

“Springfield Public Schools Exist for the Academic Excellence of All Students.”

4th Quarterly Report of the Indicators and Measures of the
District Goals for the Springfield R-XII School District



Presented to the
Board of Education

July 15, 2008

4th Quarterly Report

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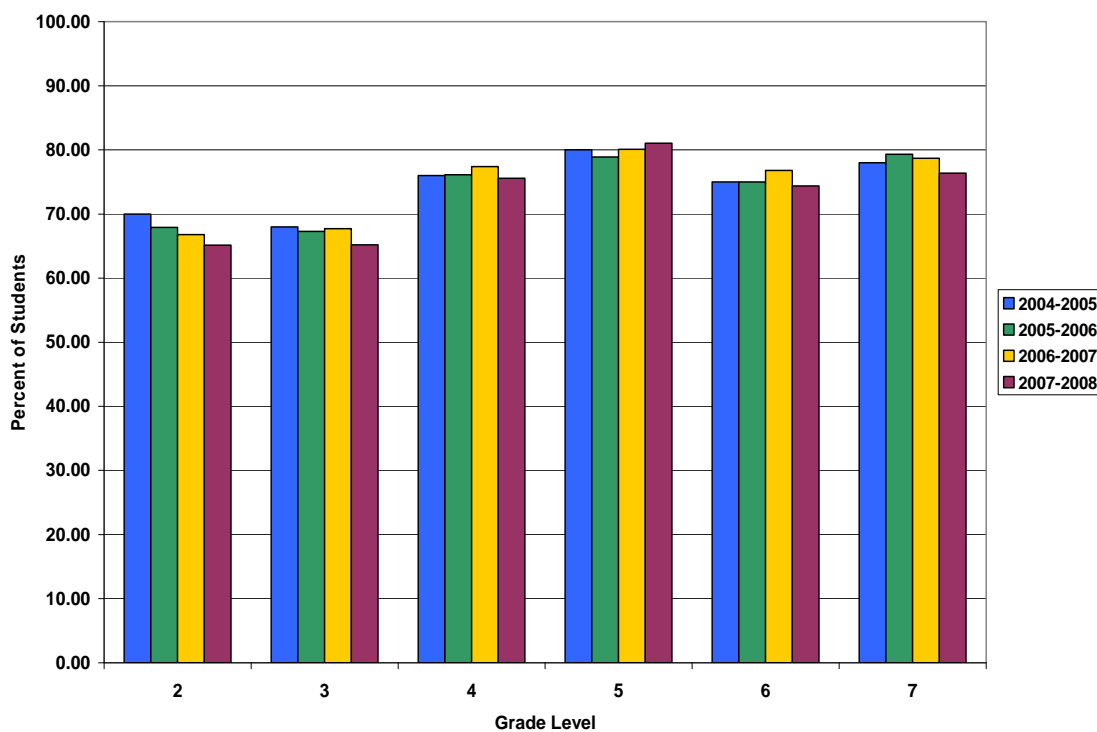
*The indicators/graphs highlighted in the listing of figures represent the strengths, opportunities for improvement, updates, and areas needing further study identified by the Superintendent's Cabinet of the Springfield R-XII School District.

Goal 1: Improve Student Achievement

Performance Indicator 3:
Demonstrate Student Proficiency or Higher in Reading and Math

2. Number and Percent of Students Proficient/Advanced

**Springfield Public Schools, SRI End-of-Year,
Percent of Students Scoring in the Top Two Levels,
2004-2005 to 2007-2008**



Source: Springfield Public Schools, Information Technology (Assessment)

Points:

- X-axis represents the grade level; Y-axis represents the percent of students scoring on and above grade level.
- The SRI is a reading test with four achievement levels: At-Risk, Below grade level, On grade level, and Above grade level. The SRI measures reading comprehension by focusing on skills readers use when studying written materials sampled from various content areas. These skills include: identifying details in a passage,

identifying cause-and-effect relationships and the sequence of events, drawing conclusions, and making comparisons and generalizations. The SRI uses grade placement values when determining norm-referenced scores. This method factors in the student's grade level and month of testing when placing the student's score in an achievement level.

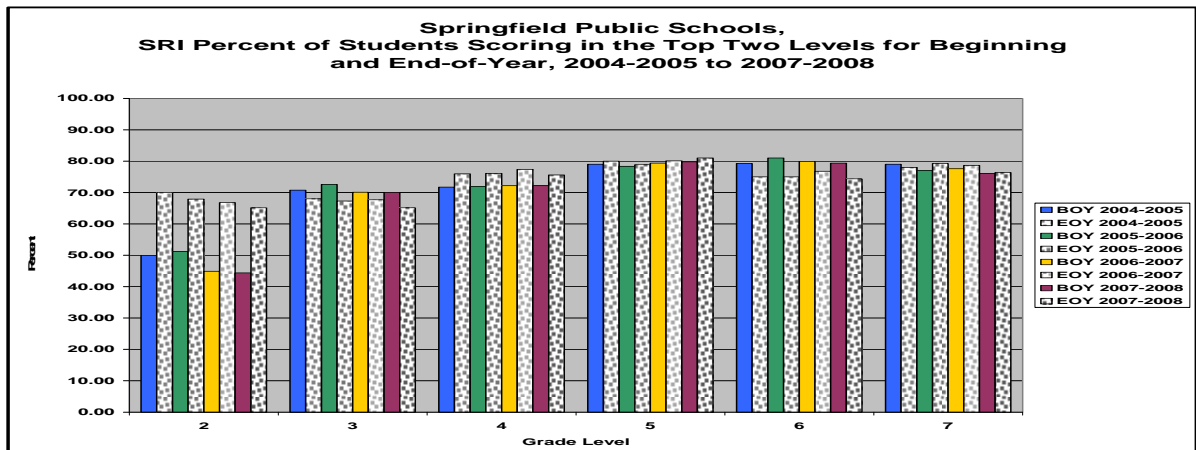
- The percent of students scoring in the on and above grade level categories for the end-of-year SRI are presented in Table 1.

Table 1: Percent of Students in the Top Two Levels, SRI End-of-Year, 2004-2005 to 2007-2008

	2004-2005	2005-2006	2006-2007	2007-2008
2 nd Grade	70.00	67.90	66.80	65.14
3 rd Grade	68.00	67.30	67.70	65.19
4 th Grade	76.00	76.10	77.40	75.59
5 th Grade	80.00	78.90	80.10	81.04
6 th Grade	75.00	75.00	76.80	74.39
7 th Grade	78.00	79.30	78.70	76.38

- The following trends are evident from the percent of students scoring in the top two levels of the end-of-year SRI:
 - 2nd Grade: Three-year downward trend from 2004-2005 to 2007-2008
 - 3rd Grade: No discernible trend evident
 - 4th Grade: No discernible trend evident
 - 5th Grade: Two-year upward trend from 2005-2006 to 2007-2008
 - 6th Grade: No discernible trend evident
 - 7th Grade: Two-year downward trend from 2005-2006 to 2007-2008.
- Figure 1 presents the SRI data for the percent of students scoring in the top two levels for both the beginning and end-of-year tests for 2004-2005 to 2007-2008.

Figure 1: Percent of Students in the Top Two Levels, SRI Beginning and End-of-Year, 2004-2005 to 2007-2008



- The percent of students scoring in the on and above grade level categories for the beginning and end-of-year SRI are presented in Table 2.

Table 2: Percent of Students in the Top Two Levels, SRI Beginning and End-of-Year, 2004-2005 to 2007-2008

	2004-2005		2005-2006		2006-2007		2007-2008	
	Beging. of Year	End of Year	Beging. of Year	End of Year	Beging. of Year	End of Year	Beging. of Year	End of Year
2 nd Grade	49.90	70.00	51.20	67.90	44.90	66.80	44.40	65.14
3 rd Grade	70.80	68.00	72.60	67.30	70.10	67.70	70.00	65.19
4 th Grade	71.70	76.00	71.90	76.10	72.20	77.40	72.20	75.59
5 th Grade	79.00	80.00	78.40	78.90	79.40	80.10	79.80	81.04
6 th Grade	79.30	75.00	81.00	75.00	79.90	76.80	79.40	74.39
7 th Grade	79.00	78.00	77.00	79.30	77.60	78.70	76.10	76.38

- Scholastic Inc. has found the SRI to be correlated with other measures of reading comprehension.
- The SRI data for grade level cohorts are provided in Table 3.
- The cohort data presented in Table 3 shows the percent of students scoring in the On and Above grade level categories and how the scores have changed for the 2007-2008 2nd through 7th grade level cohorts of students in Springfield Public Schools.
 - The visual representation of Table 3 is provided in Figures 2 and 3.
 - When interpreting the visuals the following apply.
 - The lines represent the grade level cohort for the 2007-2008 school year.
 - The x-axis represents the grade level and time of year (b = beginning-of-year, e = end-of-year) when the test was given.
 - The y-axis represents the percent of students scoring in the On and Above grade level categories.

Table 3: SRI Beginning-of-Year (BOY) and End-of-Year (EOY) Percentages of Students Scoring On and Above Grade Level by Grade Level Cohort

	2 nd Grade		3 rd Grade		4 th Grade		5 th Grade		6 th Grade		7 th Grade	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
2 nd Graders (2007-2008)	44.40	65.14										
3 rd Graders (2007-2008)	44.90	66.80	70.00	65.19								
4 th Graders (2007-2008)	51.20	67.90	70.10	67.70	72.20	75.59						
5 th Graders (2007-2008)	49.90	70.00	72.60	67.30	72.20	77.40	79.80	81.04				
6 th Graders (2007-2008)	47.80	68.60	70.80	68.00	71.90	76.10	79.40	80.10	79.40	74.39		
7 th Graders (2007-2008)	49.40	65.00	71.70	68.00	71.70	76.00	78.40	78.90	79.90	76.80	76.10	76.38

Figure 2: 2007-2008 2nd through 5th Grade Cohorts, SRI

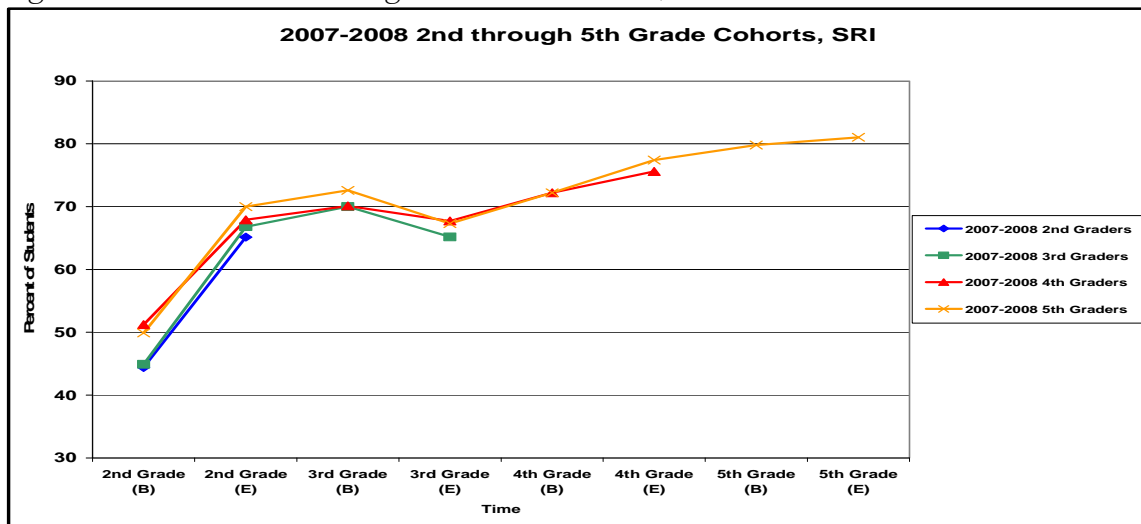
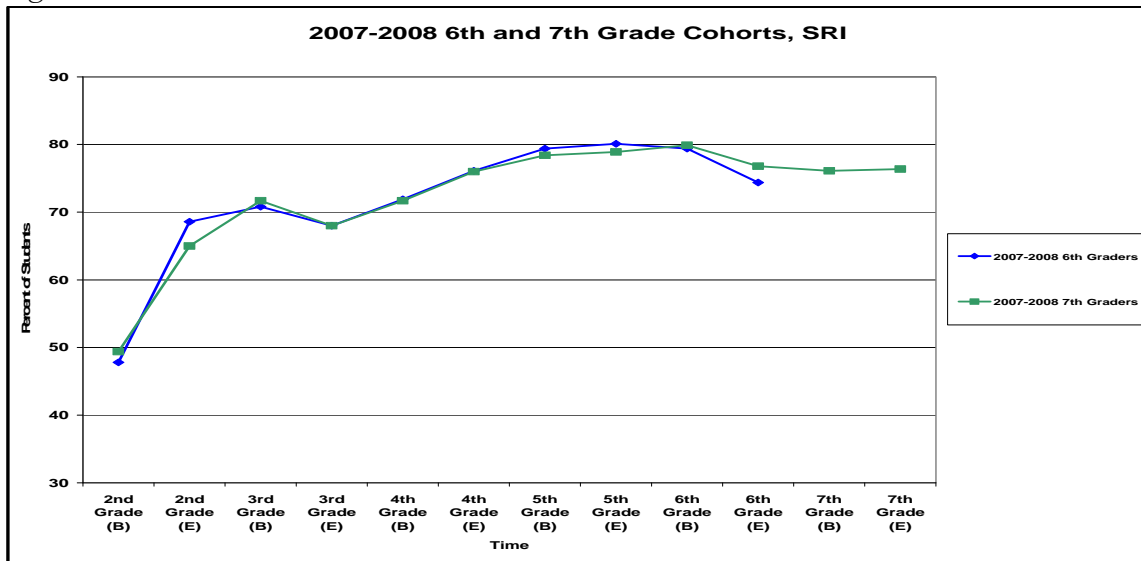


Figure 3: 2007-2008 6th and 7th Grade Cohorts, SRI

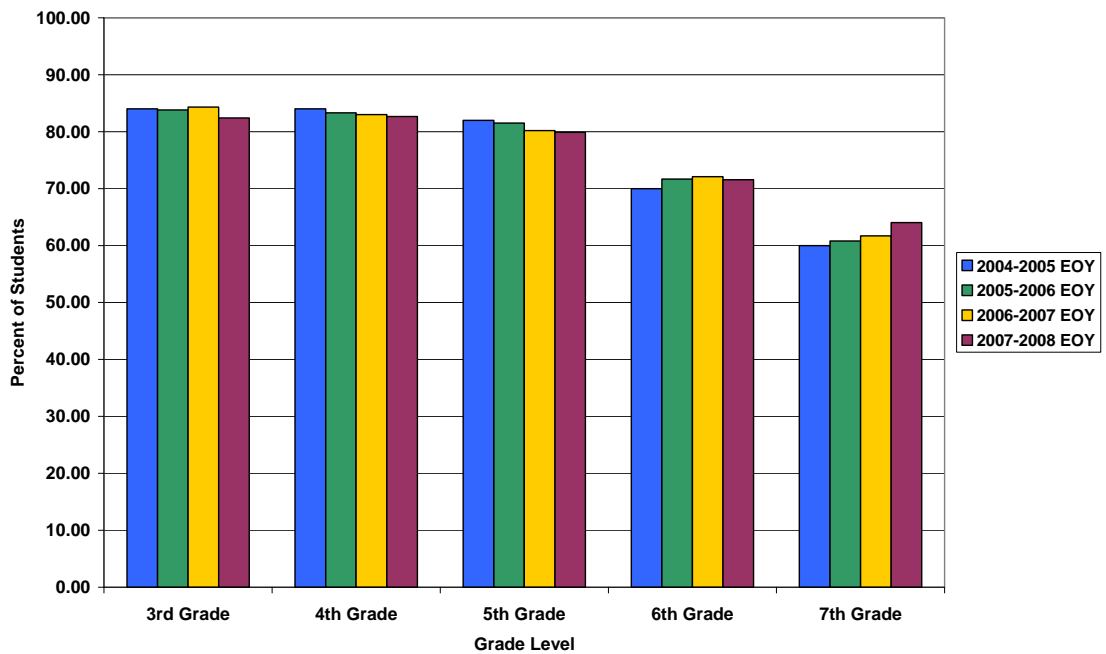


- The SRI Beginning and End-of-Year performance has been identified as an area needing further study for the Springfield R-XII School District.

Performance Indicator 3:
Demonstrate Student Proficiency or Higher in Reading and Math

2. Number and Percent of Students Proficient/Advanced

**Springfield Public Schools, Star Math End-of-Year,
Percent of Students Scoring On & Above Grade Level,
2004-2005 to 2007-2008**



Source: Springfield Public Schools, Information Technology (Assessment)

Points:

- X-axis represents the grade level; Y-axis represents the percent of students scoring on and above grade level.
- The Star Math is a math test with three achievement levels: Below grade level, On grade level, and Above grade level. Star Math has test items that cover different mathematic strands, but 2/3 of the test includes items related to numeration concepts and computation processes. The Star Math also uses grade placement values when determining norm-referenced scores. For example, a second-grader in the seven month with a Scaled Score of 534 would have a Percentile Rank of 65, while a third-grader in the seventh month with the same Scaled Score would have a Percentile Rank of 24.

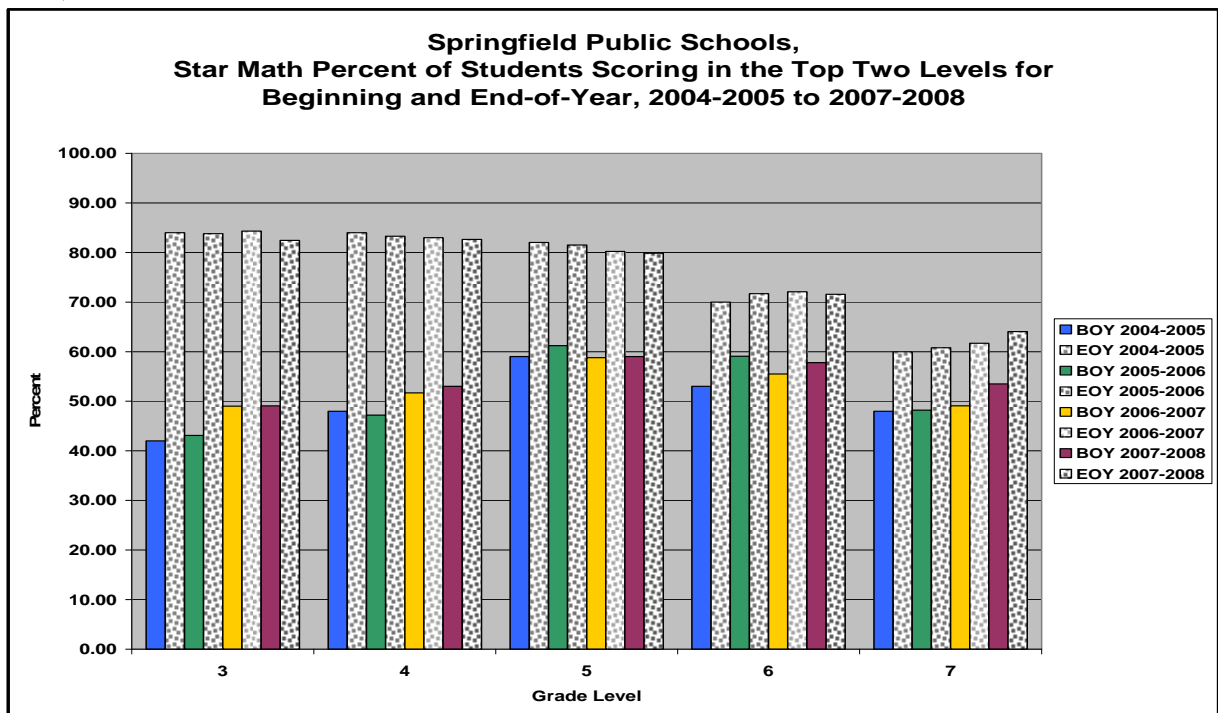
- The percent of students scoring in the on and above grade level categories for the end-of-year Star Math are presented in Table 4.

Table 4: Percent of Students in the Top Two Levels, SRI End-of-Year, 2004-2005 to 2007-2008

	2004-2005	2005-2006	2006-2007	2007-2008
3 rd Grade	84.00	83.80	84.30	82.42
4 th Grade	84.00	83.30	83.00	82.65
5 th Grade	82.00	81.50	80.20	79.87
6 th Grade	70.00	71.70	72.10	71.57
7 th Grade	60.00	60.80	61.70	64.04

- The following trends are evident from the percent of students scoring in the top two levels of the end-of-year Star Math:
 - 3rd Grade: No discernible trend evident
 - 4th Grade: Three-year downward trend from 2004-2005 to 2007-2008
 - 5th Grade: Three-year downward trend from 2004-2005 to 2007-2008
 - 6th Grade: No discernible trend evident
 - 7th Grade: Three-year upward trend from 2004-2005 to 2007-2008.
- Figure 4 presents the Star Math data for the percent of students scoring in the top two levels for both the beginning and end-of-year tests for 2004-2005 to 2007-2008.

Figure 4: Percent of Students in the Top Two Levels, Star Math Beginning and End-of-Year, 2004-2005 to 2007-2008



- The percent of students scoring in the on and above grade level categories for the beginning and end-of-year Star Math are presented in Table 5.

Table 5: Percent of Students in the Top Two Levels, Star Math Beginning and End-of-Year, 2004-2005 to 2007-2008

	2004-2005		2005-2006		2006-2007		2007-2008	
	Beging. of Year	End of Year	Beging. of Year	End of Year	Beging. of Year	End of Year	Beging. of Year	End of Year
3 rd Grade	42.00	84.00	43.10	83.80	49.00	84.30	49.10	82.42
4 th Grade	48.00	84.00	47.20	83.30	51.70	83.00	53.00	82.65
5 th Grade	59.00	82.00	61.20	81.50	58.80	80.20	59.00	79.87
6 th Grade	53.00	70.00	59.10	71.70	55.50	72.10	57.80	71.57
7 th Grade	48.00	60.00	48.20	60.80	49.10	61.70	53.50	64.04

- The Star Math data for grade level cohorts are provided in Table 6.
- The cohort data presented in Table 6 shows the percent of students scoring in the On and Above grade level categories for the 2007-2008 2nd through 7th grade level cohorts of students in Springfield Public Schools.
 - The visual representation of Table 6 is provided in Figures 5 and 6.
 - When interpreting the visuals the following applies.
 - The lines represent the grade level cohort for the 2007-2008 school year.
 - The x-axis represents the grade level and time of year (b = beginning-of-year, e = end-of-year) when the test was given.
 - The y-axis represents the percent of students scoring in the On and Above grade level categories.

Table 6: Star Math Beginning-of-Year (BOY) and End-of-Year (EOY) Percentages of Students Scoring On and Above Grade Level by Grade Level Cohort

	3 rd Grade		4 th Grade		5 th Grade		6 th Grade		7 th Grade	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
3 rd Graders (2007-2008)	49.10	82.42								
4 th Graders (2007-2008)	49.00	84.30	53.00	82.65						
5 th Graders (2007-2008)	43.10	83.80	51.70	83.00	59.00	79.87				
6 th Graders (2007-2008)	42.00	84.00	47.20	83.30	58.80	80.20	57.80	71.57		
7 th Graders (2007-2008)	45.00	85.00	48.00	84.00	61.20	81.50	55.50	72.10	53.50	64.04

Figure 5: 2007-2008 3rd through 5th Grade Cohorts, Star Math

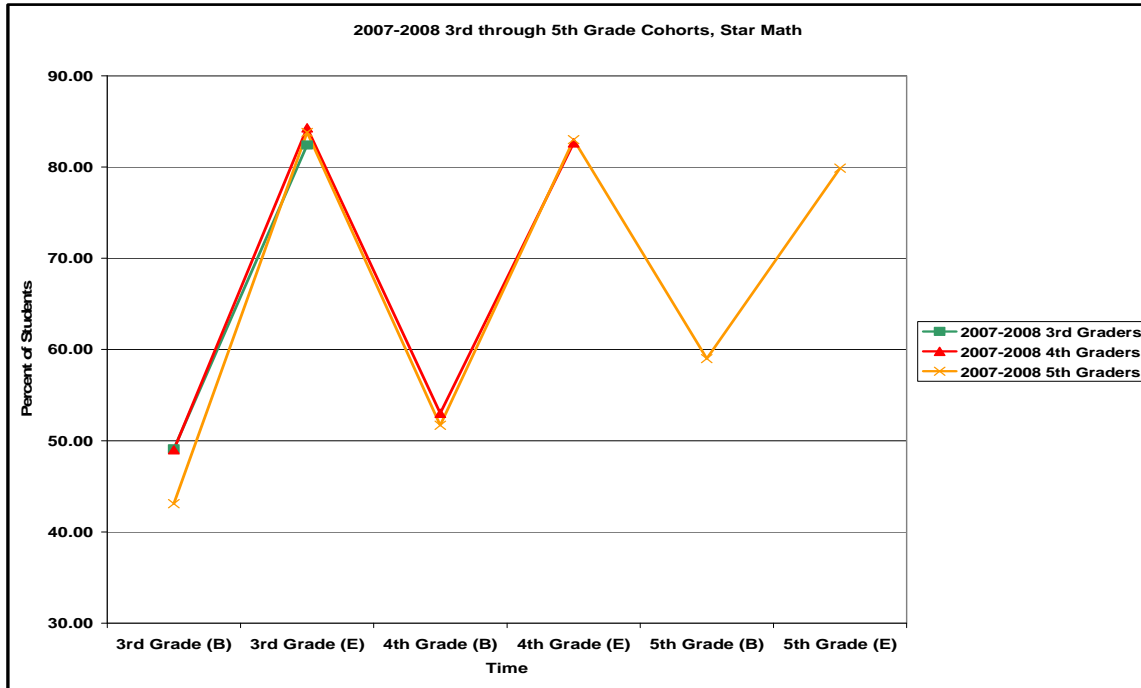
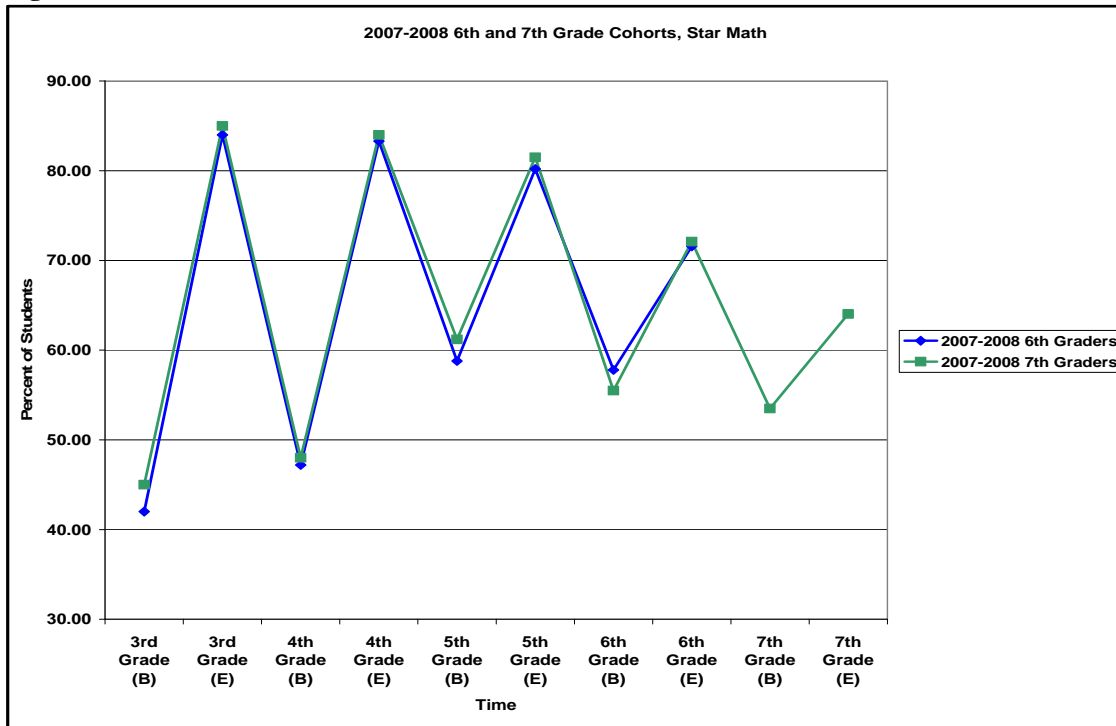


Figure 6: 2007-2008 6th and 7th Grade Cohorts, Star Math



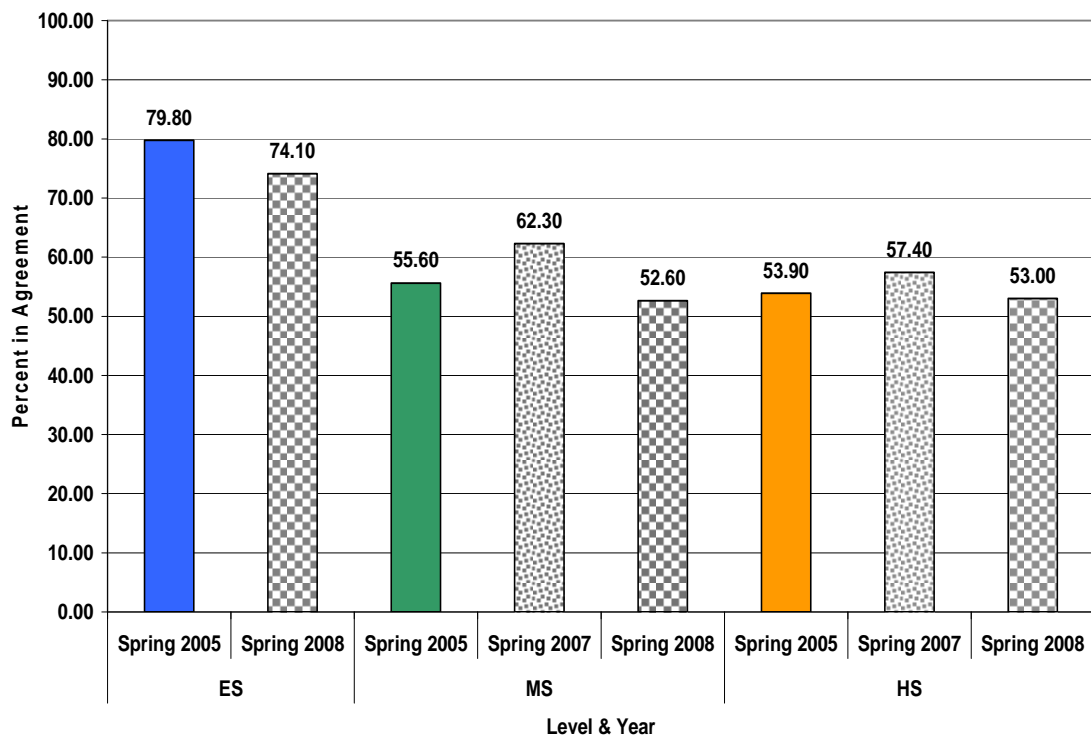
- The Star Math Beginning and End-of-Year performance has been identified as an area needing further study for the Springfield R-XII School District.

Goal 2: Improve Graduation Rate

Performance Indicator 3:
Increase Student Engagement and Responsibility for Learning

1. Percent of Students Enthusiastic About Learning

**Student Enthusiasm for Learning,
Response to the Question, "I like going to this school."**



Source: Springfield Public Schools, MSIP Student Survey, Spring (2005, 2007, & 2008)

Points:

- X-axis represents school level and the year; Y-axis represents the percent of students in agreement to the survey question.

- The color and pattern associations for the measure are:
 - Color
 - Blue: Elementary
 - Green: Middle School
 - Orange: High School
 - Pattern
 - Solid: 2005
 - Confetti: 2007
 - Checkerboard: 2008

Table 7: Student Surveying Contexts

	Reason for Taking	Questions	Participants	Media
Spring 2005 (March)	Requirement for district accreditation from Missouri Department of Education (DESE)	MSIP 3 rd Cycle	All students (K-12)	Paper-based
Spring 2007 (February-March)	District-initiated, to better understand secondary student enthusiasm for learning	District selected (some MSIP 3 rd Cycle)	Sample of secondary students (6-12)	Paper-based
Spring 2008 (May)	District initiated/ Ozarks Educational Research Initiative (OERI)	MSIP 4 th Cycle	Sample of elementary & secondary students (K-11)	Online

- Springfield's percent of students in agreement with the question, "I like going to this school," was slightly higher than 50% for middle and high school students and around 75% for elementary students.

SP5 TARGET

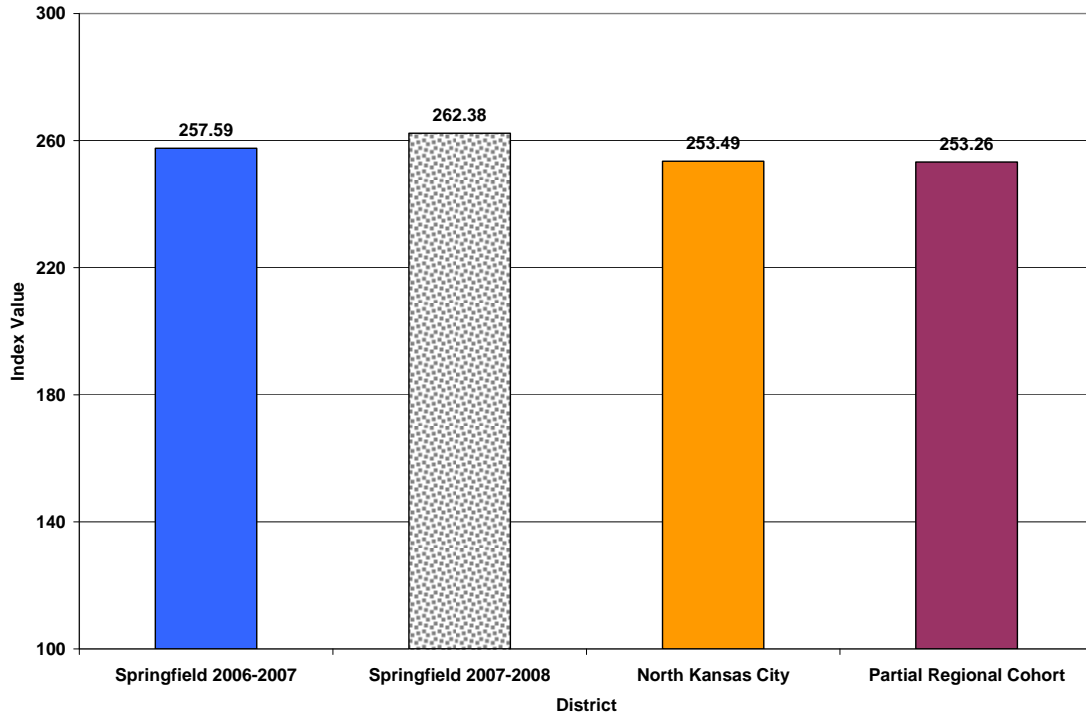
2.3.1.1 Ninety-five percent or more of all students shall agree or strongly agree with MSIP survey questions associated with student enthusiasm, engagement and responsibility for learning by the year 2014.

Progress has not been made toward this goal.

Performance Indicator 3:
Increase Student Engagement and Responsibility for Learning

2. Implementation of Student-Centered Practices

Springfield Public Schools and Partial Comparable Districts,
Instructional Practices Index Average



Source: Springfield Public Schools, MSIP Faculty Survey, Spring 2008

Points:

- X-axis represents the organizational unit of interest; Y-axis represents the instructional practice index average.
- Data are from the 4th cycle Faculty MSIP survey of faculty members over issues of instructional practices. The data represent teacher self-reports of how frequently they use specific instructional practices.
- The 4th cycle MSIP survey results for the regularly used comparable districts and all members of the regional cohort were unavailable for purposes of comparison. However, North Kansas City and four members of the Regional Cohort (Fair Grove, Republic, Willard, and Pleasant Hope) did have data available. For this, and

all other measures in this 4th Quarterly Report relying on 4th cycle MSIP survey data (faculty and student) the comparable units will be North Kansas City and a Partial Regional Cohort, consisting of Fair Grove, Republic, Willard, and Pleasant Hope.

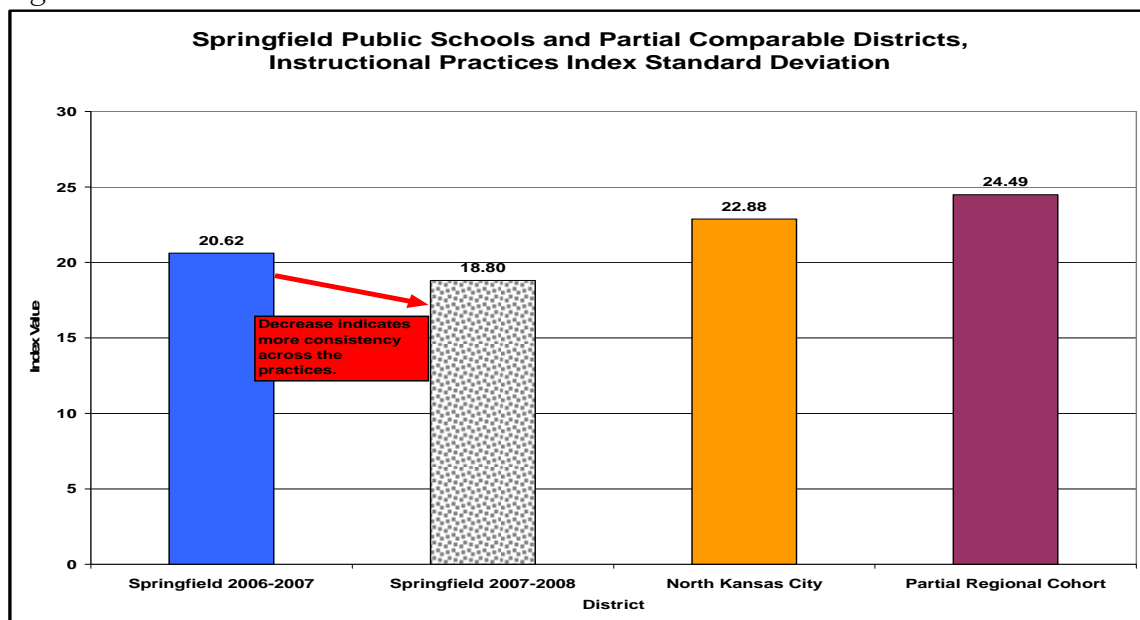
- The Instructional Practice Index was created by Springfield Public Schools as a way to aggregate results across multiple practices and multiple frequency categories. The index average presented represents the average index score across twenty-one questions asked to gauge the frequency of instructional practices.
- Teachers were asked to indicate how frequently each instructional practice was used in their classes. Five response choices were possible: 1) not at all, 2) rarely, 3) occasionally, 4) often, and 5) regularly.
- The values presented were obtained through a two-step process.
 - 1) An index score was calculated for each of the twenty-one questions for each district. This index score was calculated by multiplying the percent of respondents in each category by a multiplier and then summing the results.
 - Formula for calculating the index score for each item
 - Index Score = (Regularly % * 3 + Often % * 2.5 + Occasionally % * 2 + Rarely % * 1.5 + Not at All % * 1)
 - A sample calculation is provided in Table 8.

Table 8: Sample Calculation of Survey Index Score

Index Score Calculation for “Provide students with specific feedback on the extent to which they are accomplishing the learning goals.”						
	Regularly	Often	Occasionally	Rarely	Not at All	Total
Index Weight	3.0	2.5	2.0	1.5	1.0	---
Sample Percentages	56.7	33.8	7.9	1.0	0.6	100.00
Points Earned (Product of Weight * Percent)	170.10	84.50	15.80	1.50	0.60	272.50

- 2) The average was calculated from the index scores of the twenty-one questions for each of the organizational units presented. It is this average that is presented as the measurement on page 19.
- In 2007-2008, Springfield had an increase in the instructional practice index from the 2006-2007 school year and was the highest of the three units.
- The standard deviation is useful in understanding how data are distributed or spread across a distribution. Figure 7 presents the standard deviations of the instructional practices for the units.
 - Springfield's 2007-2008 standard deviation on the instructional practice index was down from 2006-2007 and the lowest of the three units. For the 2007-2008 school year, Springfield had the lowest standard deviation and the highest average, indicating that not only were the practices as a whole more prevalent in Springfield, but that scores across the practices were high.

Figure 7: Standard Deviations for Instructional Practices Index



- The twenty-one instructional practice questions and the unit averages are presented in table 9.
- An examination of table 9 reveals that across every practice, Springfield's 2007-2008 results were higher than the other units and up from the district's 2006-2007 results.

Table 9: Instructional Practices and Unit Averages

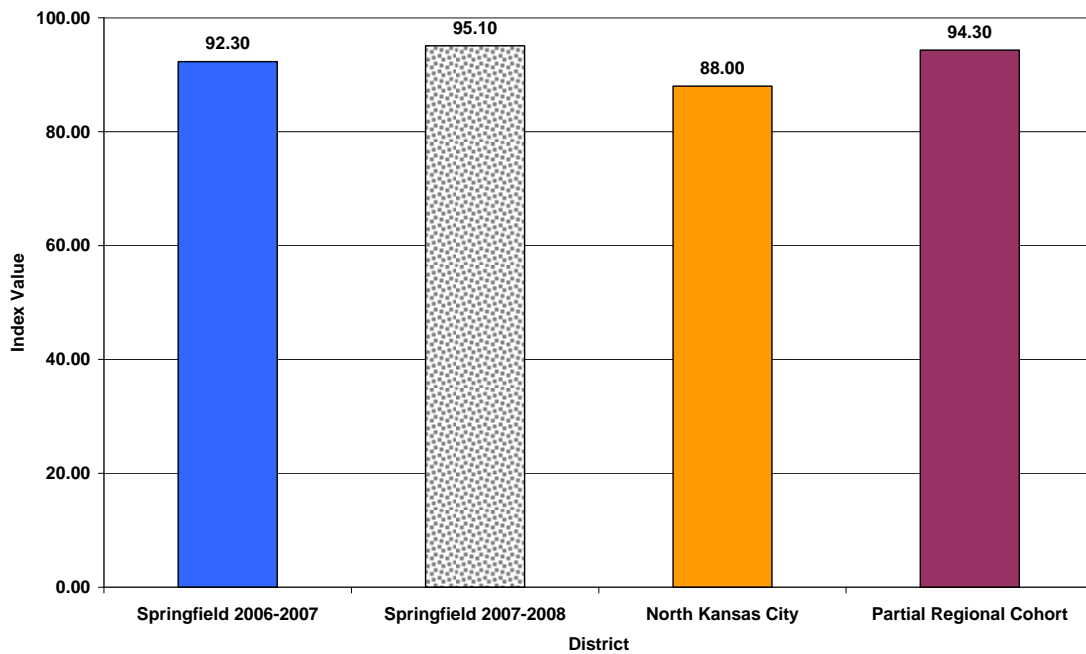
	SPS 2006- 2007	SPS 2007- 2008	North Kansas City	Regional Cohort
84. Students are taught effective note-taking skills.	226.08	234.95	221.60	213.27
85. I assess the level of prior knowledge of all students before initiating instruction.	263.93	266.85	260.00	260.56
86. Organize students into flexible groups based on their understanding of the content and skill level.	255.46	261.20	249.45	248.57
87. Begin instructional units by presenting students with clear learning goals.	279.89	283.20	274.60	272.59
88. Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	234.92	241.90	222.90	223.84
89. Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	267.90	272.50	262.80	265.39
90. Have students keep track of their own performance on the learning goals.	231.75	237.80	227.95	221.38
91. Have students assess themselves relative to their personal learning goals after completing a unit.	228.78	238.90	217.75	213.04
92. Make use of cooperative learning groups.	256.01	262.60	256.75	259.36
93. Have students construct verbal or written summaries of new content.	243.33	250.20	242.25	242.20
94. Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	256.65	261.55	259.10	256.88
95. Provide students with opportunities to practice important skills and procedures prior to assessment.	278.28	282.05	277.60	277.62
96. I alter instructional strategies when students are having difficulty learning the material.	280.99	283.80	279.70	282.25
97. Model or demonstrate important skills or procedures.	288.56	290.80	287.50	288.70
98. Incorporate contextual/real life learning in the classroom.	282.91	284.70	278.95	282.23
99. Incorporate problem solving instructional activities in the classroom.	280.41	281.75	277.00	279.64
100. Have students revise and correct errors in their work as a way of reviewing and revising content.	270.01	273.20	268.00	267.76
101. Have students compare and classify content.	261.36	264.50	258.35	257.83
102. Have students construct metaphors and analogies.	222.99	227.80	215.25	215.91
103. Provide specific feedback on the homework assigned to students.	254.69	261.30	254.85	252.55
104. Incorporate information about careers in my instruction.	244.45	248.50	231.00	236.80
District Average	257.59	262.38	253.49	253.26
District Standard Deviation	20.62	18.80	22.88	24.49

- The implementation of student-centered practices has been identified as a strength of the Springfield R-XII School District.

Performance Indicator 3:
Increase Student Engagement and Responsibility for Learning

2. Implementation of Student-Centered Practices

**Springfield Public Schools and Partial Comparable Districts,
Response to the Question, "Teachers in our school use effective
practices to keep all students actively engaged in learning."**

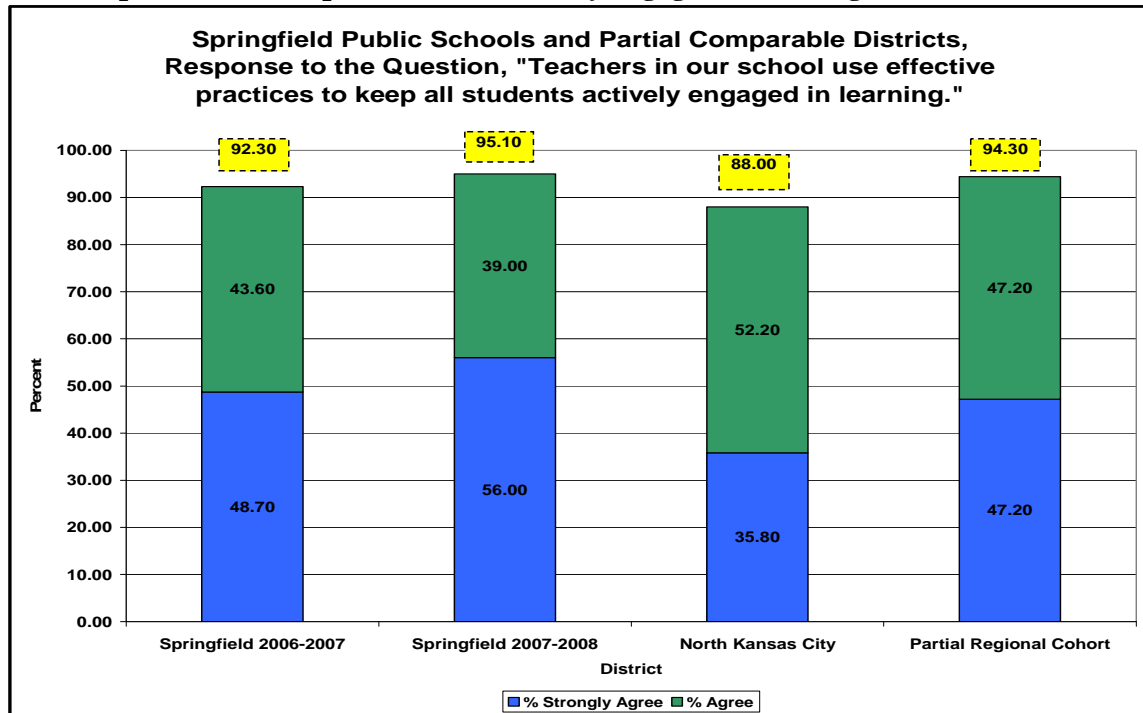


Source: Springfield Public Schools, MSIP Faculty Survey, Spring 2008

Points:

- X-axis represents the organizational unit; Y-axis represents the percent of faculty members in agreement (sum of agree and strongly agree) with the statement.
- Springfield's percent of staff in agreement was up 2.80% from 2006-2007.
- Springfield had the highest percent of the three units presented.
- The breakdown of the percent of respondents by the categories of strongly agree and agree is presented in Figure 8.

Figure 8: Agreement Sum Disaggregation for the Question, “Teachers in our school use effective practices to keep all students actively engaged in learning.”



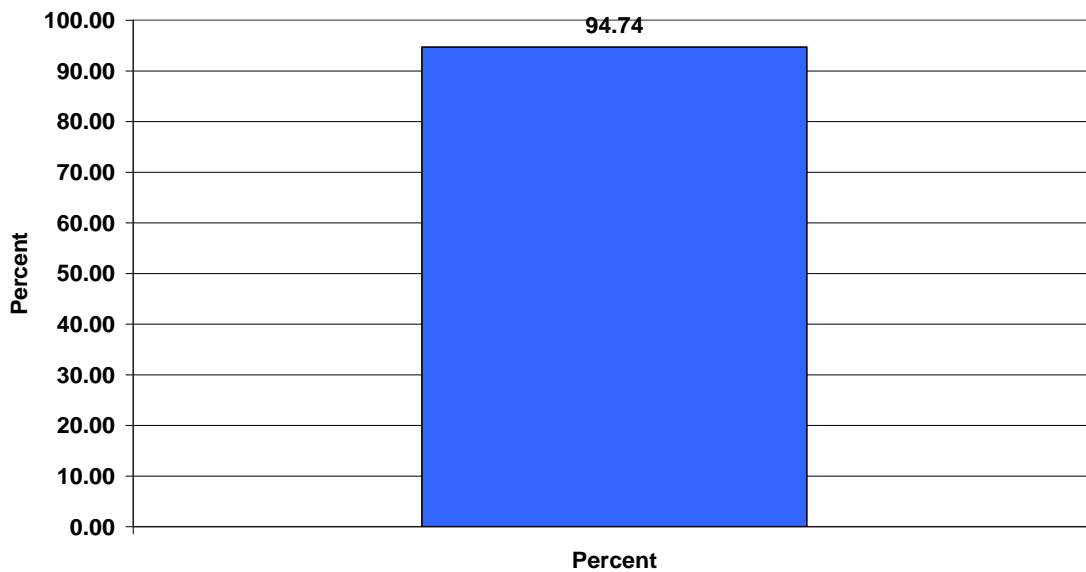
- Figure 8 shows that in 2007-2008 Springfield increased the percent of respondents in the strongly agree category by 7.30% (48.70 to 56.00). Springfield’s 2007-2008 strongly agree percent was also higher than North Kansas City (35.80) and the Partial Regional Cohort (47.20).
- The implementation of student-centered practices has been identified as a strength of the Springfield R-XII School District.

Goal 3: Ensure Effective and Efficient Use of Resources

1. Recruit, Develop, and Retain High Quality Staff

1. Percentage of Leadership Team Openings with at Least Two Qualified, Viable Leadership Candidates

Springfield Public Schools,
Percent of Leadership Team Openings with at Least Two Qualified,
Viable Leadership Candidates (2007-2008)



Source: Springfield Public Schools

Points:

- X & Y-axes represent the percent of leadership team openings with at least two viable candidates.

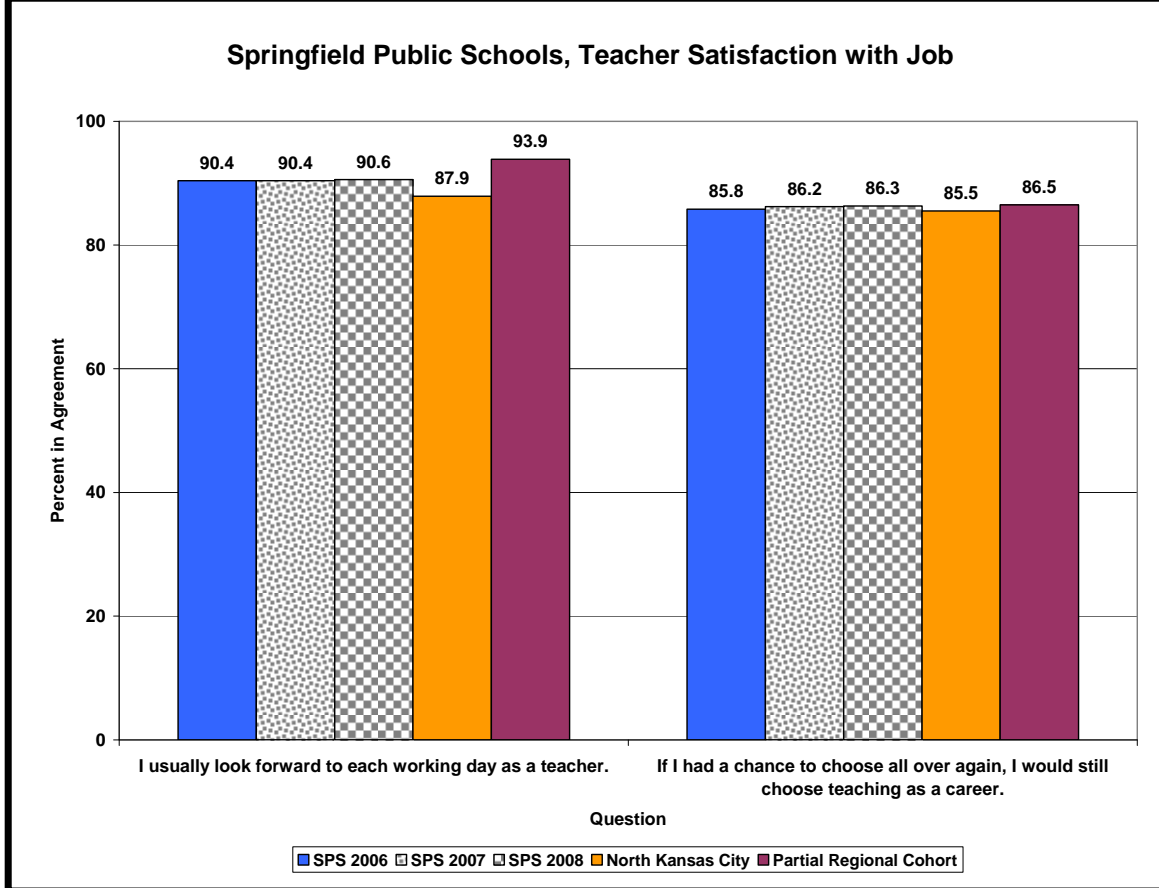
SP5 TARGET

3.1.1.1 One hundred percent of openings will have at least two viable leadership candidates per position opening by 2010.

Progress has been made toward this goal.

Performance Indicator 1:
Recruit, Develop, and Retain High Quality Staff

2. Percent of Staff Satisfied with Job



Source:

Points:

- X-axis represents the survey question; Y-axis represents the percent of faculty members in agreement (sum of agree and strongly agree) with the statement.
- The percent of respondents in agreement to the question, “I usually look forward to each working day as a teacher,” has been consistently around 90% for Springfield. Springfield’s performance on this question has been between North Kansas City (lower) and the Partial Regional Cohort (higher).
- For the last two years Springfield has had a slight increase (85.8 to 86.2 to 86.3) in the percent of agreement to the question, “If I had a chance to choose all over again, I would still choose teaching as a career.” Springfield’s performance on this question has been consistent with North Kansas City and the Partial Regional Cohort.

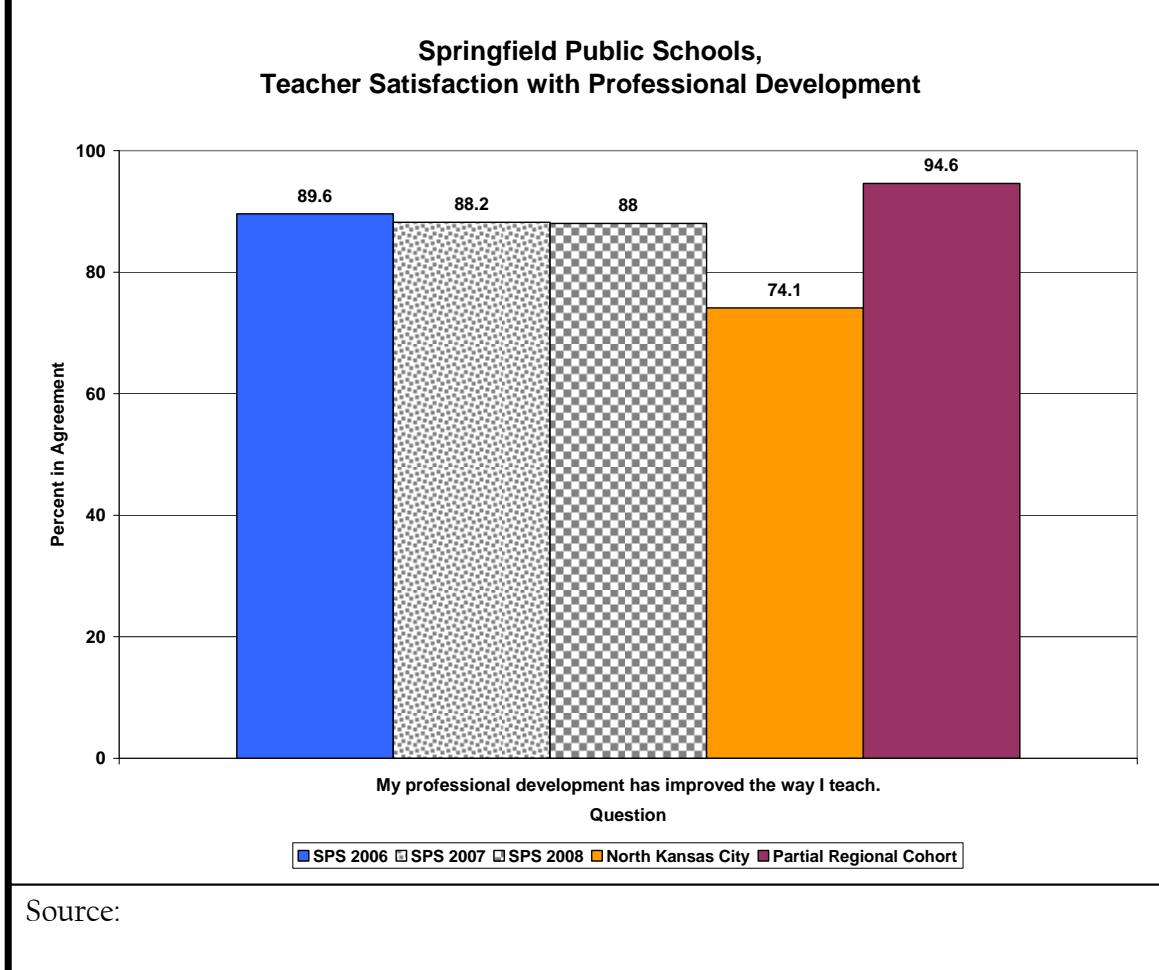
SP5 TARGET

3.1.1.2 Develop a baseline measure for 2008.

This target has been met.

Performance Indicator 1:
Recruit, Develop, and Retain High Quality Staff

3. Percent of Staff Satisfied with Professional Development



Points:

- X-axis represents the survey question; Y-axis represents the percent of faculty members in agreement (sum of agree and strongly agree) with the statement.
- Although a very small percent, Springfield's performance has been slightly down for two consecutive years (89.6 to 88.2 to 88.0). Springfield's performance on this question has been between North Kansas City (lower) and the Partial Regional Cohort (higher).

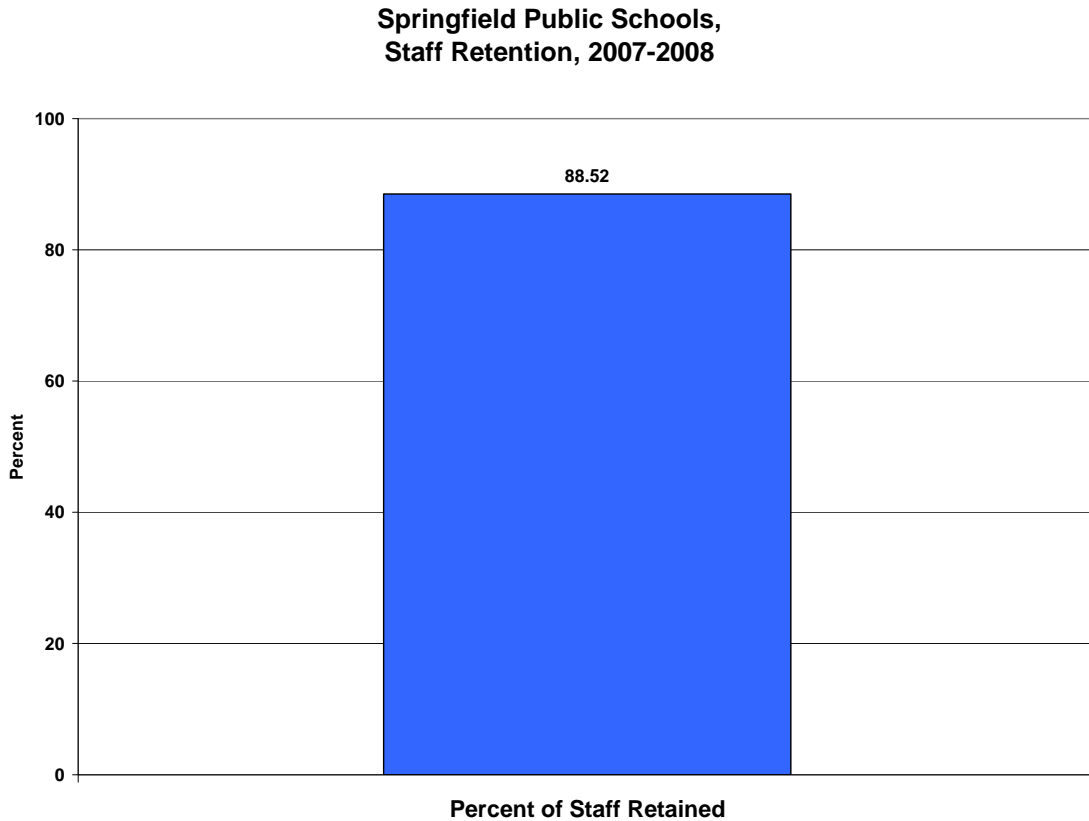
SP5 TARGET

3.1.2.1 Increase teacher satisfaction with professional development to 90 percent by 2012.

On track to meeting goal.

Performance Indicator 1:
Recruit, Develop, and Retain High Quality Staff

4. Percent of Staff Retained



Source: Springfield Public Schools, Human Resources

Points:

- X & Y-axes represent the percent of all staff members retained across the district.
- The percent of staff retained was calculated by taking the number of retirements and terminations and dividing by total count of employees (93 retirements + 287 terminations = 380/3309 Total Employees)

SP5 TARGET

3.1.3.1 Develop a baseline measure for retention in 2008.

This target has been met.

Performance Indicator 1: Recruit, Develop, and Retain High Quality Staff						
5. Percent of Non-Teacher Salary/Benefit Packages Meeting/Exceeding Competitive Market						
Springfield Public Schools, Percent of Non-Teacher Salary/Benefit Packages Meeting/Exceeding Competitive Market						
	Premium, Employee*	Premium, Family	Deductible, Employee	Deductible, Family	Dental	Vision
Springfield Public Schools	\$ 319.25	\$ 477.00	\$ 500.00	\$ 1,500.00	Yes	No
City Utilities	\$ 295.67	\$ 301.47	\$ 500.00	\$ 1,000.00	No	No
City of Springfield	\$ 336.00	\$ 323.00	\$ 350.00	\$ 600.00	Yes	No
Missouri State University	\$ 368.97	\$ 312.00	\$800.00; \$1600.00	\$1600.00; \$3200.00	Yes	No
Color Codes: Blue: Best Rank (lowest amount) Green: 2 nd Best Rank Yellow: 3 rd Best Rank Red: 4 th Best Rank (highest amount or not provided)						
* = indicates amount paid by employer						
Source: Springfield Public Schools, Human Resources						

Points:

- The data only represent benefits. Salary is not included.
- This performance measure shows the actual data rather than a figure presenting said data.
- The competitive market is made up other employers in the Springfield, Missouri area that have significant numbers of employees.
- This measure was figured by taking results from those within the “competitive market”: City Utilities, City of Springfield, and Missouri State, and comparing across the six areas presented in the measure.

- In Springfield Public Schools, teachers and non-teachers receive the same benefits.
- Data reflect amount only and does not necessarily reflect the level of services provided.

SP5 TARGET

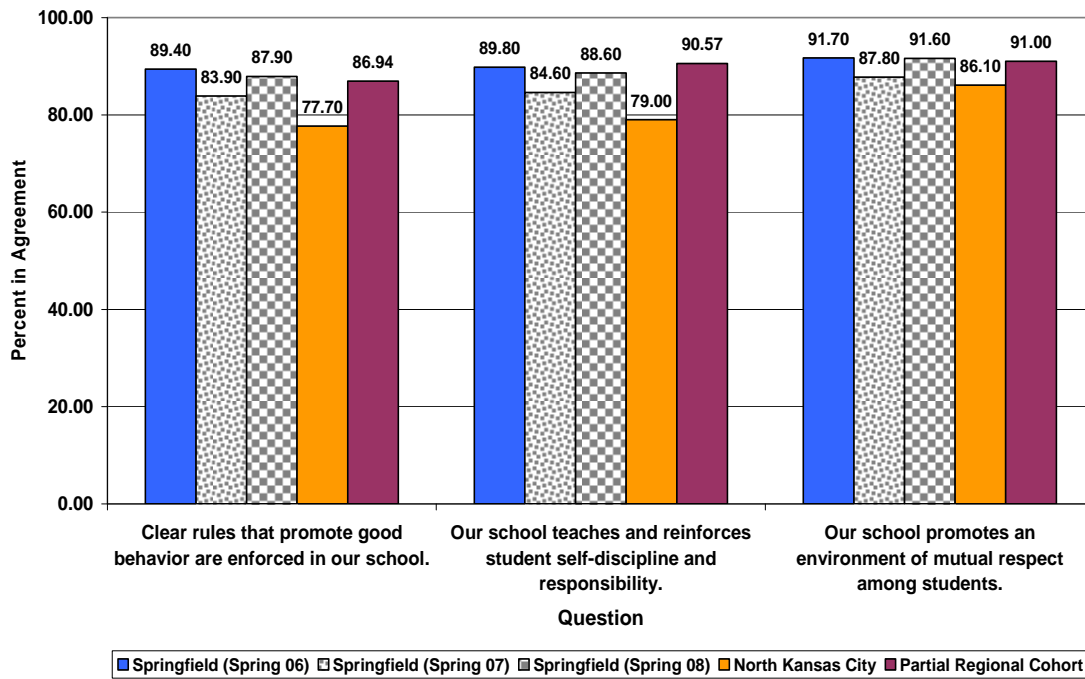
3.1.5.1 Meet or exceed compensation package for non-teachers based on the competitive market.

This is a baseline for this measure.

Performance Indicator 2:
Ensure a Safe and Nurturing Environment for Learning

2. Percent of Students and Staff with
Positive Perceptions of the Environment

Springfield Public Schools, Faculty Perceptions of Environment
(Chart 1 of 2)



Source: MSIP Faculty Survey, Missouri Department of Elementary and Secondary Education

Points:

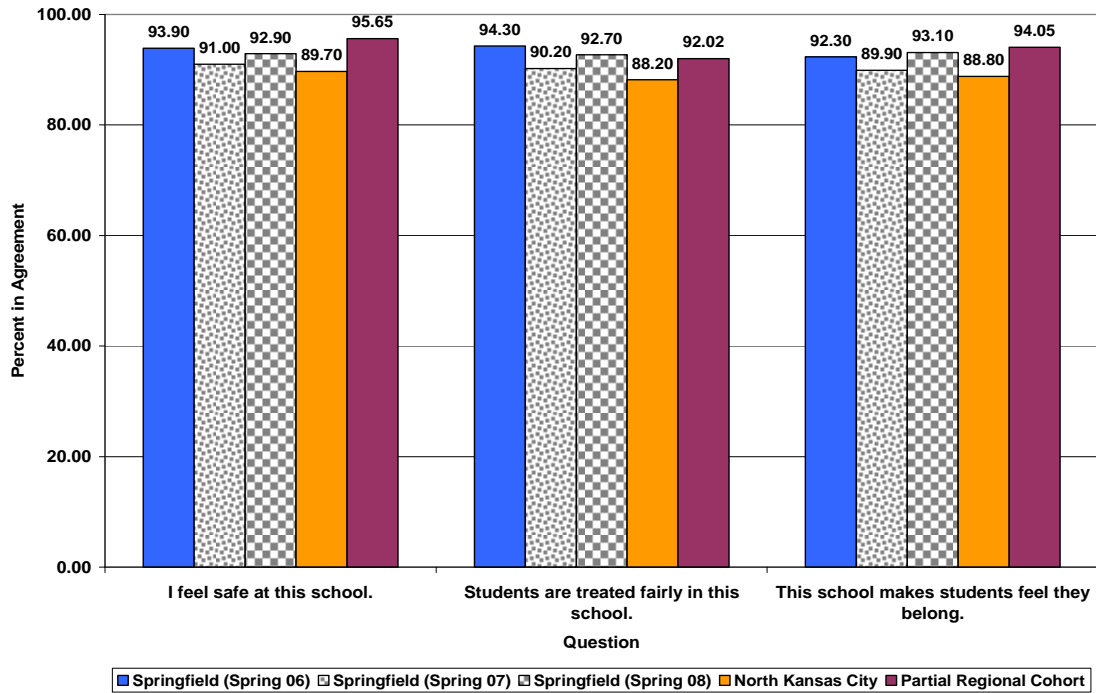
- X-axis represents the survey question; Y-axis represents the percent of faculty members in agreement (sum of agree and strongly agree) with the statement.
- Springfield's 2007-2008 performance across all three questions is up from 2006-2007.
- Springfield's 2007-2008 performance on the question, "Clear rules that promote good behavior are enforced in our school," is higher than the other two units.

- Springfield's 2007-2008 performance on the question, "Our school teaches and reinforces student self-discipline and responsibility," is between North Kansas City (lower) and the Partial Regional Cohort (higher).
- Springfield's 2007-2008 performance on the question, "Our school promotes an environment of mutual respect among students," is higher than the other two units.

Performance Indicator 2:
Ensure a Safe and Nurturing Environment for Learning

2. Percent of Students and Staff with
Positive Perceptions of the Environment

Springfield Public Schools, Faculty Perceptions of Environment
(Chart 2 of 2)



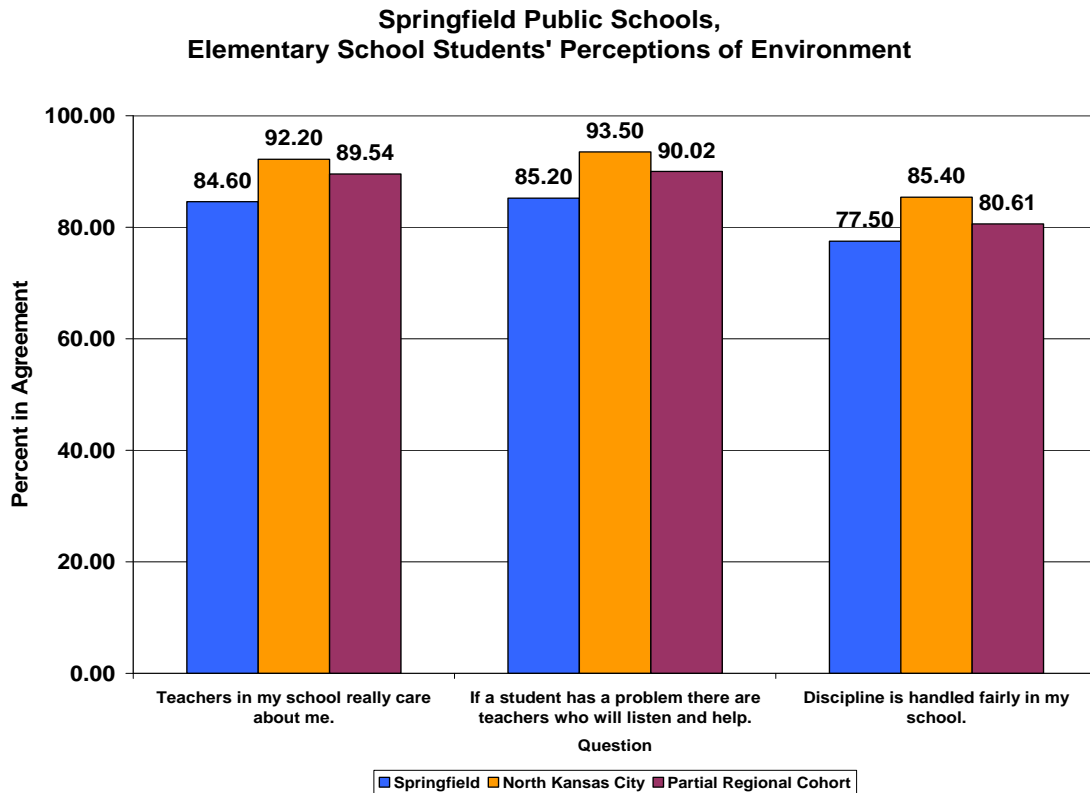
Source: MSIP Faculty Survey, Missouri Department of Elementary and Secondary Education

Points:

- X-axis represents the survey question; Y-axis represents the percent of faculty members in agreement (sum of agree and strongly agree) with the statement.
- Springfield's 2007-2008 performance across all three questions is up from 2006-2007.
- Springfield's 2007-2008 performance on the questions, "I feel safe at this school," and "This school makes students feel they belong," is between North Kansas City (lower) and the Partial Regional Cohort (higher).
- Springfield's 2007-2008 performance on the question, "Students are treated fairly in this school," is higher than the other two units.

Performance Indicator 2:
Ensure a Safe and Nurturing Environment for Learning

2. Percent of Students and Staff with
Positive Perceptions of the Environment



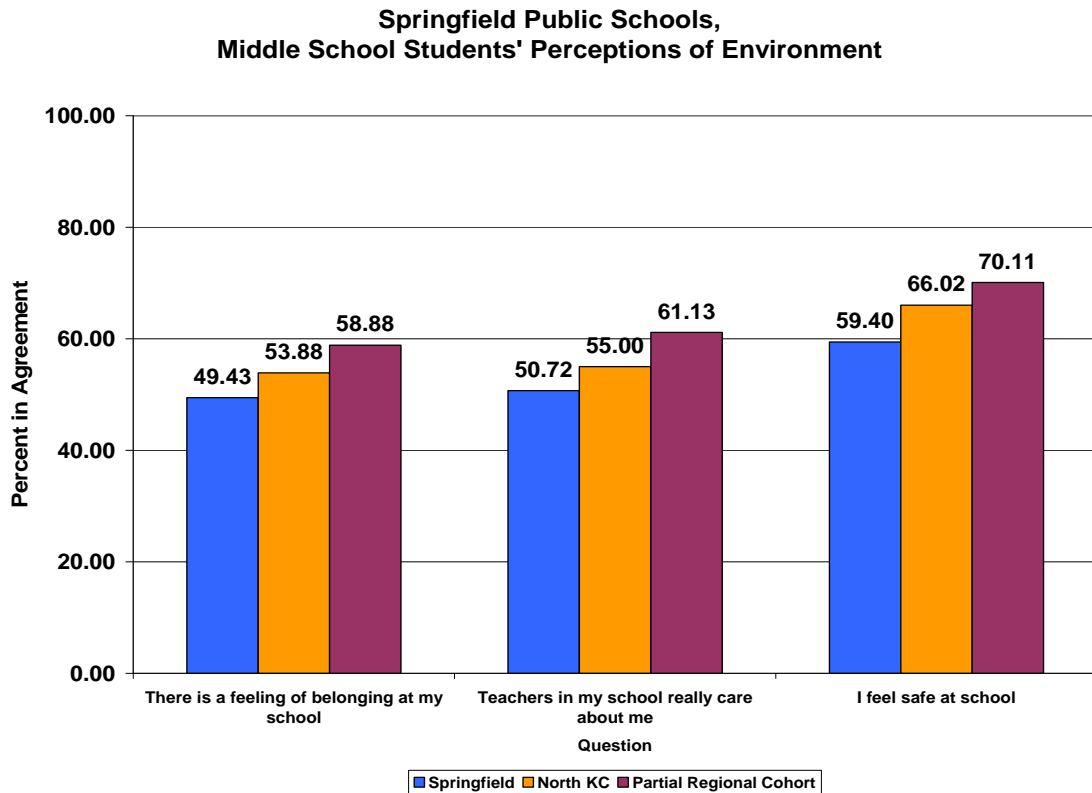
Source: MSIP Faculty Survey, Missouri Department of Elementary and Secondary Education

Points:

- X-axis represents the survey question; Y-axis represents the percent of elementary students (grades 3-5) in agreement (sum of agree and strongly agree) with the statement.
- Springfield's percent of elementary students in agreement was slightly lower than the other two units. Similarly, North Kansas City was highest and the Partial Regional Cohort was in between across all three questions.

Performance Indicator 2:
Ensure a Safe and Nurturing Environment for Learning

2. Percent of Students and Staff with
Positive Perceptions of the Environment



Source: MSIP Faculty Survey, Missouri Department of Elementary and Secondary Education

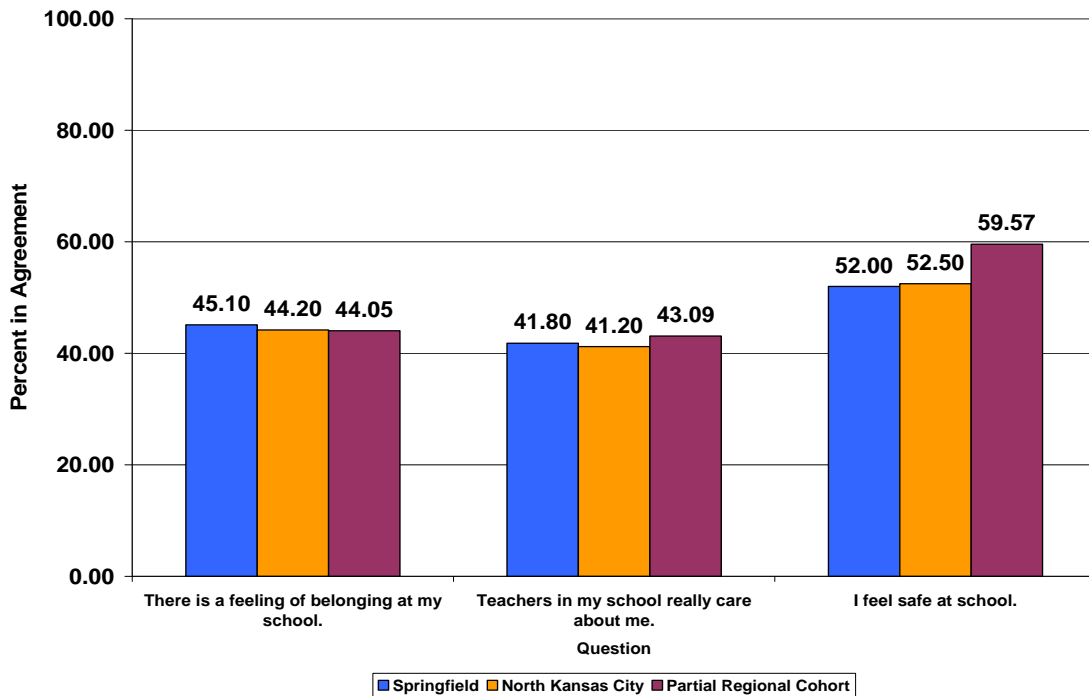
Points:

- X-axis represents the survey question; Y-axis represents the percent of middle school students (grades 6-8) in agreement (sum of agree and strongly agree) with the statement.
- Springfield's percent of middle school students in agreement was lower than the other two units. The same pattern held across all three questions, Partial Regional Cohort highest, North Kansas City in between, and Springfield lowest.

Performance Indicator 2:
Ensure a Safe and Nurturing Environment for Learning

2. Percent of Students and Staff with
Positive Perceptions of the Environment

Springfield Public Schools,
High School Students' Perceptions of Environment



Source: MSIP Faculty Survey, Missouri Department of Elementary and Secondary Education

Points:

- X-axis represents the survey question; Y-axis represents the percent of high school students in agreement (sum of agree and strongly agree) with the statement.
- Springfield's percent of high school students was slightly higher than the other two units on the question, "There is a feeling of belonging at my school." Springfield's percent of high school students was in between the other two units on the question, "Teachers in my school really care about me." And finally, Springfield's performance was slightly lower than North Kansas City on the question, "I feel safe at school."

Performance Indicator 2:
Ensure a Safe and Nurturing Environment for Learning

3. Percent of Lost Work Time (Workers Compensation Claims)

Note:

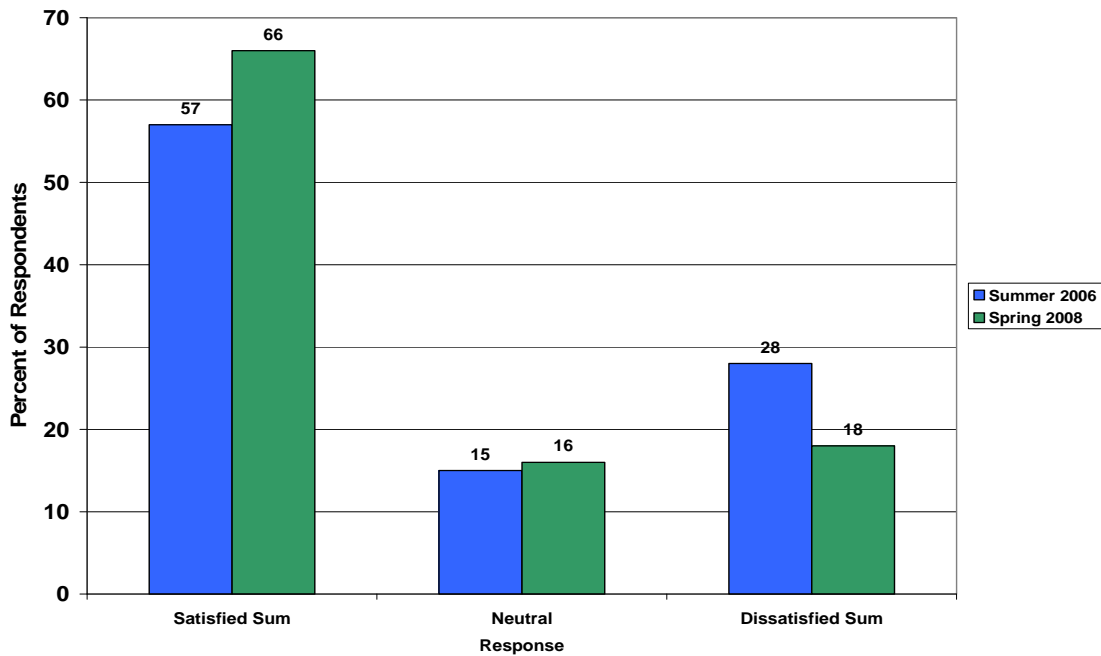
The data pertinent to the percent of lost work time as measured by workers compensation claims will be presented in a future report. This postponement is due to conversion to a new third party administrator which provides updated risk management software. These updates will improve reporting and tracking capabilities, but requires a manual cleanup of historical data prior to generating reports.

Source: Springfield Public Schools, Finance Department

Performance Indicator 3:
Attain High Levels of Customer Satisfaction

2. Percent of Community Members
Satisfied with Overall District Performance

Community Satisfaction with Springfield Public Schools, Question,
"How satisfied are you with the Springfield School District?"



Source: Opinion Research Specialists, Frequent Voter Survey

Points:

- X-axis represents the response categories; Y-axis represents the percent of respondents in agreement.
- Springfield Public Schools had a nine percent increase in the percent of respondents indicating their satisfaction with the district. At the same time, the district saw a ten percent decrease in dissatisfaction.
- The percent of community members satisfied with overall district performance has been identified as a highlight for the Springfield R-XII School District.

SP5 TARGET

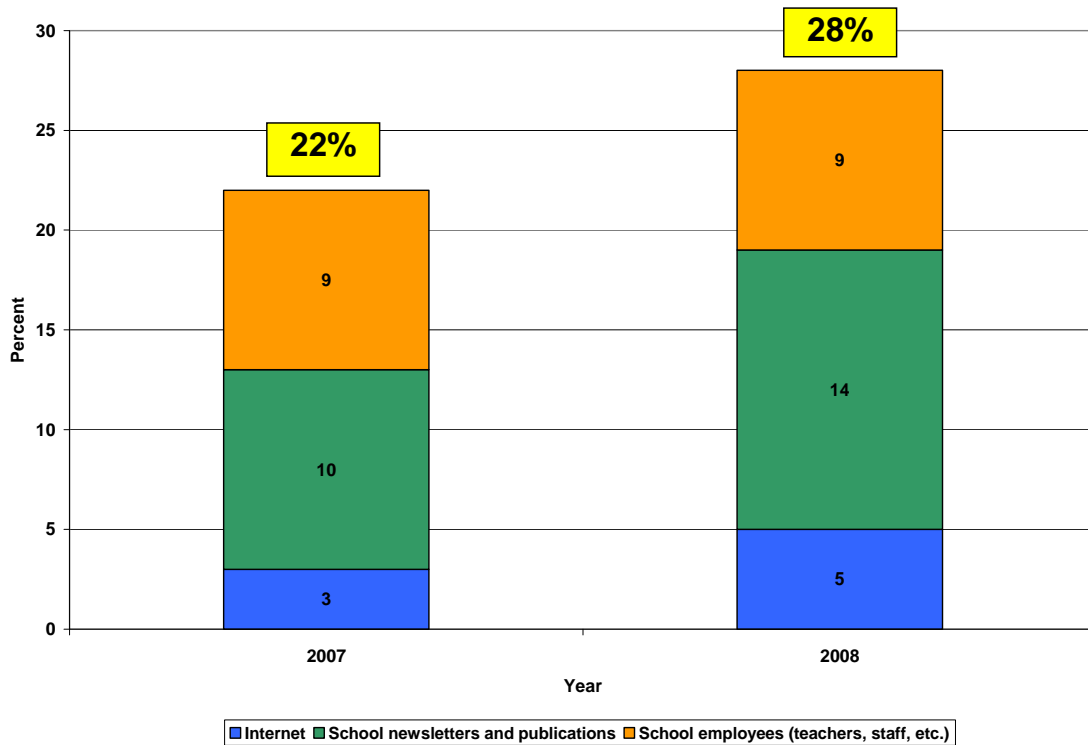
3.3.2.1 Increase by at least two percent a year overall satisfaction with Springfield Public Schools with non-parent community members.

This target has been exceeded.

Performance Indicator 3:
Attain High Levels of Customer Satisfaction

3. Percent of Stakeholders Utilizing District Information Sources

Springfield Public Schools, Comparison of Information Sources,
Frequent Voter Survey, 2007 & 2008



Source: Opinion Research Specialists, Frequent Voter Survey

Points:

- X-axis represents the year of data collection, with the colors representing different sources of information about the district; Y-axis represents the percent of respondents indicating the source was used.
- From 2007 to 2008, Springfield saw a six percent increase in the amount of sources within the district's scope.
- The district saw a two percent increase in the frequent voters using the district website and no change in the percent receiving information from school employees.

SP5 TARGET

3.3.3.1 Increase the number of frequent voters using the school district website by at least two percent a year for the next five years.

This target has been exceeded for this year and progress has been made toward the five year target.

SP5 TARGET

3.3.3.2 Increase the number of frequent voters in school elections who indicate school employees as a source of information by at least one percent annually.

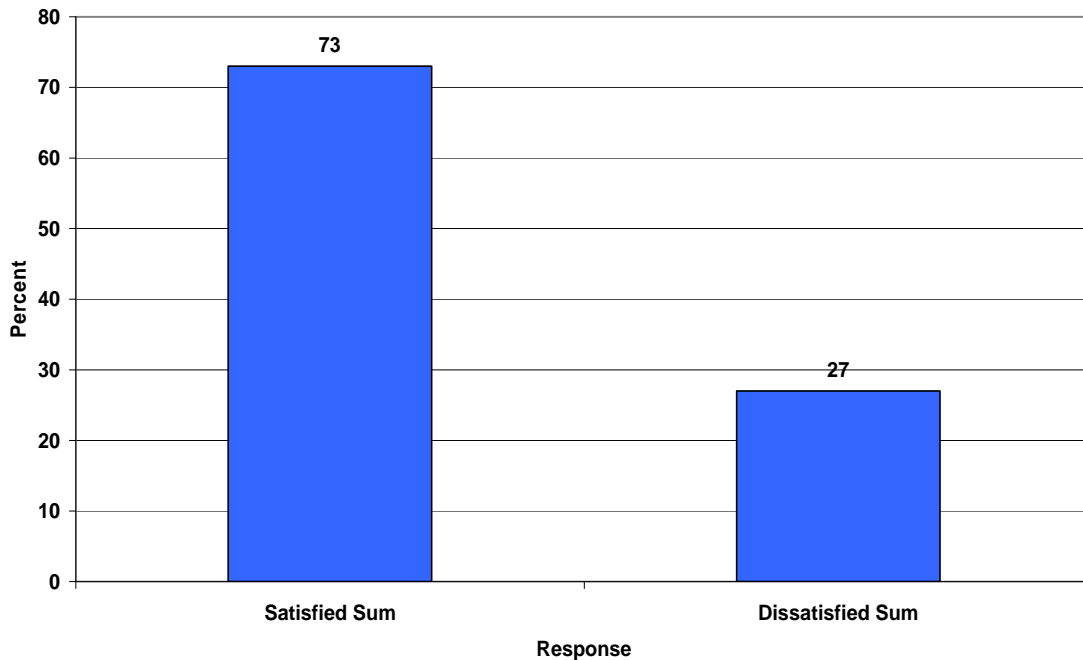
This target has not been met.

- The percent of stakeholders utilizing district information sources has been identified as a highlight for the Springfield R-XII School District.

Performance Indicator 3:
Attain High Levels of Customer Satisfaction

6. Percent of Community Members Indicating the
School District Welcomes Citizen Involvement

**Springfield Public Schools, Customer Satisfaction,
Satisfaction with How the District Welcomes Citizen Involvement**



Source: Opinion Research Specialists, Frequent Voter Survey

Points:

- X-axis represents the category type; Y-axis represents the percent of respondents in agreement.
- Springfield's satisfaction sum of satisfied respondents with how the district welcomes citizen involvement was 73 percent.
- The percent of community members indicating the district welcomes citizen involvement has been identified as a highlight for the Springfield R-XII School District.

SP5 TARGET

3.3.6.1 Maintain at least a 70 percent “strongly agree to agree” response on the district welcoming citizen input.

This target has been met for 2007-2008.

Performance Indicator 5:
Provide and Maintain Facilities that are Conducive for Learning

2. Number of District Buildings At or Above District Standards

Note:

The “District Standards” to be used for evaluating district buildings are in draft form and therefore not finalized. Because the standards are not yet in place this data has not been collected and cannot be reported on.

**Strengths, Opportunities for Improvement, Areas Needing Further Study, and Updates
Identified by the Springfield R-XII School District for the 2007-2008 School Year**

	Strengths	Opportunities for Improvement	Areas Needing Further Study	Updates & Highlights
1st Quarterly Report	<ul style="list-style-type: none"> • Comparative % of Schools Making AYP across the District • Comparative Subgroup Performance 	<ul style="list-style-type: none"> • Subgroup AYP Performance • Communication related to the perceptions of salaries 	<ul style="list-style-type: none"> • Algebra and Reading Fiction and Nonfiction Standard Performance 	<ul style="list-style-type: none"> • Graduation Rate • Teacher Salary Comparison • Frequent Voter Survey, Bond Issue Projects
2nd Quarterly Report		<ul style="list-style-type: none"> • Beginning-of-Year SRI • Student to Classroom Teacher Ratio • District Attendance 		<ul style="list-style-type: none"> • Demographics for Comparable Districts • ACT, Composite & Percent of Graduates Taking
3rd Quarterly Report	<ul style="list-style-type: none"> • Beginning-of-Year Star Math, Grades 3 & 7 • Beginning-of-Year DRA, Grade 1 • Per Pupil Instructional Spending 			<ul style="list-style-type: none"> • Number of Combination Classrooms at the Elementary Level
4th Quarterly Report	<ul style="list-style-type: none"> • Implementation of Student Centered Practices 		<ul style="list-style-type: none"> • SRI and Star Math Beginning and End of Year Performance 	<ul style="list-style-type: none"> • Percent of Community Members Satisfied with Overall District Performance • Percent of Stakeholders Utilizing District Information Sources • Percent of Community Members Indicating the District Welcomes Citizen Involvement

**Strengths, Opportunities for Improvements, Areas Needing Further Study, and Updates
Identified by the Springfield R-XII School District for the 2006-2007 School Year**

	Strengths	Opportunities for Improvement	Areas Needing Further Study
1st Quarterly Report	<ul style="list-style-type: none"> • Math AYP by Subgroups (MAP) • Upward trends by grade level for communication arts and math (MAP) • ACT Composite • Content Standard performance above state average (MAP) for Algebra and Reading Standards • Community Satisfaction with School District 	<ul style="list-style-type: none"> • Graduation Rate • Student Enthusiasm for Learning <ul style="list-style-type: none"> ○ Gap between elementary & secondary • Parent Satisfaction with Facilities and Community Financial Support 	
2nd Quarterly Report	<ul style="list-style-type: none"> • Performance of Free/ Reduced Lunch Subgroup on 7th grade communication arts and 8th grade math (MAP) • Teacher Satisfaction with Professional Development • Principal Satisfaction with Custodial/ Maintenance 	<ul style="list-style-type: none"> • Explore Test Performance by Subgroup • Plan Test Performance by Subgroup 	
3rd Quarterly Report	<ul style="list-style-type: none"> • SRI, Number of Students by Level • Instructional Practices Index Average 	<ul style="list-style-type: none"> • SRI, Number of Students by Level • Teacher Salary Rank • Workers Compensation Claims 	<ul style="list-style-type: none"> • Percent of Students not Receiving ISS/OSS