



1023 Avenue A  
Springfield, MI 49037  
Phone: (269) 965-9640

May 1, 2019

Dear Parents and Community Members:

We are pleased to present you with the 2017-18 Annual Education Report (AER) for Springfield Middle School (SMS), a report on the educational progress at our school. The AER is a report that includes detailed data and reporting information that is required by law to be made public. We understand that these reports are complex, and want to assure you that our staff is available to help you understand this information should you wish to discuss it. Please contact Springfield Middle School's building principal, Meredith Shabani, for help, if you need assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2IQBPSH>, or you may review a copy in the main office at your child's school. You may also review a copy in the superintendent's office. The BCPS district AER is available at <https://goo.gl/H6z7zp>.

For the 2017-18 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Springfield Middle School has no label. However, we do face some challenges as evidenced by the data included in this report. The majority of our students come to us below grade level in reading and/or math. Our caucasian students as a whole outperform our minority students creating gaps in achievement. Our school improvement plan is focused on remedying these issues. We have intervention courses in both math and reading



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to try to get students up to grade level before they enter high school. Early results in our first year showed signs of many students starting to close the achievement gap in reading and math.

This report contains the following information for the two most recent years:

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Students are assigned to Springfield Middle School based on where they live in the Battle Creek Public Schools district. We also have students who qualify for the district's REACH program, and students who need the ELL support that our school offers.

**2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Springfield Middle School is in the 3rd year of implementing our approved school improvement plan. Our goals focus on reading and math intervention, as well as implementing active learning and reading comprehension strategies to improve learning. We are also focusing on implementing PBIS for behavior supports.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Springfield Middle School has approximately 515 students. 134 of these students are enrolled in our advanced and accelerated program (REACH). SMS is also the district middle school hub for English Language Learners. We specialize in the four core curricular areas, (Math, Reading/Writing, Science, and Social Studies) and have many extra-curricular areas taught as well. These would include Physical Education, Technology, Art, and Music.

**4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL.**

Springfield's core curriculum and curriculum guides can be accessed by requesting copies from the school's office. Battle Creek Public Schools' curriculum is aligned with Michigan's Common Core Curriculum. Work continues to fully align the curriculum with the new national Common Core Standards. Curriculum maps and common classroom assessments are being developed to provide teachers with consistent expectations to monitor student achievement. The district continues to focus on the Four A's of curriculum work: Alignment with the Standards and Benchmarks/Grade Level Content Expectations; Articulation between grade levels and core areas/courses; Assessment measures that consistently gauges student achievement levels; and Accountability in teaching the written curriculum. Teachers are actively involved in the curriculum development process and provide valuable feedback as we continue to focus on high levels of academic achievement for all students.



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**5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

**Results from Winter NWEA/MAP Testing: Feb 2019**

Reading:

Springfield																
Reading																
Grade (Winter 2019)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Winter 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	194	202.7	18.6	8	207.1	15.8	10	4.4	0.6	1.9	0.87	88	194	189	67	68
7	140	209.6	14.9	20	212.7	14.4	26	3.7	0.7	2.5	1.12	87	140	76	54	60
8	164	212.0	14.8	24	214.0	14.0	28	2.8	0.7	2.0	0.86	78	164	94	56	63

Math:

Springfield																
Mathematics																
Grade (Winter 2019)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Winter 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	189	205.1	14.6	4	209.7	14.0	6	4.9	0.4	1.9	0.63	78	189	92	49	46
7	132	212.2	10.8	8	216.8	10.2	10	0.9	0.6	1.1	0.40	68	132	60	46	40
8	151	216.8	10.8	14	218.8	16.1	10	2.0	0.6	2.6	-0.48	34	151	82	41	38

**6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

For the 17-18 school year, 35% of our families (180 total) attended parent-teacher conferences 23% (122 total) attended our spring parent-teacher conferences. This trend has been pretty consistent for us over the last few year.s More 6th grade parents come than 8th grade, and our attendance at fall conferences is greater than in the spring.

At Springfield Middle School, we believe that all children can learn and succeed, regardless of race, income or background. This is a place where students can learn safely, explore their creativity, find their passions and prepare for their futures.

**BELIEVE**  
*in the*  
**CHANGE**



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BCPS is in the midst of a historic transformation to ensure a world-class college, career, and culture ready education for every student, in every grade at every school. We understand that big change does not happen overnight, and as a district, we are committed to long-term growth for the betterment of our students, schools, and our community.

As a parent at Springfield Middle School, you are part of a diverse community where every person provides a unique contribution. We believe in the infinite possibilities of our students and their future. Thank you for being a part of this journey with us. Believe in the Change!

Sincerely,

A handwritten signature in black ink that reads 'Meredith Shabani'. The signature is written in a cursive style with a large initial 'M'.

Meridith Shabani  
Principal  
Springfield Middle School