Review of Data from 2022 - 2023
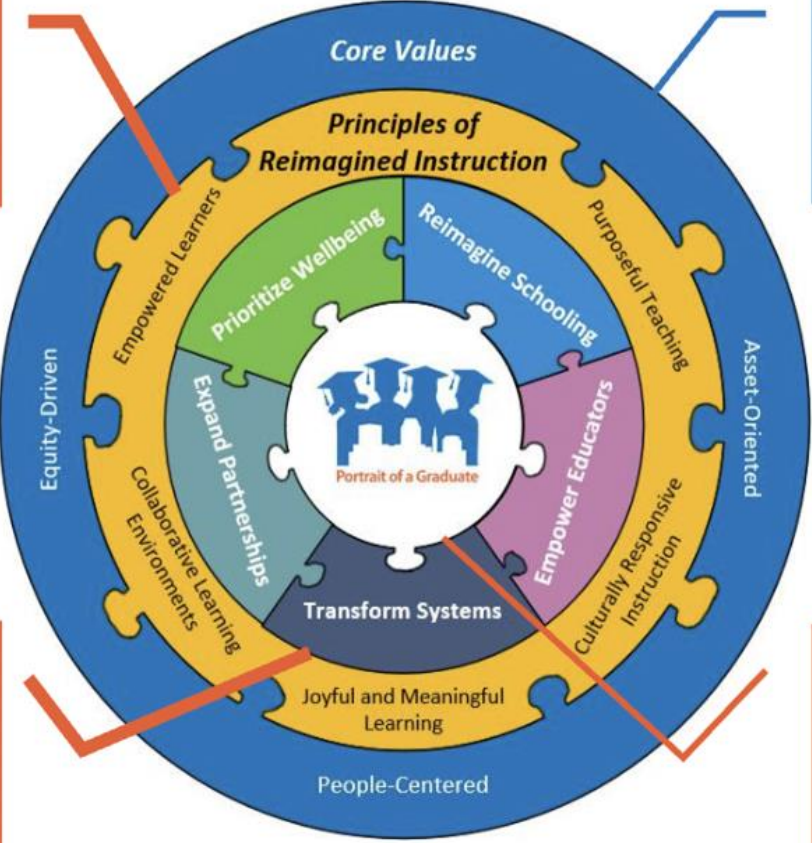
School Committee

October 5, 2023

SPS District Strategic Plan Aligned with Our Portrait of a Graduate

Our Principles of Reimagined Instruction define HOW WE TEACH

Our Vision, Mission, Theory of Action, and Core Values define HOW WE WORK

Our Strategies define the WORK WE WILL DO over the next six years

Our Portrait of a Graduate defines OUR GOAL FOR ALL STUDENTS

Portrait of a Graduate
Students Envisioning and Achieving their Success

Portrait of a Graduate

LEARN	COMMUNICATE	PERSIST	THRIVE	LEAD	WORK
"I have the academic knowledge and skills to critically understand the world, form opinions, and solve problems."	"I listen to others and convey ideas with respect, openness and clarity."	"I practice resilience, self-awareness, and advocacy to navigate challenges and new situations"	"I can independently navigate the world as an empathetic and respectful adult."	"I will lead with confidence, empathy and kindness in my family, my community, in Springfield, and beyond."	"I can identify and pursue career pathways that empower and sustain me."

The Springfield Public Schools and the Springfield Community will prepare students to:

LEARN	COMMUNICATE	PERSIST	THRIVE	LEAD	WORK
• Master and apply the academic content knowledge and skills essential for success in college, vocation, or service. • Think critically, be innovative, and solve real-world problems. • Understand the impact of systemic racism in America. • Apply technology and computational skills to advance learning and solve problems. • Find and analyze all kinds of information and critically evaluate each source. • Understand themselves as learners and pursue learning throughout life.	• Write and speak with clarity, evidence, and purpose. • Communicate ideas with confidence that their voice can and should be heard. • Select an appropriate communication style and platform for the situation and audience. • Know how to listen to others, ask questions, and seek to understand. • Practice thoughtful responses to others in all communication.	• Remain focused on goals, using coping strategies and flexibility to overcome obstacles. • Speak up for themselves and the issues that are important to them. • Engage in self-reflection to build on strengths and work on weaknesses. • Evaluate choices and outcomes when making decisions. • Give, receive, and respond to constructive feedback.	• Understand, respect and communicate with people from different cultures and backgrounds. • Care for themselves, and navigate the challenges of everyday life. • Understand financial systems and manage personal finances. • Nurture healthy and rewarding relationships at home, school and beyond. • Manage time and resources to achieve goals. • Identify interests, passions, and purpose, and envision possibilities for the future. • Prioritize and implement long and short term goals.	• Engage in difficult conversations to address conflict and solve problems. • Actively oppose bias, discrimination and racism. • Advocate for themselves and for others. • Seek opportunities to understand and serve the community. • Be curious, creative, open-minded and flexible in new situations. • Lead with empathy and kindness. • Actively participate in democracy and vote as an informed citizen in local and national elections.	• Make connections between their interests and possible career opportunities. • Understand and obtain the education and training required to enter and advance in their chosen career. • Know how to adapt and seek new opportunities as the workplace changes. • Practice essential workplace habits and attention to detail to produce quality work in any environment. • Collaborate with others on diverse teams to achieve shared goals.

Springfield Public Schools
Our District Context

Portrait of a Graduate

71 schools

Includes...
- **9** Alternative Schools/Programs
- **1** Virtual School

Changes for Fall SY24

Homer Street is now

Benjamin Swan

The Aspire Program

Opening at Commerce

Third largest district in New England

23,721 Total learners SY23
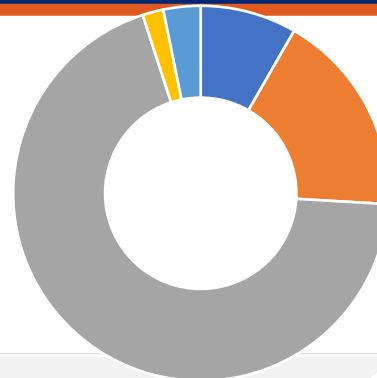
Students
- White - 8%
- Black - 18%
- Hispanic - 69%
- Asian - 2%
- Other - 3%

	SPS		MA
Low income	86.0%	vs.	42.3%
High needs	89.6%	vs.	55.1%
First lang not English	28.4%	vs.	25.0%
Students w/ disabilities	25.2%	vs.	19.4%

$792.3M Total budget

4,851 Total staff FTEs

10.9 students per teacher
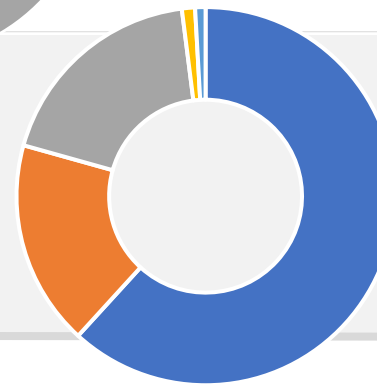
Staff
- White - 62%
- Black - 18%
- Hispanic - 19%
- Asian - 1%
- Other - 1%

Staff from diverse backgrounds

38% Springfield

14% Massachusetts

Accountability

ESE Next Generation Accountability
2023 Accountability

Portrait of a Graduate

Not requiring assistance or intervention				Requiring assistance or intervention	
Meeting or exceeding targets	Substantial progress towards targets	Moderate progress towards targets	Limited or no progress towards targets	Focused/targeted support	Broad/ comprehensive support
	Springfield Public Schools 2023 criterion-referenced target percentage= **58%**	**Massachusetts** 2023 criterion-referenced target percentage= **36%**		• low graduation rate • low participation • accountability percentile of 10 or below (not calculated for districts) • low performing group(s) (not calculated for districts)	• Underperforming • Chronically underperforming (decisions made at discretion of the Commissioner)

ESE Next Generation Accountability
2023 District Accountability Indicators

Portrait of a Graduate

Springfield Public Schools
Accountability Indicators
 All Students

* MCAS growth indicators are categorized scored differently than other indicators, based only on performance relative to the state target; improvement is not taken into account. Growth measures appear in the categories associated with the points awarded by DESE in 2023, namely typical growth – low with improved below target (2 points awarded) and low growth with performance unchanged (1 point awarded).

Met or exceeded targets for:	Math achievement – High school Extended engagement rate – High school Chronic absenteeism – High school & Non-High School Advanced coursework completion – High school
Improved below targets for:	ELA achievement – High school & Non-high school Math achievement – Non-high school Science achievement – High school & Non-high school ELA growth – High school & Non-high school* Math growth – Non-high school* Four-year cohort graduation rate – High school
Performance unchanged for:	Math growth – High school*
Decline in:	Progress toward EL proficiency – High school and Non-High School Annual dropout rate – High school

ESE Next Generation Accountability
2023 School Accountability

Portrait of a Graduate

Requiring/Not requiring assistance or intervention	Meeting or exceeding targets		Substantial progress towards targets		Moderate progress towards targets	Limited/ No progress towards targets	Insufficient Data
Schools not requiring assistance or intervention	Beal Bowles Bradley Brookings Dorman Dryden	Gerena Glickman Johnson Liberty Pottenger Public Day Elem Warner	Boland Chestnut TAG Duggan Glenwood Harris Homer	Indian Orchard Sumner Talmadge Washington White Zanetti	Balliet Freedman Kensington Putnam Renaissance STEM Walsh	None	
Requiring assistance (Focused/targeted support)	Brunton		Conservatory Lynch		Brightwood Central* DeBerry Lincoln Realization South End Virtual	Emergence Public Day Mid	Springfield High Intl Acad @ Sci-Tech Springfield Middle
Requiring assistance: (Broad/comprehensive support)	None		Commerce Forest Park Impact Prep Kennedy Legacy Acad Sci-Tech Van Sickle Acad		Academy @ Kiley Rise Acad	Kiley Prep	

Nine schools were not assigned an accountability status due to size or other reasons. These were Balliet Preschool, ECEC, Ells, Gateway HCC, Gateway STCC, Liberty Prep, Public Day High, Springfield Vocational Academy, and the International Academy at Johnson.

*Designated due to low assessment participation rates.

Springfield Public Schools

ESE Next Generation Accountability
2023 Schools of Recognition

Portrait of a Graduate

66 schools statewide named as schools of recognition for **strong growth** or **overall achievement**.

Three Springfield schools received this recognition.

Progress Towards Improvement Targets	
Brookings	95%
Glickman	92%
Milton Bradley	90%

MCAS Results

ELA MCAS
Impact of COVID-19: Average Scaled Score

Grade 3-8

Year	SPS - No SEZP	SEZP	MA
2018	493	482	501
2019	493	482	501
2021	487	475	497
2022	485	477	494
2023	485	477	494

Grade 10

Year	SPS - No SEZP	SEZP	MA
2019	490	491	506
2021	491	491	507
2022	490	488	503
2023	490	489	504

Legend: SPS - No SEZP, SEZP, MA

ELA MCAS
Average Scaled Score (Grades 3-8)

Chart: Average Scaled Score (Grades 3-8), 2022 vs 2023

District	2022	2023
SPS	482	482
SPS - No SEZP	485	485
SEZP	477	477
Other Urban Districts	480	479
State	494	494

	Change SY22 to SY23
SPS - No SEZP	0
SEZP	0
Other Urban Districts	-1
State	0

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

ELA MCAS
Average Scaled Score (Grade 10)

Chart data: Average Scaled Score by group, 2022 and 2023

Group	2022	2023
SPS	489	490
SPS - No SEZP	490	490
SEZP	488	489
Other Urban Districts	486	483
State	503	504

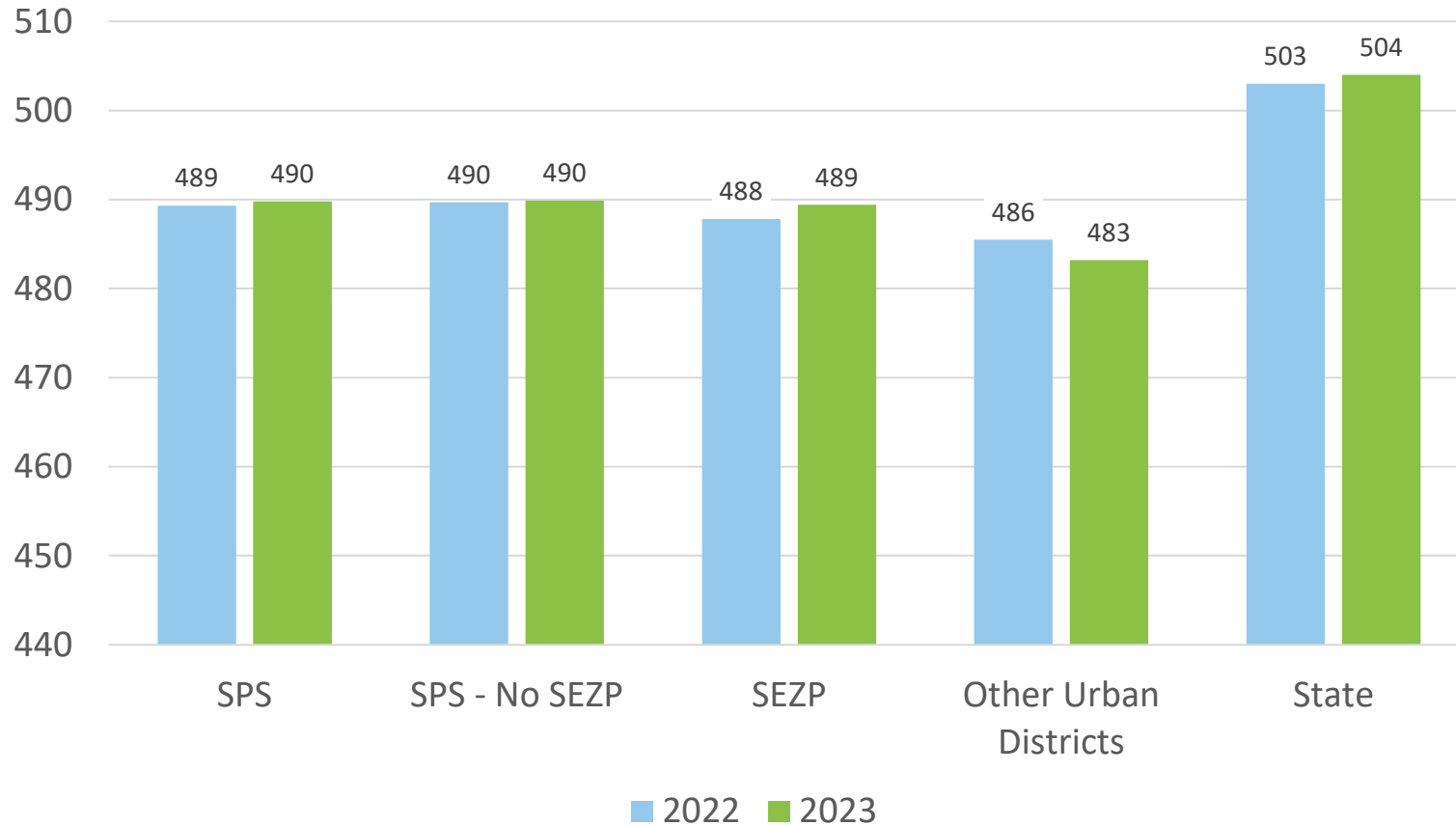|	Change SY22 to SY23
SPS - No SEZP	0
SEZP	1
Other Urban Districts	-3
State	1

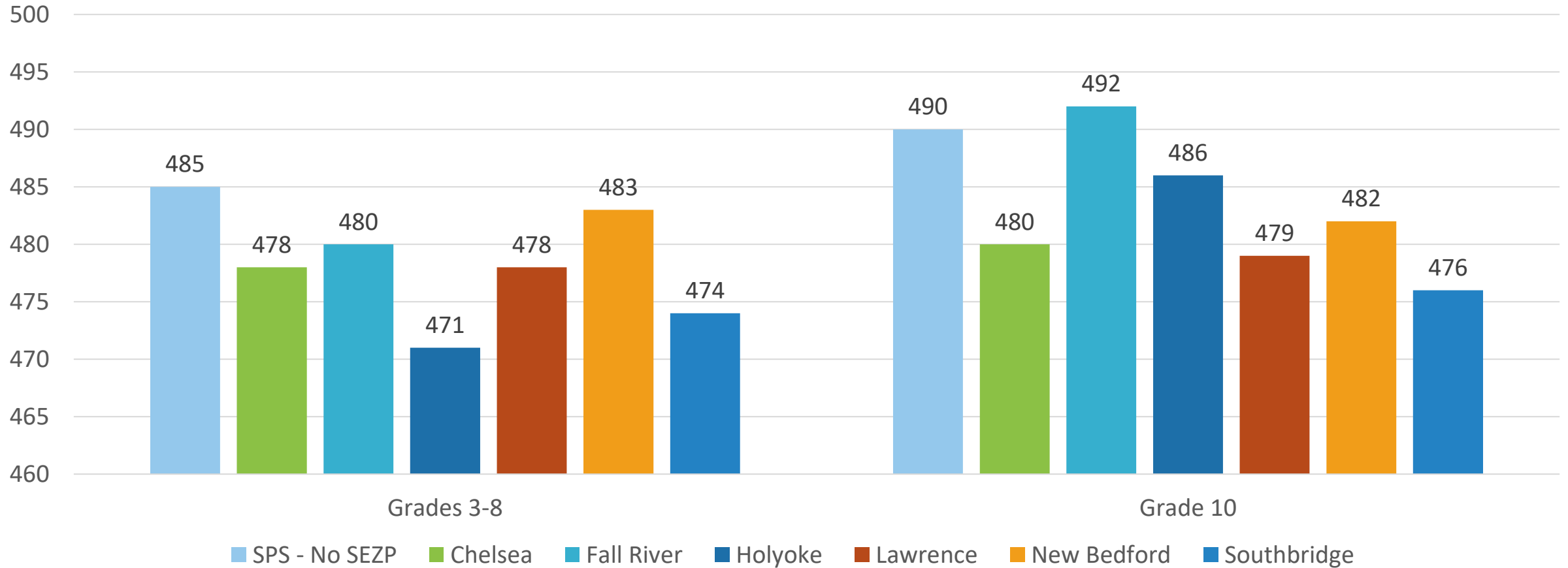Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

2023 ELA MCAS for SPS and Other Urbans
Average Scaled Score

Portrait of a Graduate

Grades 3-8:
- SPS - No SEZP: 485
- Chelsea: 478
- Fall River: 480
- Holyoke: 471
- Lawrence: 478
- New Bedford: 483
- Southbridge: 474

Grade 10:
- SPS - No SEZP: 490
- Chelsea: 480
- Fall River: 492
- Holyoke: 486
- Lawrence: 479
- New Bedford: 482
- Southbridge: 476

Legend: SPS - No SEZP | Chelsea | Fall River | Holyoke | Lawrence | New Bedford | Southbridge

Math MCAS
Impact of COVID-19: Average Scaled Score

Grade 3-8

Grade 10

SPS - No SEZP   SEZP   MA

Math MCAS
Average Scaled Score (Grades 3-8)

Bar chart showing Average Scaled Score by group for 2022 and 2023:
- SPS: 479 (2022), 480 (2023)
- SPS - No SEZP: 481 (2022), 483 (2023)
- SEZP: 476 (2022), 476 (2023)
- Other Urban Districts: 479 (2022), 479 (2023)
- State: 494 (2022), 494 (2023)

Legend: ■ 2022 ■ 2023

	Change SY22 to SY23
SPS - No SEZP	2
SEZP	0
Other Urban Districts	0
State	0

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

Math MCAS
Average Scaled Score (Grade 10)

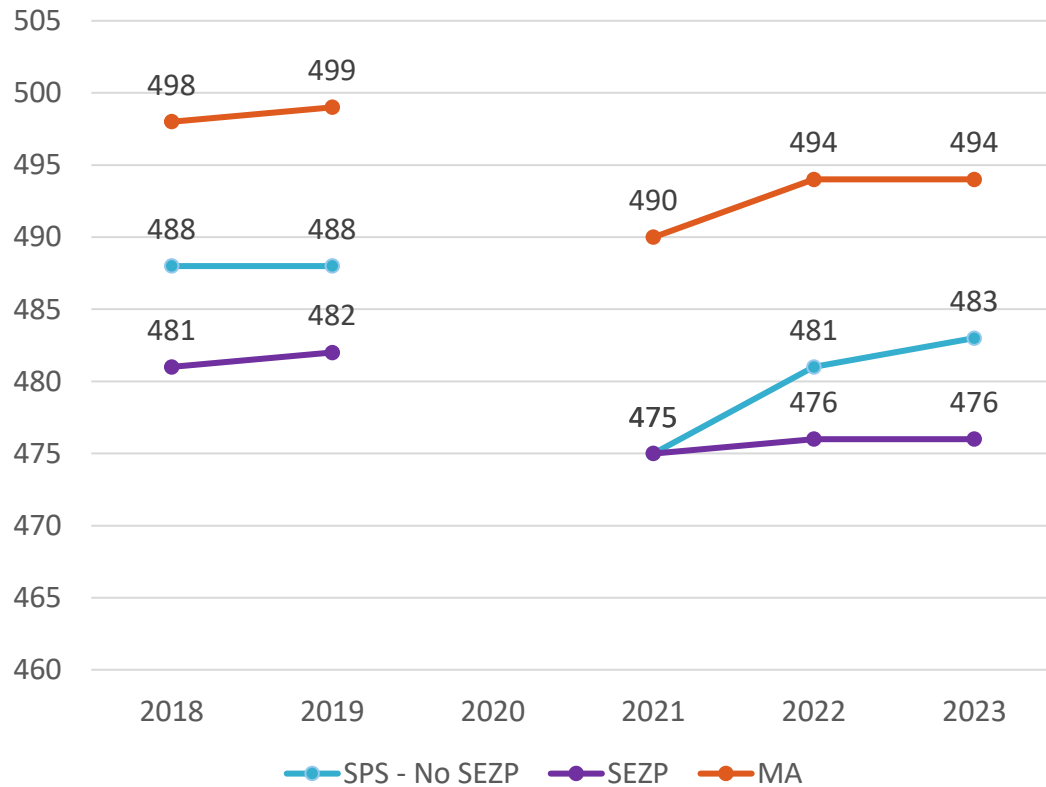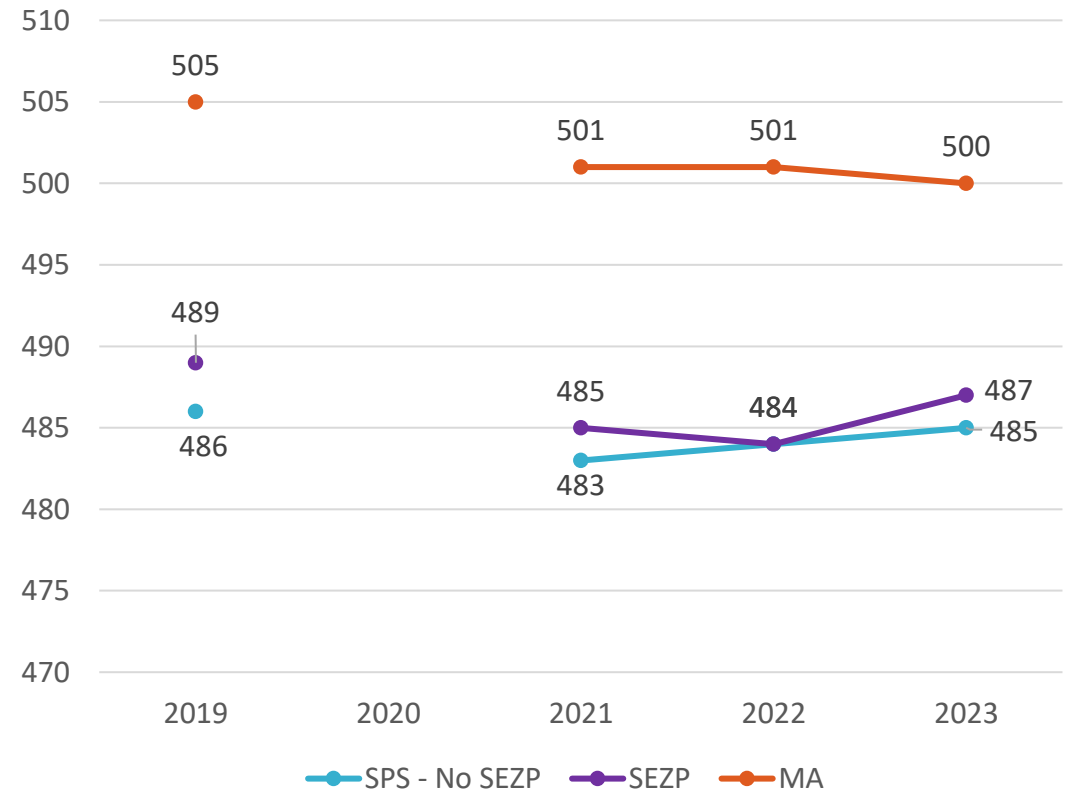Chart data — Average Scaled Score (Grade 10):

Category	2022	2023
SPS	484	485
SPS - No SEZP	484	485
SEZP	484	487
Other Urban Districts	483	482
State	501	500

Legend: ■ 2022 ■ 2023

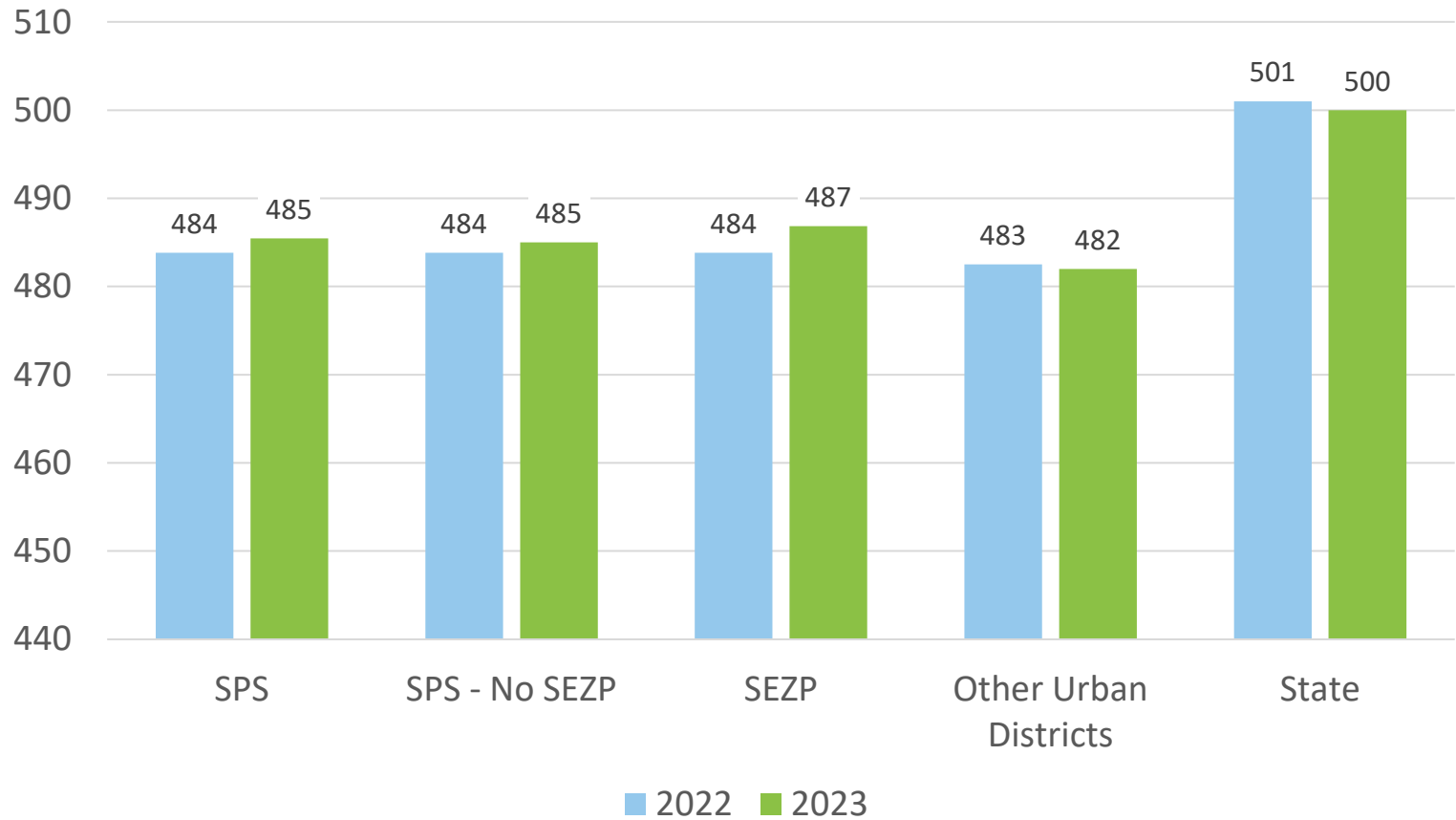|	Change SY22 to SY23
SPS - No SEZP	1
SEZP	3
Other Urban Districts	-1
State	-1

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

Portrait of a Graduate

Science MCAS
Impact of COVID-19: Average Scaled Score

Grades 5 & 8

Legend: SPS - No SEZP, SEZP, MA

Year	SPS - No SEZP	SEZP	MA
2019	488	479	499
2021	480	475	495
2022	483	476	495
2023	483	476	494
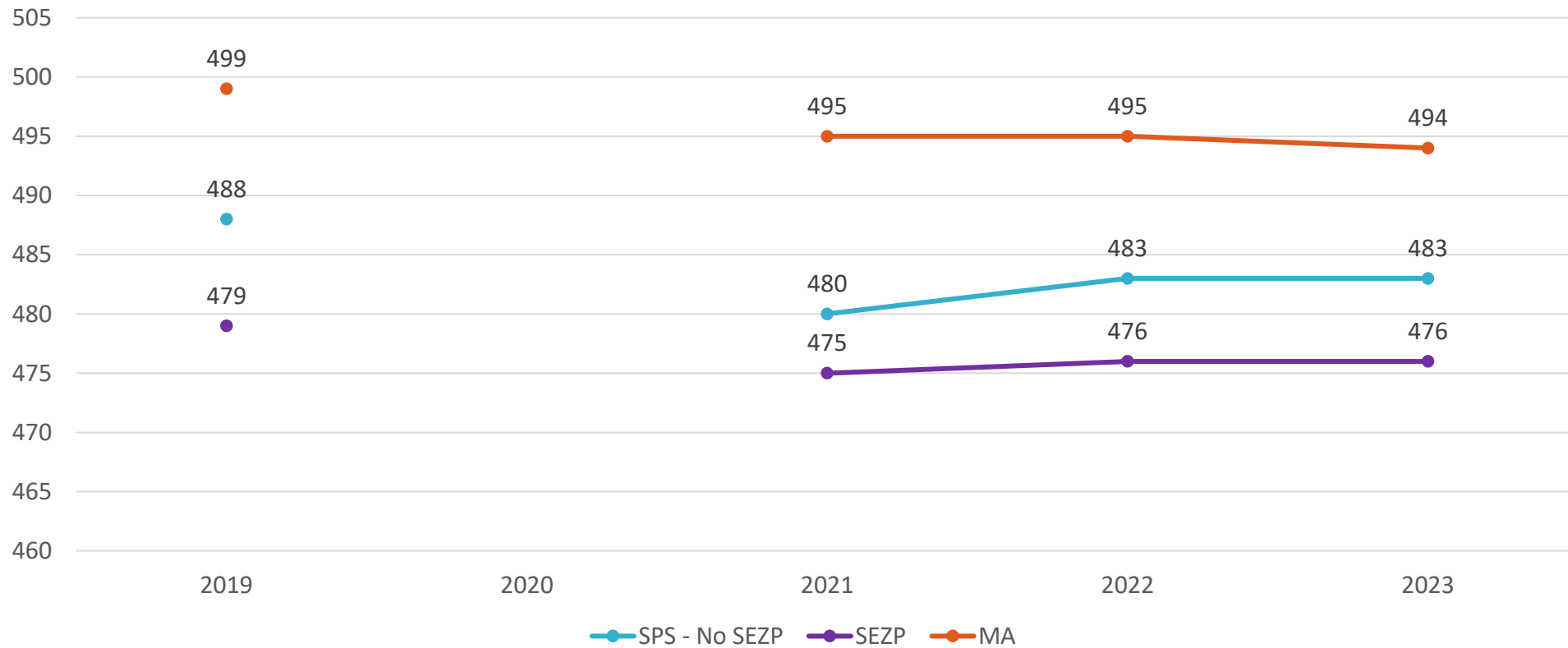
Science MCAS
Average Scaled Score (Grades 5 & 8)

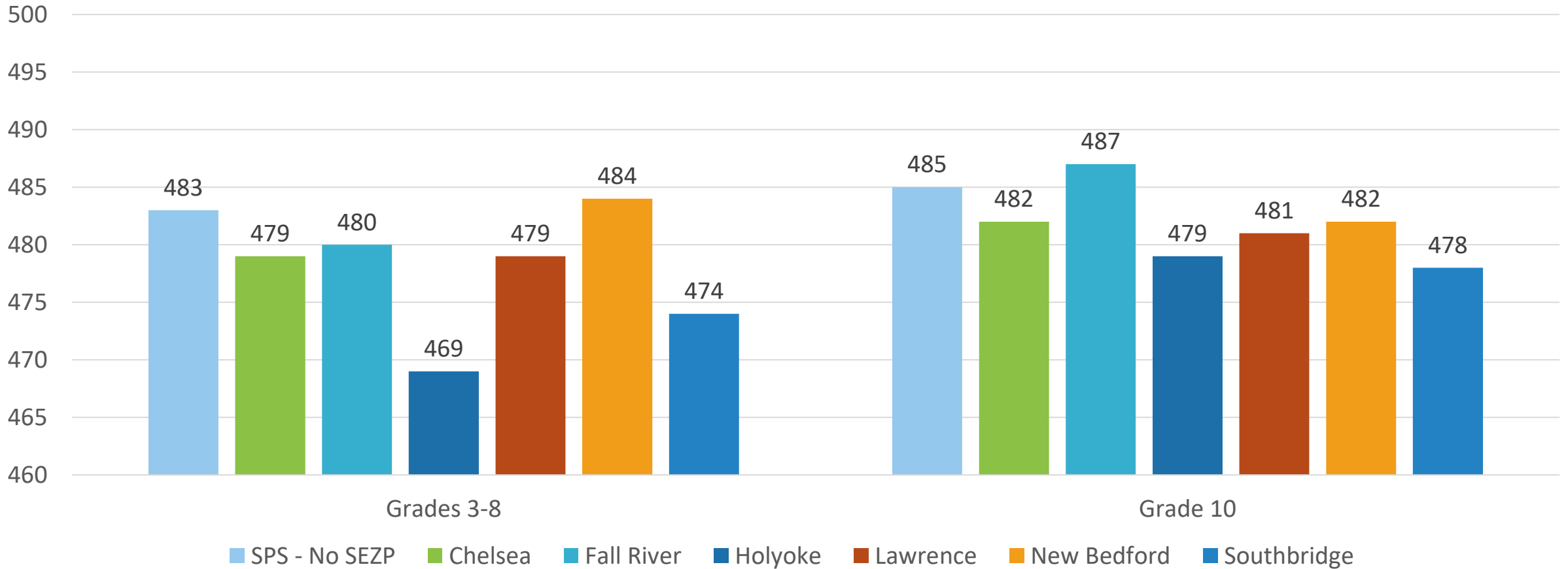|	Change SY22 to SY23
SPS - No SEZP	0
SEZP	0
Other Urban Districts	-1
State	-1

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

Science MCAS
Average Scaled Score (Grades 10)
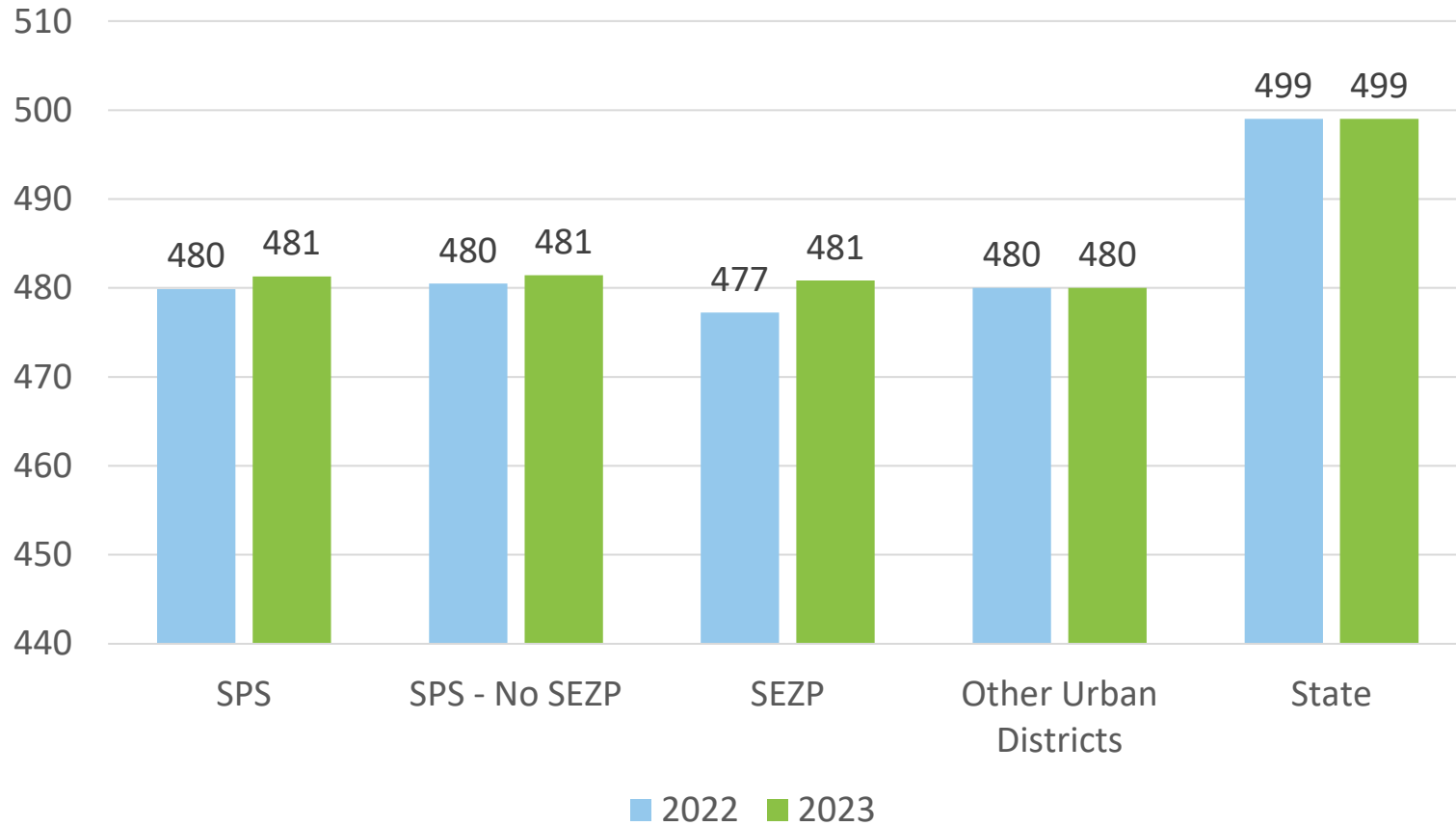
	Change SY22 to SY23
SPS - No SEZP	1
SEZP	4
Other Urban Districts	0
State	0

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

ELA MCAS
Average Scaled Score by Grade Level

Math MCAS
Average Scaled Score by Grade Level

Science MCAS
Average Scaled Score by Grade Level
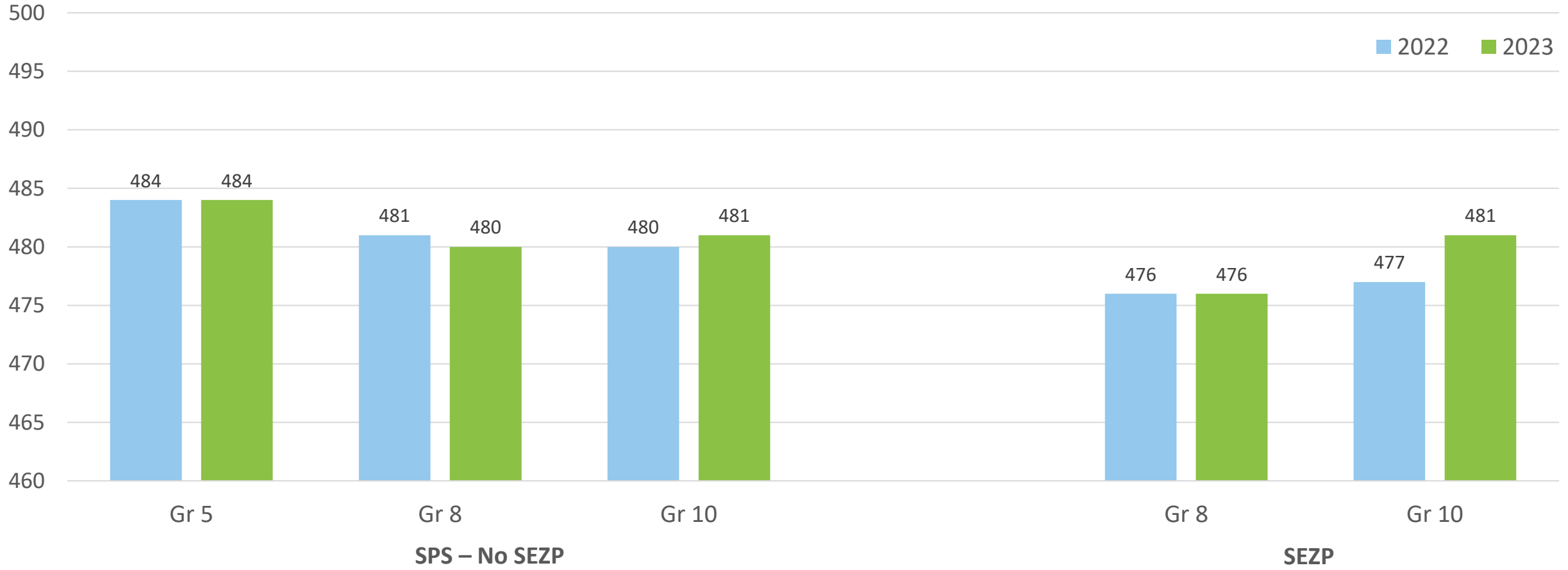
Legend: 2022, 2023

SPS – No SEZP
- Gr 5: 2022 = 484, 2023 = 484
- Gr 8: 2022 = 481, 2023 = 480
- Gr 10: 2022 = 480, 2023 = 481

SEZP
- Gr 8: 2022 = 476, 2023 = 476
- Gr 10: 2022 = 477, 2023 = 481

ELA MCAS
Average Scaled Score by Subgroup (Grades 3-8)
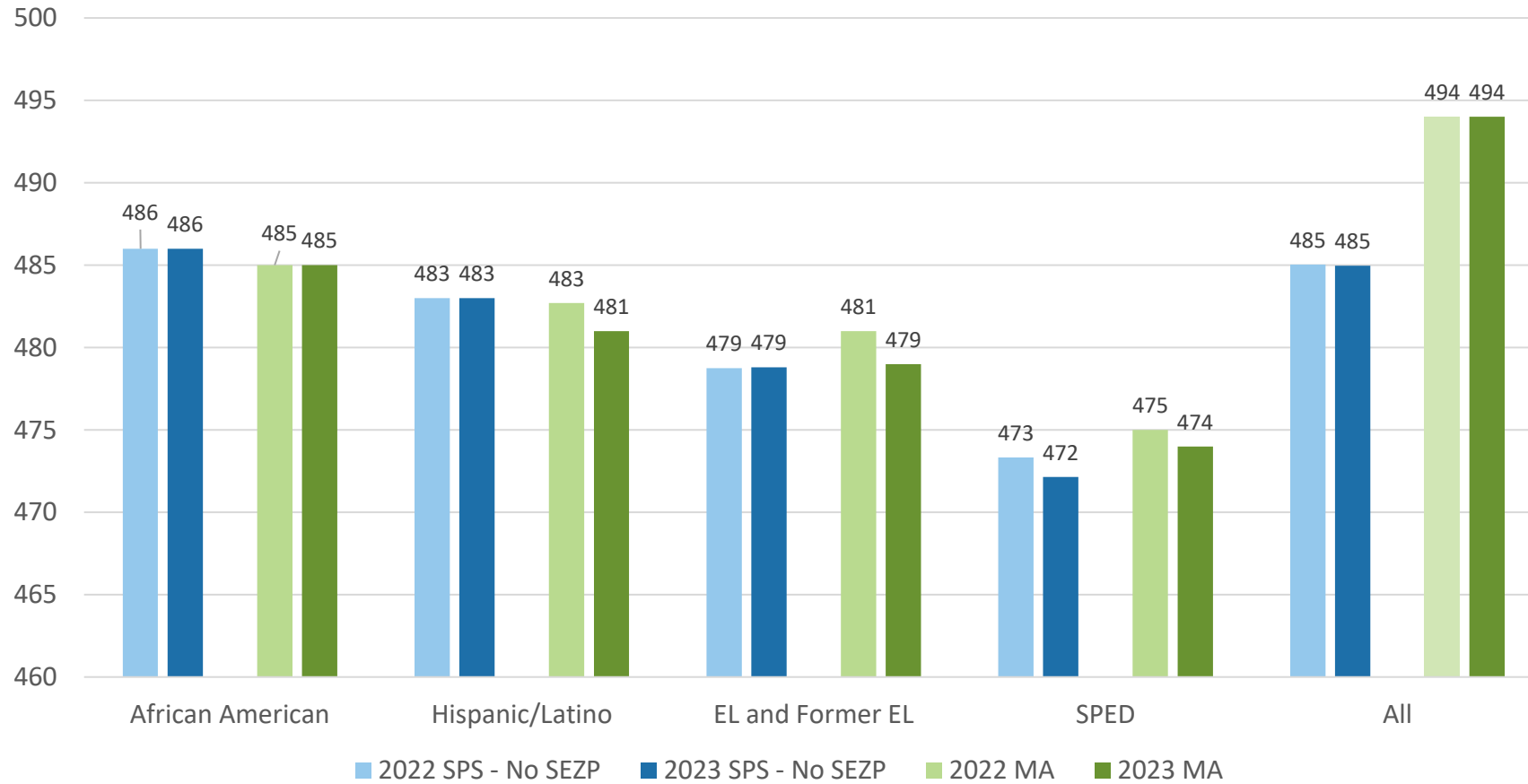
Change SY22 to SY23		
	SPS - No SEZP	MA
African American	0	0
Hispanic/Latino	0	-2
EL and Former EL	0	-2
SPED	-1	-1
All	0	0

Legend: 2022 SPS - No SEZP, 2023 SPS - No SEZP, 2022 MA, 2023 MA

ELA MCAS
Average Scaled Score by Subgroup (Grade 10)
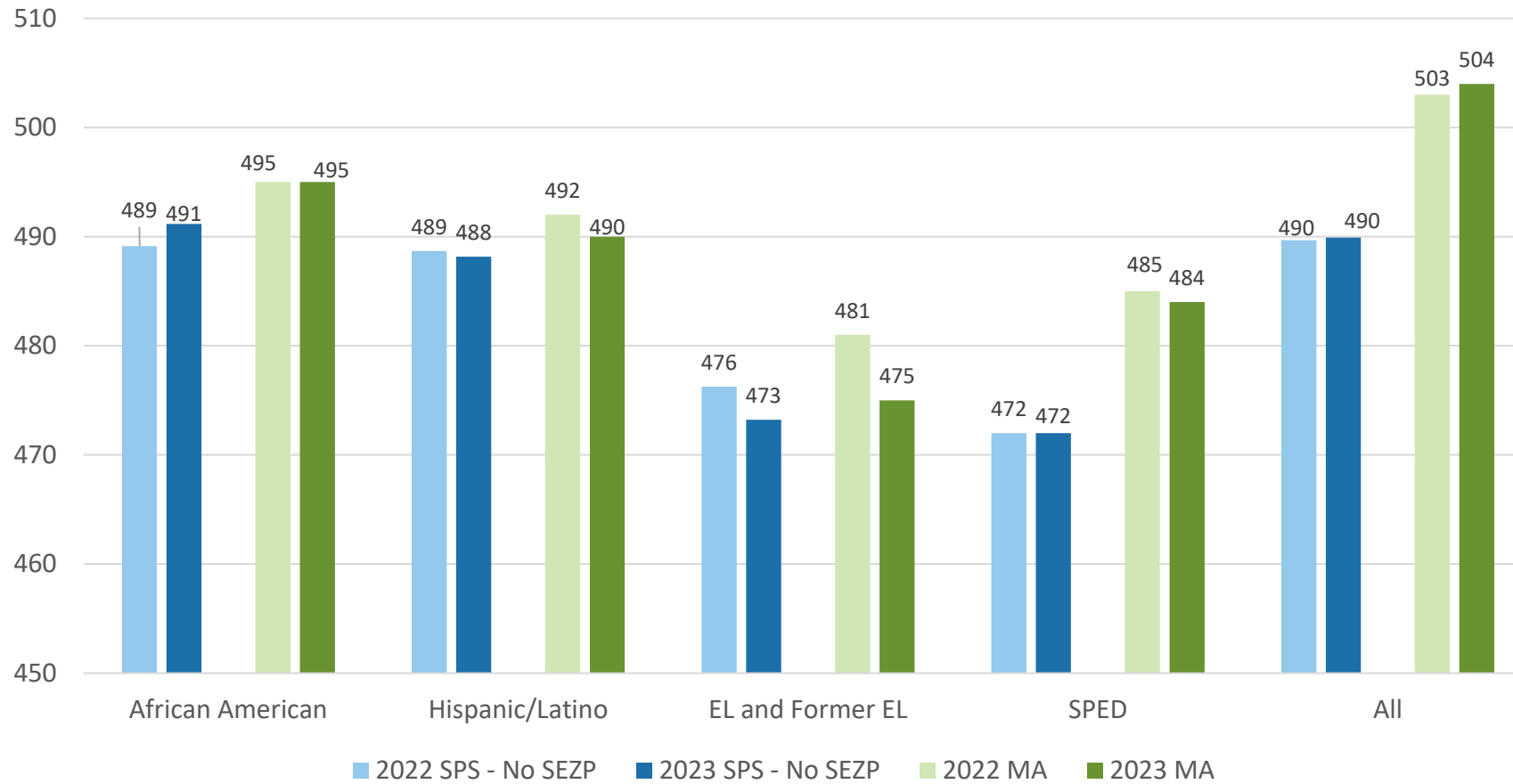
Change SY22 to SY23		
	SPS - No SEZP	MA
African American	2	0
Hispanic/Latino	-1	-2
EL and Former EL	-3	-6
SPED	0	-1
All	0	1

Chart legend: 2022 SPS - No SEZP, 2023 SPS - No SEZP, 2022 MA, 2023 MA

Values:
- African American: 489, 491, 495, 495
- Hispanic/Latino: 489, 488, 492, 490
- EL and Former EL: 476, 473, 481, 475
- SPED: 472, 472, 485, 484
- All: 490, 490, 503, 504

Math MCAS
Average Scaled Score by Subgroup (Grades 3-8)

Chart: Math MCAS Average Scaled Score by Subgroup (Grades 3-8)

Subgroup	2022 SPS - No SEZP	2023 SPS - No SEZP	2022 MA	2023 MA
African American	480	482	482	483
Hispanic/Latino	480	481	481	481
EL and Former EL	477	480	483	482
SPED	469	471	475	476
All	481	483	494	494
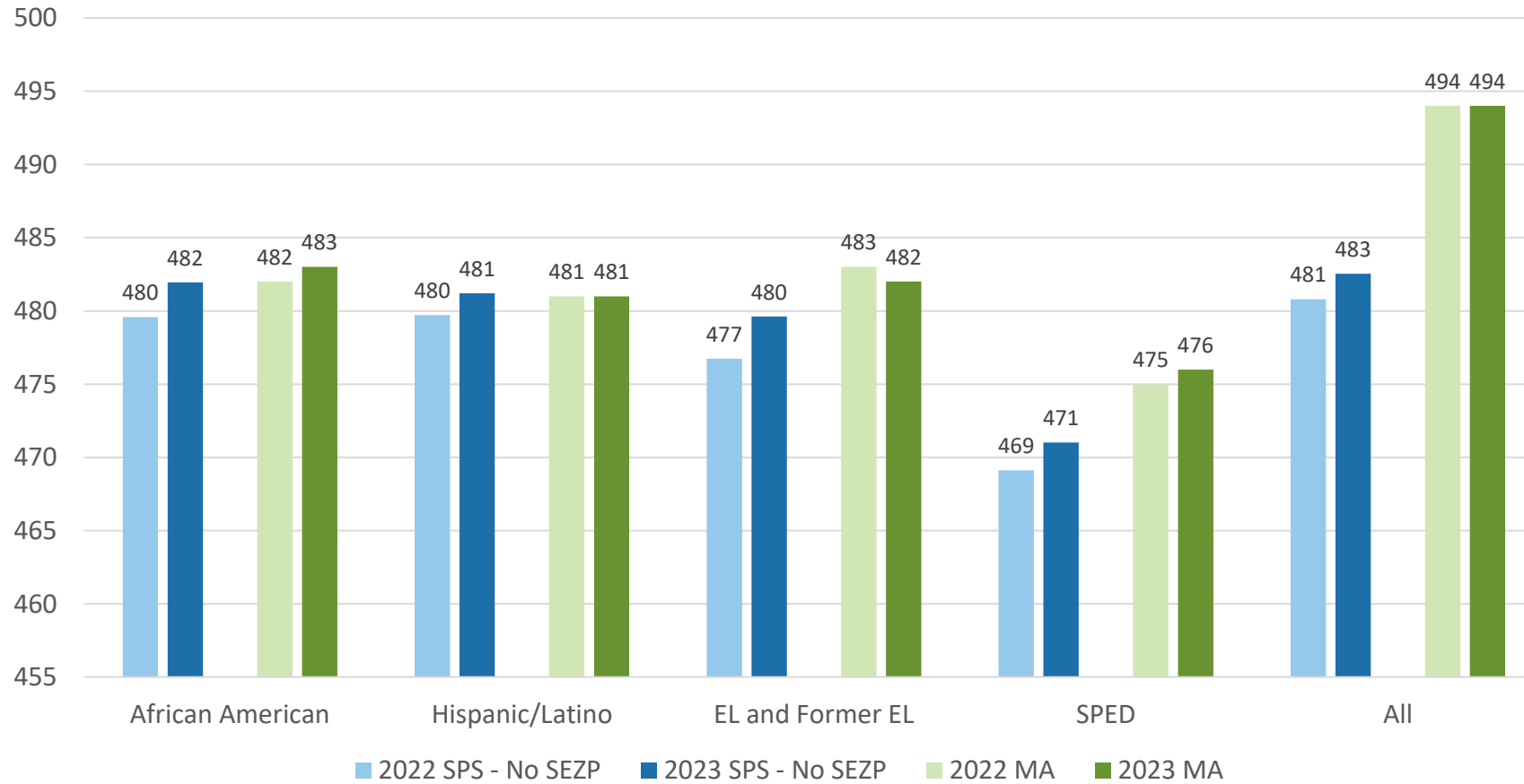
	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	2	1
Hispanic/Latino	1	0
EL and Former EL	3	-1
SPED	2	1
All	2	0

Math MCAS
Average Scaled Score by Subgroup (Grade 10)
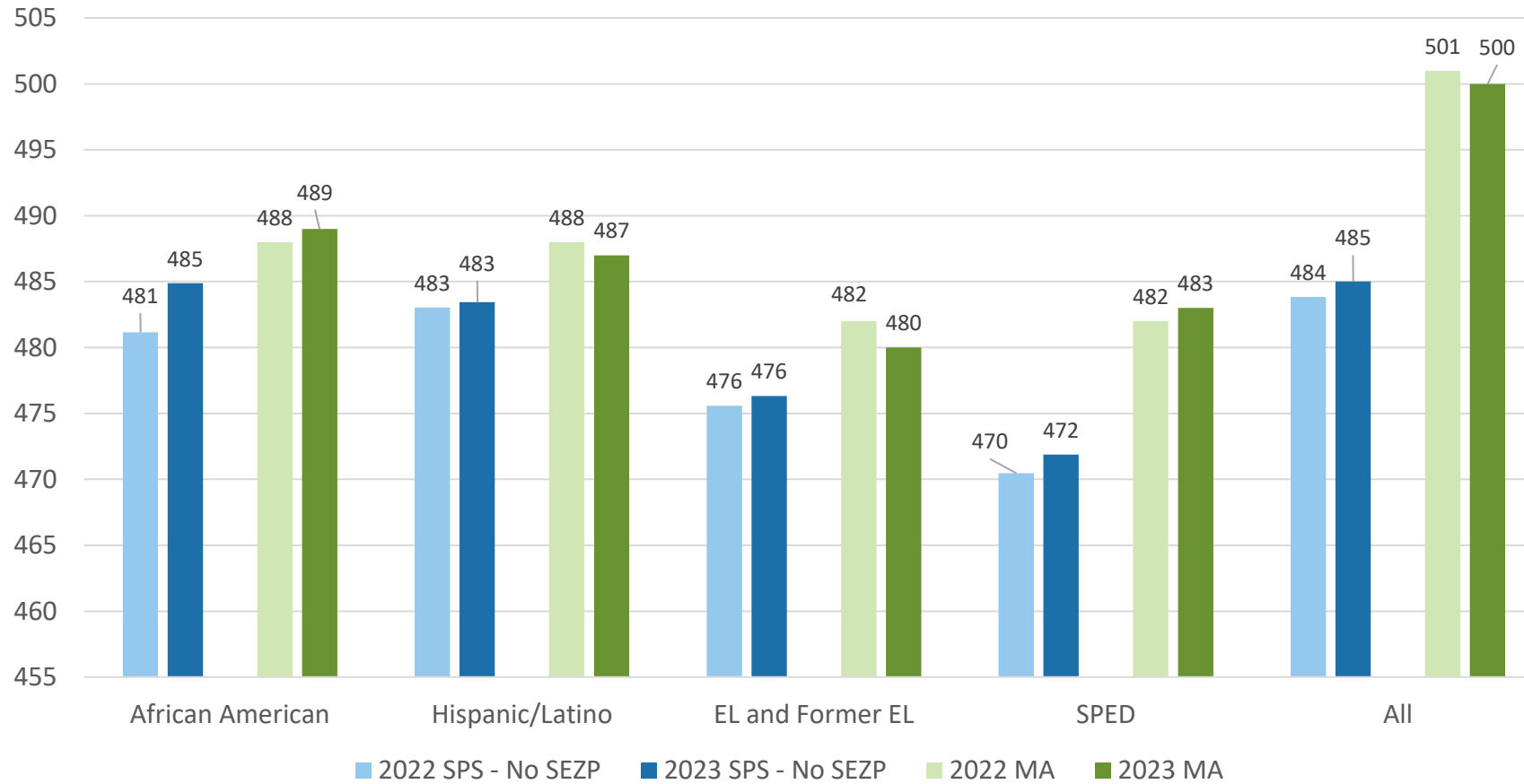
	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	4	1
Hispanic/Latino	0	-1
EL and Former EL	0	-2
SPED	2	1
All	1	-1

Legend: 2022 SPS - No SEZP ■ 2023 SPS - No SEZP ■ 2022 MA ■ 2023 MA

Science MCAS
Average Scaled Score by Subgroup (Grades 5 & 8)

Portrait of a Graduate
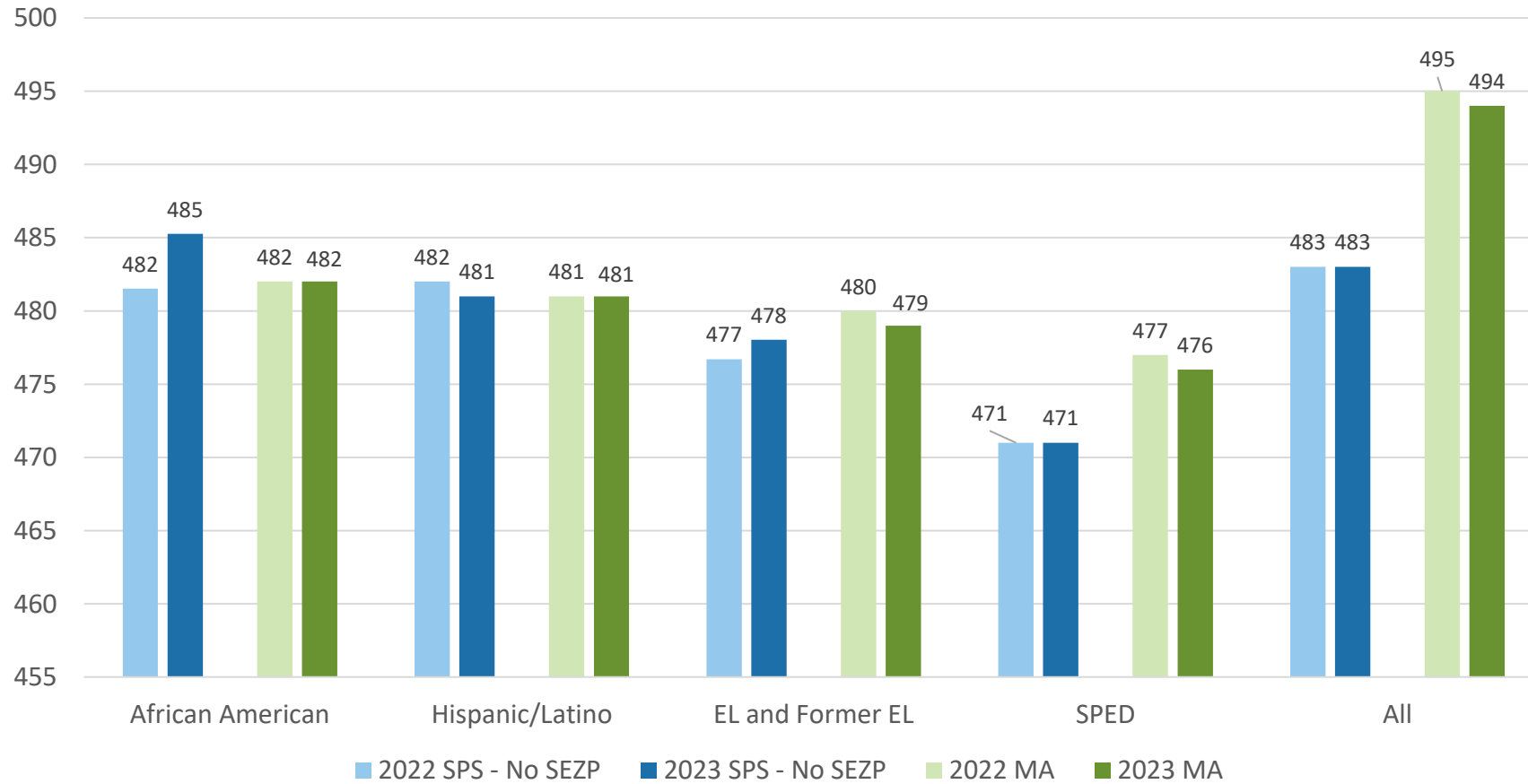
	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	3	0
Hispanic/Latino	-1	0
EL and Former EL	1	-1
SPED	0	-1
All	0	-1
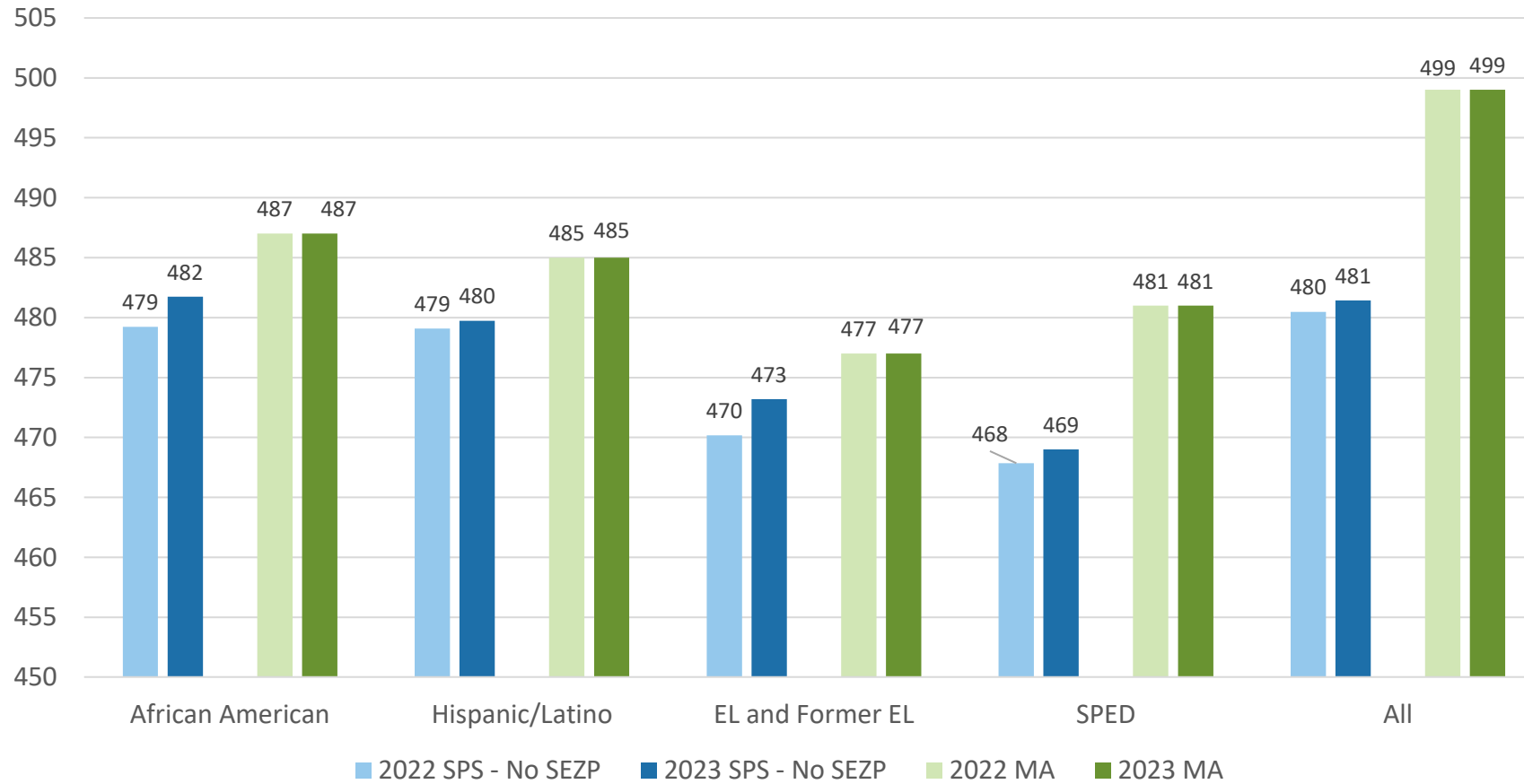
Chart legend: ■ 2022 SPS - No SEZP ■ 2023 SPS - No SEZP ■ 2022 MA ■ 2023 MA

Springfield Public Schools

Science MCAS
Average Scaled Score by Subgroup (Grade 10)

	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	3	0
Hispanic/Latino	1	0
EL and Former EL	3	0
SPED	1	0
All	1	0

Chart legend: 2022 SPS - No SEZP, 2023 SPS - No SEZP, 2022 MA, 2023 MA

Subgroup	2022 SPS - No SEZP	2023 SPS - No SEZP	2022 MA	2023 MA
African American	479	482	487	487
Hispanic/Latino	479	480	485	485
EL and Former EL	470	473	477	477
SPED	468	469	481	481
All	480	481	499	499

ELA MCAS
Average SGP (Grades 3-8)

Chart data (Average SGP, 2022 vs 2023):

Group	2022	2023
SPS	46	47
SPS - No SEZP	47	49
SEZP	43	46
Other Urban Districts	45	46
State	50	50
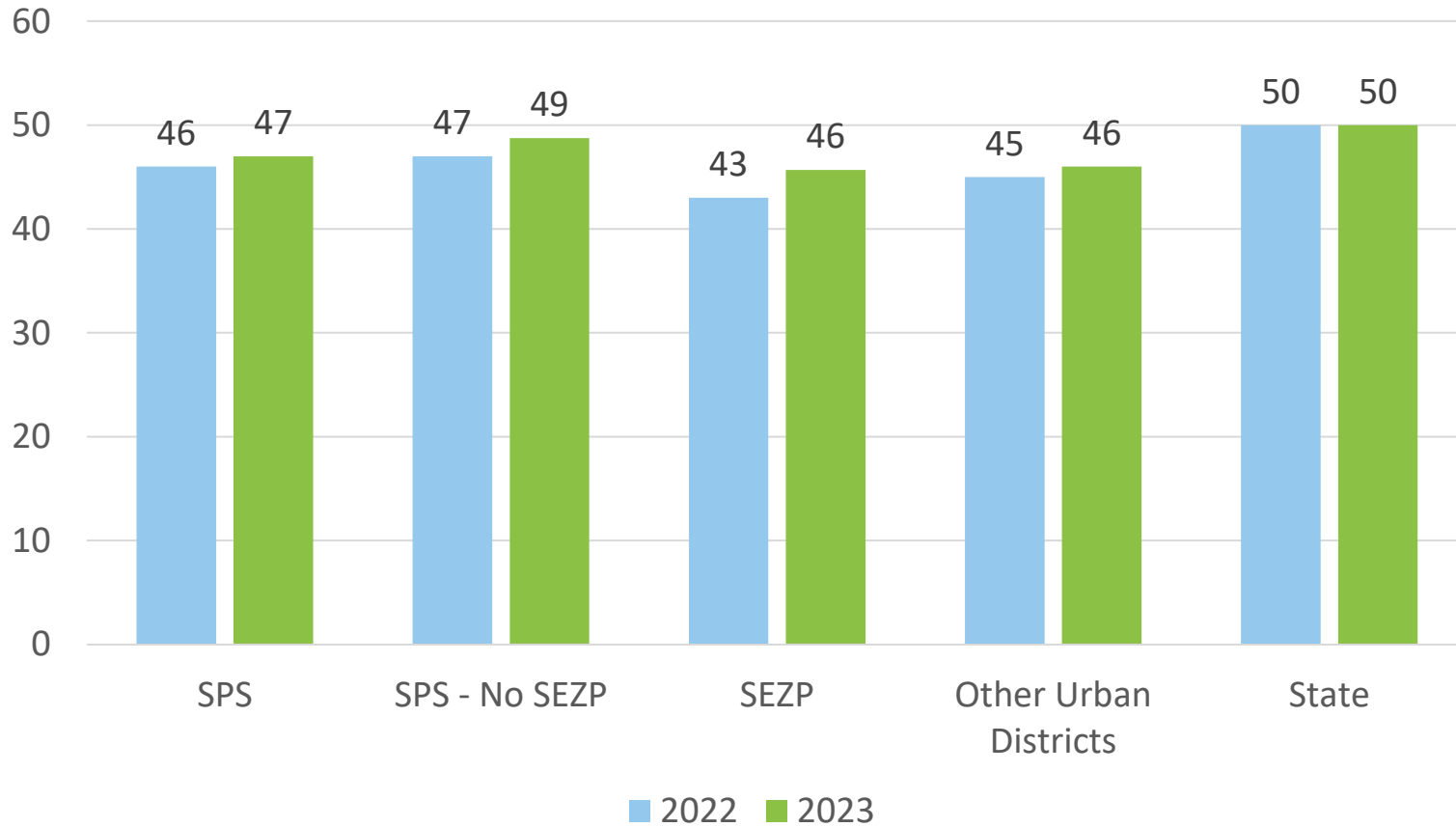
	Change SY22 to SY23
SPS - No SEZP	2
SEZP	3
Other Urban Districts	1
State	0

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

ELA MCAS
Average SGP (Grade 10)

Portrait of a Graduate

Chart: Average SGP (Grade 10), 2022 vs 2023

District	2022	2023
SPS	46	48
SPS - No SEZP	45	47
SEZP	47	51
Other Urban Districts	41	40
State	50	49

■ 2022 ■ 2023
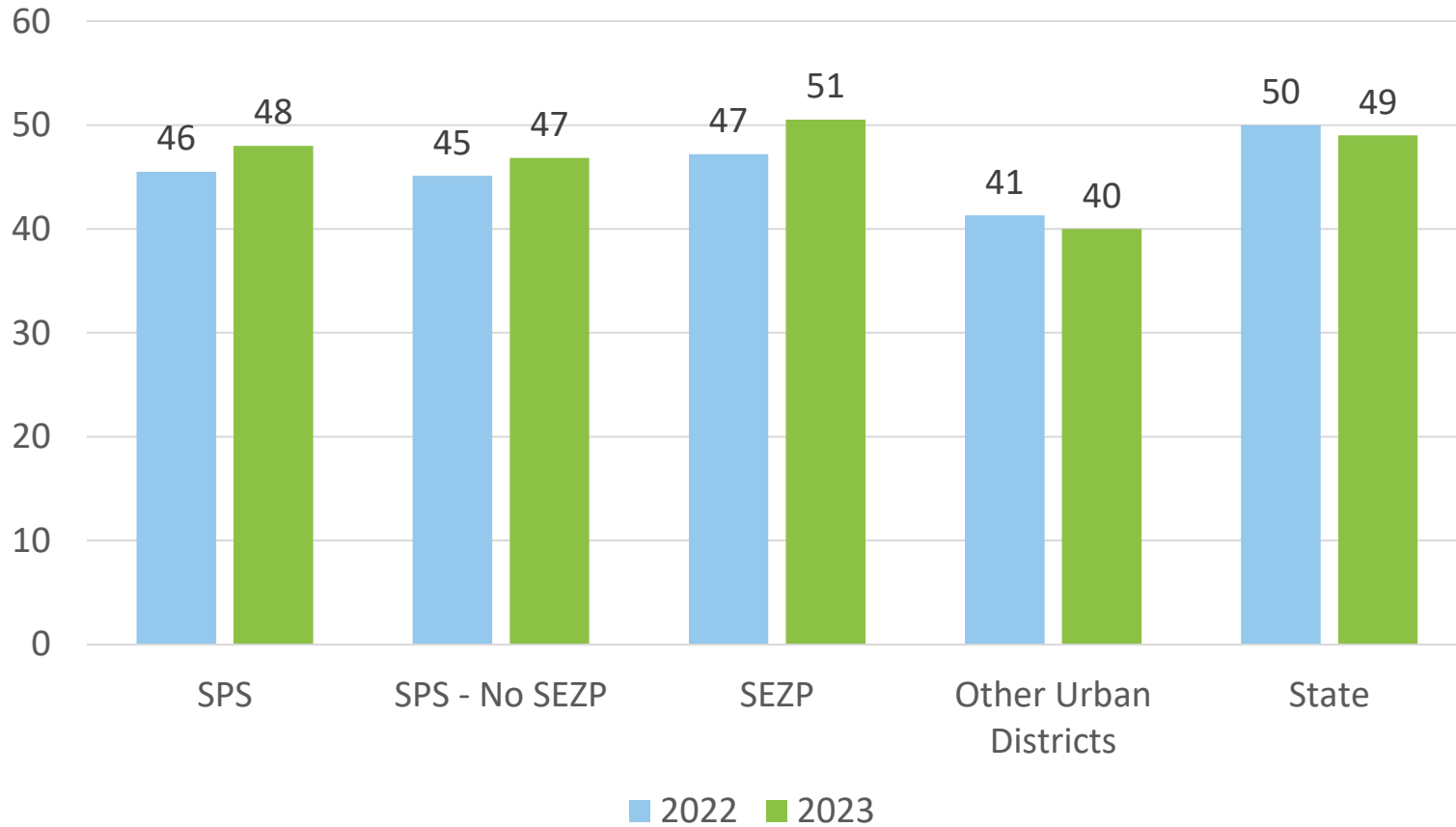
	Change SY19 to SY22
SPS - No SEZP	2
SEZP	4
Other Urban Districts	-1
State	-1

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

Math MCAS
Average SGP (Grades 3-8)

Chart: Average SGP by group, 2022 vs 2023

Group	2022	2023
SPS	44	45
SPS - No SEZP	47	46
SEZP	39	44
Other Urban Districts	44	45
State	50	50

	Change SY22 to SY23
SPS - No SEZP	-1
SEZP	5
Other Urban Districts	1
State	0

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

Math MCAS
Average SGP (Grade 10)
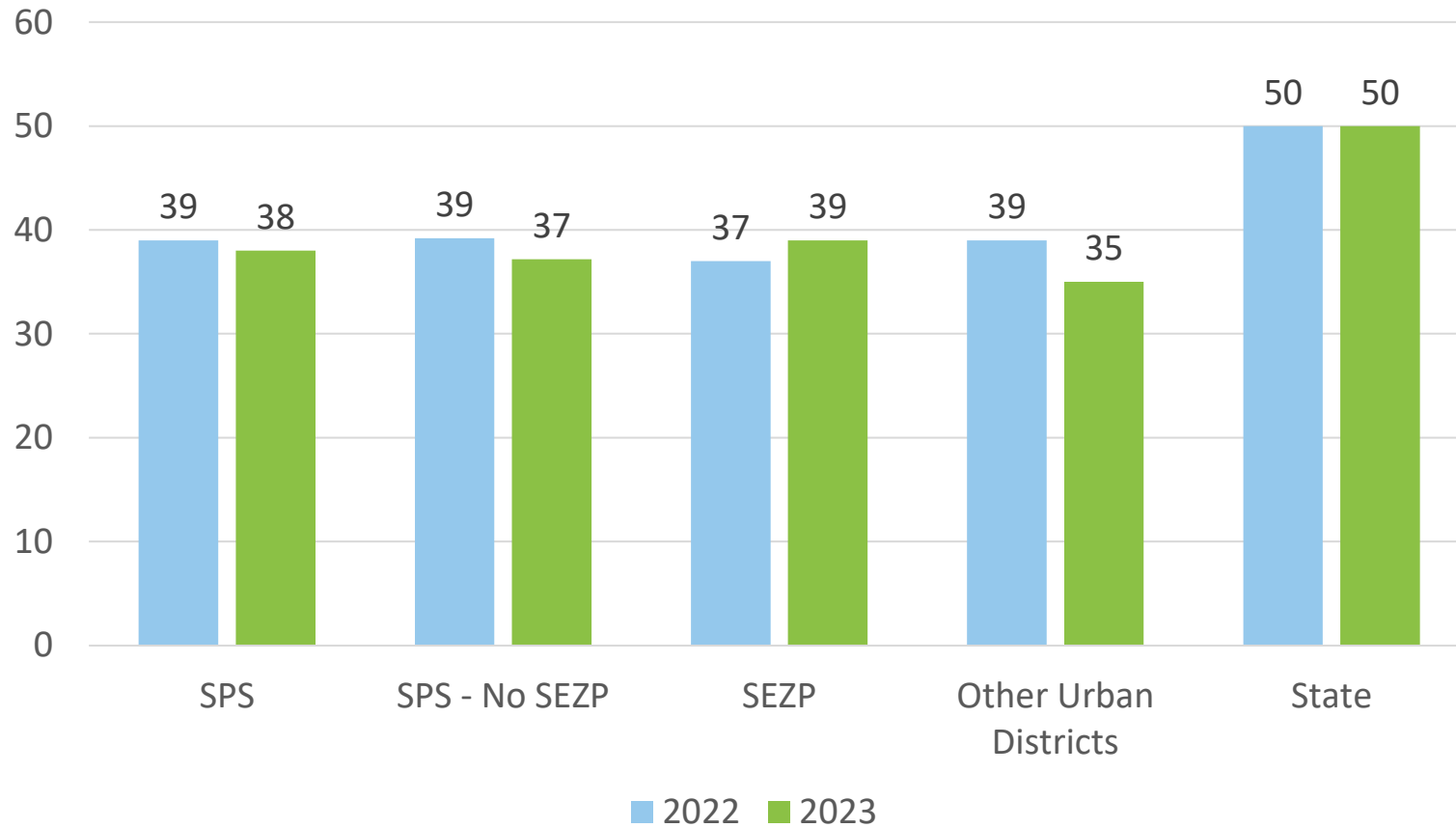
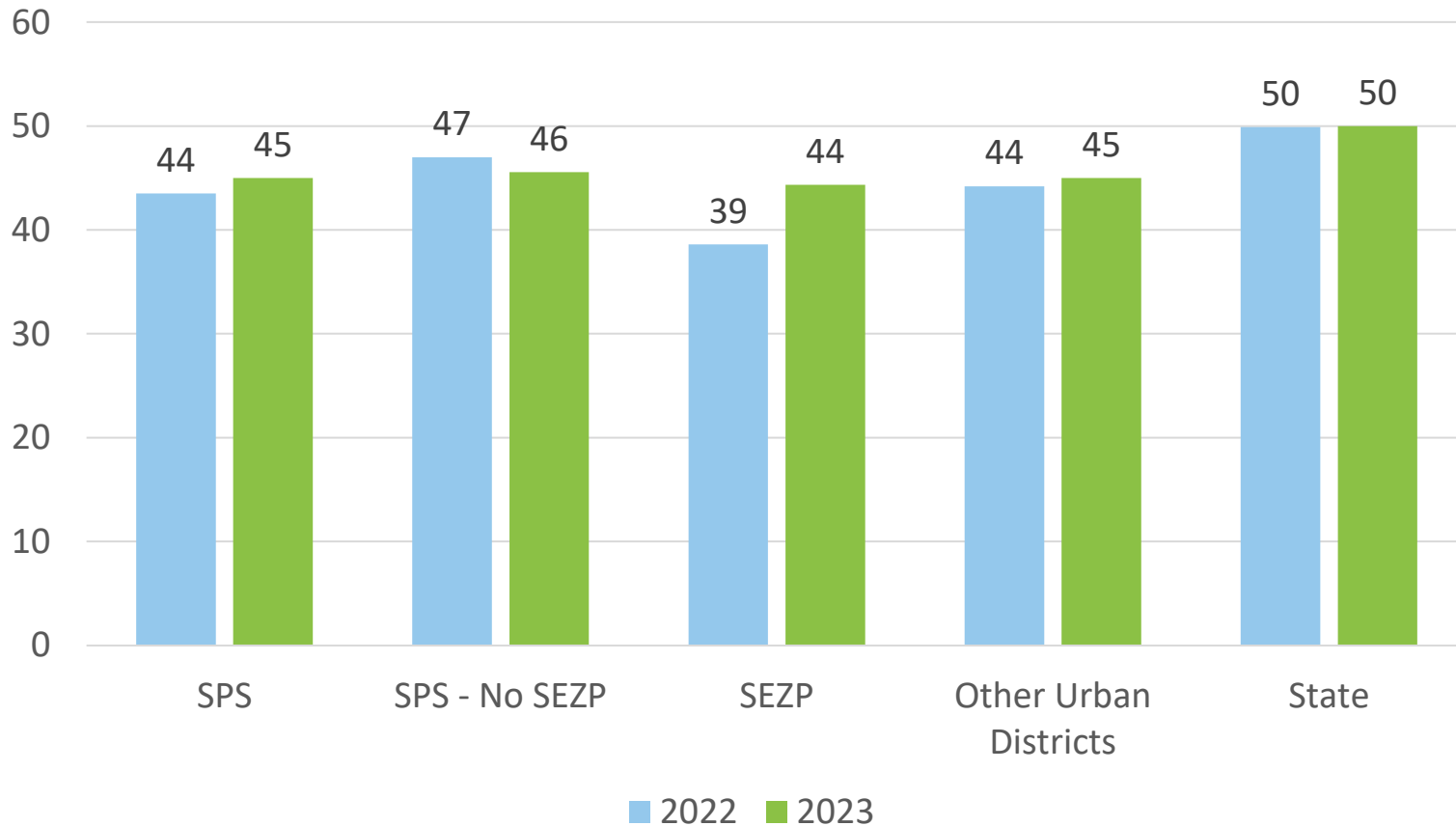|	Change SY22 to SY23
SPS - No SEZP	-2
SEZP	2
Other Urban Districts	-4
State	0

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

ACCESS: Percent Made Progress

Portrait of a Graduate

Legend:
- SPS Total
- SPS - No SEZP
- SEZP
- State

Chart data:

Year	State	SPS - No SEZP	SPS Total	SEZP
2018	51%	41%	34%	15%
2019	50%	42%	36%	17%
2020	49%	45%	39%	22%
*2021	29%	15%	13%	5%
2022	43%	50%	43%	18%
2023	38%	42%	35%	11%
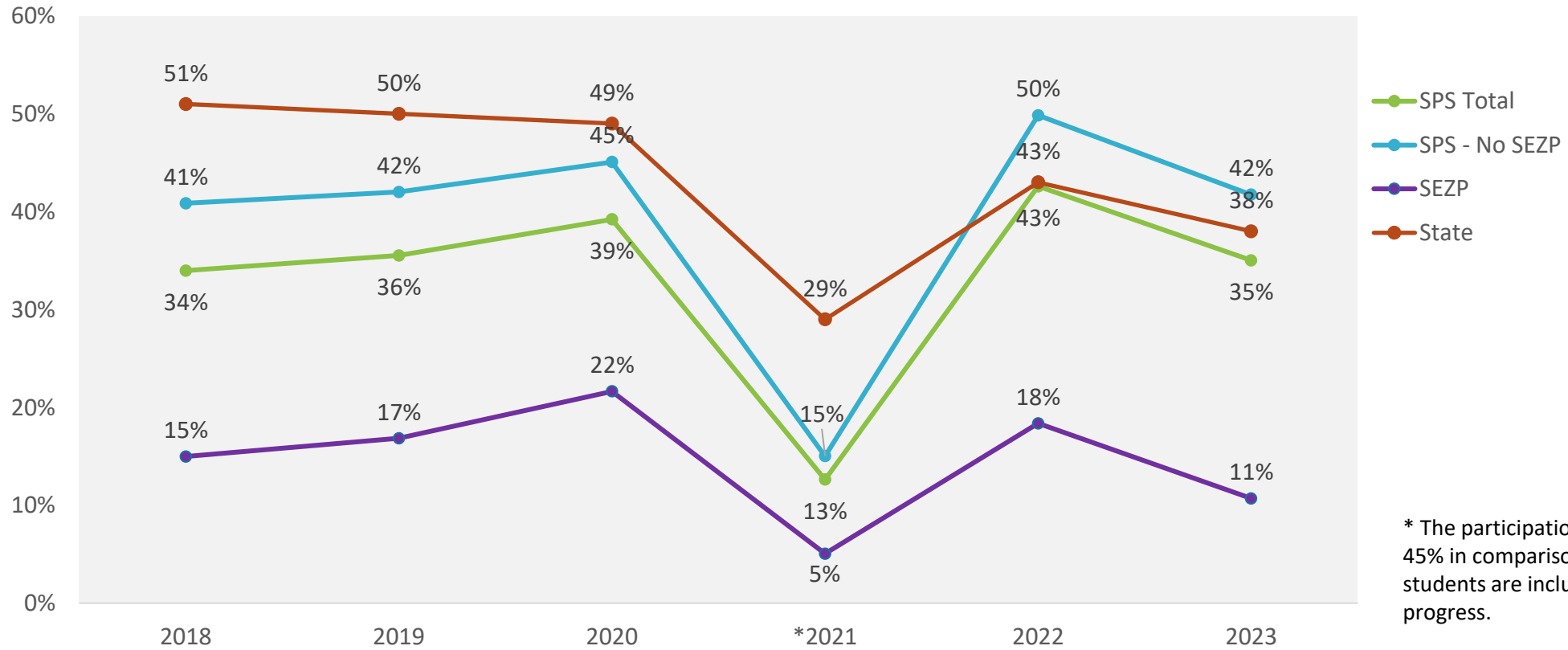
* The participation rate for all SPS in 2021 was 45% in comparison to 97% in 2022. Absent students are included in the percent making progress.

Springfield Public Schools

Portrait of a Graduate

Graduation & Dropout

Four-Year Cohort Graduation Rate

Four-Year Graduation Rate by School

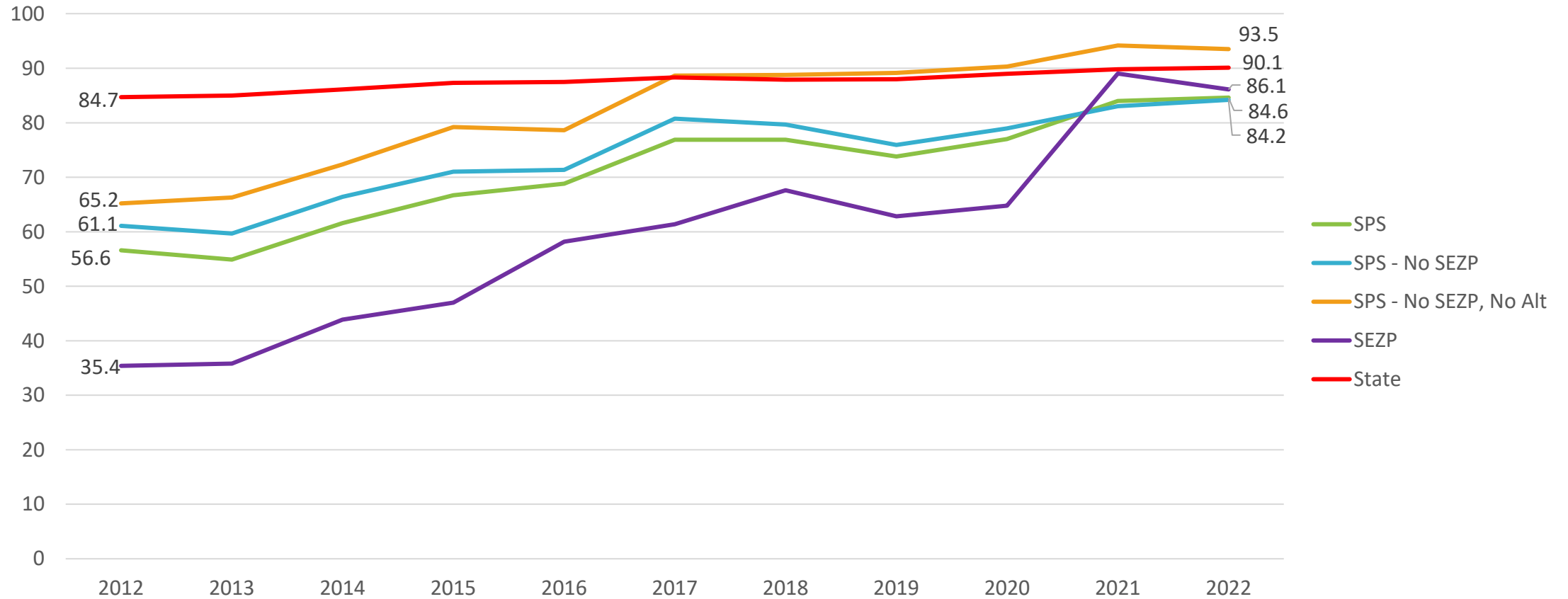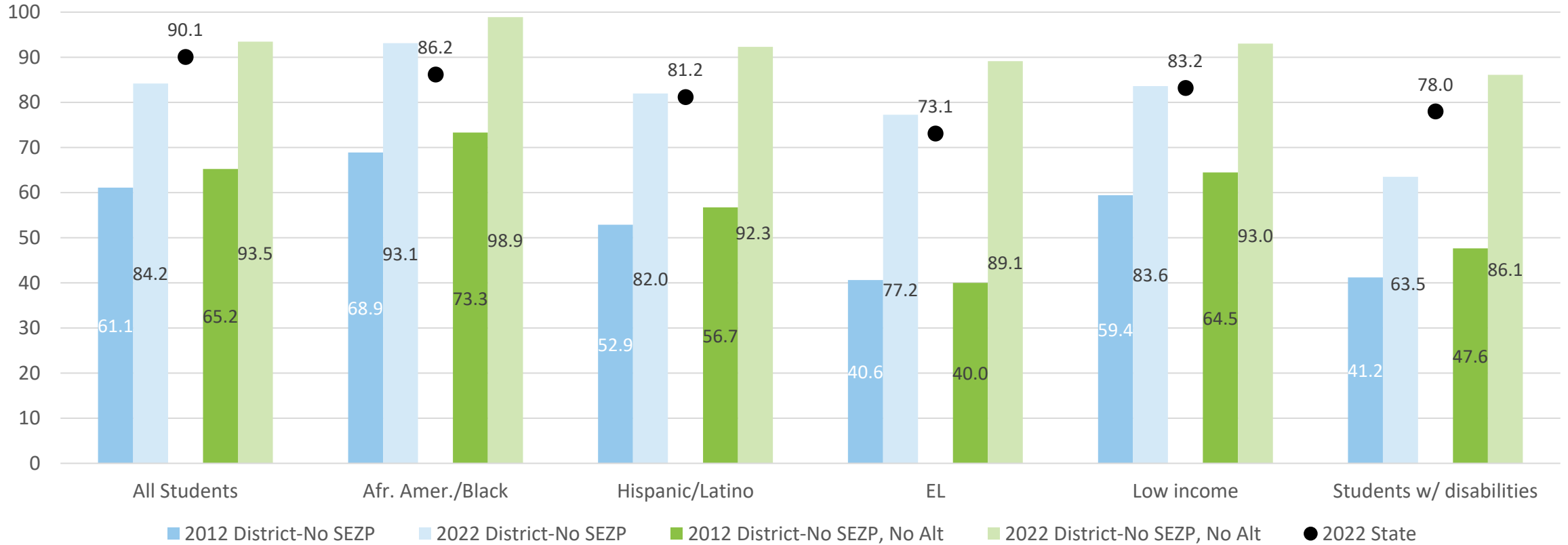|	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
State	**84.7**	**85.0**	**86.1**	**87.3**	**87.5**	**87.5**	**87.9**	**88.0**	**89.0**	**89.8**	**90.1**
Springfield - No SEZP	**61.1**	**59.7**	**66.4**	**71.0**	**71.4**	**80.8**	**79.7**	**75.9**	**79.0**	**83.0**	**84.2**
Central	74.6	69.5	79.7	85.8	82.2	91.4	87.8	89.6	88.4	93.6	91.2
Commerce (All Campuses)	35.4	35.8	43.9	47.0	58.2	61.4	67.0	61.8	61.8	86.8	84.2
Commerce	35.4	35.8	43.9	47.0	58.2	61.4	67.0	61.8	61.8	83.3	81.1
Discovery	-	-	-	-	-	-	-	-	-	-	-
Honors Academy	-	-	-	-	-	-	-	-	-	96.6	96.7
Rise Prep High	-	-	-	-	-	-	-	-	-	-	-
Conservatory	-	-	-	-	-	-	94.2	97.6	95.6	93.8	97.3
Duggan	-	-	-	-	-	-	72.3	70.3	84.8	98.1	95.1
Gateway HCC	81.0	21.7	45.0	46.7	63.6	43.8	66.7	50.0	86.4	55.6	73.9
Gateway STCC	-	-	-	25.0	16.7	36.4	47.4	36.8	30.4	90.9	71.4
Liberty Prep	27.3	33.3	27.3	11.1	22.2	25.0	16.7	33.3	18.2	40.0	0.0
Public Day High	37.9	26.8	14.8	11.9	8.7	11.5	29.6	21.2	18.5	32.1	29.2
Putnam	71.1	77.1	79.7	85.7	92.6	95.3	95.8	91.5	97.6	96.8	95.7
Renaissance	78.9	94.8	87.2	88.9	89.8	94.3	92.9	87.1	89.3	97.6	94.9
Sci-Tech	39.9	45.0	50.4	63.5	58.6	76.9	79.9	85.6	85.4	91.5	93.6
Springfield High	56.4	31.7	20.6	8.8	11.6	6.2	10.8	2.5	13.3	20.0	13.2
Virtual	-	-	-	-	-	-	-	-	-	-	92.6

Number of Dropouts
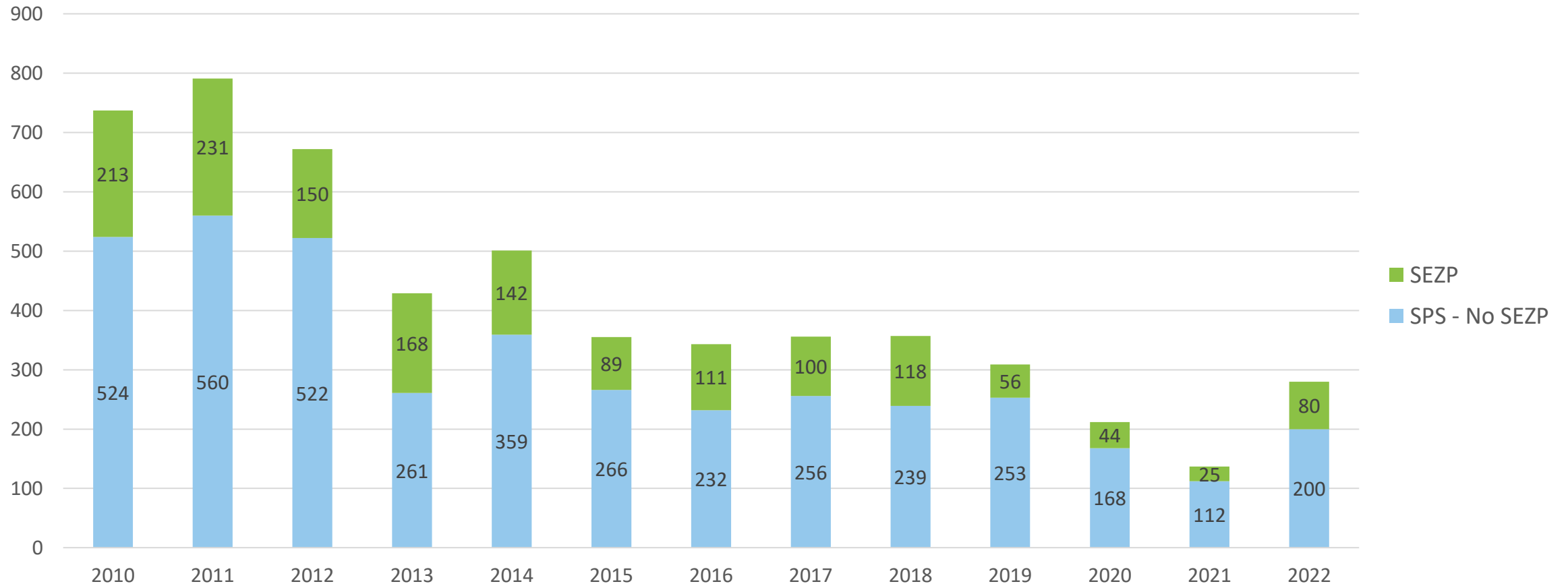
Annual Dropout Rates by School

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
State	**2.5**	**2.2**	**2.0**	**1.9**	**1.9**	**1.8**	**1.9**	**1.8**	**1.6**	**1.5**	**2.1**
Springfield – No SEZP	**9.3**	**4.9**	**6.3**	**4.8**	**4.2**	**4.5**	**4.2**	**4.4**	**3.0**	**2.0**	**3.7**
Central	7.7	3.0	2.7	3.1	2.8	3.5	2.2	2.3	1.6	0.9	1.2
Commerce (All Campuses)	13.6	13.6	10.7	6.3	8.0	7.7	10.4	4.6	4.0	1.7	6.1
Commerce	13.6	13.6	10.7	6.3	8.0	7.7	10.4	4.6	7.9	2.4	9.3
Discovery	-	-	-	-	-	-	-	-	-	-	0.0
Honors Academy	-	-	-	-	-	-	0.0	0.0	0.0	0.4	0.4
Rise Prep High	-	-	-	-	-	-	-	-	0.0	0.0	2.2
Conservatory	-	-	-	-	-	-	0.5	1.7	1.2	0	1.1
Duggan	-	-	-	-	-	-	2.9	4.1	0	1.5	0.7
Gateway HCC	17.9	40	25.7	27.3	19	37	15.4	13.6	9.4	3	6.1
Gateway STCC	-	-	22.7	16.4	0	31.3	35.6	3.1	33.3	8	0.0
Int'l Acad @ Sci-Tech	-	-	-	-	-	-	-	9.7	9.8	14.1	20.8
Liberty Prep	29.4	38.5	21.9	23.8	25	30.8	58.3	-	53.3	28.6	-
Public Day High	26.8	17.2	27.7	27.2	18.8	25.2	18.8	20.2	23.4	19.8	23.1
Putnam	5.1	0.7	2.1	1.7	0.8	0.7	1.3	0.8	0.8	0.9	1.2
Renaissance	2.4	1.6	1	0.5	1	1	0.3	0.8	1.2	0.6	0.9
Sci-Tech	11.6	6.8	9.7	4.1	4.3	4.9	4.8	3.9	2	0.6	1.9
Springfield High	46.4	42.9	50	53.4	58.8	37.9	29.5	43.7	22	15.5	38.4
Virtual	-	-	-	-	-	-	-	-	-	-	4.5

Portrait of a Graduate

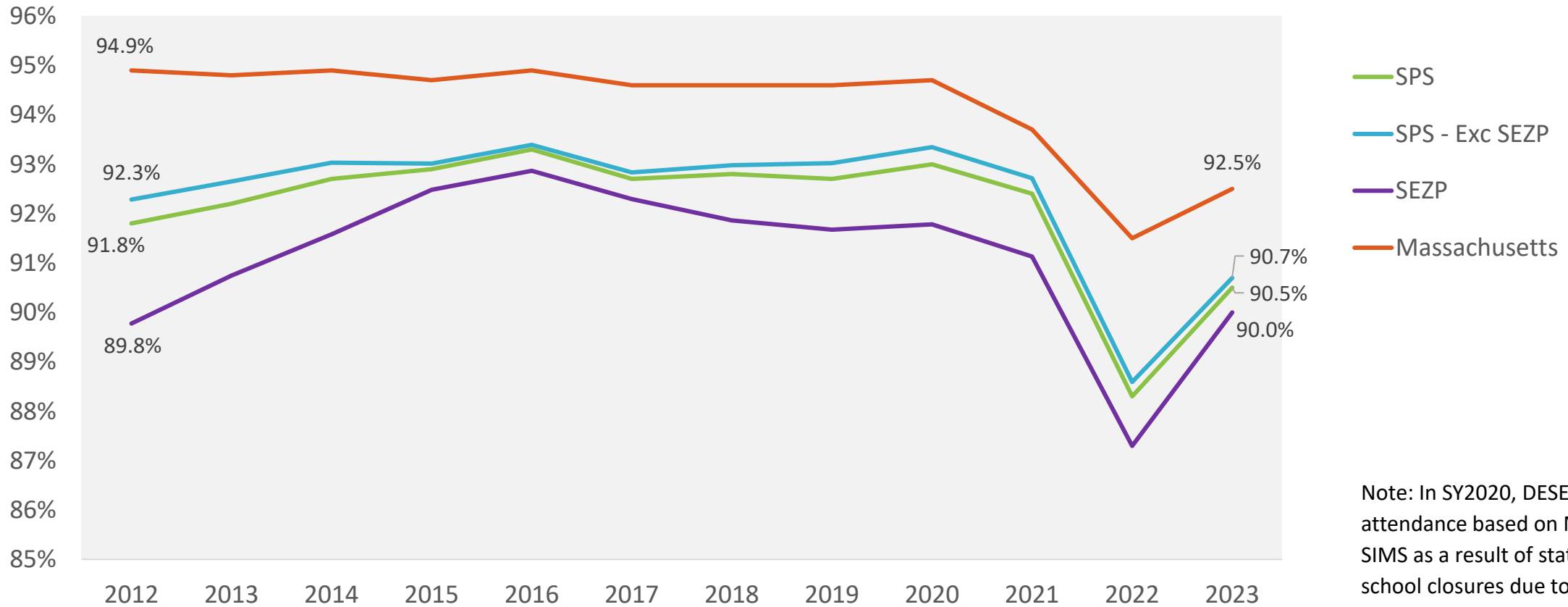# School Climate

Student Attendance

Note: In SY2020, DESE reported attendance based on March SIMS as a result of statewide school closures due to COVID.

Chronic Absenteeism

SPS
SPS - Exc SEZP
SEZP
Massachusetts

34.7%
27.8%
25.3%
12.5%

35.9%
35.6%
34.5%
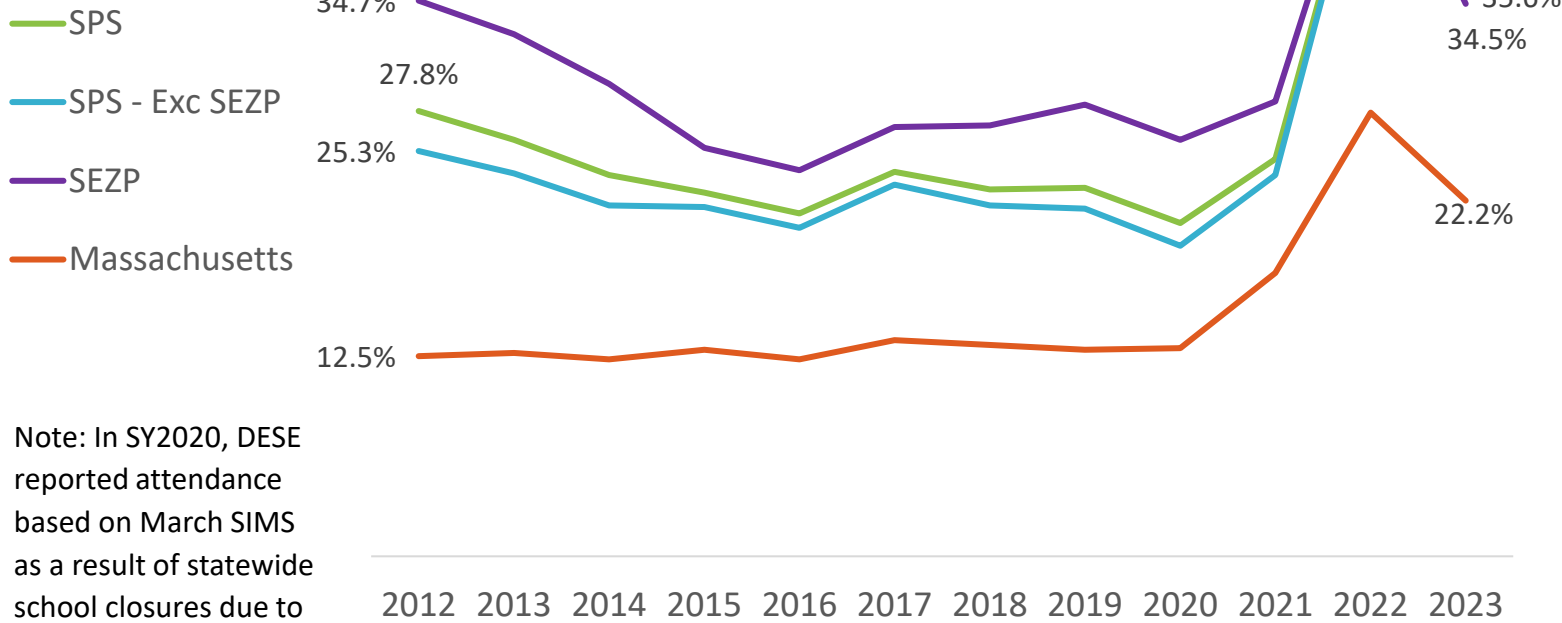22.2%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023
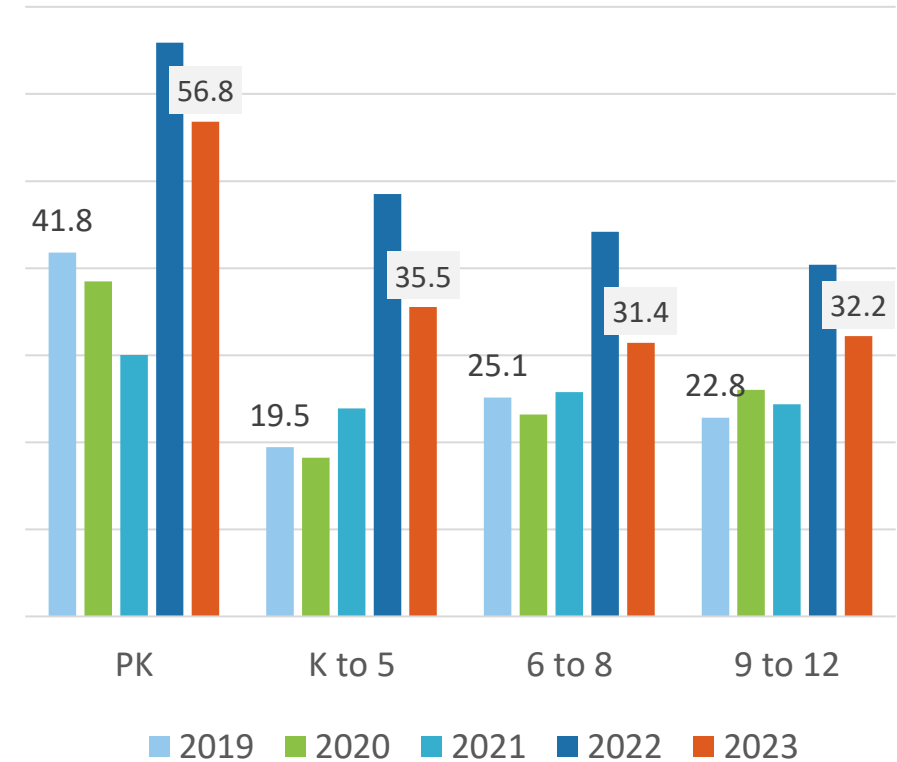
Note: In SY2020, DESE reported attendance based on March SIMS as a result of statewide school closures due to

Chronic absence rate by level - SPS
Pre- and Post-COVID

PK   K to 5   6 to 8   9 to 12

41.8   19.5   25.1   22.8
56.8   35.5   31.4   32.2

2019 2020 2021 2022 2023

Portrait of a Graduate

Out-of-School Suspensions

Legend:
- SEZP (green)
- SPS - No SEZP (blue)

Year	SPS - No SEZP	SEZP
2012	3,415	3,486
2013	2,221	3,353
2014	2,618	2,471
2015	1,586	3,255
2016	1,597	2,515
2017	1,511	2,672
2018	1,506	2,129
2019	1,111	1,859
2020*	726	1,289
2021	16	24
2022	1,019	1,957
2023	854	1365
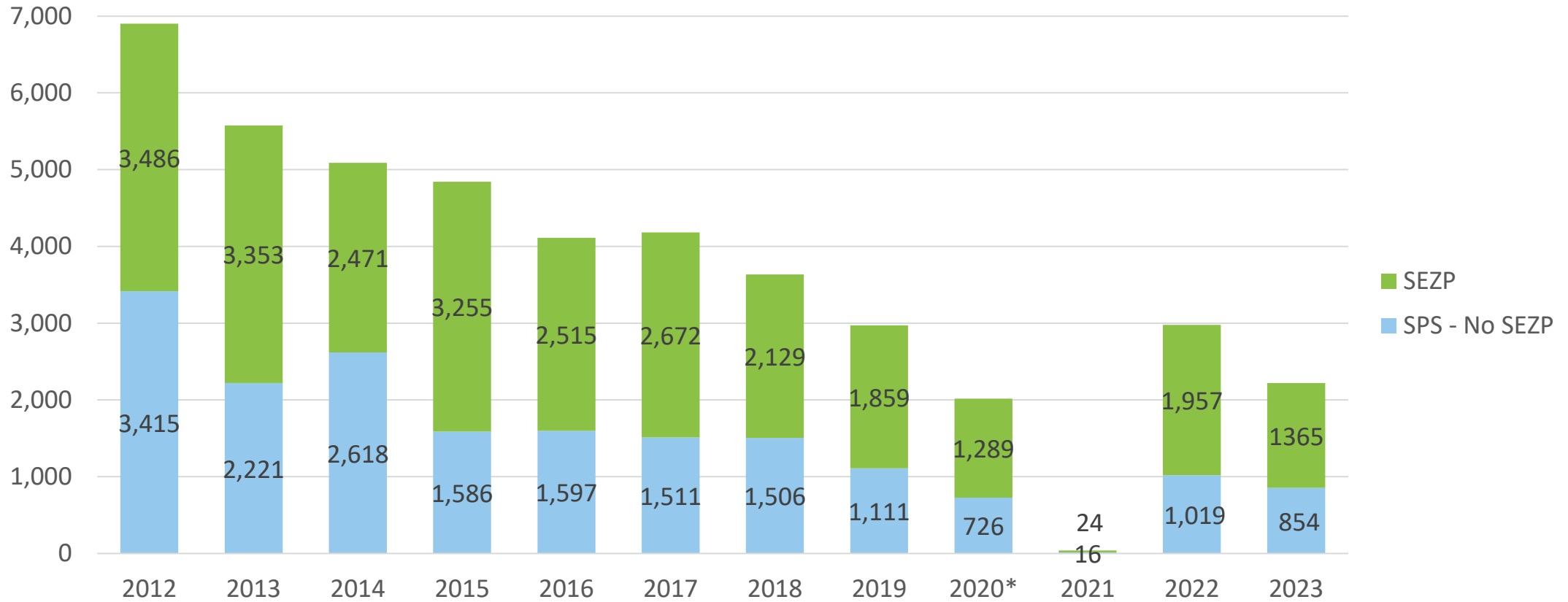
*as of 3/12/2020

Number of Arrests

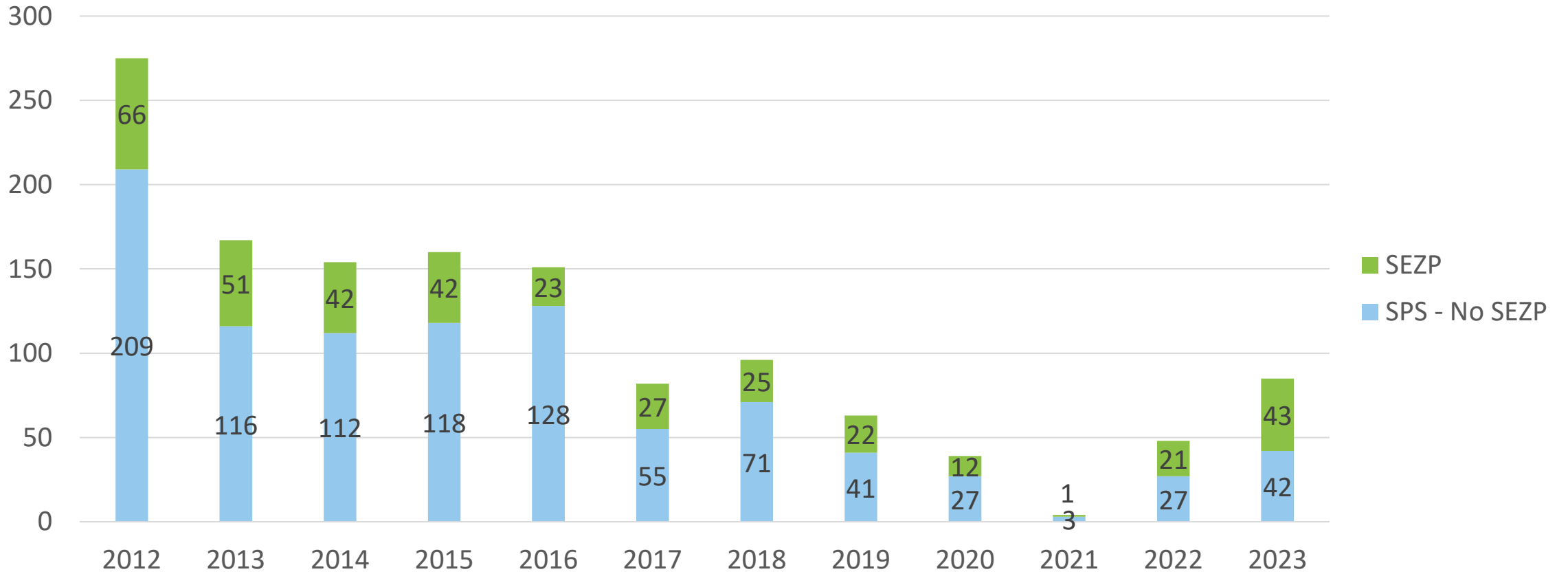| Year	Arrests
2012	305
2013	191
2014	203
2015	180
2016	80
2017	82
2018	75
2019	41
2020	32
2021	0
2022	16
2023	14
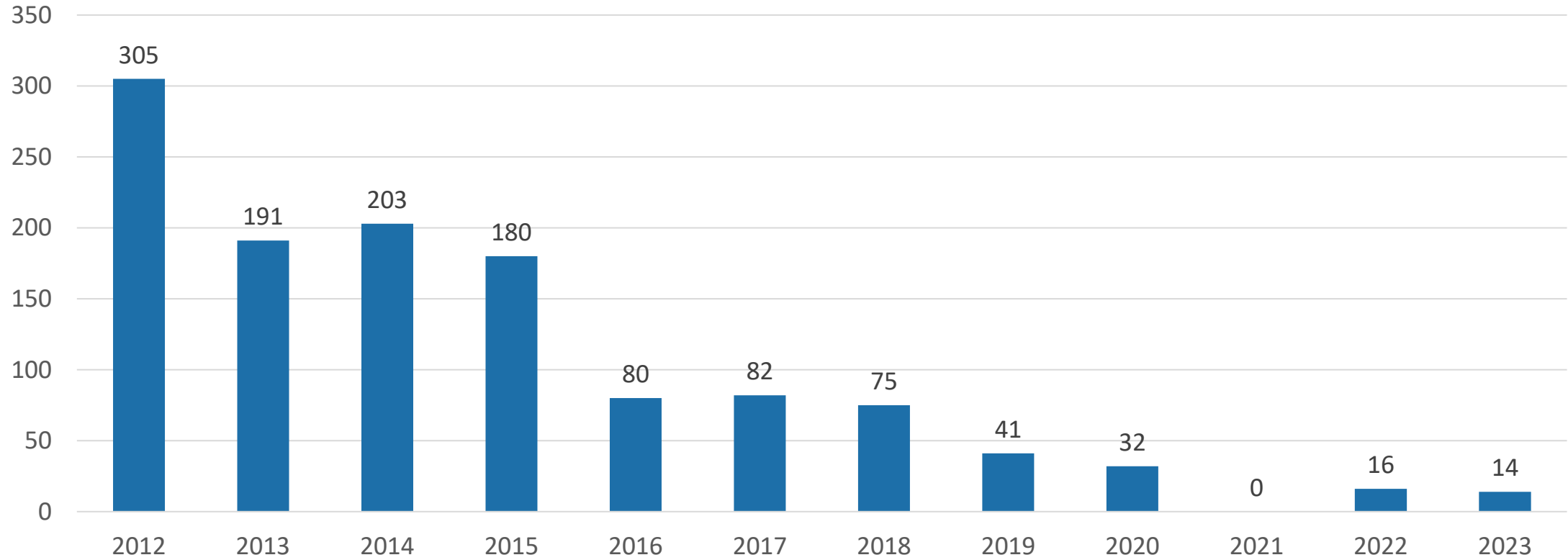
*Arrest totals include those that occurred at SEZP schools.

Portrait of a Graduate (PoG) Student Survey Responses
Grades 3-5*

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

My teacher wants me to explain my answers -- why I think what I think.

In my classes, we learn to correct our mistakes.

In my classes, we learn a lot almost every day.
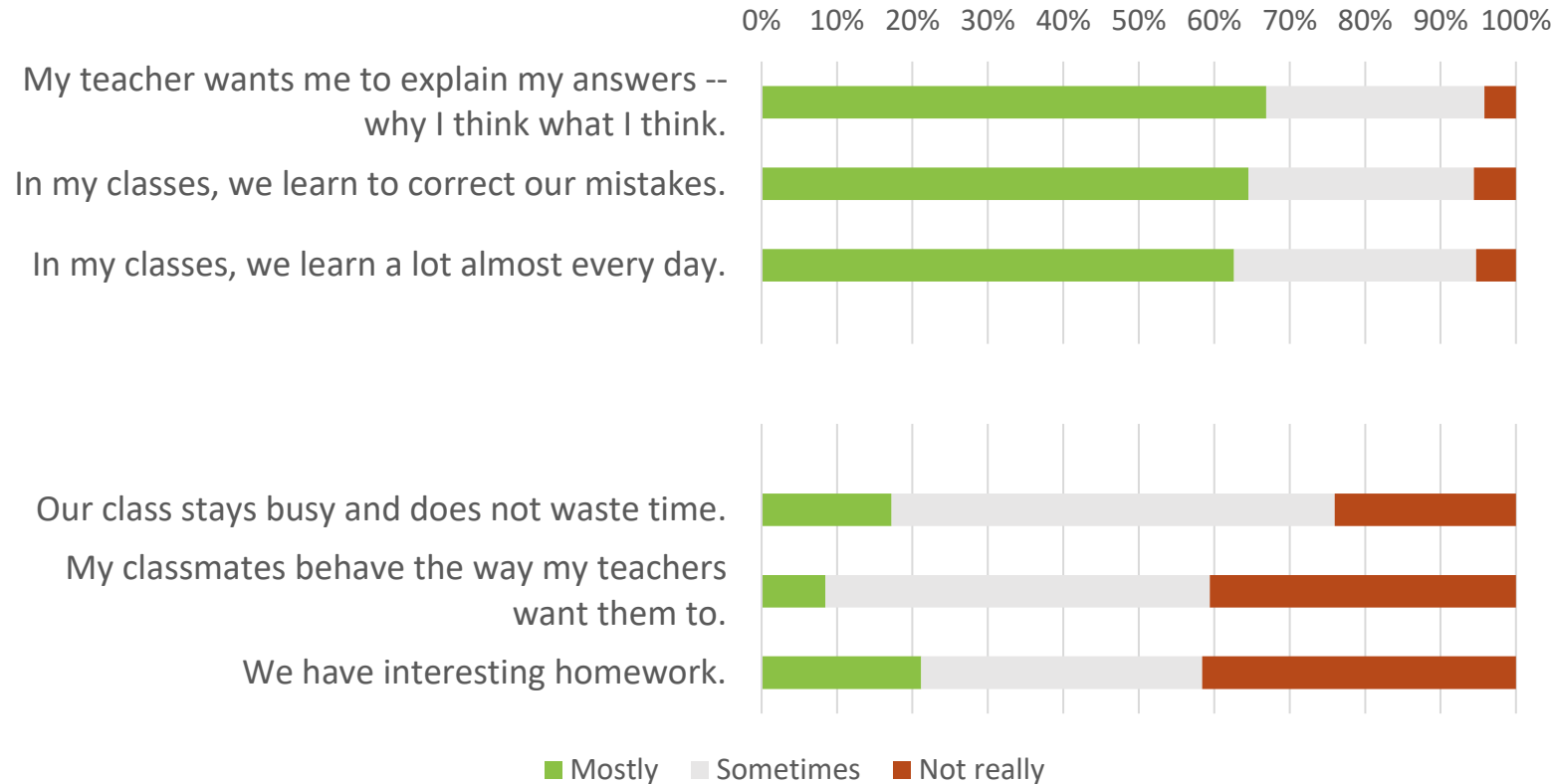
Areas of Strength:
Over 60% of students responded "**Mostly**" to these statements that promote a positive learning environment and critical thinking.

Our class stays busy and does not waste time.

My classmates behave the way my teachers want them to.

We have interesting homework.

Areas for Growth:
Nearly a **quarter** or more of students responded "**Not really**" to these statements regarding classroom and learning environment.

■ Mostly ■ Sometimes ■ Not really

*Student participation for grades 3-5 was 40%.
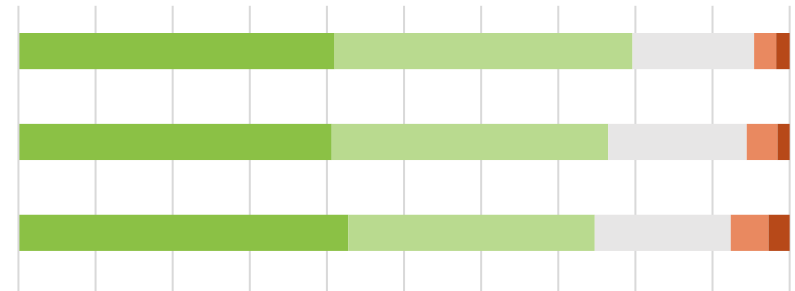
Springfield Public Schools

PoG Student Responses
Grades 6-12*

My teachers want me to explain my answers — why I think what I think.

My teachers want us to use our thinking skills, not just memorize things.

In my classes, my teachers accept nothing less than our full effort.

Areas of Strength:
Nearly **80%** of students responded either "Always" or "Most of the time" for these statements that promote a positive learning environment and critical thinking.

Student behavior in my classes is under control.

My teachers seem to know if something is bothering me.

Students get to decide how activities are done in this class.
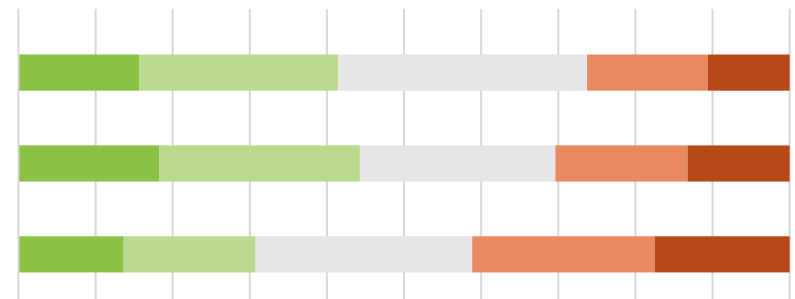
Areas for Growth:
Although the majority of students agreed that their teachers push them to explain their answers, at least **27%** of students answered "Rarely" or 'Never" to these questions about their classroom environment.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Always   ■ Most of the time   ■ Sometimes   ■ Rarely   ■ Never

*Student participation for grades 6-12 was 20%. Of that, 82% of respondents were in middle school.

Portrait of a Graduate

Springfield Public Schools

![Portrait of a Graduate logo]

PoG Educator Survey Responses
PK-12 Classroom Teachers Only*

Most agreed with statements:

- I differentiate to meet the needs of students from varying backgrounds and have high expectations for all.
- I create positive relationships with families so that we can work as a team to best meet their child's needs.
- My school's mission is grounded in an unwavering belief in all students.
- All or almost all students have several adults in the building who they trust and who help them meet their full potential.
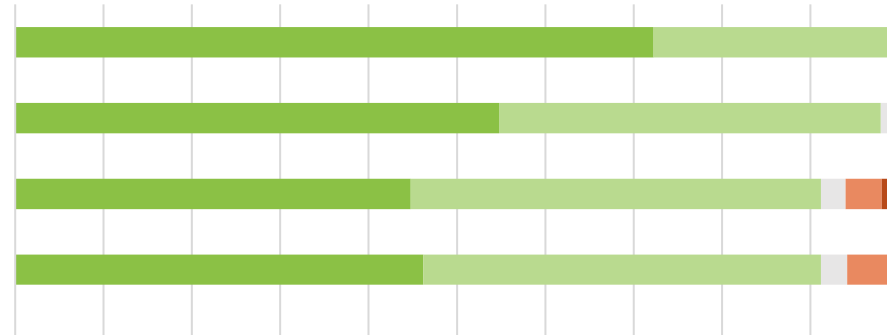
Least agreed with statements:

- Learning experiences always or almost always encourage students to explore their identity, learn from diverse perspectives, or advocate for change.
- All or almost all learning experiences require students to create authentic products and share with an audience.
- Feedback from stakeholders, particularly students, is consistently solicited and used to shift schoolwide practices in our school.
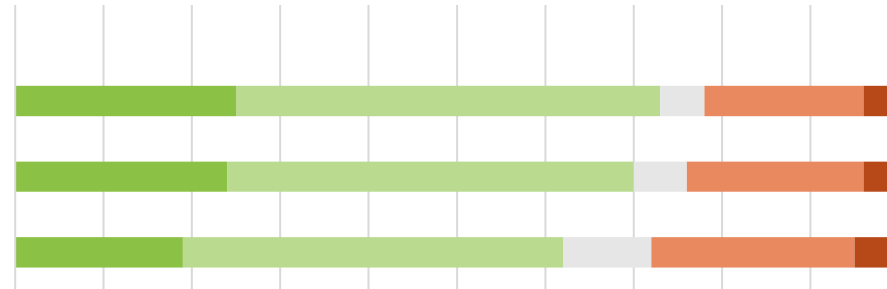
Legend: ■ Strongly agree ■ Agree ■ No opinion ■ Disagree ■ Strongly disagree

Key Points
Overall, educator responses were very **positive**.

- For **all statements**, over **60%** of educators responded either "Agree" or "Strongly agree."

- **Over 90%** of educators agreed with these statements regarding their school promoting student inclusion and relationships with students and families.

- **29% or less** of educators **disagreed** with statements regarding learning experiences and student voice in schoolwide change.
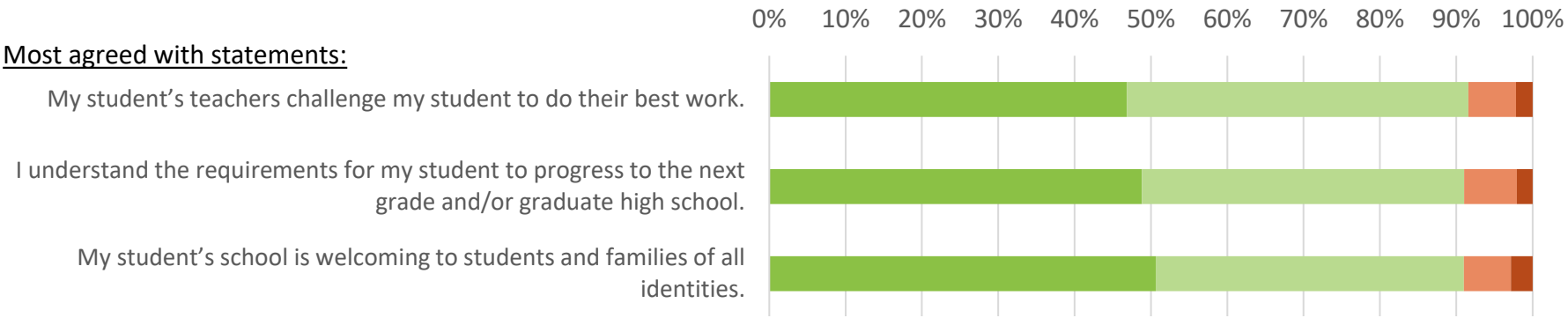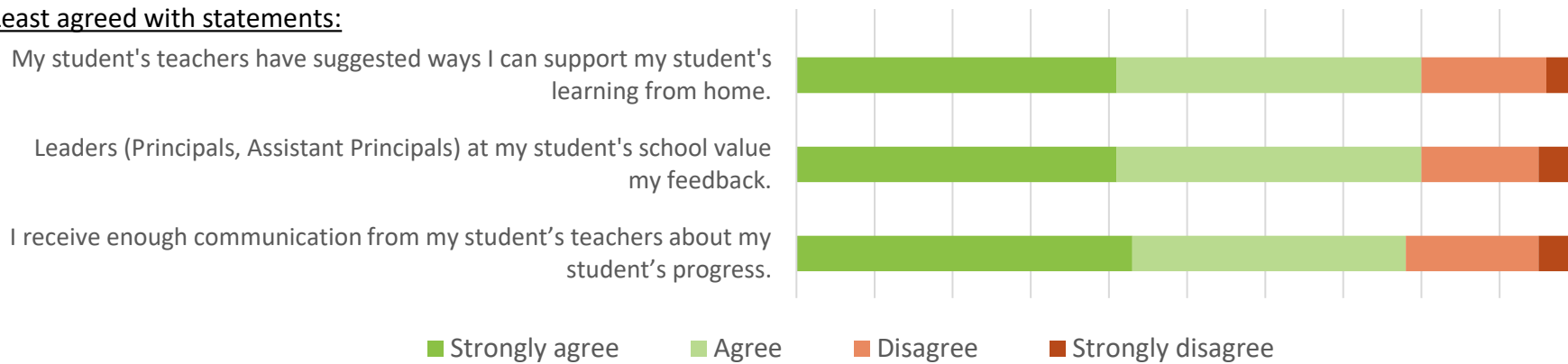
*Educator participation was 38%.

Springfield Public Schools

PoG Family Survey Responses

Portrait of a Graduate

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Most agreed with statements:

My student's teachers challenge my student to do their best work.

I understand the requirements for my student to progress to the next grade and/or graduate high school.

My student's school is welcoming to students and families of all identities.

Least agreed with statements:

My student's teachers have suggested ways I can support my student's learning from home.

Leaders (Principals, Assistant Principals) at my student's school value my feedback.

I receive enough communication from my student's teachers about my student's progress.

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree

*Based on 648 responses.

Key Points
Overall, family responses were very **positive**.

- **45%** of families responded 10 (**extremely likely**) on a scale of 1 to 10 for their likelihood to recommend their student's school to another parent or guardian. The average rating was **7.7**.

- For **all statements**, nearly **80%** of families responded either "Agree" or "Strongly agree."

- **At least 20%** of families **disagreed** with these statements regarding communication from their child's school.

Springfield Public Schools

District Year-in-Review

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Trend*
Student Attendance													
Average Daily Attendance	92.3%	92.7%	93.0%	93.0%	93.4%	92.8%	93.0%	93.0%	93.3%	92.7%	88.6%	90.7%	-
% of Students Chronically Absent	25.3%	23.9%	21.9%	21.8%	20.5%	23.2%	21.9%	21.7%	19.4%	23.8%	46.3%	35.9%	-
% of Students Severely Chronically Absent	8.4%	7.0%	6.7%	6.6%	5.8%	6.6%	6.5%	6.0%	5.2%	9.2%	15.3%	9.9%	-
High School Completion													
Graduation Rate	61.1%	59.7%	66.4%	71.0%	71.4%	80.8%	79.7%	75.9%	79.0%	83.0%	84.2%	-	+
Dropout Rate	9.3%	4.9%	6.3%	4.8%	4.2%	4.5%	4.2%	4.4%	3.0%	2.0%	3.7%	-	+
College and Career Readiness													
SAT Participation*	555	625	1,010	1,023	1,423	1,468	2,359	1,302	279	593	1,962	1,262	+
Advanced Placement Exams with Qualifying Score*	223	235	253	264	260	231	268	274	408	208	294	298	+
Advanced Placement Exams Taken*	758	850	931	1,144	1,053	1,079	1,057	1,099	996	973	1,099	1,083	+
Staff Attendance													
Teacher Attendance (Excl. Long-Term Leave)	95.8%	96.2%	96.5%	96.2%	96.4%	96.5%	96.4%	96.4%	96.3%	98.1%	94.3%	95.0%	-
Paraprofessional Attend. (Excl. Long-Term Leave)	93.3%	93.6%	94.2%	93.7%	94.2%	94.2%	94.1%	94.2%	94.2%	97.0%	91.3%	92.3%	-
Teacher Sick Time (Excl. Long-Term Leave)	3.6%	3.3%	2.9%	3.1%	2.9%	2.8%	2.9%	2.8%	3.1%	1.5%	5.0%	4.0%	-
Paraprofessional Sick Time (Excl. Long-Term Leave)	5.5%	5.2%	4.2%	4.1%	3.8%	4.2%	4.0%	3.7%	4.3%	2.1%	6.0%	4.5%	-
School Climate and Culture													
In-School Suspensions	2,675	1,880	1,820	836	1,473	1,005	768	540	324	14	372	247	+
Out-of-School Suspensions	3,415	2,221	2,618	1,586	1,597	1,511	1,506	1,111	726	16	1,018	854	+
Arrests of Students*	305	191	203	180	80	82	75	41	32	0	16	14	+
Bullying	209	116	112	118	128	55	71	41	27	3	27	42	+

Trend shows SY23 compared to SY12. + reflects improvement (desired change); - reflects change in the undesired direction.

*All metrics exclude SEZP schools except SAT, AP, and arrest data.
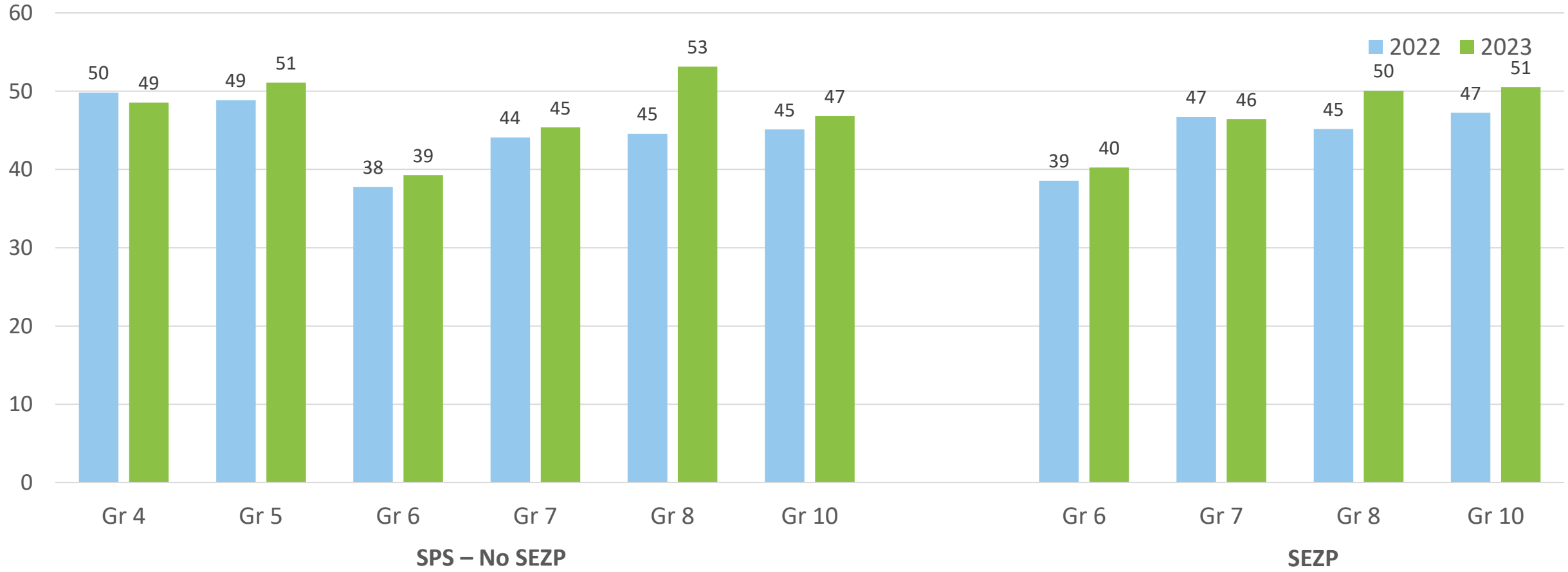
Appendix

Average Student Growth Percentile and Percent Meeting/Exceeding Expectations Charts
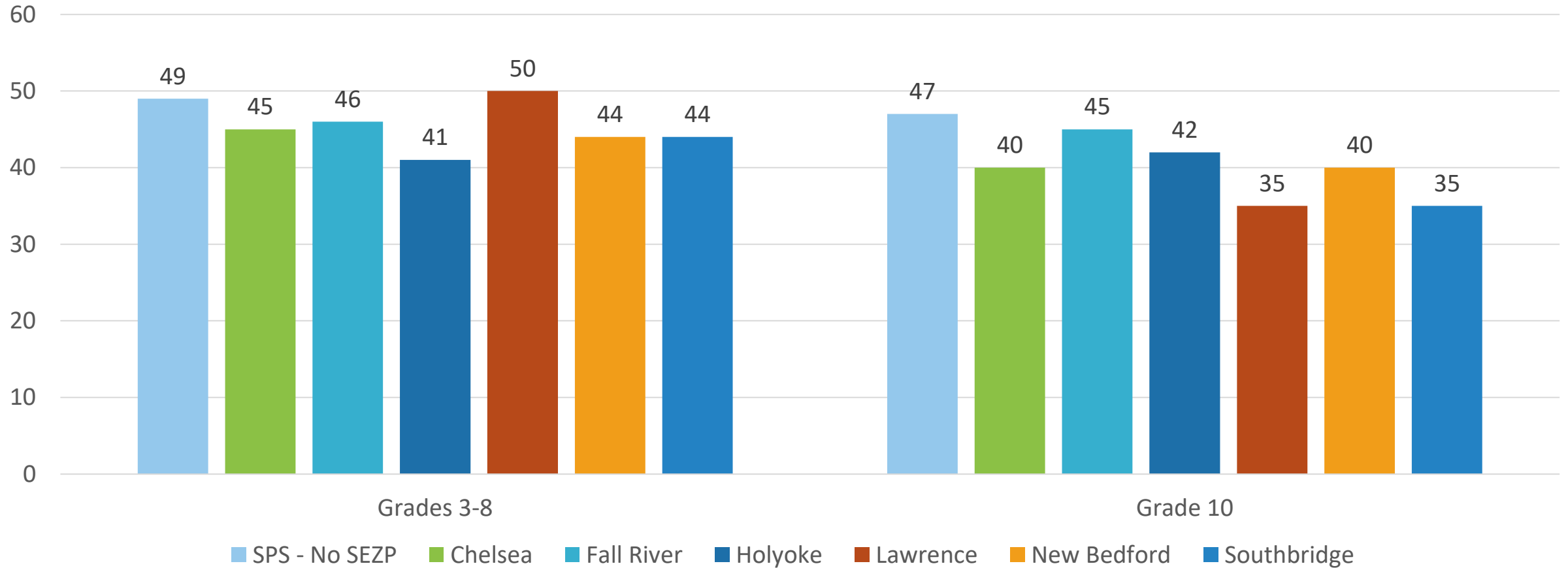
ELA MCAS
Average SGP by Grade Level

SPS – No SEZP

Grade	2022	2023
Gr 4	50	49
Gr 5	49	51
Gr 6	38	39
Gr 7	44	45
Gr 8	45	53
Gr 10	45	47

SEZP

Grade	2022	2023
Gr 6	39	40
Gr 7	47	46
Gr 8	45	50
Gr 10	47	51

Portrait of a Graduate

2023 ELA MCAS for SPS and Other Urbans
Average SGP

Grades 3-8:
- SPS - No SEZP: 49
- Chelsea: 45
- Fall River: 46
- Holyoke: 41
- Lawrence: 50
- New Bedford: 44
- Southbridge: 44

Grade 10:
- SPS - No SEZP: 47
- Chelsea: 40
- Fall River: 45
- Holyoke: 42
- Lawrence: 35
- New Bedford: 40
- Southbridge: 35

Legend: SPS - No SEZP, Chelsea, Fall River, Holyoke, Lawrence, New Bedford, Southbridge

2023 Math MCAS for SPS and Other Urbans
Average SGP

Grades 3-8
- SPS - No SEZP: 46
- Chelsea: 44
- Fall River: 43
- Holyoke: 41
- Lawrence: 50
- New Bedford: 43
- Southbridge: 51

Grade 10
- SPS - No SEZP: 37
- Chelsea: 37
- Fall River: 34
- Holyoke: 34
- Lawrence: 31
- New Bedford: 39
- Southbridge: 33

Legend: SPS - No SEZP, Chelsea, Fall River, Holyoke, Lawrence, New Bedford, Southbridge

ELA MCAS
Average SGP by Subgroup (Grades 3-8)

	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	1	-1
Hispanic/Latino	1	2
EL and Former EL	3	2
SPED	5	2
All	2	0

Legend: ■ 2022 SPS - No SEZP ■ 2023 SPS - No SEZP ■ 2022 MA ■ 2023 MA

ELA MCAS
Average SGP by Subgroup (Grade 10)
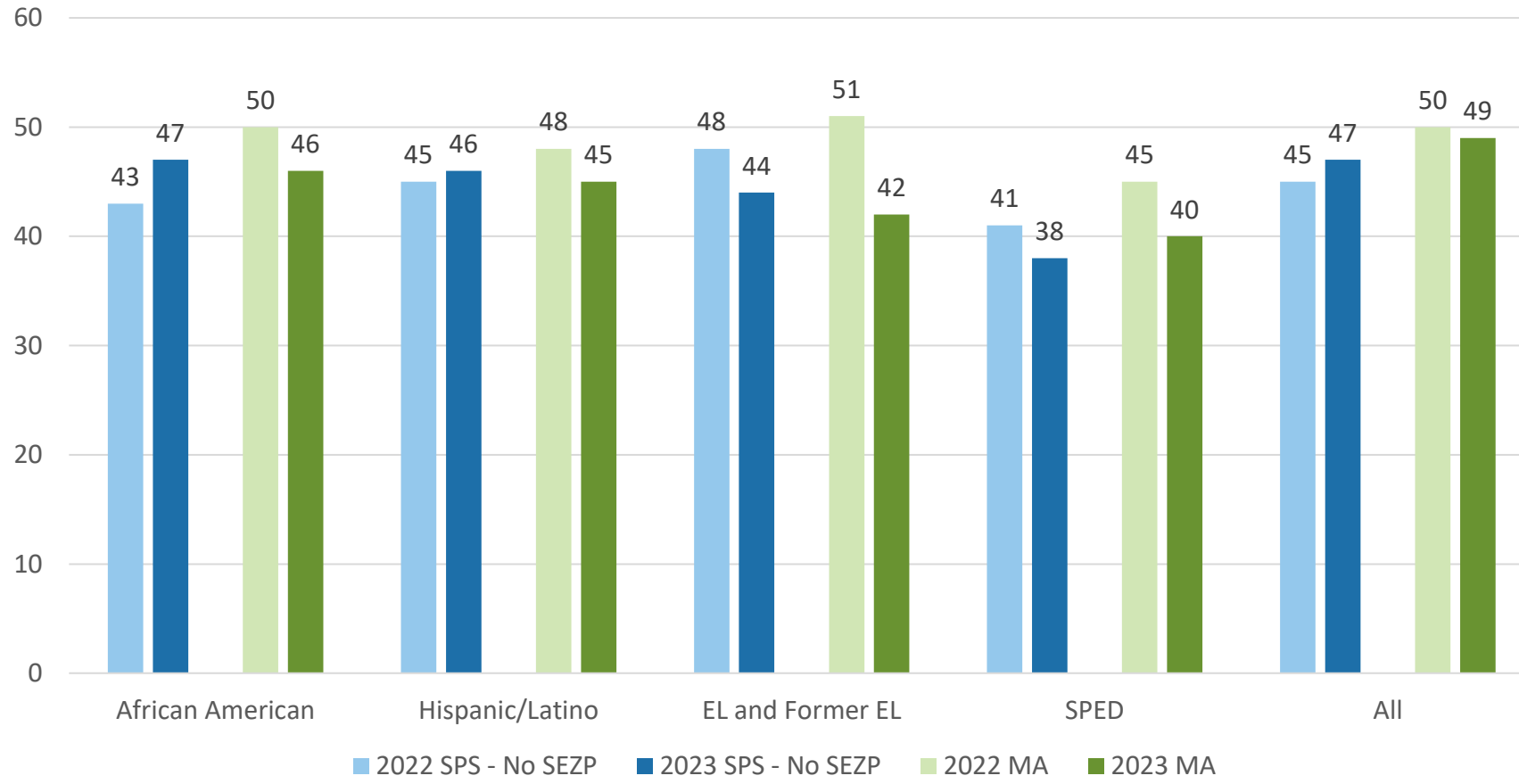
	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	4	-4
Hispanic/Latino	1	-3
EL and Former EL	-4	-9
SPED	-3	-5
All	2	-1

Legend: ■ 2022 SPS - No SEZP ■ 2023 SPS - No SEZP ■ 2022 MA ■ 2023 MA

Math MCAS
Average SGP by Subgroup (Grades 3-8)
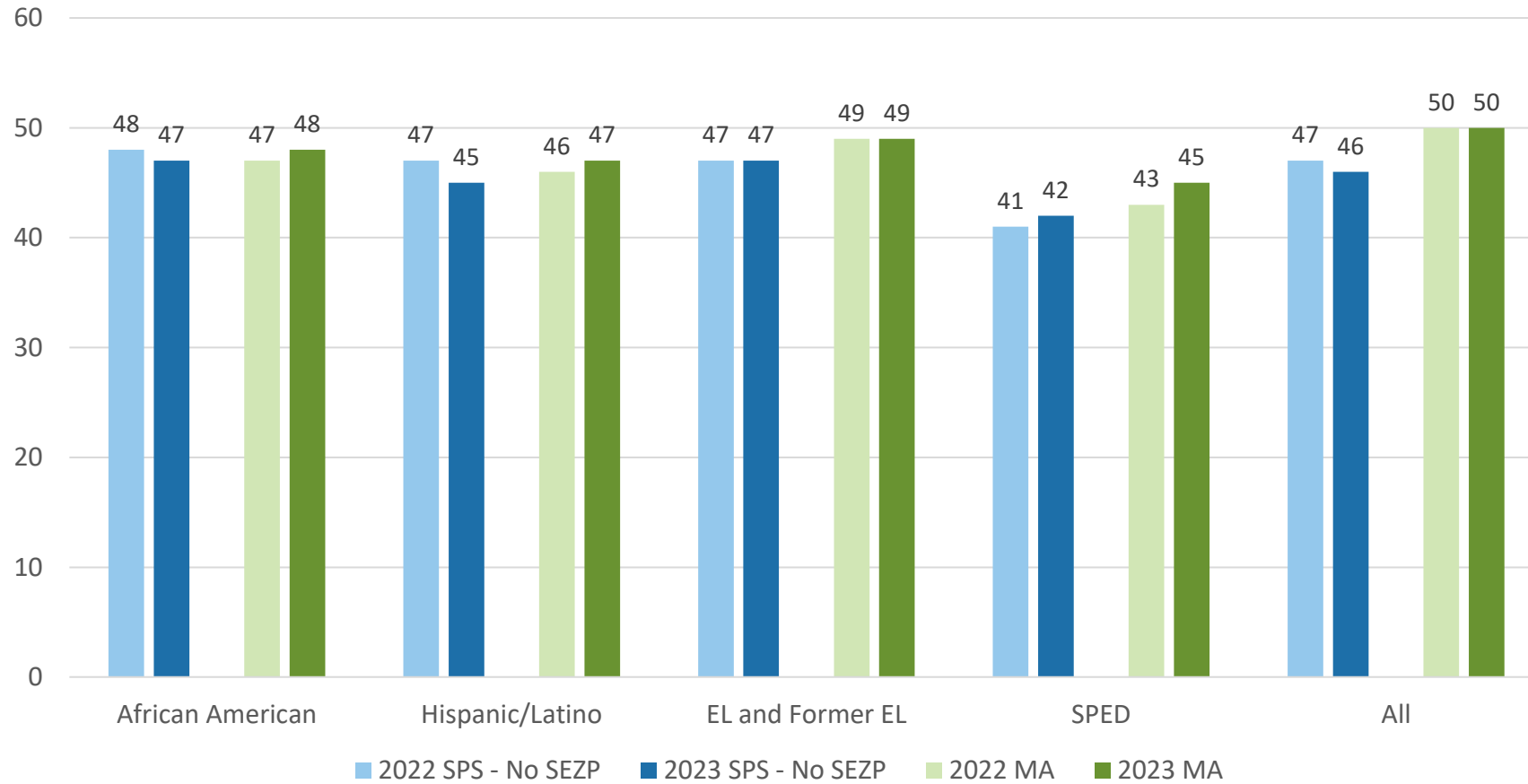
	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	-1	1
Hispanic/Latino	-2	1
EL and Former EL	0	0
SPED	1	2
All	-1	0

Chart values by subgroup:

Subgroup	2022 SPS - No SEZP	2023 SPS - No SEZP	2022 MA	2023 MA
African American	48	47	47	48
Hispanic/Latino	47	45	46	47
EL and Former EL	47	47	49	49
SPED	41	42	43	45
All	47	46	50	50

Math MCAS
Average SGP by Subgroup (Grade 10)
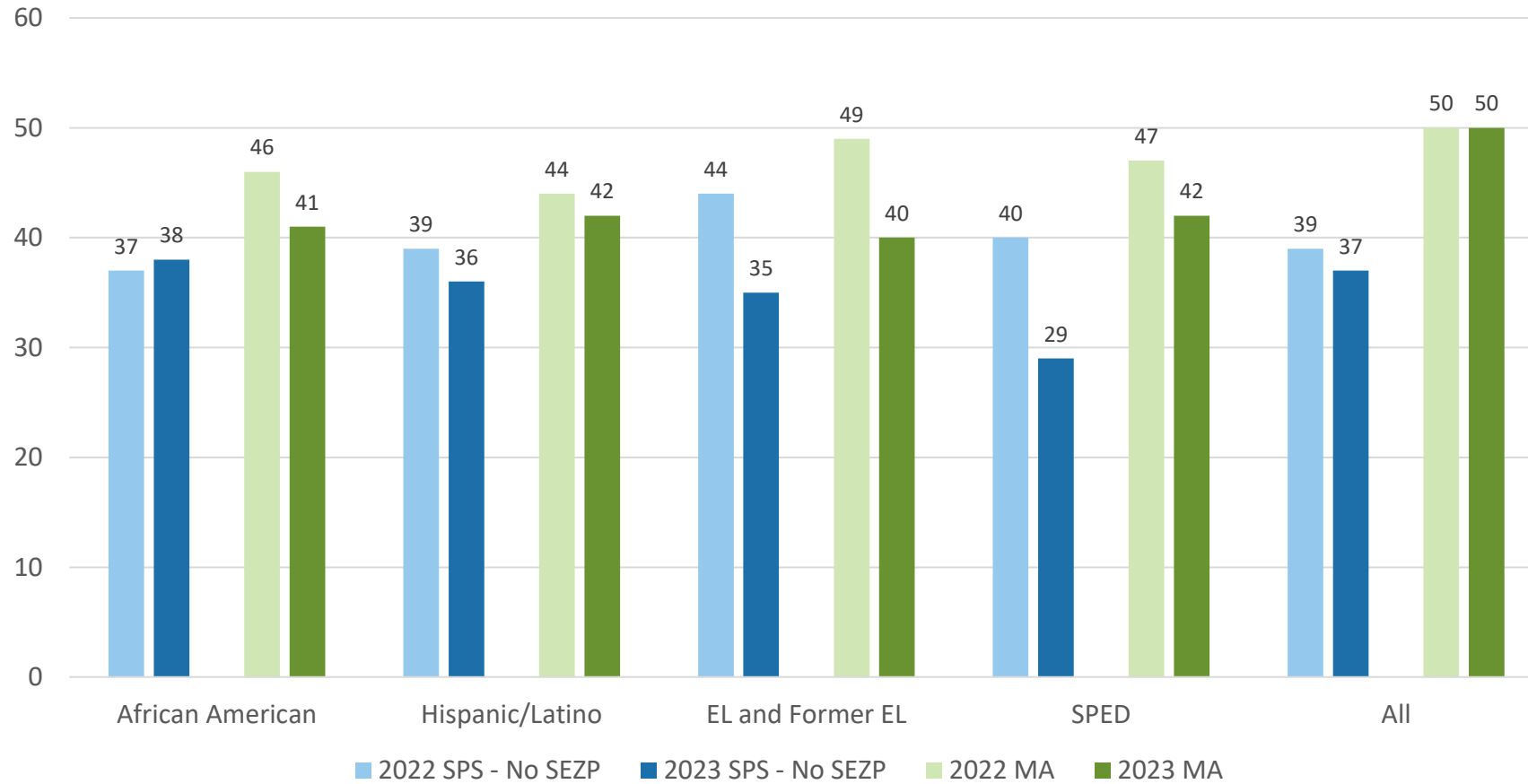
	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	1	-5
Hispanic/Latino	-3	-2
EL and Former EL	-9	-9
SPED	-11	-5
All	-2	0

Chart legend: 2022 SPS - No SEZP, 2023 SPS - No SEZP, 2022 MA, 2023 MA

Values by subgroup:
- African American: 37, 38, 46, 41
- Hispanic/Latino: 39, 36, 44, 42
- EL and Former EL: 44, 35, 49, 40
- SPED: 40, 29, 47, 42
- All: 39, 37, 50, 50

ELA MCAS
% Meeting/Exceeding Expectations (Grades 3-8)

Portrait of a Graduate

Chart data (% Meeting/Exceeding Expectations):

Category	2022	2023
SPS	20	22
SPS - No SEZP	22	24
SEZP	16	17
Other Urban Districts	19	19
State	41	42

■ 2022 ■ 2023
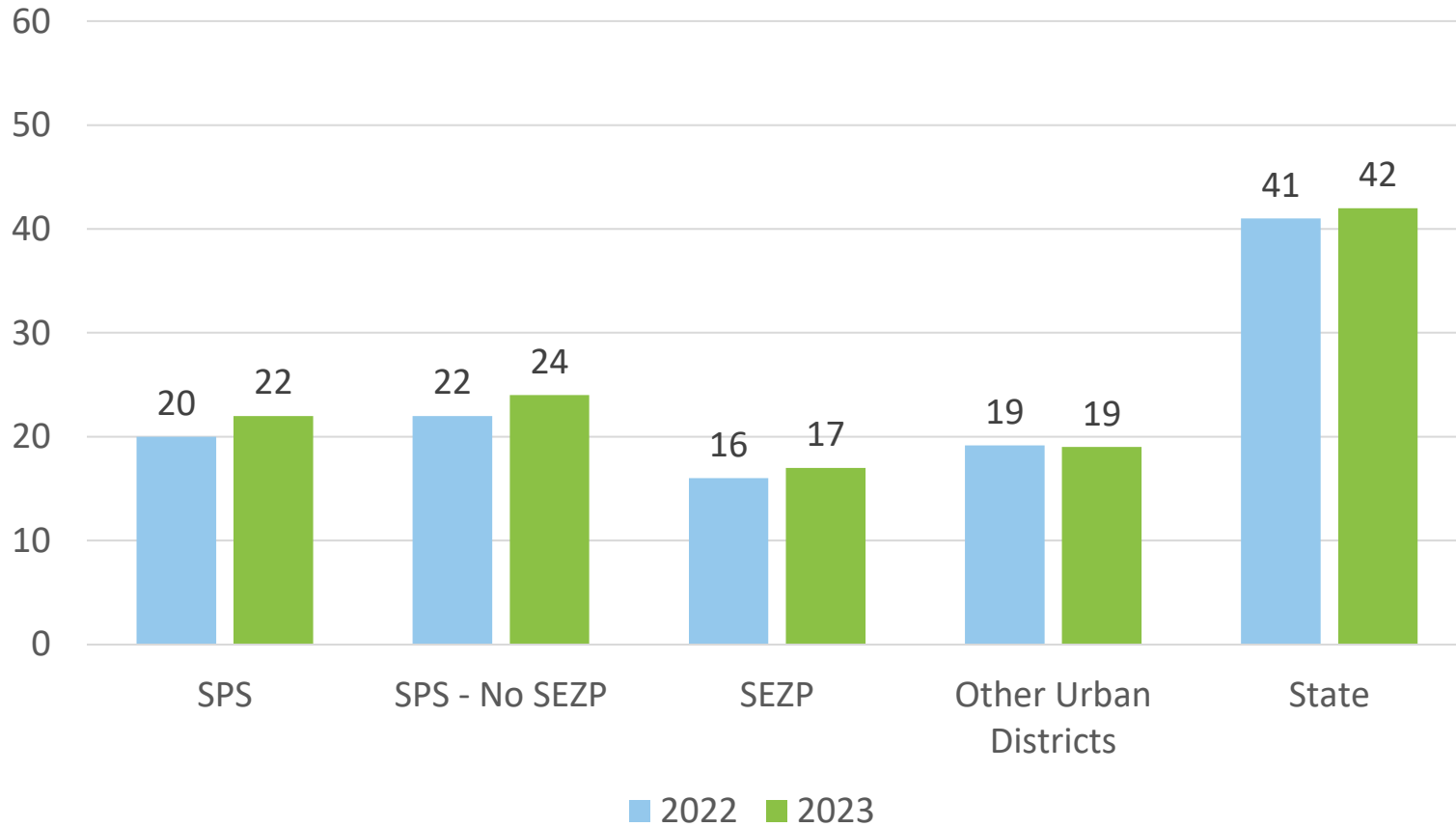
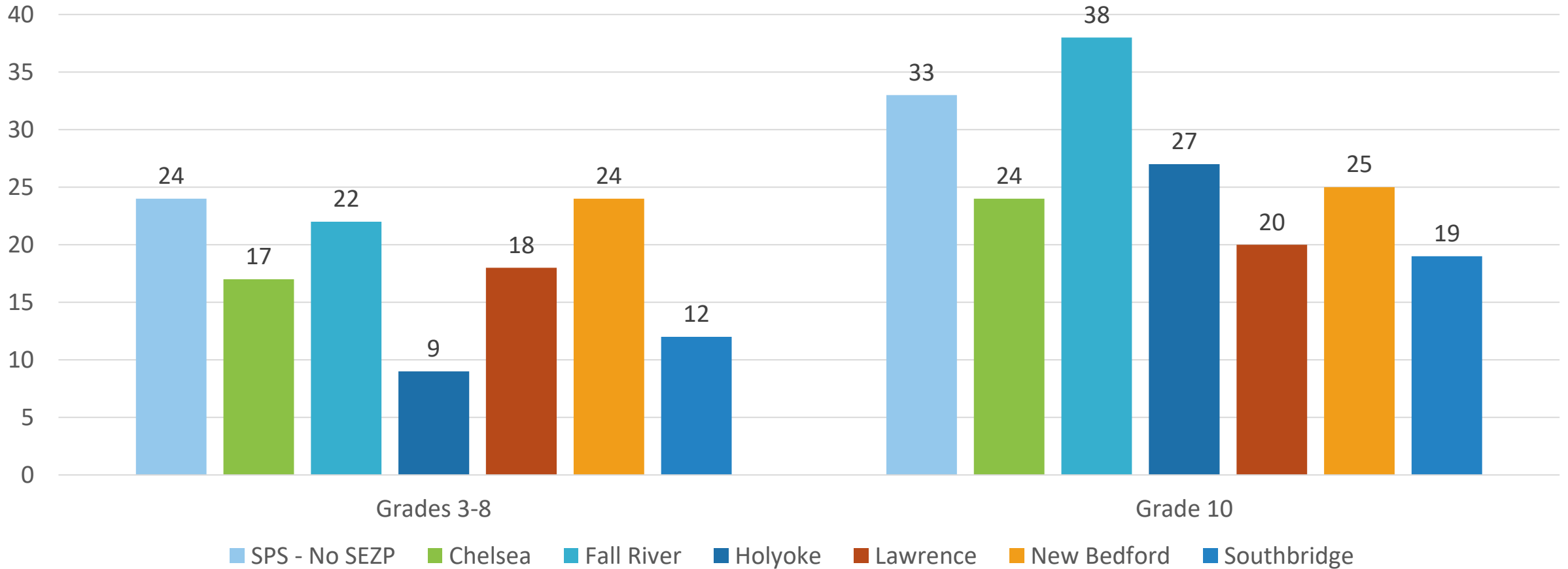|	Change SY22 to SY23
SPS - No SEZP	2
SEZP	1
Other Urban Districts	0
State	1

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

ELA MCAS
% Meeting/Exceeding Expectations (Grade 10)

Bar chart (% Meeting/Exceeding Expectations):

Category	2022	2023
SPS	33	33
SPS - No SEZP	33	33
SEZP	32	33
Other Urban Districts	25	26
State	58	58

Legend: 2022, 2023

	Change SY22 to SY23
SPS - No SEZP	0
SEZP	1
Other Urban Districts	1
State	0

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge
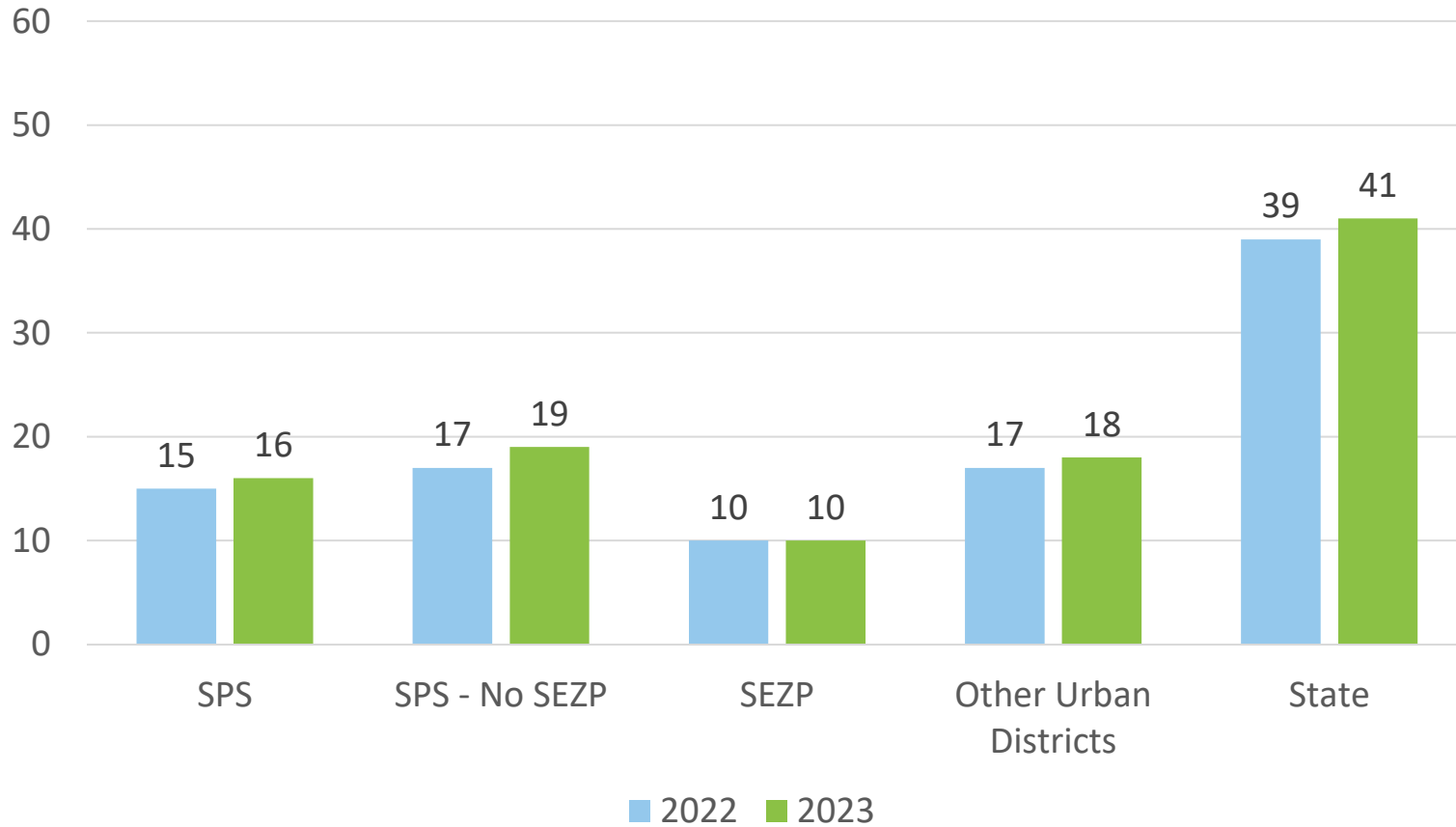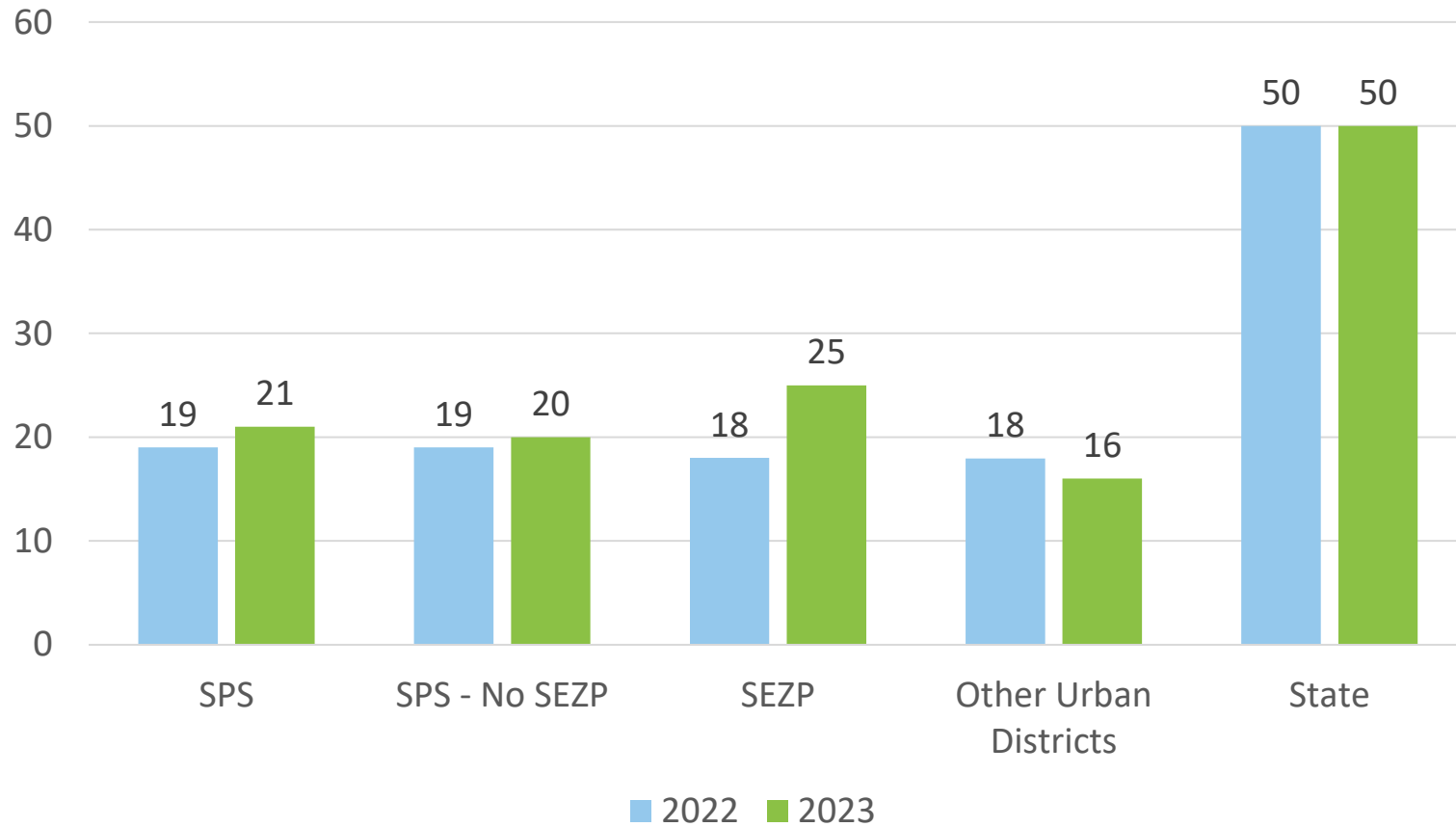
2023 ELA MCAS for SPS and Other Urbans
% Meeting/Exceeding Expectations

Portrait of a Graduate

Grades 3-8
- SPS - No SEZP: 24
- Chelsea: 17
- Fall River: 22
- Holyoke: 9
- Lawrence: 18
- New Bedford: 24
- Southbridge: 12

Grade 10
- SPS - No SEZP: 33
- Chelsea: 24
- Fall River: 38
- Holyoke: 27
- Lawrence: 20
- New Bedford: 25
- Southbridge: 19

Legend: SPS - No SEZP | Chelsea | Fall River | Holyoke | Lawrence | New Bedford | Southbridge

Math MCAS
% Meeting/Exceeding Expectations (Grades 3-8)

Portrait of a Graduate

	Change SY22 to SY23
SPS - No SEZP	2
SEZP	0
Other Urban Districts	1
State	2

Chart data (2022, 2023):
- SPS: 15, 16
- SPS - No SEZP: 17, 19
- SEZP: 10, 10
- Other Urban Districts: 17, 18
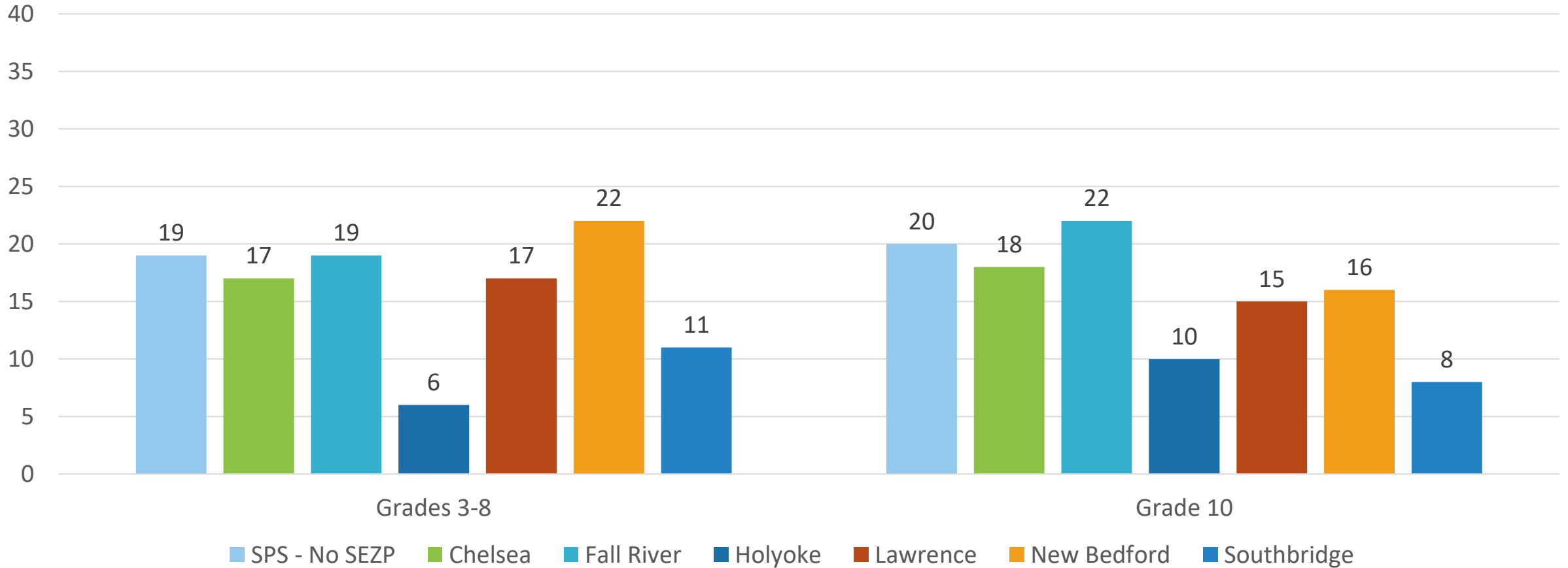- State: 39, 41

Legend: ■ 2022 ■ 2023

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts figures were calculated as the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

Math MCAS
% Meeting/Exceeding Expectations (Grade 10)

Portrait of a Graduate

Chart: % Meeting/Exceeding Expectations (Grade 10), 2022 vs 2023

Category	2022	2023
SPS	19	21
SPS - No SEZP	19	20
SEZP	18	25
Other Urban Districts	18	16
State	50	50

	Change SY22 to SY23
SPS - No SEZP	1
SEZP	7
Other Urban Districts	-2
State	0

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge
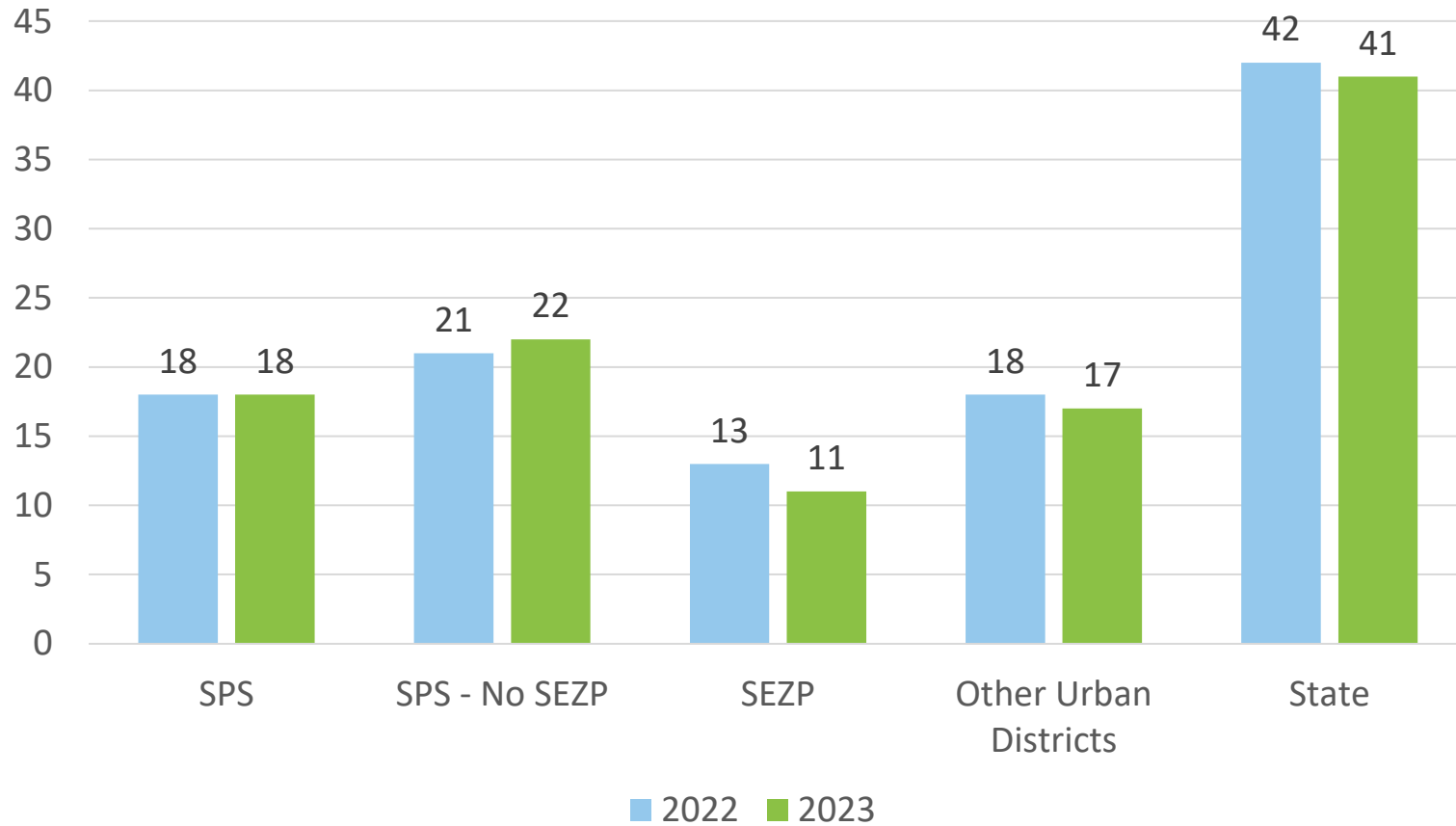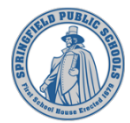
2023 Math MCAS for SPS and Other Urbans
% Meeting/Exceeding Expectations

Grades 3-8
- SPS - No SEZP: 19
- Chelsea: 17
- Fall River: 19
- Holyoke: 6
- Lawrence: 17
- New Bedford: 22
- Southbridge: 11

Grade 10
- SPS - No SEZP: 20
- Chelsea: 18
- Fall River: 22
- Holyoke: 10
- Lawrence: 15
- New Bedford: 16
- Southbridge: 8

Legend: SPS - No SEZP | Chelsea | Fall River | Holyoke | Lawrence | New Bedford | Southbridge

Science MCAS
% Meeting/Exceeding Expectations (Grades 5 & 8)

Portrait of a Graduate

Chart data (2022 / 2023):
- SPS: 18 / 18
- SPS - No SEZP: 21 / 22
- SEZP: 13 / 11
- Other Urban Districts: 18 / 17
- State: 42 / 41

Legend: ■ 2022 ■ 2023

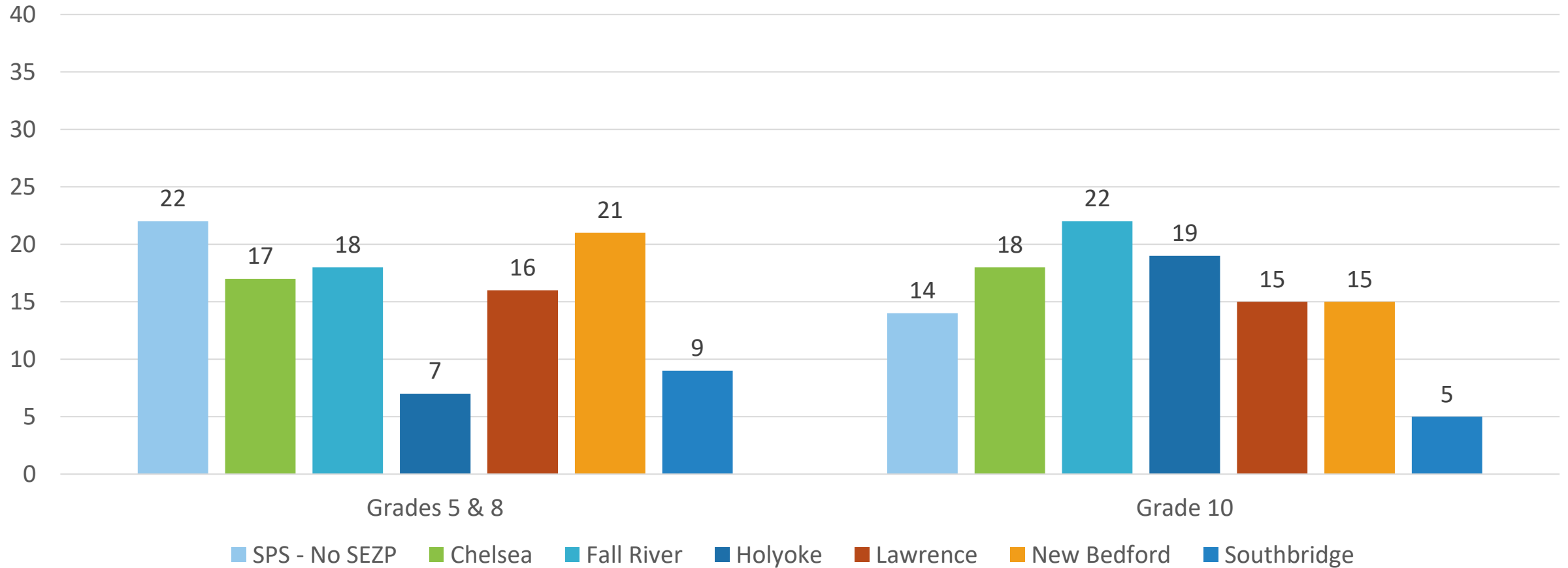|	Change SY22 to SY23
SPS - No SEZP	1
SEZP	-2
Other Urban Districts	-1
State	-1

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

Springfield Public Schools

Science MCAS
% Meeting/Exceeding Expectations (Grades 10)
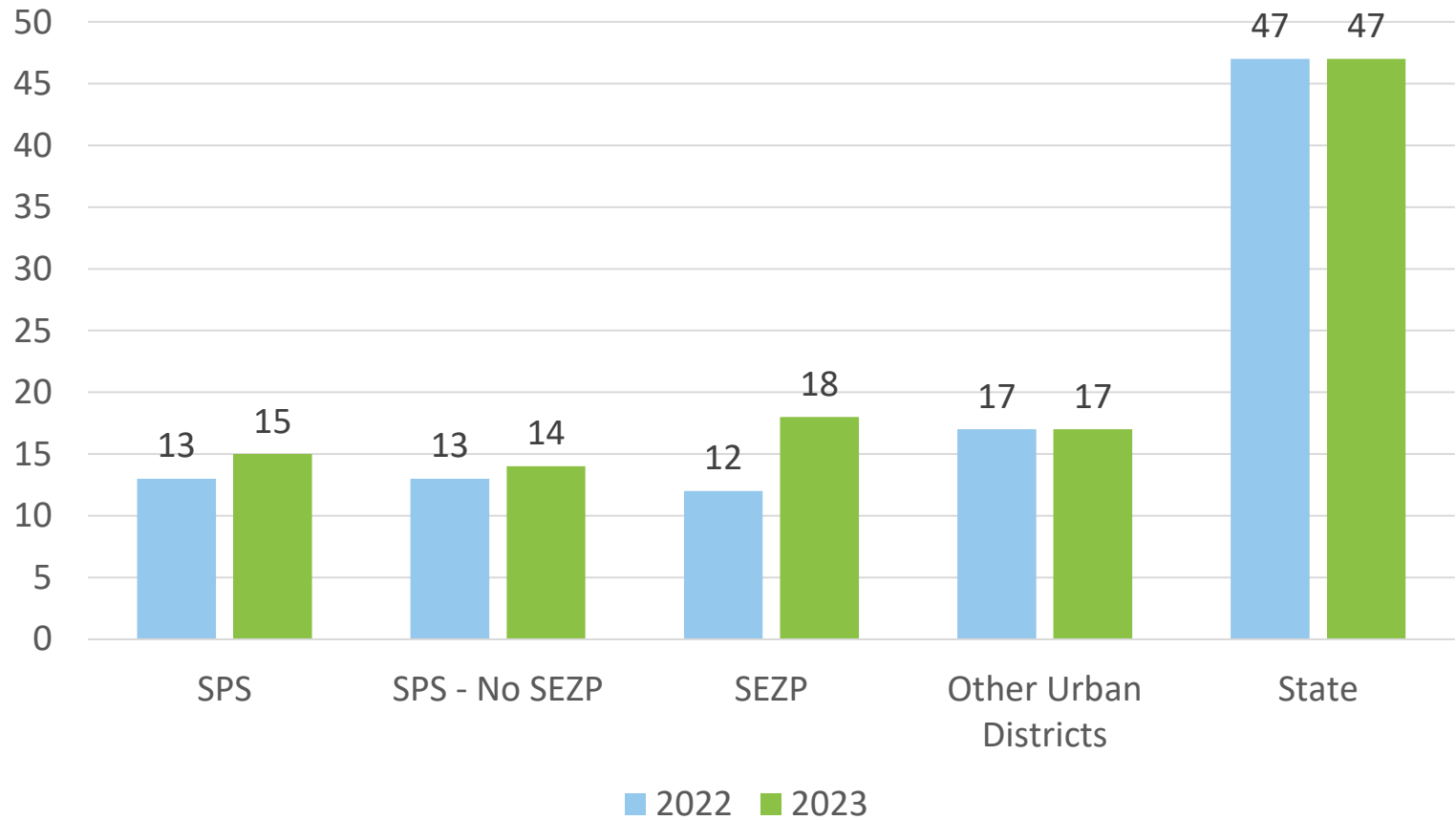
	Change SY22 to SY23
SPS - No SEZP	1
SEZP	6
Other Urban Districts	0
State	0

Source: SPS analysis of DESE Profiles (SPS, other urban districts, and state) and SPS final MCAS data (SPS – No SEZP and SEZP). SPS – No SEZP includes out-of-district special education students. Other urban districts is the weighted average of results for districts with a similar economic and demographic profile to SPS; includes Chelsea, Fall River, Holyoke, Lawrence, New Bedford, and Southbridge

2023 Science MCAS for SPS and Other Urbans
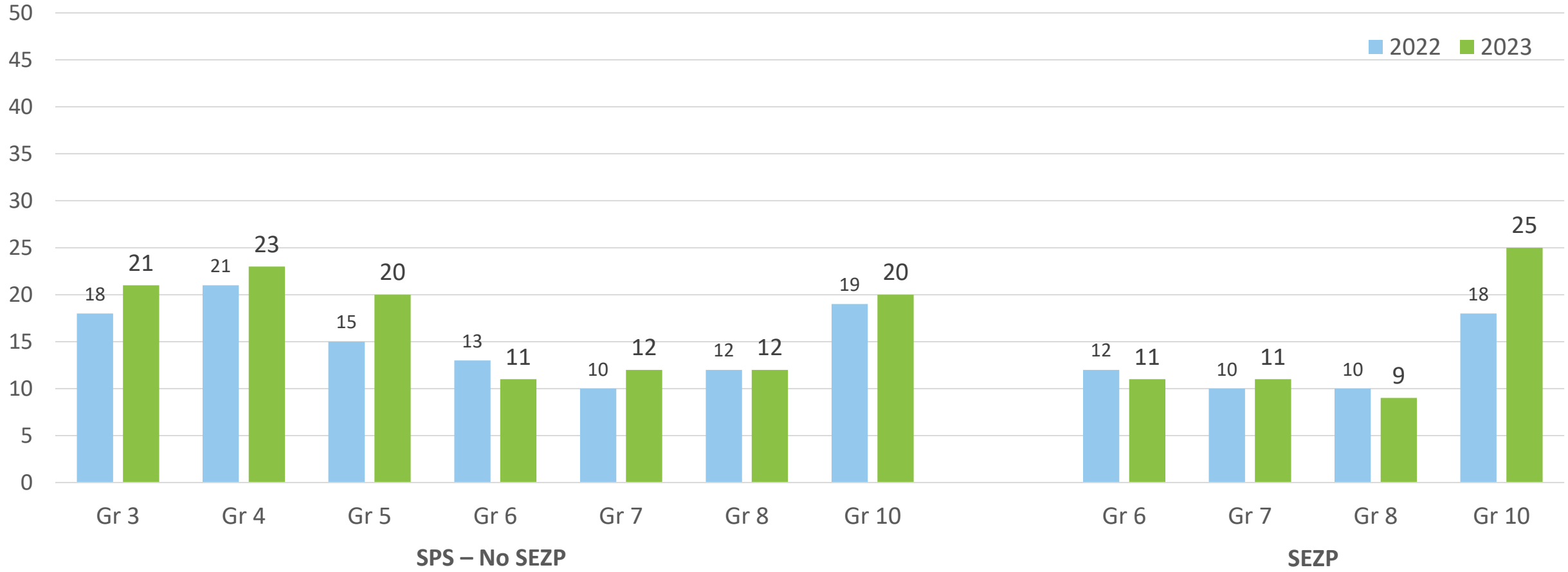% Meeting/Exceeding Expectations
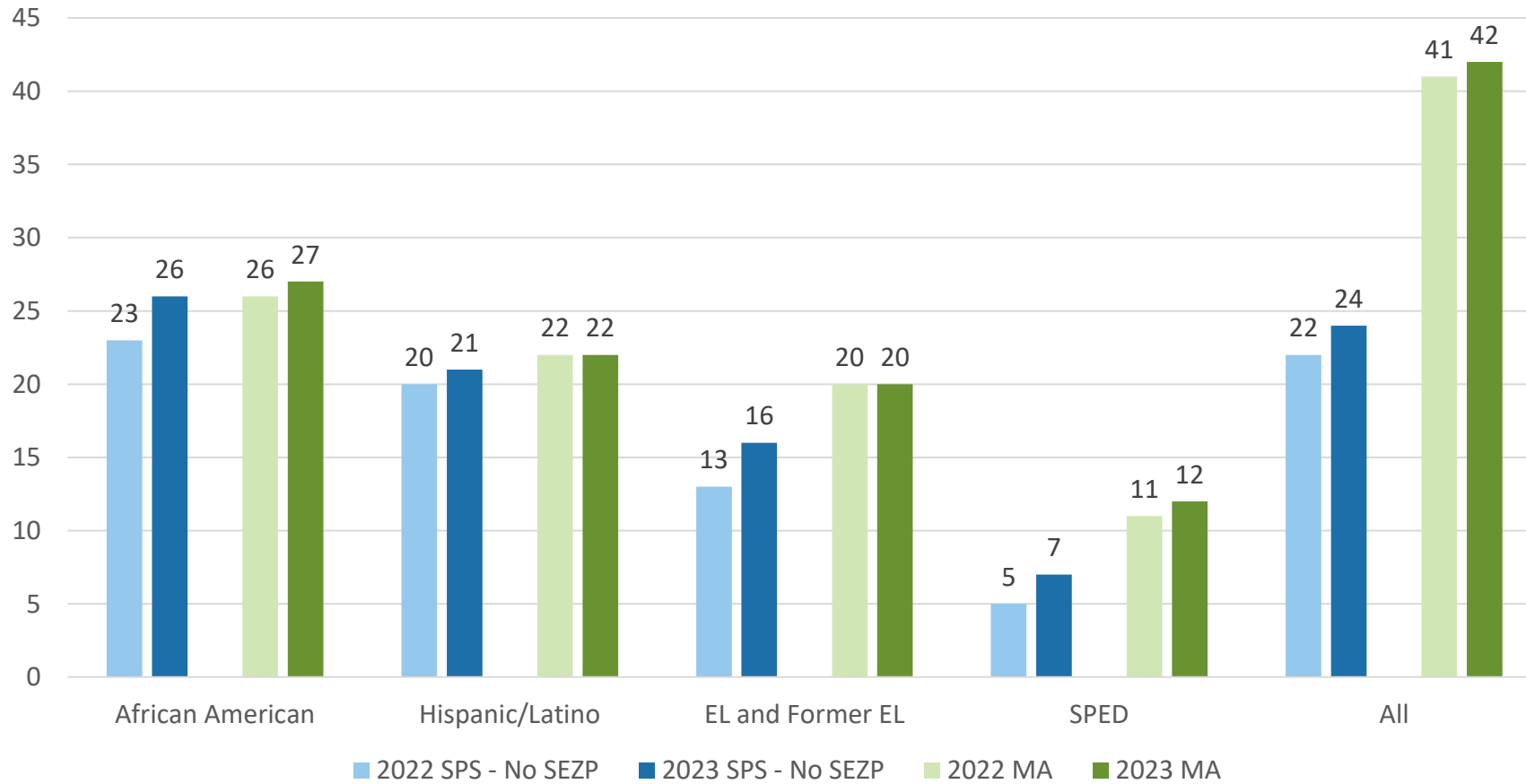
ELA MCAS
% Meeting/Exceeding Expectations by Subgroup (Grades 3-8)
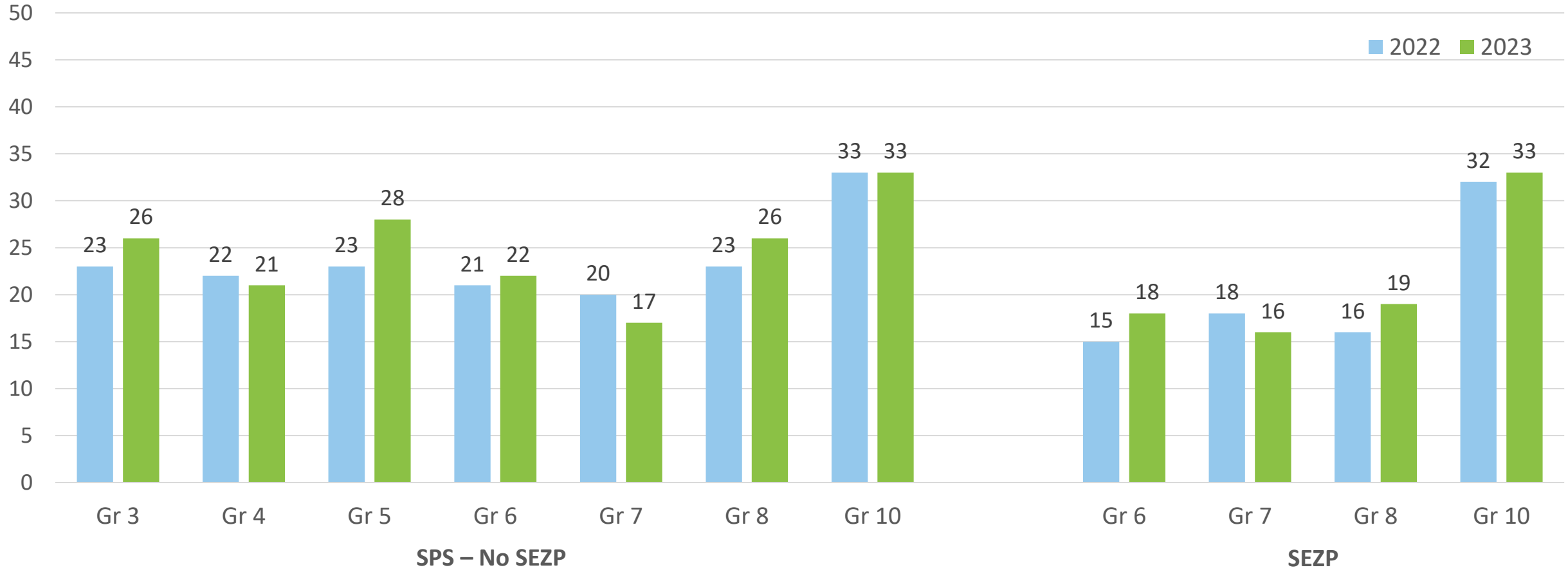
	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	3	1
Hispanic/Latino	1	0
EL and Former EL	3	0
SPED	2	1
All	2	1

Legend: 2022 SPS - No SEZP, 2023 SPS - No SEZP, 2022 MA, 2023 MA

ELA MCAS
% Meeting/Exceeding Expectations by Subgroup (Grade 10)
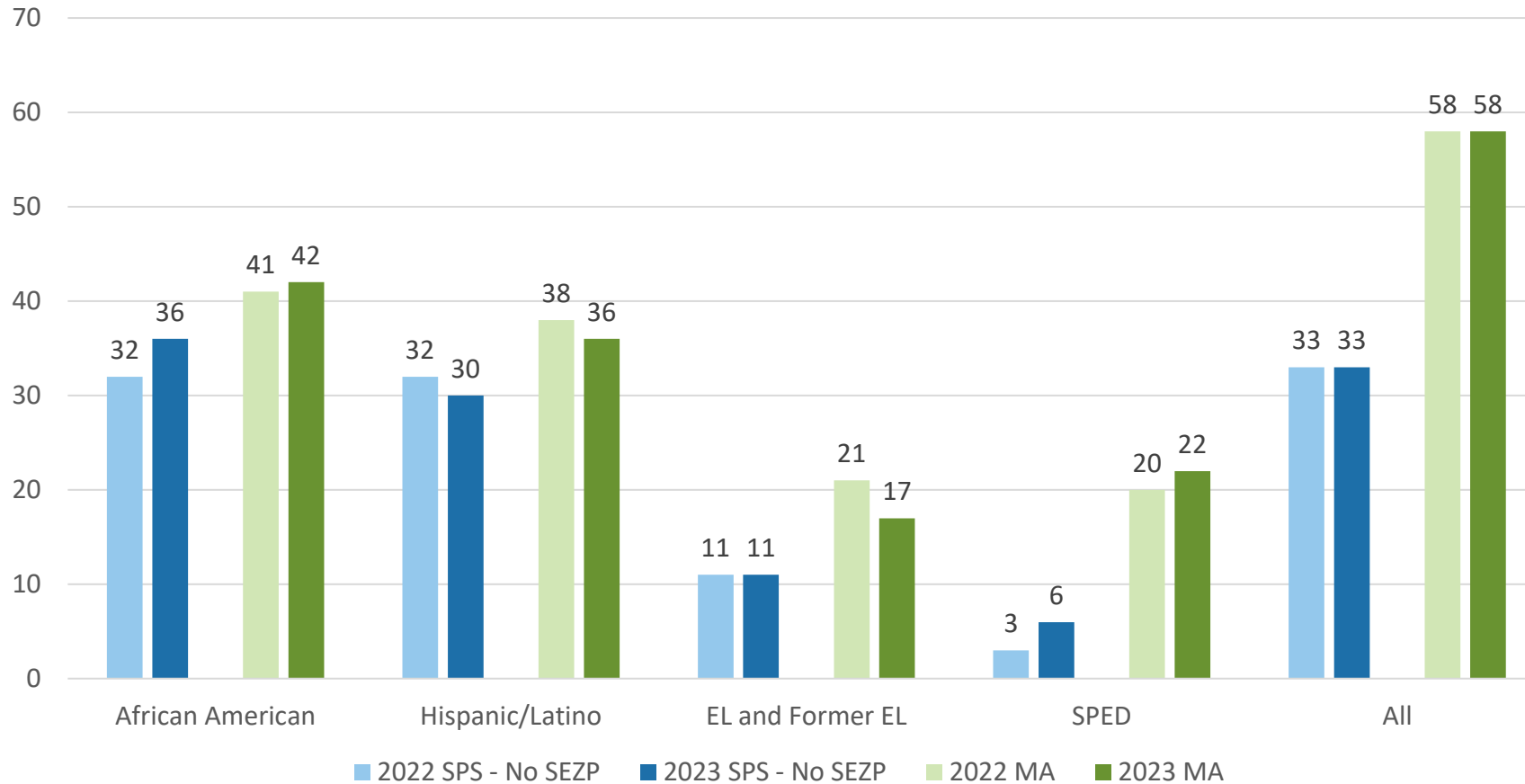
	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	4	1
Hispanic/Latino	-2	-2
EL and Former EL	0	-4
SPED	3	2
All	0	0

Chart data (% Meeting/Exceeding):

Subgroup	2022 SPS - No SEZP	2023 SPS - No SEZP	2022 MA	2023 MA
African American	32	36	41	42
Hispanic/Latino	32	30	38	36
EL and Former EL	11	11	21	17
SPED	3	6	20	22
All	33	33	58	58

Legend: ■ 2022 SPS - No SEZP ■ 2023 SPS - No SEZP ■ 2022 MA ■ 2023 MA

Math MCAS
% Meeting/Exceeding Expectations by Subgroup (Grades 3-8)
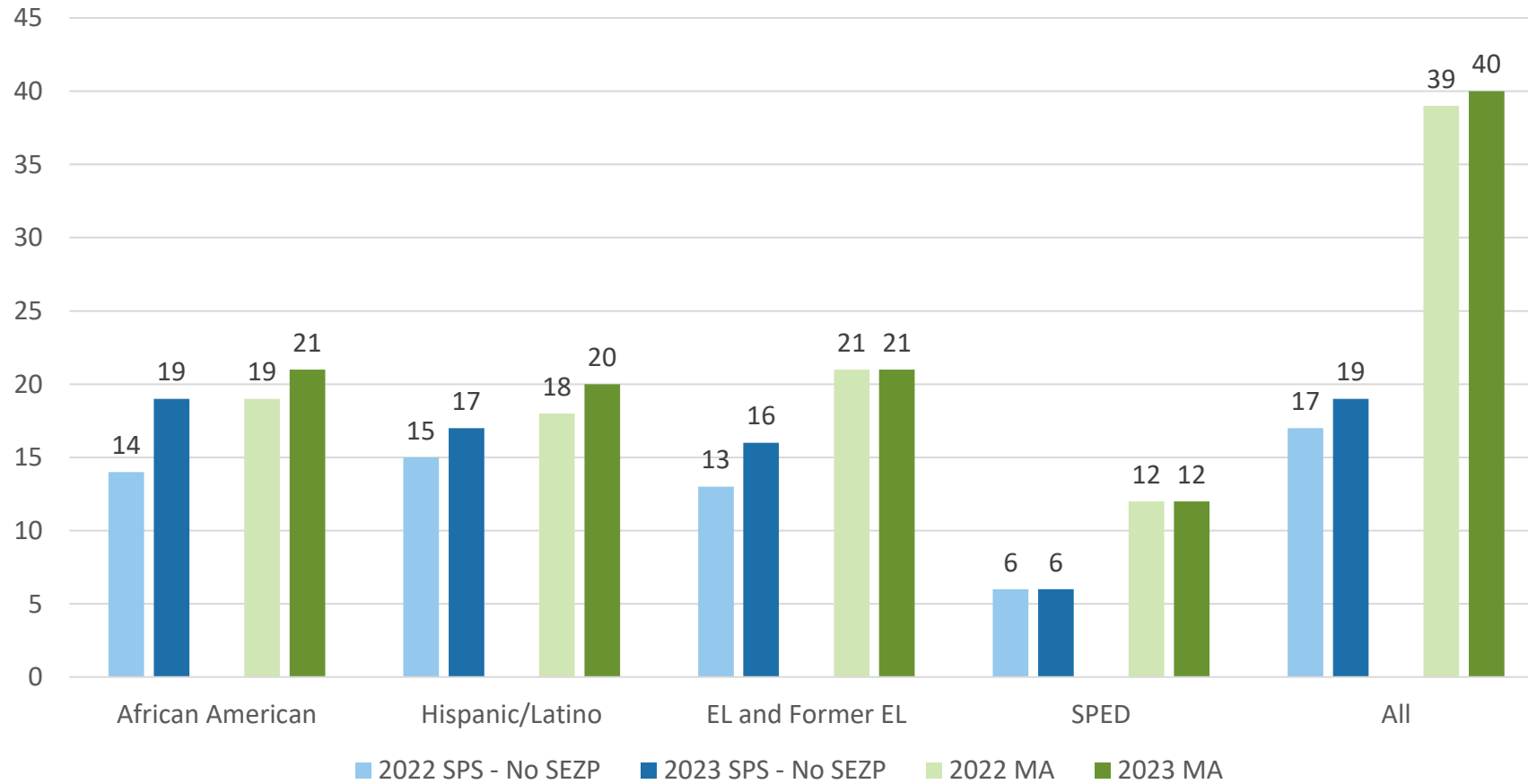
	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	5	2
Hispanic/Latino	2	2
EL and Former EL	3	0
SPED	0	0
All	2	1

Science MCAS
% Meeting/Exceeding Expectations by Subgroup (Grades 5 & 8)

Change SY22 to SY23		
	SPS - No SEZP	MA
African American	8	0
Hispanic/Latino	-1	0
EL and Former EL	3	0
SPED	0	0
All	1	-1

Science MCAS
% Meeting/Exceeding Expectations by Subgroup (Grade 10)
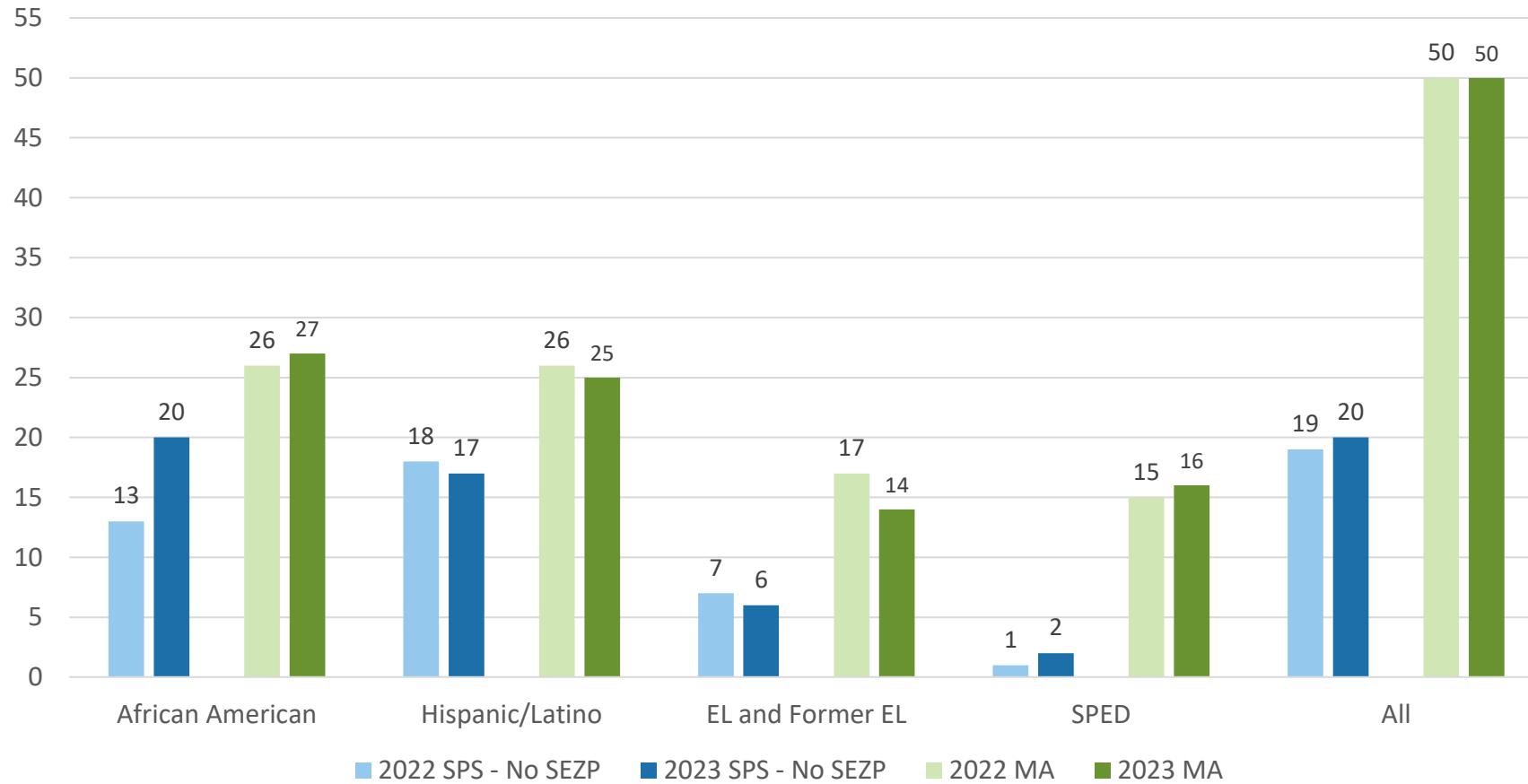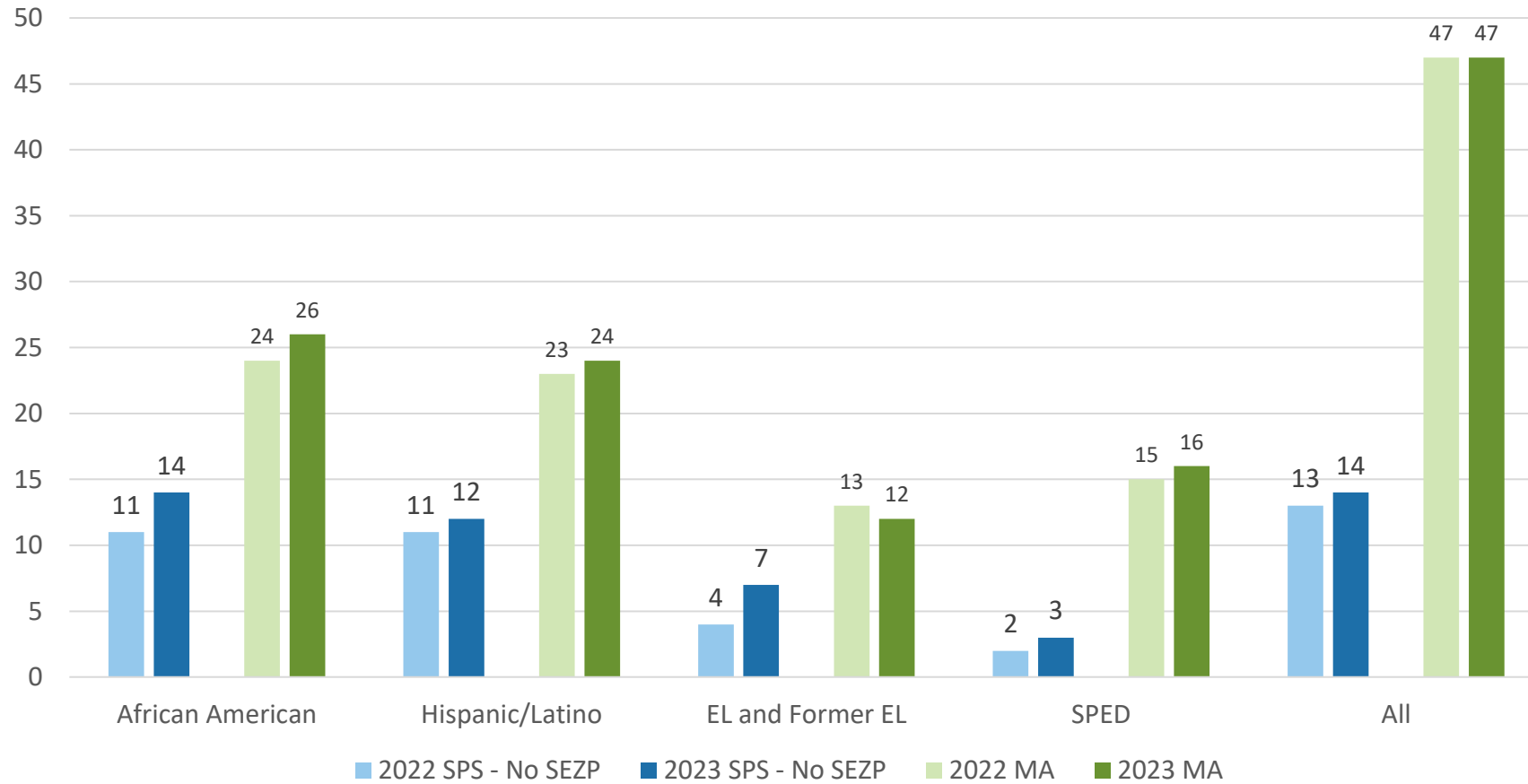
	Change SY22 to SY23	
	SPS - No SEZP	MA
African American	3	2
Hispanic/Latino	1	1
EL and Former EL	3	-1
SPED	1	1
All	1	0

Chart data (% Meeting/Exceeding Expectations):

Subgroup	2022 SPS - No SEZP	2023 SPS - No SEZP	2022 MA	2023 MA
African American	11	14	24	26
Hispanic/Latino	11	12	23	24
EL and Former EL	4	7	13	12
SPED	2	3	15	16
All	13	14	47	47