



STRATEGIC DATA PROJECT
SDP FELLOWSHIP CAPSTONE REPORT

**The Road to Success: Infusing the Use
of Data to Increase Student
Achievement**

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SDP Fellowship Capstone Reports

SDP Fellows compose capstone reports to reflect the work that they led in their education agencies during the two-year program. The reports demonstrate both the impact fellows make and the role of SDP in supporting their growth as data strategists. Additionally, they provide recommendations to their host agency and will serve as guides to other agencies, future fellows, and researchers seeking to do similar work. *The views or opinions expressed in this report are those of the authors and do not necessarily reflect the views or position of SDP or the Center for Education Policy Research at Harvard University.*

ABSTRACT

Data Strategists are uniquely positioned to provide robust data and analytic tools to stakeholders while also having the capacity to guide the use of data to produce successful outcomes. District and school leaders have volumes of data from state and local sources yet don't always know which system to use to retrieve specific data for a particular purpose. And as leaders become increasingly engaged in routinely reviewing data, their next question often is "how do I use this to increase student achievement?"

This report provides an example of how Springfield Public Schools (SPS) implemented the SchoolStat model of data-tracking and reporting, and how a culture of using data to drive academic decision-making evolved.

INTRODUCTION

From 2007-2009, the city of Springfield implemented the CityStat model first developed and implemented in Baltimore. The CitiStat model uses data to inform decision-making at a city-wide level with the primary purpose of helping managers spot inefficiencies, reduce costs, and improve outcomes. The city of Springfield was emerging from a time of fiscal control by a Finance Control Board, a group consisting of the mayor of Springfield and President of the Springfield City Council in addition to three members appointed by the Commonwealth of Massachusetts. It was a time when local governance was being restored and Springfield was well positioned to diligently monitor costs with a watchful eye on data to guide decision-making.

Springfield Public Schools (SPS), the largest city department accounting for approximately 65% (\$375M) of the City's \$571M budget, likewise experienced changes in the need for near real-time, easily accessible data. The SchoolStat model, a segment of CityStat, was adopted as a way to focus attention on school-related metrics that could drive student achievement.

This report is intended to serve as a guide for fellows and future fellows in developing a process to provide the right data and analytic support so that educators can make informed decisions that lead to increased student academic achievement.

SCHOOLSTAT IMPLEMENTATION PHASES

EARLY IMPLEMENTATION YEARS (2007-2009)

The CityStat program was implemented in 2007 and was managed by a director and three analysts located at Springfield City Hall. During the 2008-2009 school year, SchoolStat was named as the segment of CityStat dedicated exclusively to school-related analysis. A new superintendent who embraced the use of data in decision-making was appointed during this time. This was the first dedicated effort at selecting and analyzing data on a monthly basis and presenting it to groups of stakeholders for discussion and follow-up.

CityStat Initial Process Steps

1. Analysts reviewed data from all departments throughout the City to reveal patterns of inefficiencies and the potential to reduce costs.
2. Monthly SchoolStat meetings were chaired by the Executive Director of the Finance Control Board and attended generally by members of the central office of the school department including the Superintendent and district directors.
3. Specific analysis on metrics such as attendance, assessments, and human resources was presented and discussed at the monthly meetings. Appropriate action items were assigned to stakeholders with the expectation that follow-up would occur by the next monthly meeting. This often did not happen, however, as stakeholders were not fully engaged in the process and their commitment to the process was not strong.

Early Implementation Years 2007-2009

Key Building Blocks:

- Leaders recognized a need for data to inform decision-making.
- Analysis aimed at finding ways to control costs. (Operational)
- Data was compiled and presented for discussion with stakeholders.
- Action items were identified and assigned to stakeholders to improve outcomes.

Considerations for Improvement:

- Little engagement by City departments.
- Need for a mechanism to increase and enforce accountability.

SCHOOLSTAT PROCESS DEVELOPS (2009-2010)

After demonstrating that sound financial practices were in place, the Commonwealth of Massachusetts dissolved the Finance Control Board in 2009 and restored local governance to City leadership. Springfield was now able to intrinsically refine and continue development of the SchoolStat process.

Increased Commitment to the SchoolStat Process

1. SchoolStat meetings were moved to the School Department and chaired by the Superintendent.
2. One analyst, although funded by the City, had responsibilities solely dedicated to addressing the data needs of the School Department.
3. My role as the Administrator of Assessment, Research, and Accountability (ARA) expanded to include working with SchoolStat personnel and School Department staff to begin identifying and tracking school-related data aligned to the district's strategic priorities.
4. Reports were built around the Strategic Priorities identified in the District Strategic Plan, rotating each month with a different priority as the main focus. (*See sample of SchoolStat Organization of Meetings in Appendix A*)

SchoolStat Process Develops 2009-2010

Key Building Blocks:

- "Ownership" of SchoolStat process embraced by Superintendent.
- One data analyst dedicated to district data needs.
- Director of SchoolStat led the monthly data presentations to the Senior Leadership Team
- Data and analysis clearly tied to district strategic priorities.
- Shift in focus from analysis for the purpose of controlling costs to analysis for the purpose of improving student academic achievement.

Considerations for Improvement:

- Data and analysis focused on district metrics. No school or student-level analysis.
- Accountability and engagement still lagging.

COMMENT AND ANALYSIS EXPANDS (2010-2011)

Momentum continued to build through the 2010-2011 school year with the SchoolStat analyst position formally transferring to the School Department in the Office of Information, Technology, and Accountability (OITA). The SchoolStat analyst developed reports highlighting district metrics and presented at monthly Senior Leadership Team meetings. The SchoolStat analyst also prepared middle school specific reports and presented at zone meetings which included groups of middle schools principals and their Chief Schools Officer.

Also during this time, the first internal research project was completed and focused on student participation in Algebra 1 support classes as a predictor of academic success. This was the first analytical analysis that sought to investigate local practices and the impacts they may have on SPS student achievement. Results were presented at a district Instructional Leadership Team meeting and discussion prompted the demand for similar studies that measured the impact of programs or practices on SPS student outcomes.

As data continued to be shared and discussed regularly among district and school staff, a vision emerged from the Superintendent and Senior Leadership Team for the further development of an

USE OF DATA TO IMPROVE STUDENT ACHIEVEMENT

internal data warehouse to capture and report on key metrics. My team in the ARA department played an important role in developing several of the initial reports on student attendance and disciplines in addition to creating the first district and school report cards with longitudinal data comparisons. (*See sample Annual District Report Card in Appendix A*)

Purposes for Expansion of Internal Data Warehouse

1. To develop a better way to capture and “house” needed data elements such as components for student and teacher attendance, disciplines, and state and local test scores.
2. To develop executable reports that provide “self-service” access for end-users throughout the district. Samples include attendance, discipline, and district and school report cards in addition to the beginnings of administrative dashboards and student profiles that provide near real-time data at the student, school, and district levels.

Commitment and Analysis Expands 2010-2011

Key Building Blocks:

- SchoolStat analyst transferred to School Department.
- First research analysis - Participation in Algebra 1 support class as a predictor of academic success.
- Particular need identified for analysis and reporting at the Middle School level.
- District begins tracking the number of at-risk students who had established student success plans and holding schools accountable for progress.
- More awareness of which data to spotlight to guide decision-making.

Considerations for Improvement:

- Limited ability to provide data analysis to all schools. (Only 1 dedicated analyst)
- Continue discovery of what to measure and what matters the most to track.

DEVELOPMENT OF DATA REPORTS AND DASHBOARDS (2011-2012)

As the availability and use of data became more prevalent, the demand for more real-time data increased correspondingly. Utilizing external consulting services for report and dashboard development, 2011-2012 marked a year of dramatic increase in the number and types of data reports developed for end-users ranging from attendance and enrollment to discipline, grades and schedules. The pinnacle of success this year was the development and deployment of the first Administrator’s Dashboard as a place for educators to see real-time school and student data for a variety of metrics. (*See sample student profile in Appendix A*)

Development of Data Reports and Dashboards 2011-2012

Key Building Blocks:

- Development of an Administrative Dashboard with drill-through capability to the student profile.
- Development of “self-service” data reports on attendance and enrollment, disciplines, and grades and schedules.
- More targeted assistance to middle schools based on identification of next level of data needs.
- Increased predictive analytics relative to SPS assessments and academic interventions.

Considerations for Improvement:

- More research focusing on Springfield students and variables for success.
- Development of a Teacher Dashboard

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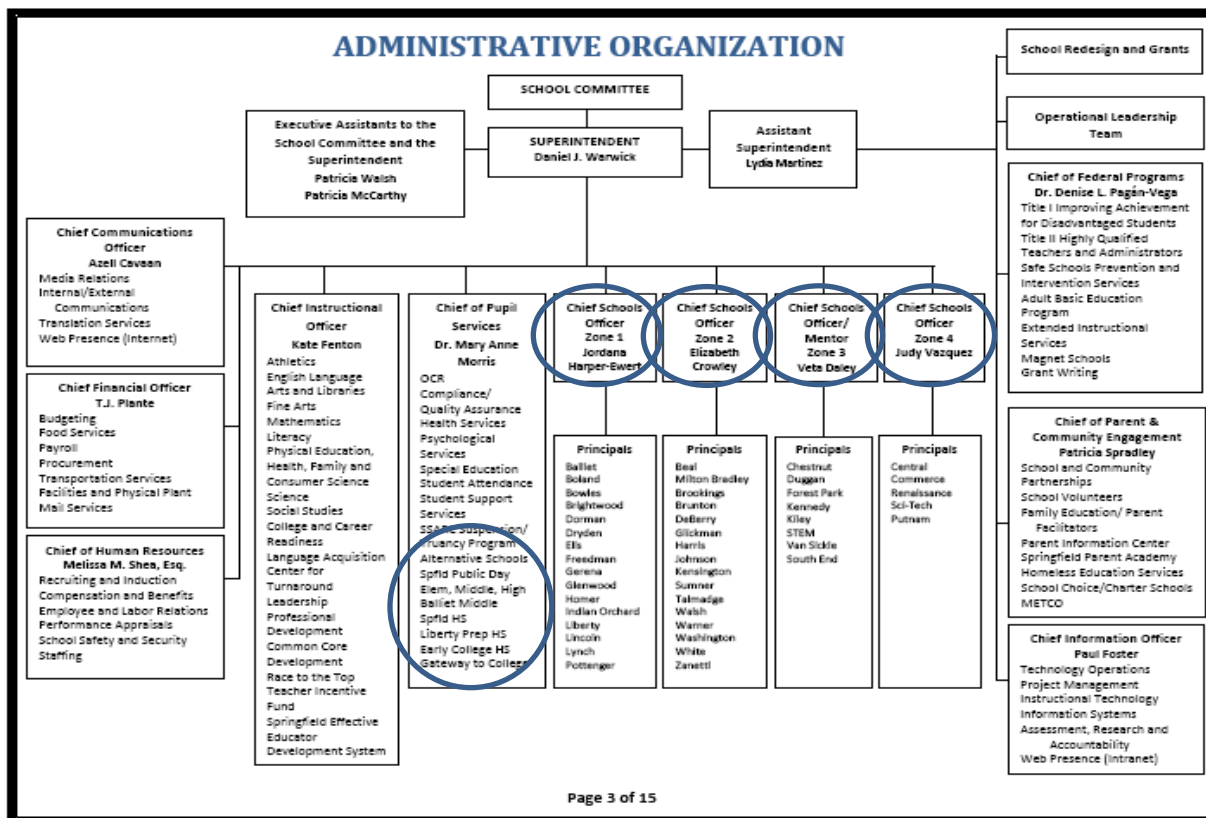
A new Strategic Data Fellow position was also created through Springfield's partnership with the Strategic Data Project. This project was funded mid-year through the Federal Race to the Top initiative and during this partial year, the position focused on fulfilling internal data requests while also conducting research on predictors of Algebra 1 success for SPS students. Beginning this year, my additional role as a Fellow allowed me to work more closely with our data analysts and expand my capacity for mining data and building reports in response to requests from school and district personnel.

DATA ANALYSTS FOR INDIVIDUAL ZONES (2012-2013)

2012-2013 marked a year of significant change in leadership with the selection of a new Superintendent who unequivocally underscored the importance of using data in decision-making. Demonstrating his commitment to The Springfield Promise: *A Culture of Equity and Proficiency*, the new Superintendent identified data as one of four district strategic priorities essential to increasing student achievement, and set the expectation for using data as a driver for decision-making. (See ***The Springfield Promise*** in Appendix A)

The greatest expansion of the SchoolStat project also occurred this year with the assignment of one data analyst to each school zone or cluster of schools (See *Zone configuration below*).

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The Strategic Data Team was formed and included each of the five zone data analysts and their supervisors who met bi-weekly for scheduled planning and discussion meetings.

While each analyst had some regular duties as part of their position, they also assumed new duties in providing a high-level data review at monthly zone meetings which were attended by the Chief Schools Officer and respective principals. (See *SchoolStat Protocols in Appendix A*). Additional support and training on how to access and analyze data was provided to individual schools upon request. Communication about the expanded process was delivered at the Superintendent's Leadership Team meeting attended by the Superintendent, the four Chief Schools Officers and Chief of Pupil Services, and other district leaders with a separate communication to all principals in the district. (See *sample SchoolStat expansion presentation in Appendix A*)

Major Contributors to the Expansion Process

USE OF DATA TO IMPROVE STUDENT ACHIEVEMENT

1. The hiring of a third data analyst through Race to the Top funding to meet the data and analysis needs of one of the two elementary school zones.
2. Bi-weekly meetings with the Strategic Data Team to plan for further expansion to Zones and individual schools and to share best practices on what was working or not working in their school collaborations.
3. As a member of the Strategic Data Team, my duties expanded to include working with the Alternative Schools' Principal and Assistant Principals to provide and lead discussions on school and student-specific data. I attended Alternative Schools' Zone meetings, presented school and student achievement data, and worked with individual Assistant Principals regarding their data needs. For most of this year, I met weekly with the Principal of the Alternative schools to address concerns around data use, access to data, or the need to collect currently unavailable data. Additionally, I worked closely with one particular elementary school by regularly attending and analyzing data at their Instructional Leadership Team meetings with the principal and instructional team members, worked with teachers during extended day to demonstrate how to access and analyze assessment results and student dashboard data, and facilitated discussions with teacher groups around the use of assessment data to inform instruction. An important practice of mine was to first present data or demonstrate a tool, then allow educators most of the meeting time to collaborate with one another about the data and how they could use it to change their instruction to help their students.
4. A principal needs assessment survey was developed and delivered at the end of the 2012-2013 school year as a way to obtain critical feedback from principals to guide further expansion. Working with Hunter Gehlbach, our Strategic Data Project advisor and subject matter experts Mary Mira and Donna Mitchell during the May, 2013 convening was invaluable in assisting us with developing an applicable survey to guide future work. (*See Principal Needs Assessment Survey in Appendix A*)

Data Analysts by Zone 2012-2013

Key Building Blocks:

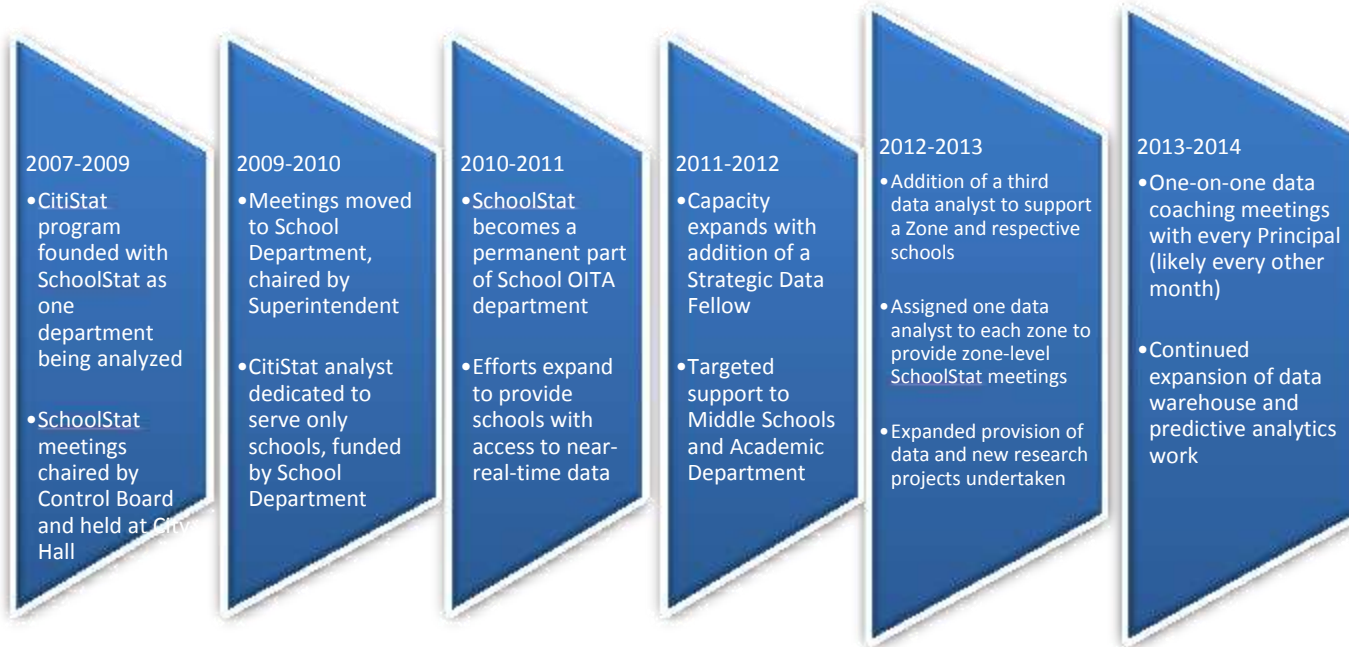
- Superintendent support through Strategic Priority 3 – Deploy data that is timely, accurate and accessible to make decisions for students, schools and the district
- Bi-weekly Strategic Data Team meetings with zone analysts and supervisors to plan expansion and share best practices.
- Identify SchoolStat protocols
- Developed school/student-specific tracking sheets for use in monitoring student academic progress.
- Attention to addressing data needs of early grades - PK, K, 1, and 2.
- More sophisticated analysis demanded by educators such as linking standards and strands to item analysis, looking closely at open response and short answer scores, and analyzing long composition scores.

Considerations for Improvement:

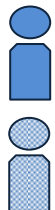
- Development of Teacher Dashboard
- More time to devote to deeper analysis.

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SchoolStat Expansion Timeline



Increases in Data Analyst Positions



Position functions wholly as a Data Analyst

Position has prescribed duties with additional Data Analyst responsibilities

TOP TEN LESSONS LEARNED

The following lessons learned were most influential in guiding the work to continue development of a data-driven culture in the Springfield Public Schools:

1. **Establish a champion at the district and school levels** to set the expectation for a culture of data-driven decision-making. This will ideally be the Superintendent or another member of the Senior Leadership Team at the district level and the Principal or Instructional Leadership Specialist at the school level.
2. **Communicate clearly and often** to administrators and educators about what data is available and how to access it. Work closely with schools in using existing data and tools and solicit feedback about what data is missing and how it can help improve student outcomes.
3. **Listen** to principals and educators at the school level when you engage in a discussion about data. Guide them to the data they need but be able to distinguish variations in technical and analytical levels for example:
 - a. Educators who are resistant to using data, no matter how much coaching is provided. Principal support as well as engaging peer educators for collaboration may prove advantageous. Help educators see how the data can identify ways to improve their instruction.
 - b. Educators who don't know how to use data or where to get it but want to learn. Fear of technology and resistance to change are factors that can be overcome through sustained coaching both with peer coaches and zone analysts.
 - c. Educators who are technology savvy and analytical in nature. Minimal support will likely be needed for this group and they can serve as lead coaches for colleagues struggling with how to access and use data.
4. **Positive relationship-building** is critical to engaging educators in the data analysis process. It is important to create a "safe environment" where educators can collaborate as they review data and share best practices with their colleagues.
5. **Celebrate successes along the way**, not just at the end of the year. Highlighting the successes throughout the year will go a long way in keeping momentum moving in a positive direction.
6. **Know your audience!** Your data presentation will be very different if you are working with a group of 16 principals as compared to working with three fifth-grade teachers at a school. Keep the data

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at an appropriate level and incorporate time for colleagues to “turn and talk” and share what is working at their schools.

7. When presenting data at a regularly occurring meeting, **send the data to the group ahead of time** so they can review it prior to the meeting. Transparency is important and gives educators a chance to review the data, formulate questions, and come prepared to maximize meeting time.
8. When conducting high-level meetings with groups of principals, **allow time for written comments and feedback** on what they liked, what they would have liked, and their suggestions to improve time spent at the next meeting. Be sure to incorporate suggestions provided by principals into the next meeting agenda.
9. **Bi-weekly scheduled meetings with zone data analysts** to plan next steps in supporting schools and to share best practices.
10. **Year-end wrap-up – Survey** principals at the end of a school year to gauge what worked, what didn’t work, and what could be improved and incorporate feedback into next year’s planning.

NEXT STEPS (2013-2014)

1. Analysts provide individual principal support at least every other month with principals deciding how to use this time based on their needs. The focus can range from individual training on current tools and interpreting data to providing training during extended days to groups of teachers on specific data-related topics. Sessions will be approximately one hour in length.
2. Review principal needs assessment results and look for ways to incorporate suggestions for improvement.
3. Rollout of Teacher Dashboard
4. Restructuring the zone analyst configuration to include the assignment of existing OITA personnel to devote partial time serving as data analysts for groups of schools.

SchoolStat

Organization of Meetings for 2009-2010

September 9, 2009

SCHEDULE OF MEETINGS

SchoolStat will be a component of the Senior Leadership Team meeting held the first Monday of each month. Each meeting will be focused on one strategic priority from the new strategic plan. The proposed schedule of meeting is as follows.

<i>August 10</i>	Overview of 2009-2010 SchoolStat framework
<i>September 21</i>	Safe, nurturing, respectful environment (08-09 review, baseline)
<i>October 5</i>	High academic achievement (08-09 review, baseline)
<i>November 2</i>	Highly qualified staff (08-09 review, baseline, start of year)
<i>December 7</i>	Parent and community partnerships
<i>January 4</i>	Equitable and efficient use of resources
<i>February 1</i>	Accountable leadership
<i>March 1</i>	Responsive and effective communication
<i>April 5</i>	Safe, nurturing, respectful environment
<i>May 3</i>	High academic achievement
<i>June 7</i>	Highly qualified staff

ORGANIZATION OF MEETINGS

Each SchoolStat meeting will feature three components as follows:

- 1) Updates on follow-up items from prior meetings;
- 2) Monthly dashboard of key indicators; and,
- 3) Data and discussion on strategic priority of the month.

DIMENSIONS OF ANALYSIS

During SchoolStat meetings, performance data will be analyzed along two main dimensions, comparative within the District and comparative with other districts as follows.

- Within District comparisons will be between the District-wide data and the three zones as well as between schools
- Other District comparisons will be with the state average and with Boston and Worcester.

SchoolStat
Organization of Meetings for 2009-2010
September 9, 2009

PROPOSED MONTHLY DASHBOARD INDICATORS

Proficiency

Formative assessment results (three times per year, not monthly)
Special education referral eligibility rate (percent of those referred determined to be eligible)

Attendance

Teacher attendance rate (all days in class divided by possible days)
Teacher attendance rate (100% minus controllable variables (sick, personal, etc.)
Student attendance rate

Safety & Security

Defiance of school personnel incidents per 100 students
Assaults/battery on staff or students per 100 students
Suspensions per 100 students (both in and out of school)

Human Resources

Teacher vacancy rate and fill rate broken down by core teachers / administrators / SPED teachers / ELL teachers
Number of grievances filed and resolved

Finance

Percent of grant funds utilized compared to percent of year completed (adjusted for varied grant years)
Available general funds spending as a percent of budget

*Community
Involvement*

Number of new school volunteers
Number of mentors per 100 students (separate School employees versus others and School employee mentors as a percent of all employees)

SchoolStat
Organization of Meetings for 2009-2010
September 9, 2009

PROPOSED PERFORMANCE METRICS BY STRATEGIC PRIORITY

High Academic Achievement

Goal 1 – Increase district-wide proficiency

Early reading proficiency (DBAs 1-3)

State and District performance by grade level, subject, and special populations (MCAS, Midterms, Finals)

Quarterly Report Card Grades

Goal 2 – Increase attendance rate for all students

Student attendance rates

Truancy rate

Goal 3 – Increase post-secondary options for all students

College-going rates

College retention rates

Goal 4 – Increase participation and performance in AP and IB

AP/IB enrollment

AP/IB pass rates

Goal 5 – Increase participation and performance on PSAT, SAT, and ACT

SAT & PSAT participation rates

Average SAT & PSAT scores

Goal 6 – Decrease drop out rate for all students

Dropout rate

Mobility rate

Percent of students defined as at-risk (based on research – ON HOLD)

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Organization of Meetings for 2009-2010
September 9, 2009

Goal 7 – *Increase graduation rate for all students*

4-year cohort graduation rates (include cohort definition)

English 9, Algebra 1, and Introductory Physics completion rates

Student retention rate in Grade 9

Safe, Nurturing, Respectful Working and Learning Environment

Goal 1 – *Create and maintain a nurturing, respectful, and safe environment*

Student code of conduct violations per 100 students (assaults, batteries, disrupting class)

Bus incidents per 100 students

Bus timeliness

Student referrals to Nurse

Nurse Back-to-Class rate

Student arrests

Goal 2 – *Ensure an accountability system holds staff, students, parents, and the community accountable*

Student suspensions per 100 students

Parent contacts per code of conduct violations

Goal 3 – *Assess, update, and maintain all SPS facilities*

Amount spent/number of vandalism work orders

Maintenance/custodial costs per square foot of facility

Average time to complete work orders

Highly Qualified Staff at all Levels

Goal 1 – *Attract and retain highly qualified staff at all levels*

SchoolStat
Organization of Meetings for 2009-2010
September 9, 2009

Teacher vacancy rate

Teacher turnover rate for first year teachers

Teacher turnover rate for teachers after 5th year teaching

Learning walk feedback

Goal 2 – *Use timely and accurate performance data for all decision-making*

Teacher attendance rate

Employee performance evaluation data by school (ON HOLD)

Goal 3 – *Create a performance management system that ensures accountability*

Number of staff on performance improvement plans

Percent of PIPs successful per year

Percent of all Principals contractual performance goals met

Goal 4 – *Provide professional development that is differentiated, targeted, and monitored for results*

Hours (or days) of PD per teacher

Learning Walks Feedback (percent of staff implementing PD strategies)

Post-PD survey results (consider surveying teachers on PD programs 6 months after PD is completed – ON HOLD)

Goal 5 – *Ensure all staff is held accountable for achieving clear and aligned system-wide performance goals*

Alignment of course grades with MCAS results

Alignment between pupil progression plan and promotions

Goal 6 – *Recruit, hire, retain, and equitably allocate highly qualified diverse personnel*

Staff diversity and qualifications

Distribution of highly qualified staff by school

Distribution of highly qualified staff by need (critical, type)

Percent of teaching staff on waivers

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Organization of Meetings for 2009-2010
September 9, 2009

Effective Parent and Community Partnerships

Goal 1 – *Assist and support parents and guardians to help improve learning*

% of schools with PTOs

Number of parent-teacher conferences

Number of home visits

Parent satisfaction data (Harris Poll & Survey Monkey)

School-based Parent Events (Intra-net: Parent Engagement Form)

Goal 2 – *Create a structure for families which provides referral services*

Number of community resource (tutoring, parent workshops/training, after-school programs, housing, food, health issues, etc.) referrals

Goal 3 – *Develop a comprehensive system that supports, encourages, values, and manages community partnerships*

Number of school volunteers

Number of mentors

Staff mentoring rate

SchoolStat
Organization of Meetings for 2009-2010
September 9, 2009

Equitable, Efficient, and Appropriate Use of Resources and Funding

Goal 1 – *Provide 21st Century technology*

Technology purchases

Technology needs (ON HOLD)

Student and teacher to computer ratios

Goal 2 – *Pursue alternative and supplemental funding*

Number of grants and amount received

Goal 3 – *Assure an equitable distribution of funding aligned with district priorities*

Measure of how funding (specifically Title I) aligns with School Improvement Plans and the District Improvement Plan

Draw-down rates on grants

Goal 4 – *Provide for and equitably distribute approved instructional materials and supplies*

Cost-benefit data for each intervention in use

Percent of students using interventions and showing improvements

Goal 5 – *Improve and maintain district buildings*

Beliefs about building cleanliness (Harris poll)

EduClean complaints

Investment in facilities improvements

Goal 7 – *Provide student/staff support services*

Number of referrals to STAT teams

Interventions to insure differentiated instruction

Community partnerships to insure supports for students and their families beyond the school day

Number and attendance of PD opportunities for building capacity for meeting the needs of a diverse student population

SchoolStat
Organization of Meetings for 2009-2010
September 9, 2009

including behavior management, academic and social/emotional
interventions, effective approaches for problem solving

Special education referral rate

Special education eligibility rate

SchoolStat
Organization of Meetings for 2009-2010
September 9, 2009

Responsive, Effective, and Accountable Leadership at all Levels

Goal 1 – *Develop and support a high performing educational culture*

Relevant Harris poll results

Goal 2 – *Develop and support effective leadership skills*

Goal 3 – *Develop and support a culture of shared accountability*

SchoolStat follow-up items completed in 2 months

Responsive, Multi-Cultural, and Effective Communication at all Levels

Goal 1 – *Establish a common understanding of shared goals and challenges*

Employee satisfaction data (Harris poll)

Parent satisfaction data (Harris poll)

Alignment between parent & staff perceptions (Harris poll)

Goal 2 – *Improve community engagement and commitment to district goals and mission*

Press releases by type, responses to negative articles

Goal 3 – *Develop an interactive communication system*

Number of individuals in the “cadre of ambassadors”

School and district-wide use of Connect-Ed

Springfield Educator circulation

Website hits to parent and community tabs

POTENTIAL SCHOOLSTAT RESEARCH PROJECTS

Over the course of the 2009-2010 school year, it is anticipated that CitiStat staff can engage in several research projects to further improve and develop our understanding of what matters and

SchoolStat
Organization of Meetings for 2009-2010
September 9, 2009

what should be measured. Following are two examples of potential projects, but others could be developed as well.

- Analysis of predictors of 9th or 10th grade dropout to identify thresholds for attendance and prior academic performance that would put students “at-risk” of dropout.
- Analysis of predictors of success in various levels of 9th grade math and English in order to better determine placement based on 8th grade and prior performance.
- Analysis of effect that home visits has to:
 - Student Attendance
 - Student Grades
 - Student Conduct/behavior (Character)
 - Parent/Teacher Relationships (?) *Understanding the “Qualitative” nature of the data*



2010-2011 ANNUAL SCHOOL REPORT CARD

Dr. Alan J. Ingram, Superintendent of Schools

1550 MAIN STREET
SPRINGFIELD, MASSACHUSETTS 01103
413-787-7100

DISTRICT MISSION

The Springfield Public Schools' mission is to provide the highest quality of education, so that all of our students are empowered to realize their full potential and lead fulfilling lives as life long learners, responsible citizens and leaders in the 21st Century.

STUDENT ENROLLMENT AND ATTENDANCE

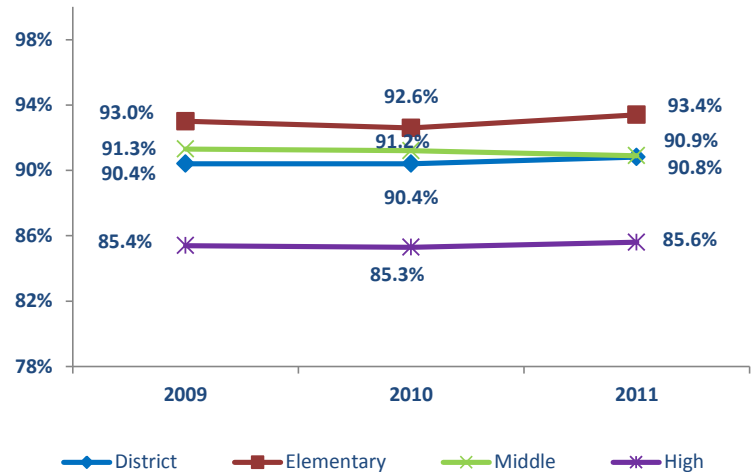
Early Childhood	
Grade	# of Students
PK	1125
K	2004

Elementary	
Grade	# of Students
1	2,092
2	2,018
3	1,866
4	1,935
5	1,973

Middle	
Grade	# of Students
6	1,815
7	1,803
8	1,755

High	
Grade	# of Students
9	2,469
10	1,628
11	1,436
12	1,231
SP	57

Chart 1. Three-year analysis of student attendance



Total Enrollment Oct. 2010	Same Students Enrolled in the District Oct. 2010 to June 2011	New Students Enrolled in District Oct. 2010 to June 2011	Number of Students Leaving the District Oct. 2010 to June 2011	Number of Students in different School 2010 to June 2011 but still in District	Total Enrollment June 2011
25,213	21,779	2,788	3,434	1,258	24,567
Selected Population		Race/Ethnicity		Gender	

% Limited English Proficient	14.1	% African American / Black	21.4	% Male	51.8
% Special Education	22.8	% Asian	2.2	% Female	48.2
% First Language Not English	24.4	% Hispanic	58.3		
% Low Income	84.2	% White	14.2		

TEACHER STATISTICS

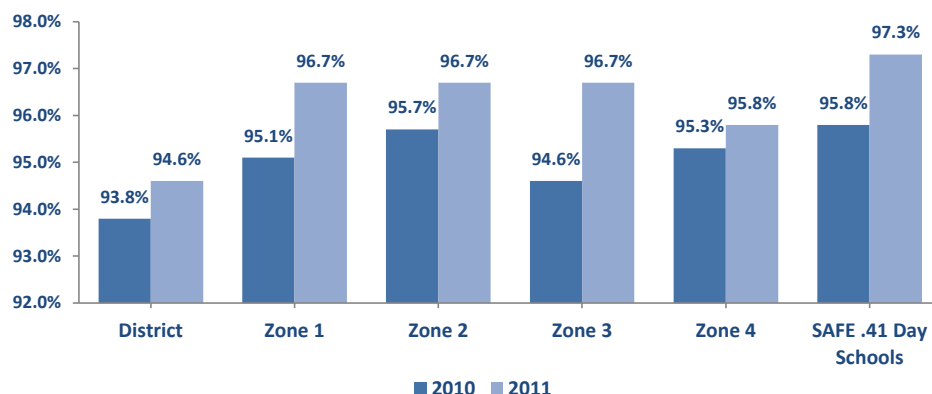
Total Teachers **2,076.8**

% of Teacher Licensed in Teaching Assignments 95.0

% of Core Academic Classes Taught by Teachers Who are Highly Qualified 95.8

Student / Teacher Ratio 12.1 to 1

Two-year analysis of teacher attendance



IN AND OUT OF SCHOOL SUSPENSIONS

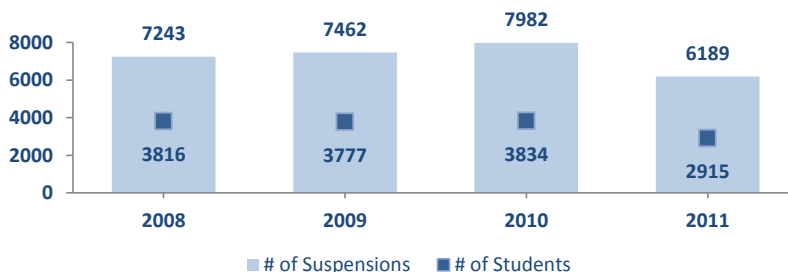
In School Suspensions

of Students # of Suspensions
2,239 2,971

Out of School Suspensions

of Students # of Suspensions
2,915 6,189

Chart 3. Four-year analysis of out-of-school suspensions



ADEQUATE YEARLY PROGRESS (AYP)

		2007	2008	2009	2010	2011	Accountability Status
ELA	Aggregate	No	No	No	No	No	Corrective Action
	All Subgroups	No	No	No	No	No	
MATH	Aggregate	Yes	No	No	No	No	Corrective Action
	All Subgroups	No	No	No	No	No	

As required by the federal No Child Left Behind Act, all students are expected to meet or exceed State standards in reading/English language arts and in mathematics by the year 2014. AYP determinations are thus made for schools and districts based on the performance of the student population in aggregate and for subgroups toward that goal. To receive an affirmative 2011 AYP determination, schools and districts must meet a student participation requirement and either the State's performance target for that subject, or the school or district's own improvement target and an additional attendance and/or graduation indicator.

2011 MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)

Reading/English Language Arts						Mathematics					
Grade	# of Students	% W/F	% NI	% P	% P+/A	Grade	# of Students	% W/F	% NI	% P	% P+/A
3	1830	18	43	36	40	3	1835	19	35	39	46
4	1868	27	46	26	28	4	1884	23	52	20	25
5	1918	20	39	37	41	5	1920	32	36	25	32
6	1755	30	40	28	30	6	1763	48	31	17	22
7	1742	19	42	37	39	7	1744	60	27	12	14
8	1698	20	30	46	51	8	1690	57	27	12	16
10	1354	10	30	51	60	10	1336	26	34	26	41

Chart 4. Five-year analysis of MCAS ELA Not Warning/Failing and Proficient & Above

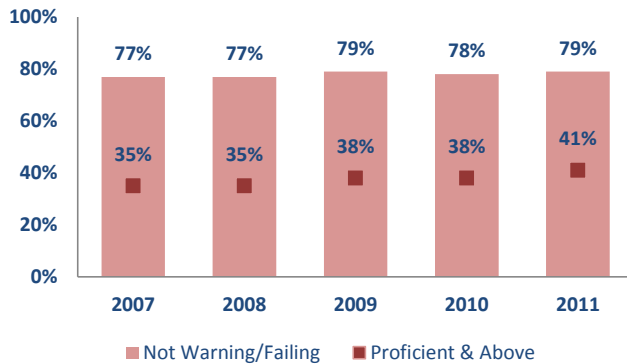
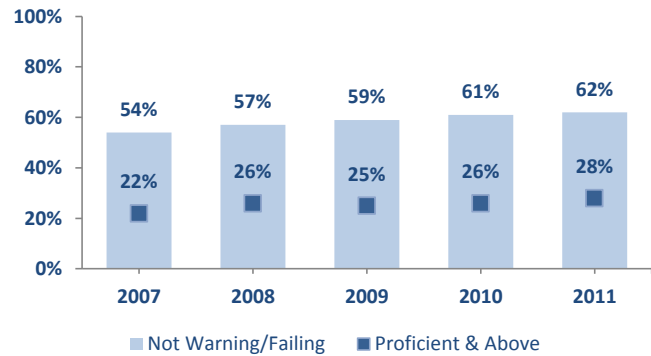


Chart 5. Five-year analysis of MCAS Mathematics Not Warning/Failing and Proficient & Above



Percent of Students Proficient & Above by Subgroup - 2010-2011

	Reading/English Language Arts		Mathematics	
	Springfield	State	Springfield	State
%Low Income	38	49	25	37
% African American	44	50	26	34
% Hispanic	34	45	22	34
% White	53	77	44	65
% LEP*	16	33	15	33
% SPED	11	30	9	22

*LEP subgroup as reported for AYP

ACCOUNTABILITY AND ASSISTANCE LEVEL

Springfield's Accountability and Assistance Level Designation: Level 4

	# of Schools
Level 1 – No Status or Improvement Year 1 or 2	7
Level 2 – Corrective Action or Restructuring	7
Level 3 – Scoring in Lowest 20% Statewide	21
Level 4 – Lowest Performing and Least Improving 2% Statewide	10
Level 5 – Joint District-DESE Governance	0

This designation, from Level 1 to 5, indicates a school's or district's placement on the Framework for Accountability and Assistance.

Level 1: Schools identified for a NCLB Accountability Status of No Status, Improvement Year 1, or Improvement Year 2 (aggregate or subgroups)

Level 2: Schools identified for a NCLB Accountability Status of Corrective Action or Restructuring (aggregate or subgroups)

Level 3: Schools scoring in the lowest 20 percent statewide of schools serving common grade levels, regardless of NCLB accountability status

Level 4: Schools among the lowest-performing and least improving 2% based on quantitative indicators, regardless of NCLB accountability status

Level 5: Schools declared by the Board of Elementary and Secondary Education as requiring "Joint District-ESE Governance"

FOUR-YEAR COHORT GRADUATION RATE

	2007	2008	2009	2010
State	80.9	81.2	81.5	82.1
Springfield	53.8	54.4	54.5	53
High School of Commerce	50.1	43.5	42.5	35.8
High School of Science and Technology	50.3	50.1	46.3	39.0
Putnam Vocational Technical High School	53.4	57.0	70.5	69.7
Springfield Academy for Excellence (SAFE)	41.2	39.6	37.0	25.6
Central High School	74.8	78.2	73.5	75.7

2011 DISTRICT BENCHMARK ASSESSMENT DATA

ACUITY

English Language Arts		Mathematics	
Grade	% Correct District	Grade	% Correct District
3	65%	3	71%
4	67%	4	65%
5	68%	5	61%
6	58%	6	51%
7	59%	7	51%
8	59%	8	48%
English 9	52%	Algebra 1	45%
English 10	58%	Geometry	40%

ANET

English Language Arts		Mathematics	
Grade	% Correct District	Grade	% Correct District
3	50%	3	55%
4	54%	4	52%
5	56%	5	46%
6	53%	6	45%
7	51%	7	38%
8	53%	8	40%

[View Printable](#)

ID:

State ID:

Grade:

Current School:

Age:

Birth Date:

Gender:

Ethnicity:

Primary Language:

Home Phone:

SPED Status:

LEP Level:

DEWS Risk Level:

Attendance and Discipline - [View Student Attendance Profile](#)

Attendance	2014	2013	2012
Absences	6	29	10
Truancies	0	0	0
Days Enrolled	52	180	176
Attendance Rate	88.5%	83.9%	94.3%

Most Recent Attendance Events

Date	Description	School
9/17/2013	Illness	
9/3/2013	Tardy Pres	

Student Search

Enter a name, part of a name, or a student number.

Search

Assessments

SPS Assessments

Assessment	School Year	Cycle	Subject	Score
F&P	2013	3	Overall	B
F&P	2013	2	Overall	B
KMA	2013	3	Overall	92%
KMA	2013	2	Overall	54%
KMA	2013	1	Overall	16%
KRA	2013	3	Overall	98%
KRA	2013	2	Overall	83%
KRA	2013	1	Overall	51%
---	---	-	-	-

Student Support - [View All Student Support Details](#)

Support Areas/Interventions

Date	Purpose/Program	Status	Staff Selected
5/7/2012	SSP	Active	
5/7/2012	STAT	Active	
5/4/2012	SSP	Active	
2/24/2012	STAT	Active	

Progress Meetings

Date	Purpose/Program	Status	Team Coordinator
2/24/2012	STAT	Active	



Springfield Public Schools

The Springfield Promise:
A Culture of Equity and Proficiency
Raise the Bar and Close the Gap

2013-2017
District Strategic Plan

Message from the School Committee Chairman



The Springfield Promise is the first step towards creating a Culture of Equity and Proficiency in our schools. Preparing our children today for the ever-changing world tomorrow is challenging work. Increasing financial pressures will make the work of educating our children increasingly challenging. As such, the goals and priorities in the Strategic Plan will help us focus our efforts on our greatest mandate – to unlock the potential of every child in Springfield and prepare them to be lifelong learners, responsible citizens, and future leaders, by providing the highest quality education.

We can only do this together. The SPS Strategic Plan reflects the collective voice of our community – parents, families, teachers, administrators, businesses, faith-based organizations, and labor unions. Over 600 members of the Springfield community provided their input through surveys. And a committee comprised of over 75 stakeholders from a variety of interest groups was formed to help shape the strategic plan. I thank you for your continued interest and investment in the future of our children, and your continued input in the future of Springfield Public Schools is critical and welcomed. Together, we must hold each other accountable for creating a community where our children thrive academically, socially, and emotionally. Vibrant schools make for a vibrant city.

Our students' futures are bright. Let's help them reach their full potential. As a community, let's put our children's interests first and provide them with the effective leadership and execution that they deserve.

Sincerely,
Domenic Sarno
Mayor, School Committee Chairman

Message from the Superintendent



Every student has the right and potential to graduate from Springfield Public Schools ready to succeed in college or to begin a productive career. As Superintendent of Schools, I am intent on creating a learning environment where academic success is the standard for each child.

Our nearly 26,000 students come from diverse family, religious and ethnic backgrounds. They speak numerous native languages and represent many cultures. Despite various differences, there is one important quality that unites all of our students - the potential to reach peak academic performance. I believe that my job as Superintendent is to fulfill the Springfield Promise, which seeks to create a culture of equity and proficiency where each child reaches peak performance.

But I can only do this work with the help of my colleagues and the support of the community. That is why I have sought and will continue to seek your input. I want to thank the over 75 members of the steering committee and the over 600 community members who participated in developing our vision. With this strategic plan as a guide, I will work with administrators and teachers to implement this vision. A former principal myself, I understand the crucial role these educators play and the support they need to lead a school up a pathway of continuous improvement. Strong teachers, robust curriculum, relentless use of real-time data and support networks are all pieces of the puzzle which, when pieced together, compose a picture of student success.

I am privileged to have this wonderful opportunity to serve as the leader of this school district. I have dedicated my entire career to the Springfield Public Schools, and I know what great potential lies ahead for us. I am deeply committed to improving our educational culture for our students and for our community.

Sincerely,
Daniel J. Warwick
Superintendent of Schools

Springfield Public Schools

School Committee Members Honorable
Mayor Domenic J. Sarno, Chairman Peter
Murphy, Esq., Vice-Chairman Christopher
Collins
Barbara Gresham
Denise Hurst
Antonette E. Pepe
Norman Roldan

Superintendent of Schools
Daniel J. Warwick

Springfield Public Schools
1550 Main Street, Springfield, Massachusetts 01103



Vision

A Culture of Equity and Proficiency

Core Values

- Every student by name, learning in a safe environment with a promise to graduate college and career ready
- All stakeholders are valued and treated with dignity, courtesy and respect
- Open honest two way communication internally and externally
- Instructional excellence
- Equity
- Accountability
- Trust
- Teamwork
- Kindness

Mission: The Springfield Promise

In five years:

- The Springfield Public Schools are world class learning environments that produce 21st century leaders.
- Our students will graduate from High School College and Career ready.
- The school district attracts Knowledgeable, highly effective and diverse teachers and principals who want to work in a high performing district.
- Parents and community members are moving into Springfield for the privilege of sending their students to schools that are thriving in A Culture of Equity and Proficiency.

Theory of Action

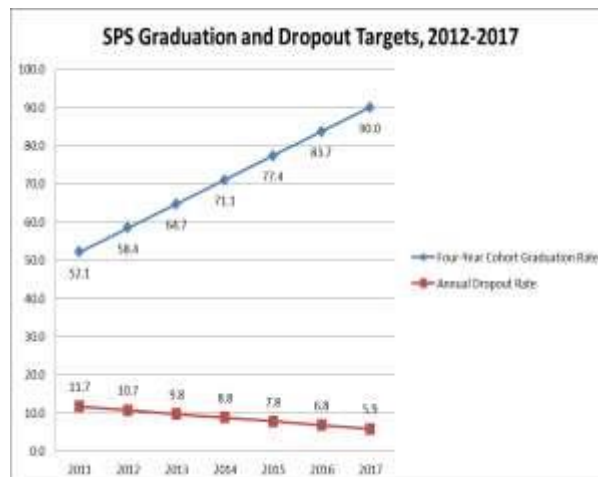
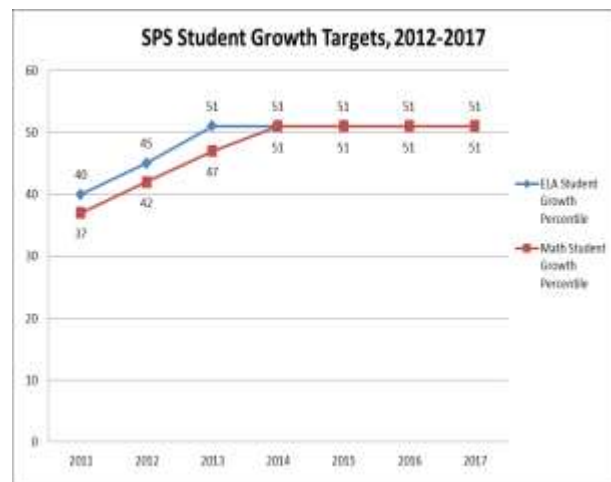
IF... there are highly effective, knowledgeable, and diverse principals and teachers in every school who can create a learning environment of respect and mutual accountability, use data to differentiate instruction and convince each student to achieve,

THEN...all students will graduate College and Career Ready in *A Culture of Equity and Proficiency*.

Targets for the next Five Years

To fulfill the Springfield Promise, we have set ambitious targets that will need the support and assistance of our entire community: students, parents, teachers, staff, administrators and the public. While these targets are ambitious, we believe that they are reachable and are critical to our promise to our students.

Our target is to see improvement in student achievement, as measured by different indicators the Massachusetts Comprehensive Assessment System (MCAS). Our goal is also to raise our graduation rates and decrease our dropout rates.



How it Fits Together: The Four Strategic Priorities to Raising Student Achievement

The Springfield Promise will require organization, coordination, and focus. We have identified four essential pieces that must work together to raise student achievement. With a focus on these pieces of work, we will ensure that effective instruction occurs in every class, every day, that there are shared high expectations for all students, that students achieve grade level proficiency, and that students graduate college and career ready.

Coach, develop and evaluate educators based on a clear vision of strong instruction	Implement a consistent, rigorous curriculum built on common standards with common unit assessments
Deploy data that is timely, accurate and accessible to make decisions for students, schools and the district	Strengthen social, emotional and academic safety nets and supports for all students and families

Strategic Priority #1:

Coach, develop and evaluate educators based on a clear vision of strong instruction

We will implement the following key initiatives by:

- Recruiting and retaining a highly effective and diverse staff
- Providing job-embedded professional development
- Providing mentoring programs at the teacher and administrator level
- Implementing the educator evaluation system with fidelity
- Monitoring progress using a performance management system aligned with the school improvement plans
- Provide technology solutions that support and enhance teachers' learning and teaching experience

Strategic Priority #2:

Implement a **consistent, rigorous curriculum** built on common standards with common unit assessments

We will implement the following key initiatives:

- Developing curricular resources (e.g., pacing guides, unit planning guides and common unit assessments) aligned to Common Core standards
- Focusing on literacy across all curriculum areas with an emphasis in early grades
- Implementing a Literacy and Numeracy Plan emphasizing a multi-tiered system of support to differentiate instruction at all levels
- Establishing ongoing systems of assessment to monitor fidelity of implementation
- Implementing technology, hardware and software that cultivate personalized, differentiated learning using 21st Century skills
- Preparing students and teachers for next generation of the Partnership for Assessment of Readiness for College and Career (PARCC) state assessments, featuring online exams and performance tasks

Strategic Priority #3:

Deploy data that is timely, accurate and accessible to make decisions for students, schools and the district

We will implement the following key initiatives by:

- Expanding data dashboards for teachers, principals, and administrators to include new sources of data and analytical tools
- Deploying formative and summative assessments, aligned to Common Core and PARCC, utilizing data to drive instruction
- Using early warning and indicator data, such as the Dropout Early Warning System (DEWS), to identify track progress at the student level and identify students in need of supports
- Providing ongoing professional development and coaching to all staff on the effective use of data and technology to improve instruction

Strategic Priority #4:

Strengthen social, emotional and academic safety nets and supports for all students and families

We will implement the following key initiatives by:

- Providing wrap around services to students and families (e.g., City Connects, Wrap Around Zones, and other community
- Implementing Positive Behavioral Interventions and Supports (PBIS) with
- Creating Student Success Plans for all students with tiered academic and social/emotional interventions
- Providing alternative pathways for success for at-risk students:
 - Online credit, grade and attendance recovery
 - Extended learning opportunities
 - Alternative school models
 - 9th grade academies
- Strengthening parent and community engagement through the implementation of the MA Frameworks initiatives such as:
 - The Springfield Parent Academy
 - Parent Facilitators
 - Home Visit Project, and
 - Parent and Community Focus Groups

As Springfield Public School Moves Forward...

This strategic plan presents an exciting direction for Springfield Public Schools for the next five years. But it is not enough to just have a plan. Faithful and timely execution with consistent monitoring is critical to producing outcomes. To monitor our progress in achieving the Springfield Promise, we will be measuring our initiatives on our strategic dashboard (<http://sps.dmdashboard.org/>). The metrics that will help monitor our progress will include the following:

Metric	Frequency	Strategic priorities monitored
Academic indicators:		
Massachusetts Comprehensive Assessment System Composite Percentage Index and Student Growth Percentile	1x / year	<ul style="list-style-type: none">• #1: educator development• #2: curriculum• #3: data deployment
Achievement Network interim assessment scores	4x / year	
Fountas and Pinnell scores	3x/ year	
Kindergarten Reading Assessment Kindergarten Math Assessment scores	3x/ year	
SAT/PSAT scores	1x / year	
High School final exam scores	1x / year	
Instruction indicators:		
Teacher attendance	Monthly	<ul style="list-style-type: none">• #1: educator development• #3: data deployment
Number of observations conducted	4x / year	
Student and Family Engagement indicators:		
Course failures	4x / year	<ul style="list-style-type: none">• #1: educator development• #2: curriculum• #3: data deployment• #4: safety nets / supports
% at-risk students	1x / year	
Attendance	Monthly	
Dropout	1x / year	
Graduation	1x / year	
Suspensions	Monthly	
Home Visit Project	2X per Year	<ul style="list-style-type: none">• #1 educator development• #4 safety nets/supports

The metrics on the dashboard will be updated regularly as they're available and publicly shared so that everyone can be a part of building the Springfield Promise.

**Springfield Public Schools
SchoolStat Protocols
2012-2013**

Roles and Responsibilities

OITA Data Specialist

School Team

Before a Meeting

- | | |
|--|--|
| <ul style="list-style-type: none">• Review open action items• Gather data to determine if action items have resulted in improvements• Review key data for current month• Identify data that merits discussion• Develop data visuals• Develop narrative descriptions of data and key questions• Finalize report and distribute prior to meeting | <ul style="list-style-type: none">• Complete action items identified at prior meeting• Qualitatively observe and note positive or negative impacts of particular action items• Communicate with OITA if additional data is needed to complete action items |
|--|--|

During a Meeting

- | | |
|---|--|
| <ul style="list-style-type: none">• Facilitate the meeting• Ask good questions about data• Ask good questions about follow-up from action items• Support the prioritization and action planning conversation (but do not drive it) | <ul style="list-style-type: none">• Openly and honestly review progress on action items• Genuinely reflect on data to identify priority concerns that need to be addressed• Allow everyone on the team to contribute to the conversation and promote honesty and “truth-telling”• Share “qualitative” data on progress that can only come from on-the-ground observation• Prioritize issues of concern (and recognize not everything can be a priority)• Choose only a few high-impact action items |
|---|--|

After a Meeting

- | | |
|--|--|
| <ul style="list-style-type: none">• Add new action items to tracking lists• Identify data that will be used next month to determine if action items are achieving results• Provide data needed for particular action items (lists of students for example) | <ul style="list-style-type: none">• Complete action items identified at prior meeting• Communicate with data specialists on additional needs or changing priorities |
|--|--|

**Springfield Public Schools
SchoolStat Protocols
2012-2013**

Proposed Monthly Data Priorities

Following are the items that would be prioritized for analysis in a given month, but schools and zones should regularly communicate if their experience on the ground dictates focusing elsewhere.

September	<ul style="list-style-type: none"> • Review SIP plans/goals (initial action items) • Attendance and chronic absence rate from prior year • Analysis of students chronically absent to start the year • Grade distributions from prior year and particular teacher patterns • Analysis of students in 11th and 12th grade off track for graduation and 5th or 8th graders at risk relative to promotion
October	<ul style="list-style-type: none"> • ELA formative assessment data • Dropout Early Warning roster and analysis • MCAS trends and patterns from prior year • First look at discipline and behavior • ELL and SPED sub-group analyses
November	<ul style="list-style-type: none"> • Math formative assessment data • Science formative assessment data • Attendance check-up • MCAS appeals (high school only) • SRI analysis (compare scores with scheduling)
December	<ul style="list-style-type: none"> • ELA formative assessment data • Course failure, 1st marking period • 11th and 12th graders off track to graduate • Dropouts (roster of those dropped since start of school) • 9th grade academy check-in (Algebra I progress, etc.) • ELL and SPED sub-group analyses
January	<ul style="list-style-type: none"> • Math formative assessment data • Science formative assessment data • Scheduling and PPP fidelity • Attendance check-up • MCAS appeals (high school only) • Mandatory summer school needs
February	<ul style="list-style-type: none"> • ELA formative assessment data • Course failure, 2nd marking period • Credit attainment (high school only) • MCAS retest results (high school only) • Social studies midterm outcomes
March	<ul style="list-style-type: none"> • Math formative assessment data • Science formative assessment data • Attendance check-up • Title I – Reservation analysis
April	<ul style="list-style-type: none"> • Math formative assessment data • Graduate tracking, on-track and off-track, planning for off track to graduate in August (high school only) • Course failure, 3rd marking period • Grade distribution analysis
May	<ul style="list-style-type: none"> • Incoming students analysis • Scheduling analysis (fidelity to PPP) • Year-in-review • Preliminary SIP action planning for 2013-2014