

Administration Expenditure Per Pupil covers all expenditures associated with the day-to-day operation of the school buildings and the central offices as far as the administrative personnel and functions are concerned. Expenditures in this category include salaries and benefits provided to all administrative staff, as well as other associated administrative costs.

Building Operation Expenditure Per Pupil covers all expenditures related to the operation of the school buildings and central offices. These include utilities and the maintenance and upkeep of physical buildings.

Instructional Expenditure Per Pupil includes all the costs associated with the service of instructional delivery to the students. These items strictly apply to the school buildings and do not include costs associated with the central office. They include the salaries and benefits of the teaching personnel and other instructional expenses.

Pupil Support Expenditure Per Pupil includes the expenses associated with the provision of services other than instruction that tend to enhance the developmental processes of the students. These cover a range of activities such as student counseling, psychological services, health services and social work services.

Staff Support Expenditure Per Pupil includes all the costs associated with the provision of support services to school district staff. These include in-service programs, instructional improvement services, meetings, payments for additional trainings and courses to improve staff effectiveness and productivity.

Note: The expenditure figures provided in this report pertain to public school districts only. They do not reflect expenditures associated with the operation of start-up community schools or other educational entities. Only expenditures of community schools that are sponsored by public school districts (conversion schools) are included in these figures, since sponsoring public school districts created these community schools and are responsible for their operations. Traditionally, the calculation of expenditure per pupil has been predicated on dividing the total cost of an expense category by the district's total, year-end, Average Daily Membership (ADM). In recent years, Ohio has developed a second approach to this calculation: first, the ADM is adjusted based on various measures of the needs of students

involved. Using this type of calculation, students who are economically disadvantaged or have special needs – or who take part in additional educational programs – are weighted more heavily than students who do not, presuming that educating these students requires higher investment levels. Depending on the context, districts may prefer one of these calculations over the other. Historically, the Department has included the unweighted calculation of the per-pupil revenue on the District Profile Report. To keep the report consistent over time, the updates reflect the same per-pupil calculations. Users can consult the Report Card source on Department’s website to see both calculations. This situation also applies to the Revenue by Source information provided on this report.

Table B-3: Springfield City Schools Cupp Report – District Financial Status from Five-Year Forecast

| Expenditure | Springfield City Schools | Comparable District Average | Statewide Average |
|---------------------------|--------------------------|-----------------------------|-------------------|
| Salaries | 52.04% | 46.58% | 53.44% |
| Fringe Benefits | 21.52% | 18.33% | 21.19% |
| Purchased Services | 22.41% | 31.51% | 20.79% |
| Supplies & Materials | 3.37% | 2.52% | 2.94% |
| Other Expenses | 0.66% | 1.06% | 1.63% |
| Source: Cupp Report, FY19 | | | |

Appendix C: Inventory Forms and Building Observation Form

6 Point Scale of Evidence for the Diagnostic Profile

Taken from the School Improvement Diagnostic Review

Diagnostic indicators describe effective practices that are critical to improving engagement for all students. Each profile question asks the reviewer to indicate the degree to which a school or district demonstrates a specific practice. In particular, the reviewer is determining the frequency and quality of the specific practice and the level of evidence in data sources reviewed.

| Category | Score | Definition |
|--|----------|--|
|  Lowest | 0 | No evidence found to indicate the specific practice is occurring. |
| | 1 | Rarely found evidence of adult practice and/or is of poor quality as it engages a limited number of students |
| | 2 | Insufficient evidence of adult practice; quality demonstrates preliminary stages of implementation in few settings; impact for some students' engagement; evidence can be found in some sources of data |
| | 3 | Acceptable evidence of adult practice; quality demonstrates adequate level of implementation in more than half of the settings; impact for many students' engagement; evidence can be observed in many sources of data |
| | 4 | Strong evidence of adult practice; quality demonstrates good levels of implementation in at least 75% of the settings; impact for most students' engagement; evidence can be observed in most sources of data |
| Highest | 5 | Exemplary evidence of adult practice; quality demonstrates superior levels of implementation in at least 90% of the settings; impact for most students' engagement; evidence can be triangulated across multiple sources of data. |
| No Data Collected | | The <u>reviewer did not collect evidence</u> on this practice or practice does not apply to this school, and therefore reviewer is unable to select a score for this particular practice. Selecting "No Data Collected" will <u>not</u> reduce the school or district's profile score. |

Instructional Inventory

Date: _____ Time in: _____ Total time: _____ Subject: _____ Grade Level: _____

District IRN: _____ School: _____ Building: Pre-K ES MS HS Alternative School

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED EL SWD Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

| Instructional Inventory Items | 0 | 1 | 2 | 3 | 4 | 5 | No Data Collected | Evidence |
|---|---|---|---|---|---|---|-------------------|----------|
| CLASSROOM ENVIRONMENT | | | | | | | | |
| 1. The tone of interactions between teacher and students and among students is positive and respectful. | | | | | | | | |
| 2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably. | | | | | | | | |
| 3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities. | | | | | | | | |
| 4. Classroom procedures are established and maintained to create a safe physical environment and promote smooth transitions among all classroom activities. | | | | | | | | |
| 5. Multiple resources are available to meet all students' diverse learning needs. | | | | | | | | |
| TEACHING | | | | | | | | |
| 6. Classroom lessons and instructional delivery are aligned to Ohio's Learning Standards. | | | | | | | | |
| 7. The teacher communicates clear learning objectives aligned to Ohio's Learning Standards. | | | | | | | | |
| 8. The teacher demonstrates knowledge of subject and content. | | | | | | | | |

| Instructional Inventory Items | 0 | 1 | 2 | 3 | 4 | 5 | No Data Collected | Evidence |
|--|---|---|---|---|---|---|-------------------|----------|
| 9. The teacher provides opportunities for students to engage in discussion and activities aligned to Webb's Depth of Knowledge. | | | | | | | | |
| 10. The teacher helps students make connections to career and college preparedness and real-world experiences. | | | | | | | | |
| 11. The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group. | | | | | | | | |
| 12. The teacher conducts frequent formative assessments to check for understanding and inform instruction. | | | | | | | | |
| 13. The teacher uses available technology to support instruction, engage students, and enhance learning. | | | | | | | | |
| LEARNING | | | | | | | | |
| 14. Students are engaged in challenging academic tasks. | | | | | | | | |
| 15. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs, or in groups. | | | | | | | | |
| 16. Students use technology as a tool for learning and/or understanding. | | | | | | | | |
| 17. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.] | | | | | | | | |

Fiscal Management Inventory

Date: _____ Time in: _____ Total time: _____ Subject: _____ Grade Level: _____

District IRN: _____ School: _____ Building: ES MS HS

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

| Inventory Item | 0 | 1 | 2 | 3 | 4 | 5 | NDC | Evidence |
|--|---|---|---|---|---|---|-----|----------|
| CLASSROOM RESOURCES | | | | | | | | |
| 1. Safety items – i.e. clutter, MSDS sheets in science rooms, mold in rooms, water stains, and chemical storage issues | | | | | | | | |
| 2. Technology (e.g. computers, laptops, tablets, calculators, whiteboards, etc.) are available for use in classroom instruction. | | | | | | | | |
| 3. There is seating available for all students (e.g. desks and chairs). | | | | | | | | |
| CLASSROOM SAFETY | | | | | | | | |
| 4. Classroom are free of water leaks, exposed wires, broken glass, lightbulbs or equipment). | | | | | | | | |
| 5. Classrooms are illuminated to provide lighting in all areas of the room for learning. | | | | | | | | |

Fiscal Inventory – General Building and Facilities Review

Warm, Dry, Safe =

- Warm - modern, functioning heating, well-insulated roofs, windows in good condition with secure locks,
- Dry - roofs, windows and building fabric in good condition, free from water penetration and damp
- Safe - modern electrics including rewiring where necessary, secure front doors with properly functioning panic bar mechanism

| Inventory Item | 0 | 1 | 2 | 3 | 4 | 5 | NDC | Evidence |
|---|---|---|---|---|---|---|-----|----------|
| 1. Hallways, Common areas | | | | | | | | |
| 2. Kitchen – | | | | | | | | |
| 3. Transportation – buses, maintenance area – | | | | | | | | |
| 4. Maintenance shop and/or warehouse | | | | | | | | |
| 5. Athletic areas – football field, baseball field, track, locker rooms, soccer fields, weight rooms, training facilities | | | | | | | | |
| 6. Custodial work areas – (maintenance closet or custodial closets) | | | | | | | | |
| 7. Work areas/boiler rooms or areas | | | | | | | | |

Building Observation Report

Date(s): _____
 District: _____
 Building: _____
 Reviewer: _____

Time In: _____
 Time Out: _____

| Six Standards | | | | | | | | | | |
|---|--------------------------|-------------------------|--|-----------------|-------------------|---|-----|----------|--|--|
| Leadership, Governance and Communication | Curriculum & Instruction | Assessment/ Use of Data | Human Resources & Professional Development | Student Support | Fiscal Management | | | | | |
| ITEM | 0 | 1 | 2 | 3 | 4 | 5 | NDC | Evidence | | |
| General Description and Layout of Building | | | | | | | | | | |
| Appearance of Grounds | | | | | | | | | | |
| Building Entrance - Clean | | | | | | | | | | |
| Classroom Groupings | | | | | | | | | | |
| Meeting Spaces | | | | | | | | | | |
| General Description of Hallway Space: (Displays of:) | | | | | | | | | | |
| Mission Statement | | | | | | | | | | |
| Student Recognitions | | | | | | | | | | |
| Student Performance | | | | | | | | | | |
| Visible Directional Signage | | | | | | | | | | |
| Family and Community Activities | | | | | | | | | | |
| General Description of Library Spaces | | | | | | | | | | |
| Environment | | | | | | | | | | |
| Organization | | | | | | | | | | |
| Shelved Items | | | | | | | | | | |
| Leveled | | | | | | | | | | |
| Grade Appropriate | | | | | | | | | | |
| General Description of Special Space (Cafeteria, Gym, Music, Art): | | | | | | | | | | |
| Office space | | | | | | | | | | |
| Storage space | | | | | | | | | | |
| Scheduled Spaces | | | | | | | | | | |
| Maintenance | | | | | | | | | | |
| Relationships to regular classrooms | | | | | | | | | | |
| Student/Class Transitions | | | | | | | | | | |
| Movement in hallways | | | | | | | | | | |
| Monitoring of hallways | | | | | | | | | | |
| Noise levels | | | | | | | | | | |
| Obstacles | | | | | | | | | | |
| Safety/Security Provisions | | | | | | | | | | |
| Greetings | | | | | | | | | | |
| Visitors and volunteers | | | | | | | | | | |
| Storage issues | | | | | | | | | | |
| Health and Safety Practices posted | | | | | | | | | | |
| Playground (Elementary Schools ONLY) | | | | | | | | | | |
| Appearance of Grounds | | | | | | | | | | |
| Ratio of Students to Teachers | | | | | | | | | | |
| Teacher Attentiveness to Students | | | | | | | | | | |

| ITEM | 0 | 1 | 2 | 3 | 4 | 5 | NDC | Evidence |
|---|---|---|---|---|---|---|-----|----------|
| Cafeteria | | | | | | | | |
| Appearance of Area | | | | | | | | |
| Ratio of Students to Teachers | | | | | | | | |
| Teacher Attentiveness to Students | | | | | | | | |
| Noise Level | | | | | | | | |
| Presence of External Stakeholders | | | | | | | | |
| Parent Liaison | | | | | | | | |
| Volunteer(s) (activities) | | | | | | | | |
| Parents/Guardians | | | | | | | | |
| Engagement with Students | | | | | | | | |
| Interruptions to Instruction | | | | | | | | |
| Announcements | | | | | | | | |
| Fire Drill/Actual Incident (Please include details in "Additional Comments section) | | | | | | | | |
| Calls for Teachers | | | | | | | | |
| Calls for Students | | | | | | | | |
| Fight/Security Issues (Please include details in "Additional Comments section) | | | | | | | | |
| Additional Comments: | | | | | | | | |
| | | | | | | | | |

Appendix D: List of Documents Reviewed

21st Century Learning Report: Bright Bytes Survey Data
 5 Essentials Action Plans, 2019-2020
 5-Step Process Implementation Rubric All Buildings
 7 Tools for Developing Teachers and Teaching
 Administrator Evaluations, 2018-2019
 April District Review Team
 Assessment Calendar
 Assessment Matrix
 Assignments of Instructional Coaches
 Audit Reports & Management Letters
 Battelle for Kids: Standards Deconstruction Process
 Board of Education Authorized Budgetary/Appropriation Documents
 Board of Education Weekly Update, 2019-2020
 Budgets/Project Cash Requests (PCR)/Final Expenditure Reports (FER)/Messages
 Building Leadership Team - 5 step process
 Building Level Team Meeting Minutes: Fulton, Clark, Hayward, Horace Mann, Kenton, Kenwood, Lagonda, Mann, Roosevelt, Schaefer, Lincoln, Perrin Woods, Snowhill, Snyder, Springfield High School, Warder Park, Wayne, 2019
 Business Advisory Council Agenda, 11/20/2019
 Business Advisory Council Plan, 2019
 Capital Expenditure Plan
 Career Advising Report
 Career Technical Education Policy
 Coaches Meeting Minutes, 2018-2019
 Corrective Action Plan, 2018
 Corrective Action Plan, 2019
 Depth of Knowledge Handout
 Discipline Data, 2018-2019
 District Community Partners, 2019
 District Leadership Team - Ohio Improvement Plan-Strategic Plan, 2016-2021
 District Leadership Team Minutes FY 2018 and 2019
 District Leadership Team Report, Fall 2018
 District Leadership Team Template
 District Roles, 2019-2020
 Employee Exit Survey, 2018-2019
 Final Contract-Teamster Local Union # 284, 2017-2020
 Final Evaluation-Signed 8/12/2019
 Five-Year Forecast & Footnotes
 Full Policy Manual, 2019
 Fulton 21st Century Grant, 2019
 Fulton Turnover Investigation Summary
 Functional Assessment Interview Tool – Parent and Guardians Form
 FY19 Riders vs. Walkers Attendance
 Guided Planning Guide, Grades 4-12
 Instructional Coach Assignments
 Instructional Coach Framework
 Instructional Coach Job Description
 Instructional Coach Profile Appraisal Form
 Instructional Staff Attendance

Job Descriptions for Springfield City School District Administrators

LEAD Initiative

Literacy Design Collaborative Lesson Components

Literacy Design Collaborative MDC Training

Literacy Design Collaborative Student Work Rubric Informational Task Grades K-5

Literacy Design Collaborative Student Work Rubric Informational Task Grades 6-8

Literacy Design Collaborative Student Work Rubric Informational Task Grades 9-12

Literacy Design Collaborative Student Work Rubrics Opinion Task Grades K-5

Long-term enrollment projections

Margaret Searle Professional Development Offerings, 2017-18

Master Schedules, 2019-2020

New Hire Orientation

Ohio Teacher Evaluation System-Principal Training, 2016

Organizational Chart, 2019

PBIS Training Parts 1-10

Principal Meeting Minutes, 2018-2019

Principal Meeting Minutes, 2019-2020

Priority One Agenda and Notes 1/23/2018

Professional Agreement between the Springfield Board of Education and the Springfield Education Association 2017–2020

Professional Development-Technology, 2017-2019

Read 180 Presentation

Reading Improvement and Monitoring Plan - Sample-redacted Parts 1 & 2, 2019

Response to Intervention Training Part1

Retention Postcard

Right to Know - Not HQT Parent Letter

School of Innovation Knowledge Works Grant

School of Innovation News

School-wide CSD Intervention Samples Academic Intervention

Schoolwide PBIS results, 2017-19

Schoolwide PBIS Tiered Fidelity Inventory

SCSD 5 Essentials Dashboard summary

SCSD Alignment Activity, 2019, 201

SCSD Cabinet Members 2019-2020

SCSD Communication Plan 2018-2019

SCSD Communication PowerPoint, Oct. 25, 2018

SCSD Community Partners Listing

SCSD Deconstructed Standards - Scope and Sequence

SCSD District Value-added scores

SCSD District's website

SCSD Executive Summary, 2019

SCSD Instructional Toolkit, 2019

SCSD Job Descriptions, 2019

SCSD K-3 Literacy Framework

SCSD Lesson Plan Contract Language, Springfield Education Association

SCSD Professional Development Staff Offerings-Descriptions

SCSD Reflection Rubric Data Fall 2019-2020

SCSD Roles and Responsibilities 10/10/2019

SCSD Student Support Program Descriptions

SCSD Summer Professional Development Sign-In Sheets

SCSD Teacher Certification & Training

SCSD Teacher Improvement Plan
Special Education Rating, 2018-2019
Springfield Board of Education Meeting Minutes Jan. 2019 - Nov. 2019
Springfield Evaluation-Treasurer, 2018-2019
Springfield High School Course Descriptions, 2019
State and Federal Grant Documents
State Report Card
Strategic Plan Report 8/1/2019
Strategic Priority One Meeting Minutes 12/19/2016, 1/24/2017, 4/18/2017
Tax Settlement Sheets
Teacher Based Teams, 5-Step Process Implementation Rubric
Teacher Certification & Training
Teacher Improvement Plan
Teacher Value-Added 138285
Teacher Value-Added 138286
Teaching and Learning Review by School Support Team, 2018
Teaching and Learning Review, Alignment Calibration Training
Technology Plan
The Purpose of Teacher-Based Teams
ThinkCerca Rubrics
Tier 1 Evidence of Practice
Tiered Fidelity Inventory Results by Building 2019
Tiered Fidelity Inventory Tier 1 Rubric Planning Document
Tiered Fidelity Inventory Walkthrough Tool
Title I District Improvement Plan FY 20 Parts 1 and 2
Tools for Developing Teachers and Teaching
Waiver Day Sessions Outcomes, 2017-2019
Waiver Day, K-3 Presentation