Springfield Local Schools:
Against the Odds; A Success Story

"Exceptional Education for todays learners and tomorrow leaders"

Springfield Local Representatives

Ken Musch

Board President (32 yrs)

Keiran Menacher

Board Member (18 yrs)

Kathryn Hott

Superintendent

Steve Lee

Principal, Crissey Elementary

Matt Geha

Director of Federal Programs

Springfield Local at a Glance

- Springfield High School (9-12)
  - 1,200 students
- Springfield Middle School (6-8)
  - 1,000 students
- Crissey Elementary (K-5)
  - 430 students
- Dorr Elementary (K-5)
  - 470 students
- Holland Elementary (K-5)
  - 600 students
- Holloway Elementary (K-5)
  - 470
- Preschool (age 3-5)
  - 95 students

District Demographic Data

- 2013-2014 Enrollment: 4,168
- 45% Free/Reduced (1655/180)
- 14.1% Special Needs
- 24% Transients

Percentage
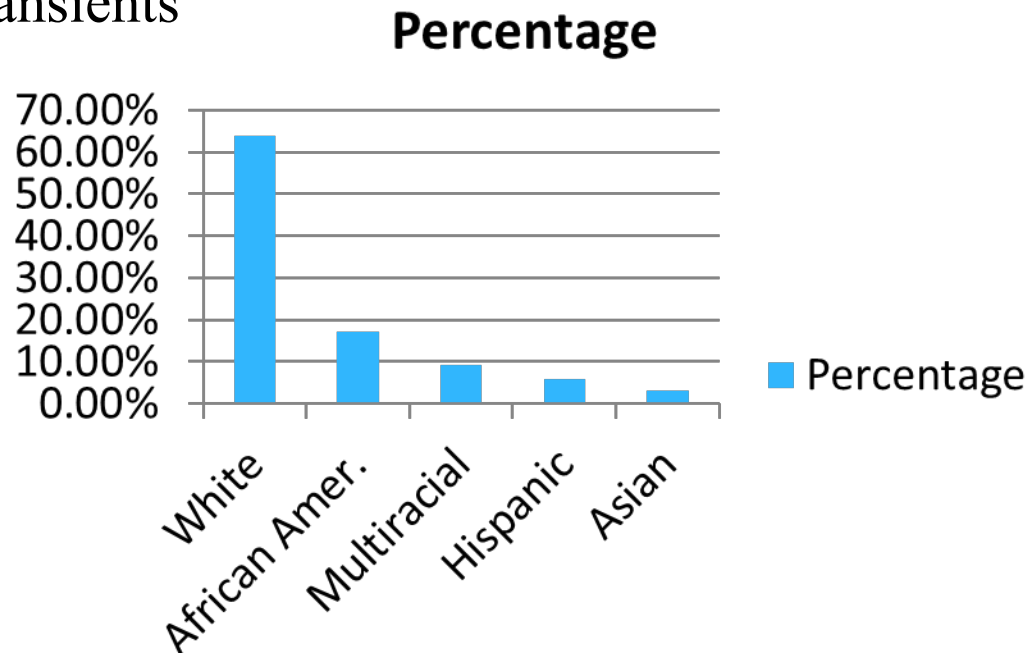
Per Pupil Costs

- Per Pupil Costs for Springfield Local Schools – FY 2012
  - Springfield ============ $9,119
  - Comparable Districts ========= $10,198
  - State Average ===================== $10,508

- Administrative Costs Per Pupil – FY 2011
  - Springfield============ $999.34
  - Comparable Districts=========== $1,098.90
  - State Average============================ $1,229.44

Springfield Local Ratings Over the Years
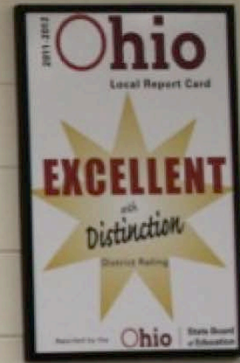
Where were we-Where are we now?

Year	Rating	Perf. Index	Indicators	Value Added
2006-2007	Effective	96.1	25/30	NR
2007-2008	Effective	98.3	27/30	+Above
2008-2009	Excellent	99.1	28/30	+Above
2009-2010	Excellent with Distinction	100.5	26/26	+Above
2010-2011	Excellent	100.8	26/26	-Below
2011-12	Excellent with Distinction	99.9	25/26	+Above

Our Evolution of Systematic Processes For Data Based Decision Making

- Springfield Local School receives Baldrige Level 1 Award
- Springfield Local Schools receives Baldrige Level 2 Award
- District Leadership Team Level 1 Transformation to OIP 2009/2010
- District Leadership Team Level 2 Transformation to OIP
- Building Leadership Teams Transformation to OIP 2009/2010
- Teacher Based Teams Transformation to OIP 2012/2013

"Becoming an organization that is DATA DRIVEN takes more than just saying it...but you have to start somewhere"

Ohio Improvement Framework
Making a Difference…

Teacher Based Teams (TBT)

Building Leadership Teams (BLT)

District Leadership Team I

District Leadership Team II

Quick Discoveries

We did not

- know how to collect and use data
- know what data
- have the right people on the BLT
- establish roles on the BLT
- engage the Board in the new process
- use data to make decisions as to what is working or not working

A New Way of Doing Business

Teacher Based Teams: (TBT)

- Provided Time for all to be involved
- Provided Training and Resources
- Attended by central office staff
- Empowered staff

A New Way of Doing Business

Building Leadership Teams (BLT)

- Selected the right people
- Clarified and defined roles of TBT, BLT and DLT
- Established a relationship between all

A New Way of Doing Business

District Leadership Team I

- Principals, Assistant Principals, Central Office Staff
- Retreat Format – once a month for 2 hours
- Focus on DATA, DATA, DATA
- Book Studies
- Accountability and Progress by building
- Establish and Reinforce expectations

A New Way of Doing Business

District Leadership II

- Comprised of community members, BOE representative, teachers, administrators
- Present data reports, address progress on strategic goals
- Gain input as to present and future needs based on data
- Subcommittees

A New Way of Doing Business

Board Study Sessions

- Once a month
- Principals/Supervisors are required to do a presentation about their school/department
- Evolution from "basics" to "data driven" results/progress monitoring/goals

http://www.youtube.com/watch?v=8NPzLBSBzPI

Lucy's Famous Chocolate Scene

Ohio Improvement Process

STAGE 1

Identify Critical Needs of Districts and Schools

STAGE 2

Develop a Focused Plan

STAGE 4

Evaluate the Improvement Process

STAGE 3

Implement and Monitor the Focused Plan
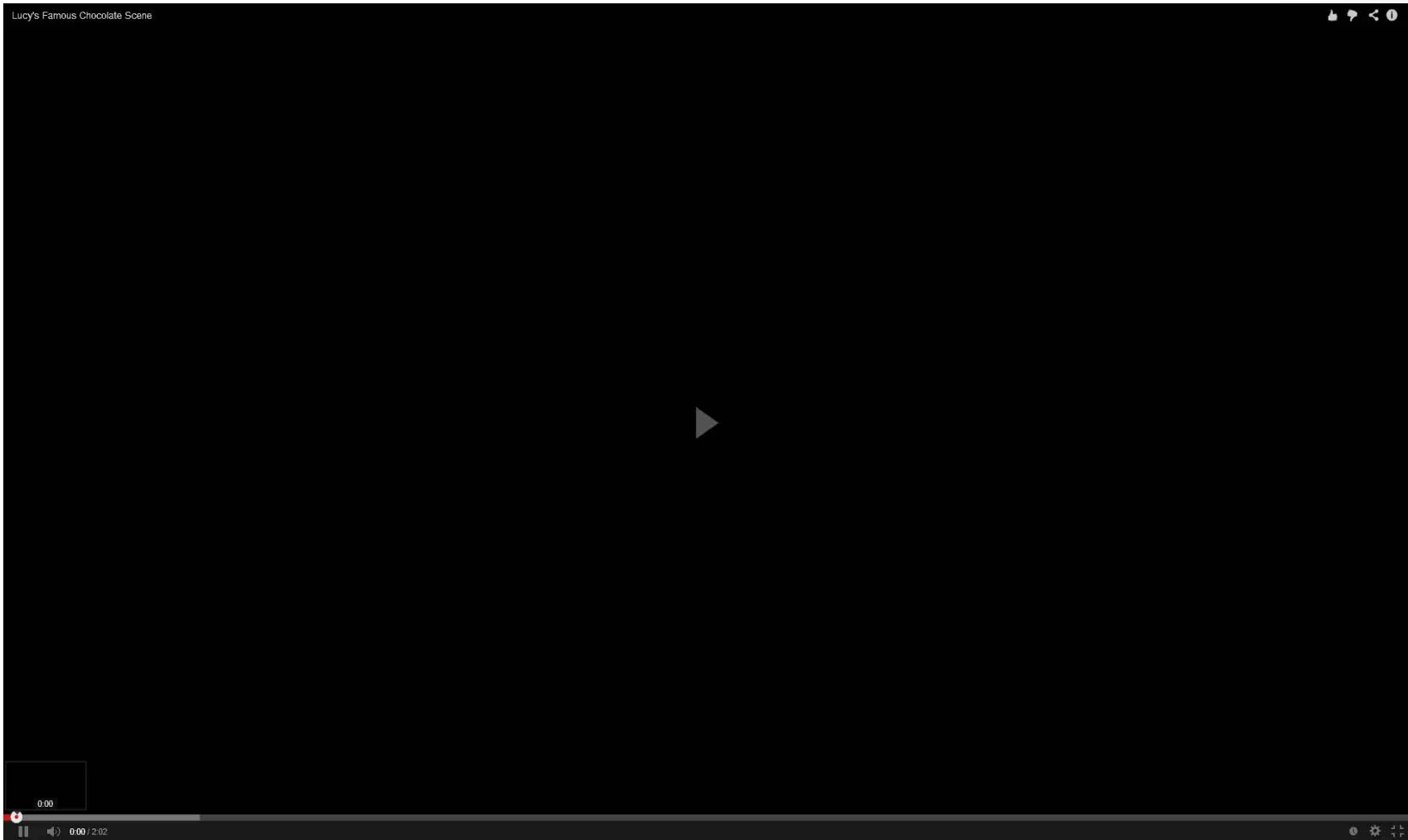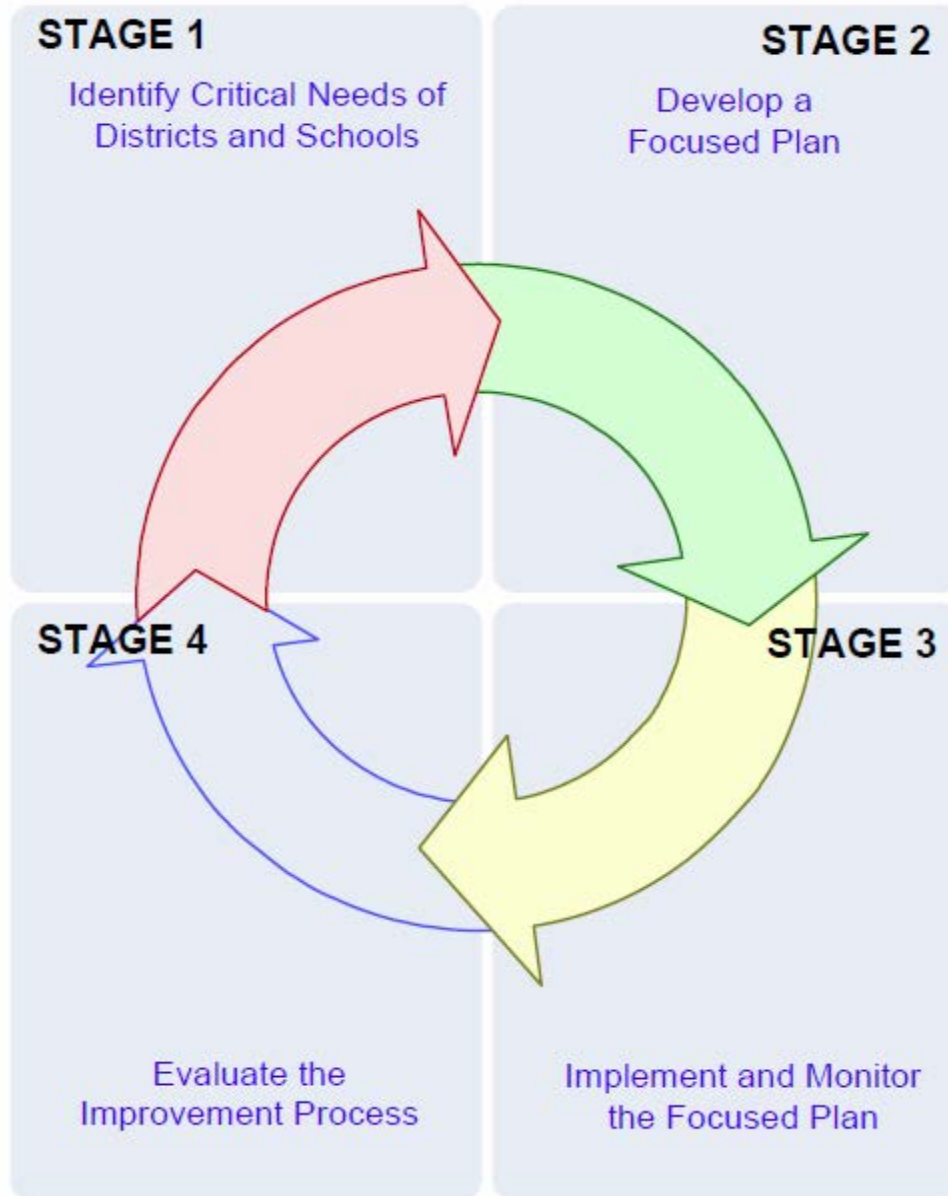
Performance of Crissey Elementary School

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Designation	Excellent	Excellent	Excellent	Excellent with Distinction	Excellent	Excellent with Distinction
	100 103.6	90 101.7	100 103.1	100 101.8	100 102.9	100 101
Performance Index	103.6	101.7	103.1	101.8	102.9	101.0
Indicators	100.0%	90.0%	100.0%	100.0%	100.0%	100.0%
AYP	Met	Met	Met	Met	Met	Not Met
Growth			Above	Above	Met	Above
Improvement Status	OK	OK	OK	OK	OK	At Risk

Building Leadership Team

STAGE 1

Identify Critical Needs of Districts and Schools
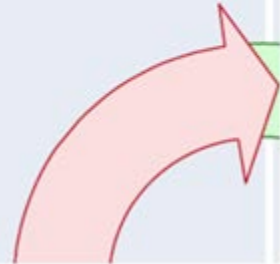
School Board Connection
- Supplemental Positions
- Technology

SMART Goals:

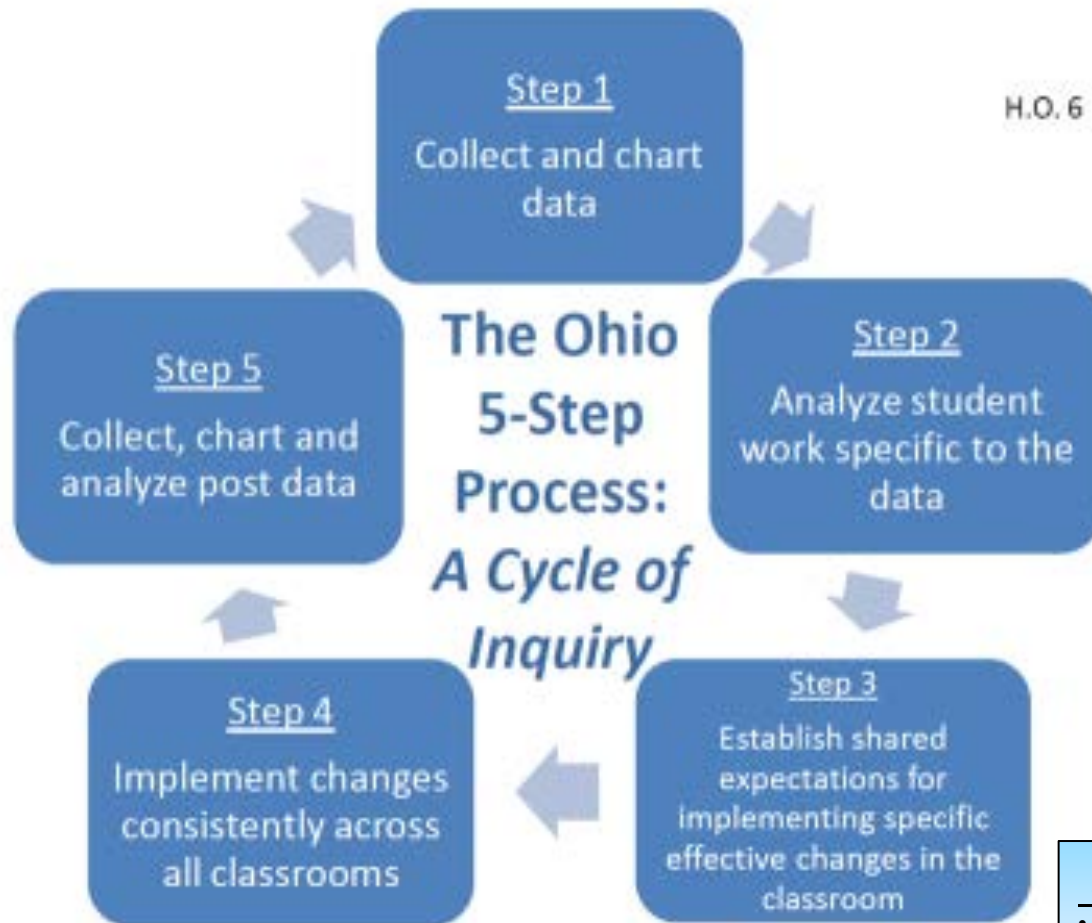Specific, Measureable, Attainable, Relevant, Time Oriented

Reading Goals:

Goal 1 SS Value Added: During the 2012 - 2013 academic year students at Crissey Elementary will make one or more years growth as determined by the moderate growth rate on the STAR Reading assessment in grades 1 - 5, and benchmarks in kindergarten on letter sound fluency and high frequency word assessments.

Goal 2 PR Core Instruction/Intervention: During the 2012 - 2013 academic year students at Crissey Elementary will increase the percentage of students who are scoring at or above the 50th percentile on the STAR Reading Assessment by 10% in grades 1 - 5, TBD by TBT in grade K.

Goal 3 AYP Sub Groups: During the 2012 – 2013 academic year students in subgroups of African American, IEP, and Economically Disadvantaged will have the same or higher growth rate in goal area 1; and will close the gap or gain 2% from our September baseline data in relation to the "All Student" subgroup in goal areas 1 & 2.

Math Goals:

Goal 1 SS Value Added: During the 2012 - 2013 academic year students at Crissey Elementary will make one or more years growth as determined by the moderate growth rate on the STAR Math assessment in grades 1 - 5, and benchmarks in kindergarten on wrote count to 100 and recognizing numbers 0 -20 assessments.

Goal 2 PR Core Instruction/Intervention: During the 2012 - 2013 academic year students at Crissey Elementary will increase the percentage of students who are scoring at or above the 50th percentile on the STAR Math Assessment by 10% in grades 1 – 5.

Goal 3 AYP Sub Groups: During the 2012 – 2013 academic year students in subgroups of African American, IEP, and Economically Disadvantaged will have the same or higher growth rate in goal area 1; and will close the gap or gain 2% from our September baseline data in relation to the "All Student" subgroup in goal areas 1 & 2.

TBT 5 Step Process

STAGE 2
Develop a Focused Plan

Step 1
Collect and chart data

H.O. 6

The Ohio 5-Step Process: A Cycle of Inquiry

Step 2
Analyze student work specific to the data

Step 3
Establish shared expectations for implementing specific effective changes in the classroom

Step 4
Implement changes consistently across all classrooms

Step 5
Collect, chart and analyze post data

School Board Connection
- Contracted TBT Time
- Professional Development

RTI Model

Tier 3 ——————————————————————

Students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

Tier 2 ——————————————————————

Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

Tier 1 ——————————————————————

Students learn at roughly grade level or above, and are least likely to fall behind or need intervention.

Tier 3

Tier 2

Tier 1
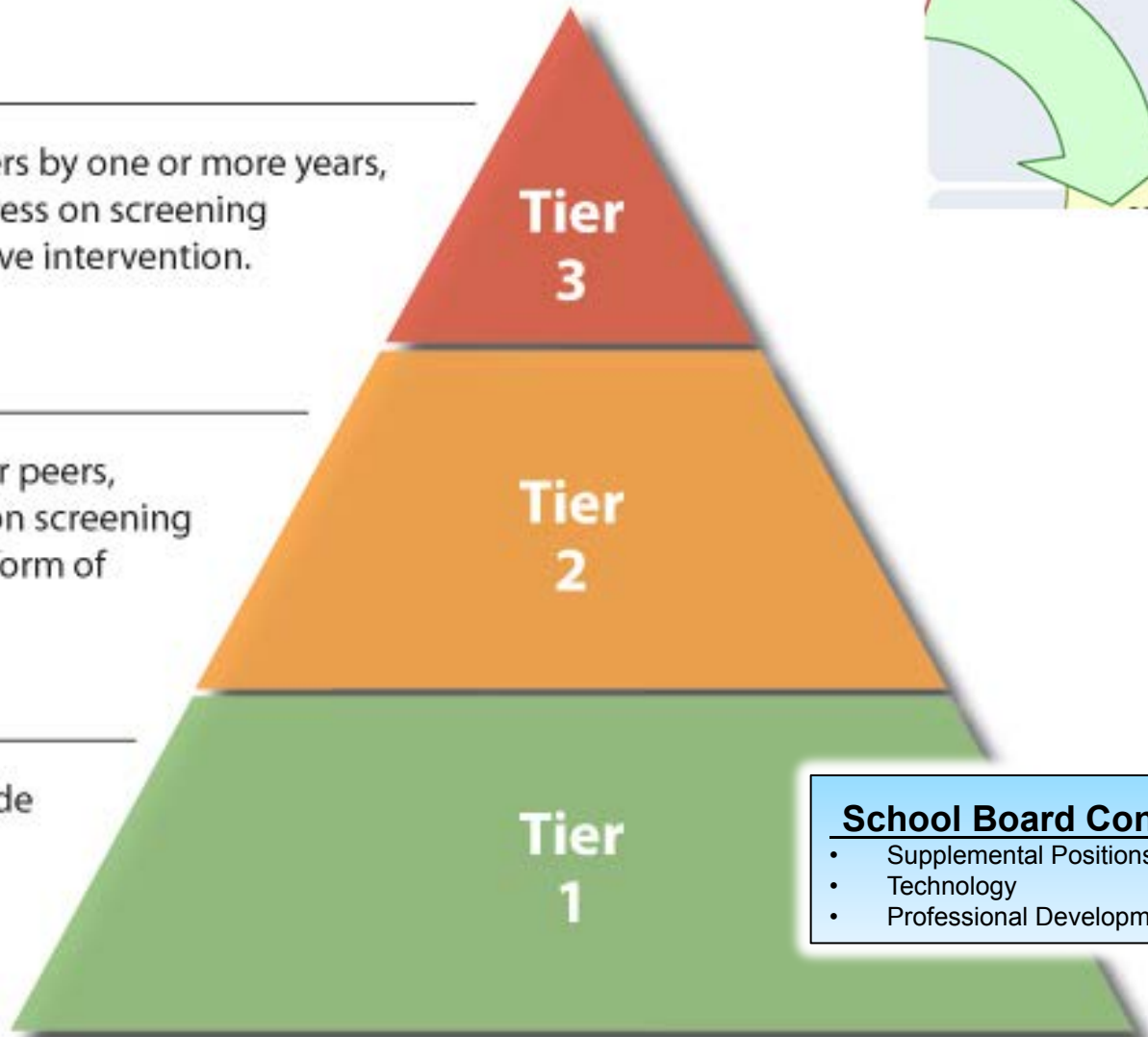
School Board Connection
- Supplemental Positions
- Technology
- Professional Development

Springfield's New Title 1 Model

- 2010/2011 = 1 Teacher ½ Title 1 Tutor
- 2011/2012 = 1 Teacher ½ Title 1 Tutor
- 2012/2013 = 1 Teacher or **3 Title 1 Tutors**
- 2013/2014 = 3 Title Tutors
- 2014/2015 = 3 Title Tutors **+ Additional Tutors for Math**

School Board Connection
- Hiring Recommendations

Data…Data…Data…What to use, When to use, Where to use…**What can we eliminate?**

- Available Reading & Math Assessment Data
  - OAA
  - STAR Reader & Math Enterprise
  - Sight Word Screeners
  - Letter Sound & Recognition Screeners
  - DRA
  - KRAL
  - Curriculum Measures
  - AIMS Fluency
  - Math Facts

- Student Behavior
  - (Classroom Dojo)
  - Individualized Behavior Plan/Monitoring

STAGE 2

Develop a Focused Plan

School Board Connection
- Professional Development
- Funding

STAR Enterprise Data Reports
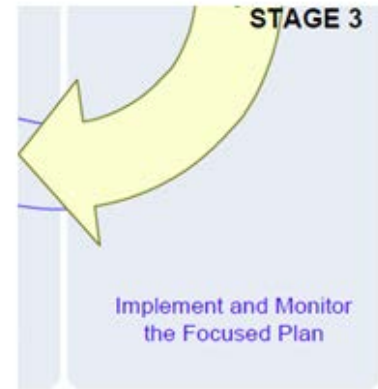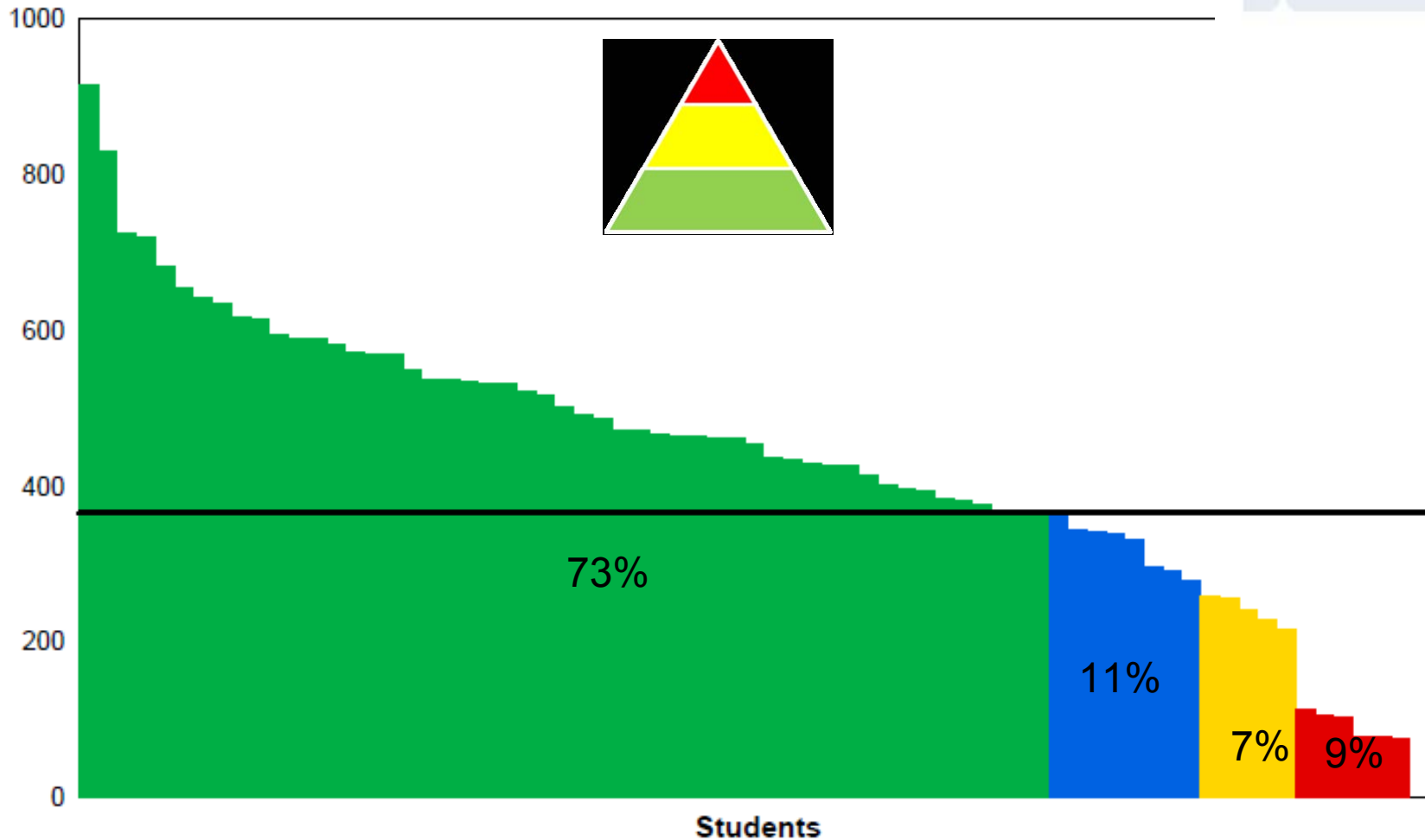
Behavior Data: Classroom Dojo
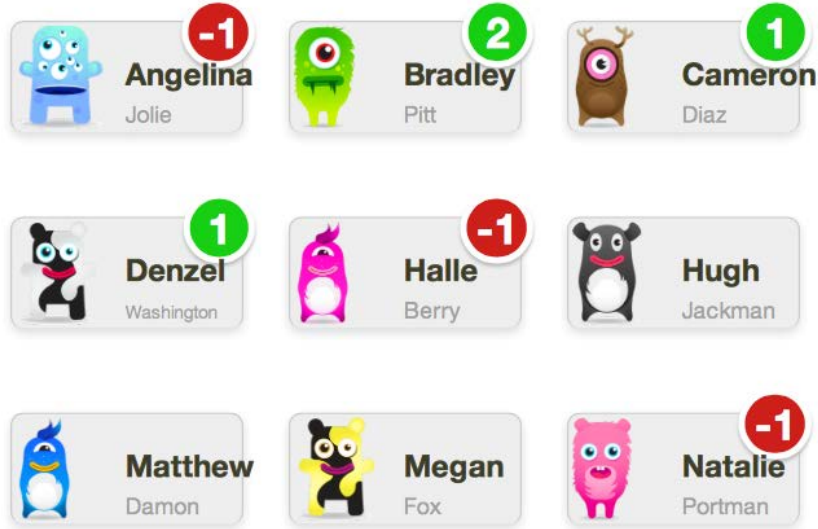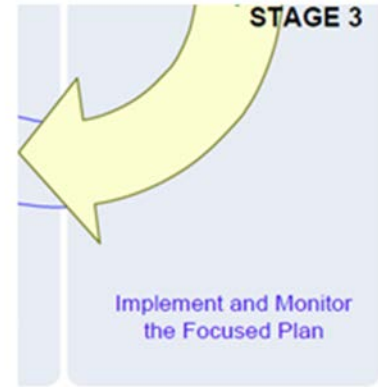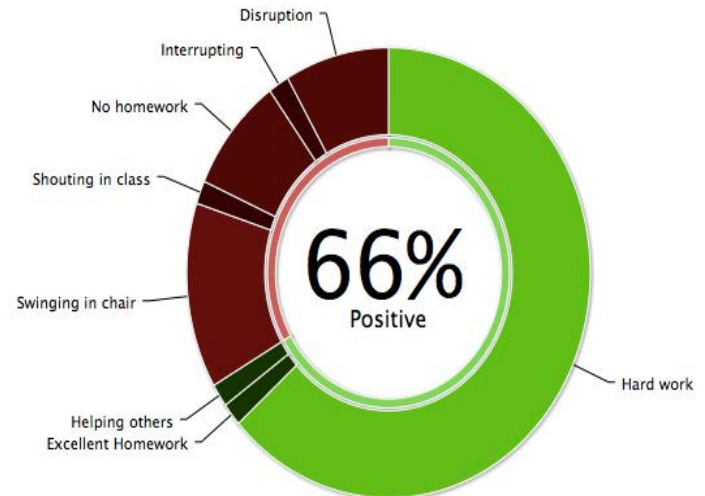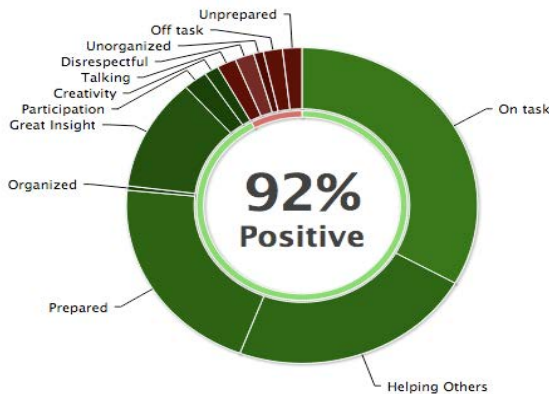
Teacher Based Teams
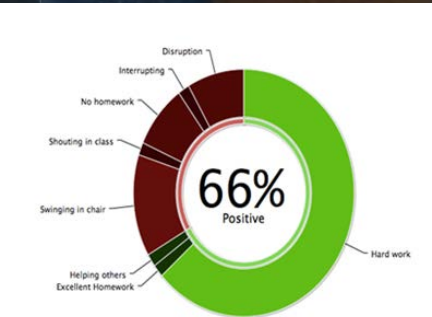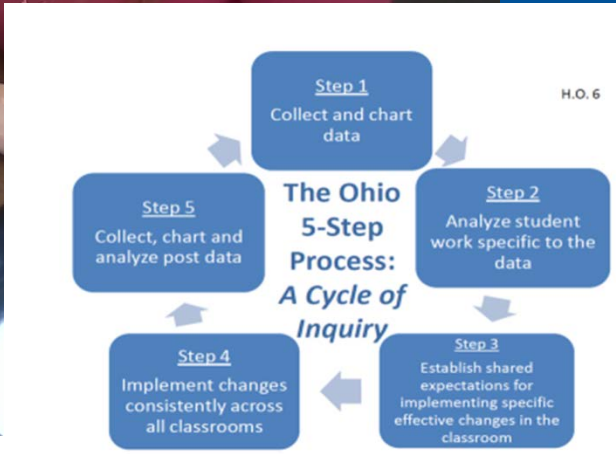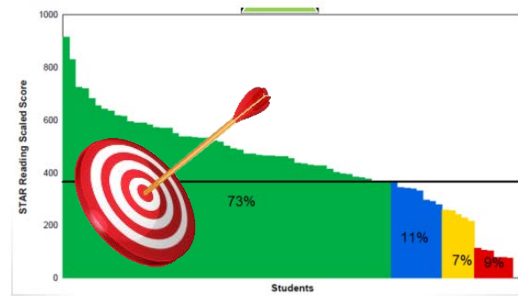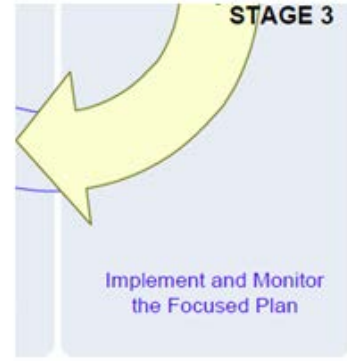
From Data to Action:
Peer Interventions
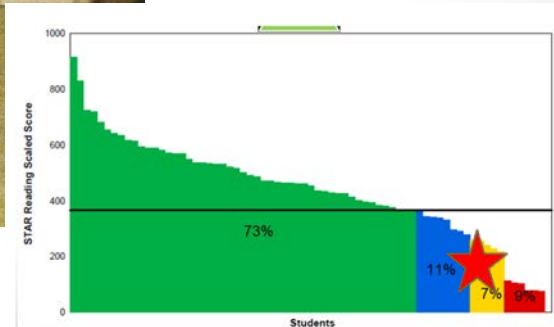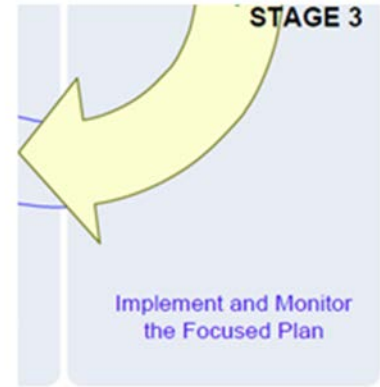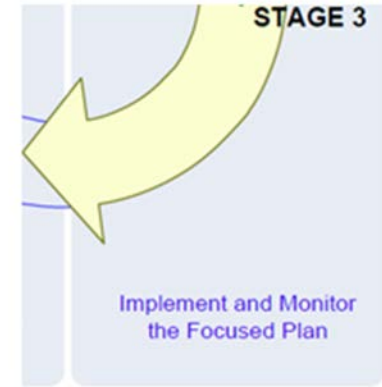
From Data to Action:
Parent Intervention

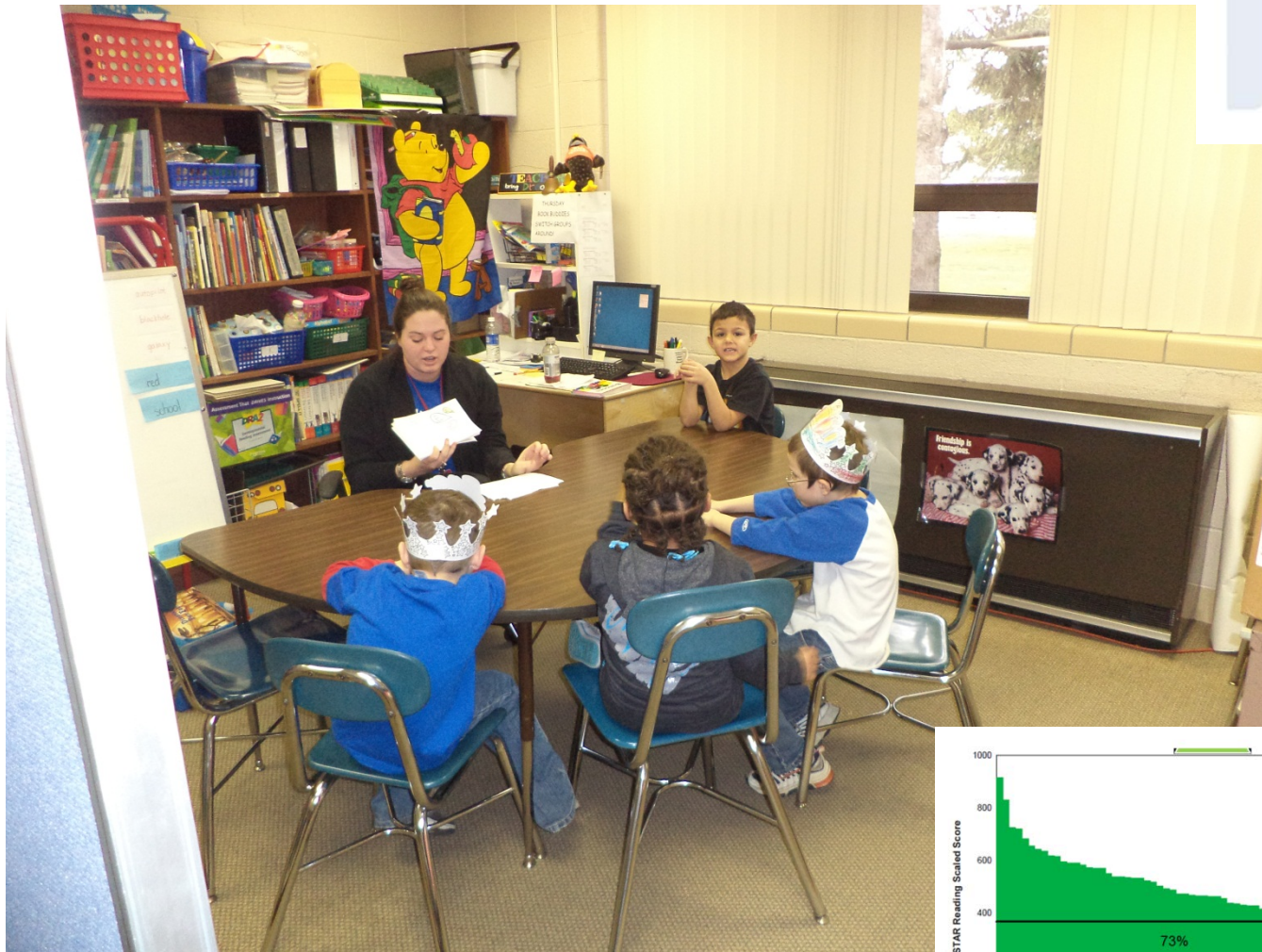

STAGE 3

Implement and Monitor
the Focused Plan
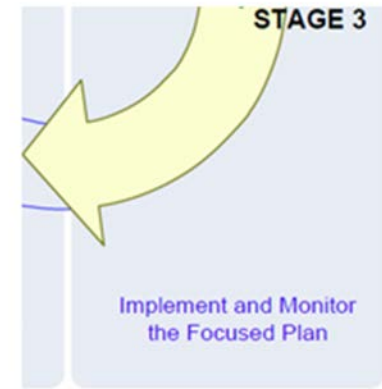
The School Board
- Policy
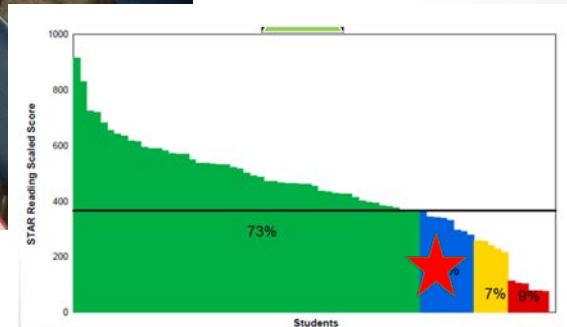
From Data to Action: Sensory Behavior Intervention

STAGE 3

Implement and Monitor the Focused Plan

66% Positive
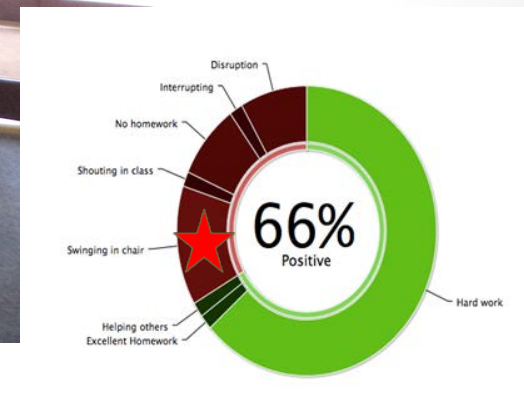
From Data to Action:
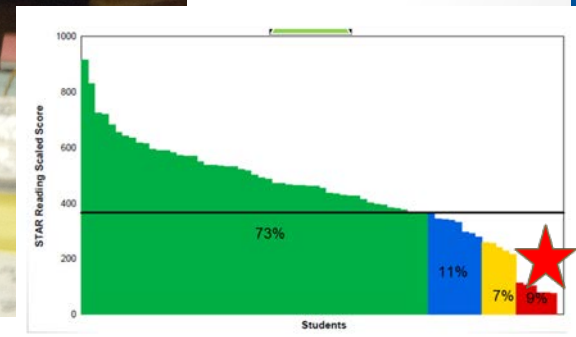## Tier 2 Intervention

STAGE 3
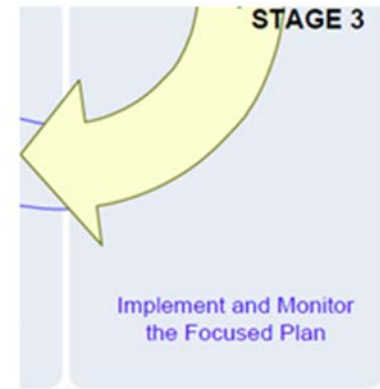
Implement and Monitor
the Focused Plan
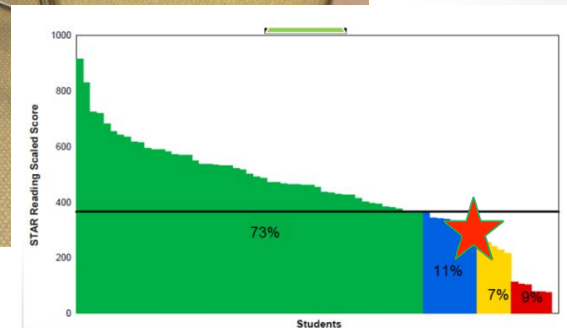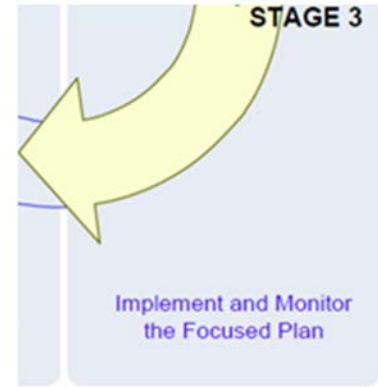
From Data to Action:
Tier 2 B Intervention
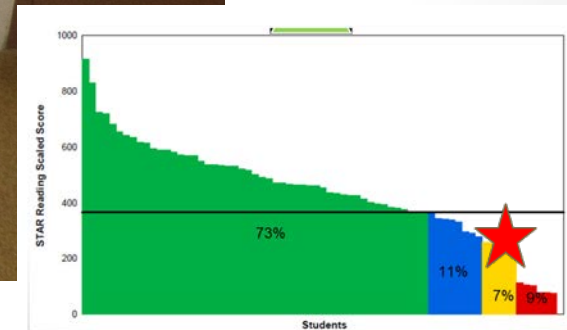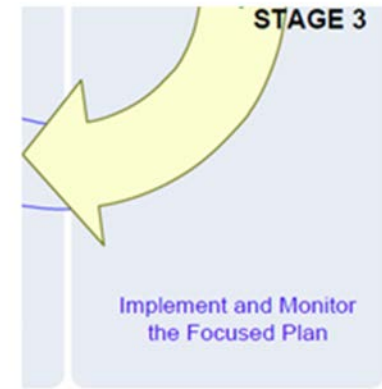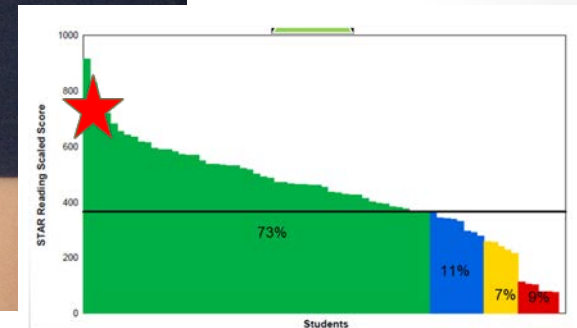
From Data to Action
Specially Designed Instruction

STAGE 3

Implement and Monitor
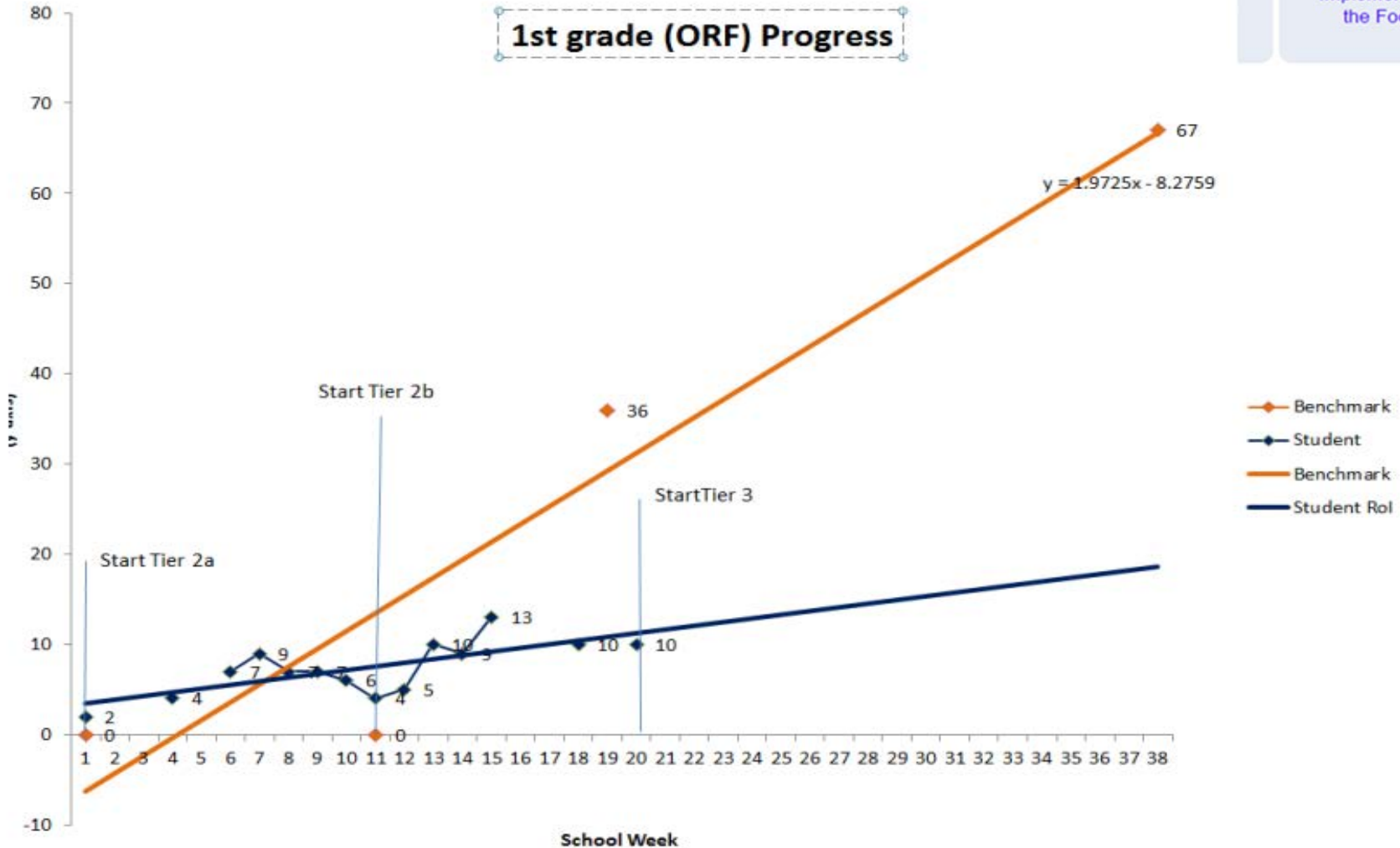the Focused Plan

From Data to Action
LEAP: Gifted Intervention
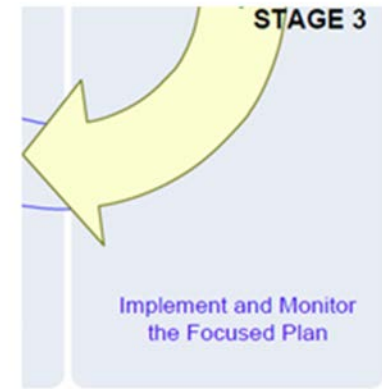
Response to Intervention
Progress Monitoring

STAGE 3

Implement and Monitor
the Focused Plan

1st grade (ORF) Progress

$y = 1.9725x - 8.2759$

Start Tier 2b

Start Tier 3

Start Tier 2a

Benchmark
Student
Benchmark
Student RoI

School Week

Response to Intervention
Progress Monitoring

STAGE 3

Implement and Monitor the Focused Plan

4th Grade (skill) Progress

Eligible To Exit Title 1

Start Tier 2a

$y = 0.8637x + 106.97$

$y = 2.3607x + 92.697$

Data points: 71, 84, 101, 107, 120, 111, 129, 111, 117, 128, 109, 133, 138, 121, 149, 108, 127, 125, 146, 139

- Benchmark
- Student
- Benchmark
- Student RoI

[y axis]

School Week

1) How do planned results compare to actual outcomes in student performance?

2) How do adult implementation results compare to student performance results?

3) Has our building plan been implemented with integrity, on-time and within budget?

4) What were the strengths and opportunities for improvement in each OIP stage?

5) What changes should be made to the plan to ensure improved student achievement?

6) Based on lessons learned as a result of implementing this plan and process, what should be done to eliminate unsuccessful practices and institutionalize successes?

STAGE 4
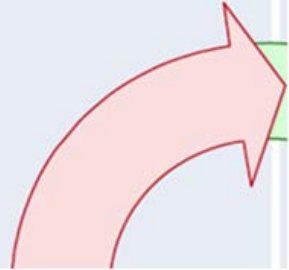
Evaluate the
Improvement Process

New Mandates and Where Do They Fit?

- Third Grade Reading Guarantee
- Ohio Teacher Evaluation System
  - SLO's & Growth Measures
- Common Core Standards
- New A – F Report Card
- New Generation of Online Assessments
- Resident Educator

A New Way of Doing Business
Board of Education

- Data focuses our efforts

- Policy adoption reflect data driven needs

- Knowledgeable about what is happening at the building level

- Can speak about performance

A New Way of Doing Business
Board of Education

- Can answer questions regarding subgroups

- Understand the challenges faced by our administrators, teachers and classified staff

- Curriculum Adoptions align with need based on data

A New Way of Doing Business Board of Education

- Personnel decisions are based on data to identify needs

- Communicates progress and challenges for each building.

- OIP guides strategic planning, technology purchases and facility needs

New Way of Doing Business Board of Education

- Drives our strategic planning

- Determines allocation of funding

- Assists us in meeting the needs of individual schools based on board presentations

- Offers us an opportunity to ask questions/gain understanding

New Way of Doing Business
Board of Education

- District Leadership Team II assists us in keeping a pulse on community feedback

- Gained an understanding of our subgroups and overall student performance as a district and at each level

- Decisions are based on data for both certified and classified areas of our school system

Springfield Local Schools thanks you for your time.

Questions??