

We exist for the academic excellence of all students.

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



Presented to the
Board of Education
December 12, 2006

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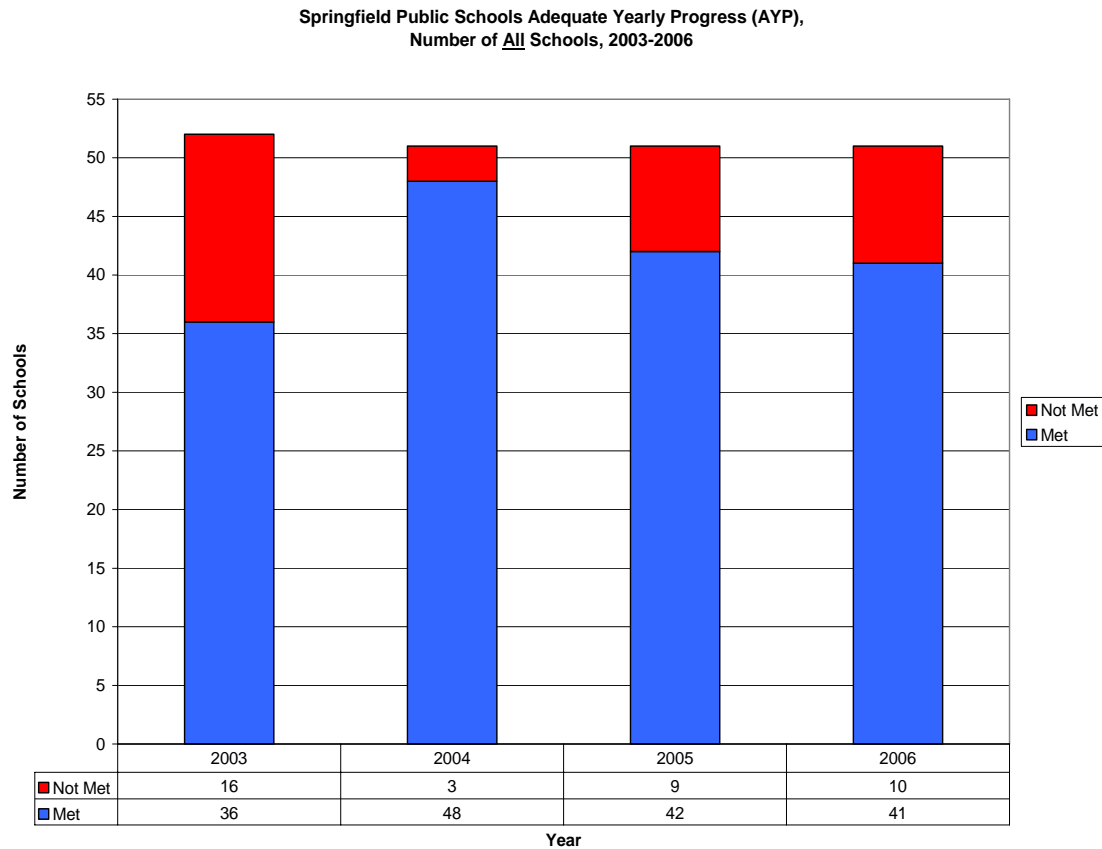
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Goal 1: Improve Student Achievement

Performance Indicator 1: Meet or exceed Adequate Yearly Progress (AYP) performance standards for schools and the district

A: Number to Number of Total Schools



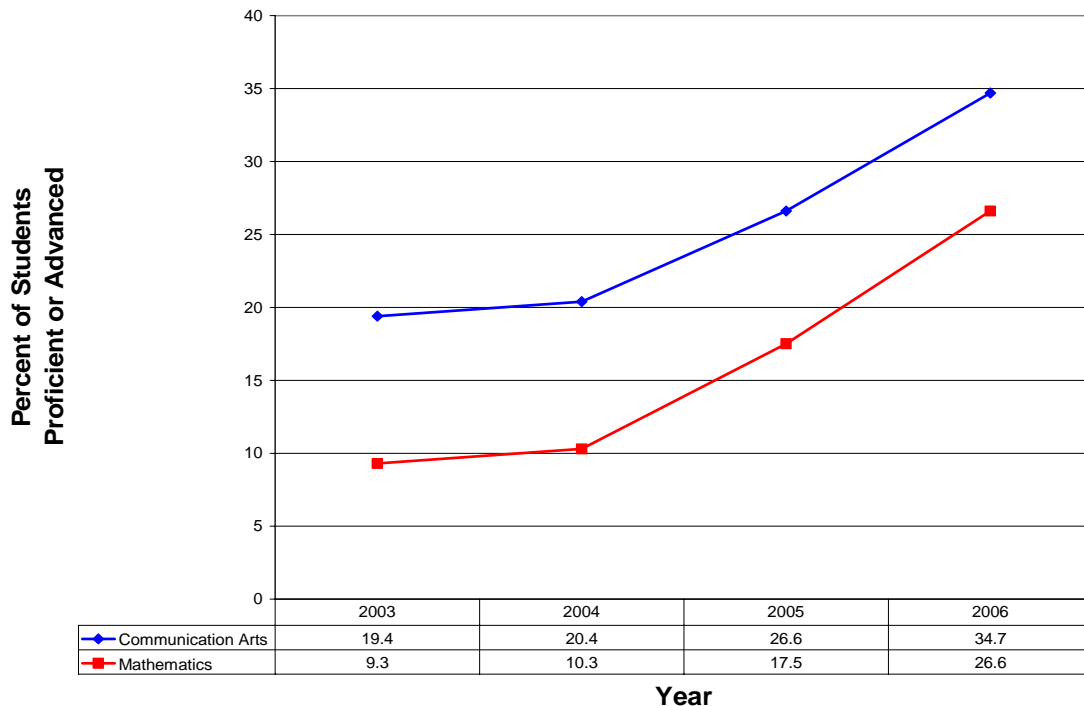
Source: Missouri Department of Elementary and Secondary Education
Crystal Reports, Fall 2006

Points:

- X-axis represents the year; the Y-axis represents the number of schools.
- AYP is an acronym for Adequate Yearly Progress. School districts, via their buildings, are expected to make Adequate Yearly Progress as a requirement of the federal No Child Left Behind Act.
- The percent of schools not making AYP by year was: 2003, 31%; 2004, 6%; 2005, 18%; and, 2006, 20%.

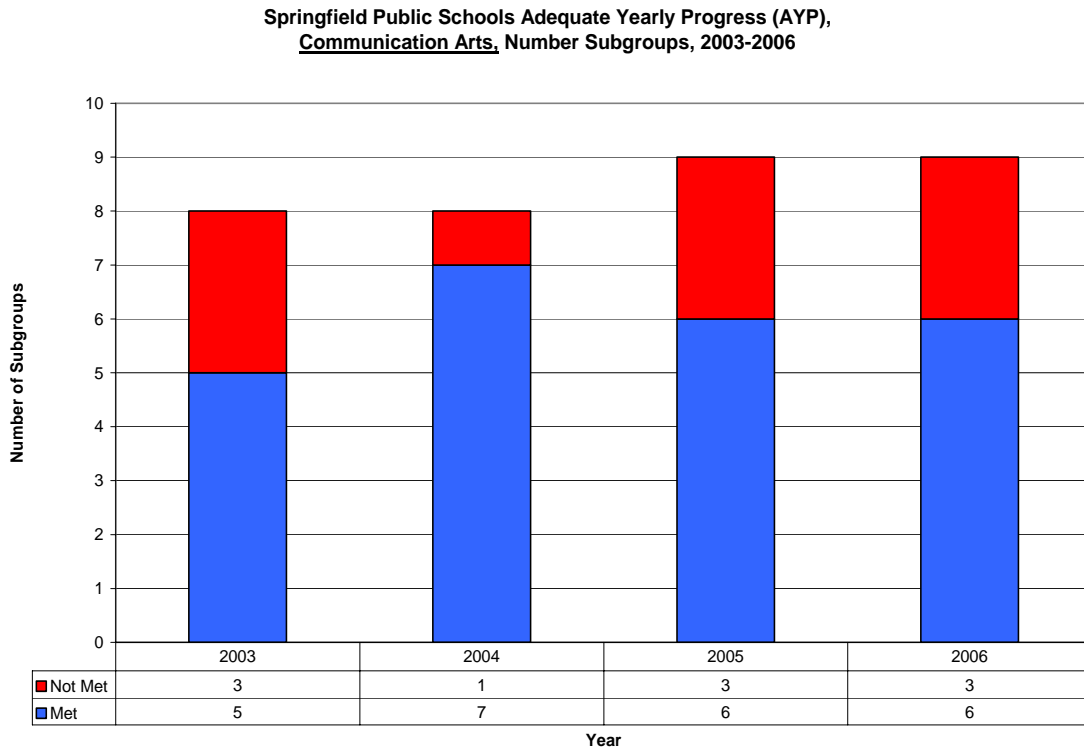
- 2003 had the largest amount and the highest percent of schools not making AYP.
- The 10 Not Met sites for 2006 represent 80% of high schools (4 of 5), 33% of middle schools (3 of 9), and 8% of elementary schools (3 of 37).
 - 2006 was the first year that an, “Additional Indicator” was included for AYP calculations.
 - At the high school level the “Additional Indicator” was the graduation rate. (Goal: 85%)
 - At the middle and elementary school level the “Additional Indicator” was the attendance rate (Goal: 93%).
 - All high schools met on the achievement measures, 4 of the 5 did not meet on the “Additional Indicator” of Graduation Rate.
 - Two middle schools did not meet in achievement; one did not meet on the “Additional Indicator” of Attendance Rate.
 - The three elementary sites did not meet because of achievement. All elementary sites met on the “Additional Indicator” of Attendance Rate.
- Previous Adequate Yearly Progress (AYP) expectations are provided in the chart below.

Adequate Yearly Progress Expectations, 2002-2006



Performance Indicator 1: Meet or exceed Adequate Yearly Progress (AYP) performance standards for schools and the district

B: Number to Number of Subgroups, Communication Arts



Source: Missouri Department of Elementary and Secondary Education, Crystal Reports

Points:

- X-axis represents the year; the Y-axis represents the number of subgroups.
- In order for a cell/group to be reportable there must be at least 30 or 50 students.
 - The groups requiring 30 students for a cell to make are: a) American Indian or Alaska Native, b) Asian/Pacific Islander, c) Black (not Hispanic), d) Hispanic, e) Other/No Response, f) White (not Hispanic) and, g) Free and Reduced Lunch.
 - The groups requiring 50 students for a cell to make are: a) IEP students and, b) LEP/ELL students (English Language Learners).
 - A total overall percent is reported as well.
- The Level not Determined (LND) cannot exceed 5%.

- A listing of the groups and the percents for those groups not making AYP for the 2003-2006 school years and the proficiency targets for the 2003-2006 years are provided below.

Tables Showing Group Membership & AYP Requirements

Table 1: Groups that Did Not Make AYP

Year	Communication Arts	Mathematics
2003	<ul style="list-style-type: none"> American Indian or Alaska Native (25.0) LND-6.7 Hispanic (27.5) LND-5.2 IEP Students (9.9) 	None
2004	<ul style="list-style-type: none"> IEP Students (14.9) 	None
2005	<ul style="list-style-type: none"> Black (20.6) IEP Students (17.1) Free and Reduced Lunch Students (25.9) 	None
2006	<ul style="list-style-type: none"> Black (32.1) IEP Students (23.4) LEP Students (17.3) 	None

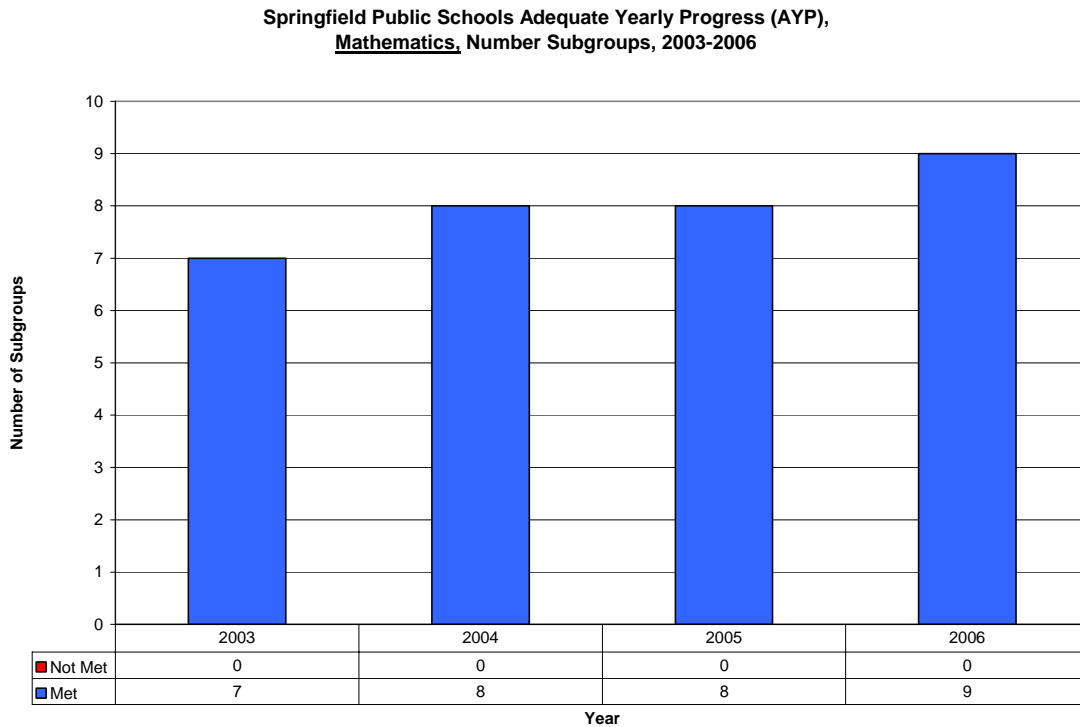
*Percentages reported with the inclusion of the confidence interval band.

Table 2: AYP State Proficiency Targets

Year	Communication Arts	Mathematics
2003	19.4	9.3
2004	20.4	10.3
2005	26.6	17.5
2006	34.7	26.6

Performance Indicator 1: Meet or exceed Adequate Yearly Progress (AYP) performance standards for schools and the district

B: Number to Number of Subgroups, Mathematics



Source: Missouri Department of Elementary and Secondary Education, Crystal Reports

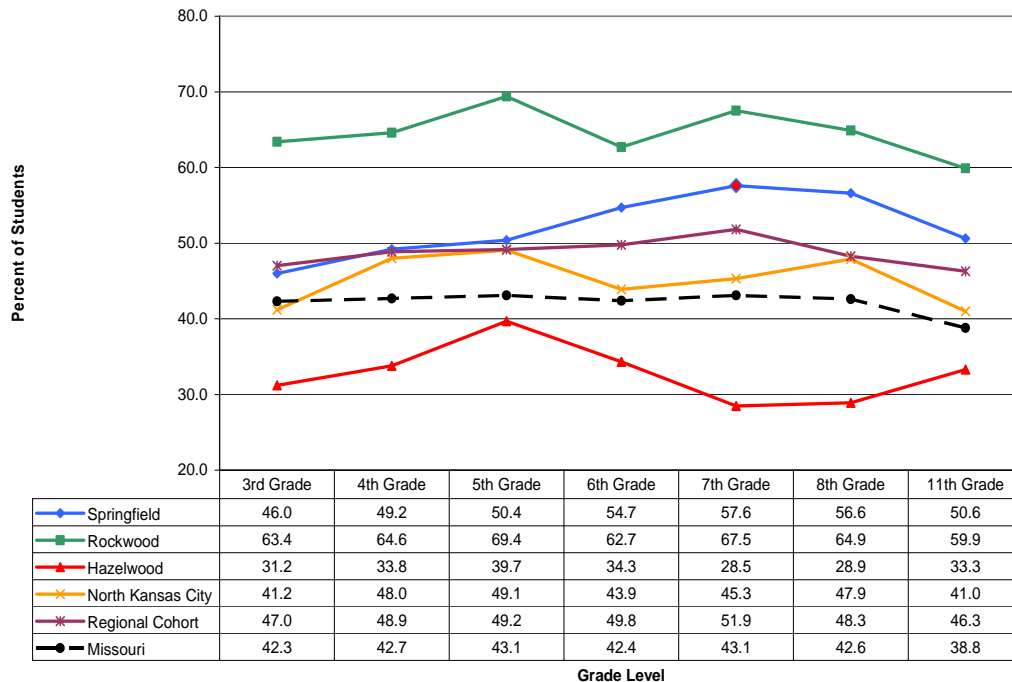
Points:

- X-axis represents the year; the Y-axis represents the number of subgroups.
- All subgroups have made AYP for all years in mathematics.
- This indicator has been identified as a strength of the Springfield R-XII School District.

Performance Indicator 2: Improve student performance as measured by MAP and ACT

A: MAP, Percent of Students Proficient/Advanced, Communication Arts

2006 MAP Communication Arts, Grades 3-8 & 11, Comparable District Performance



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

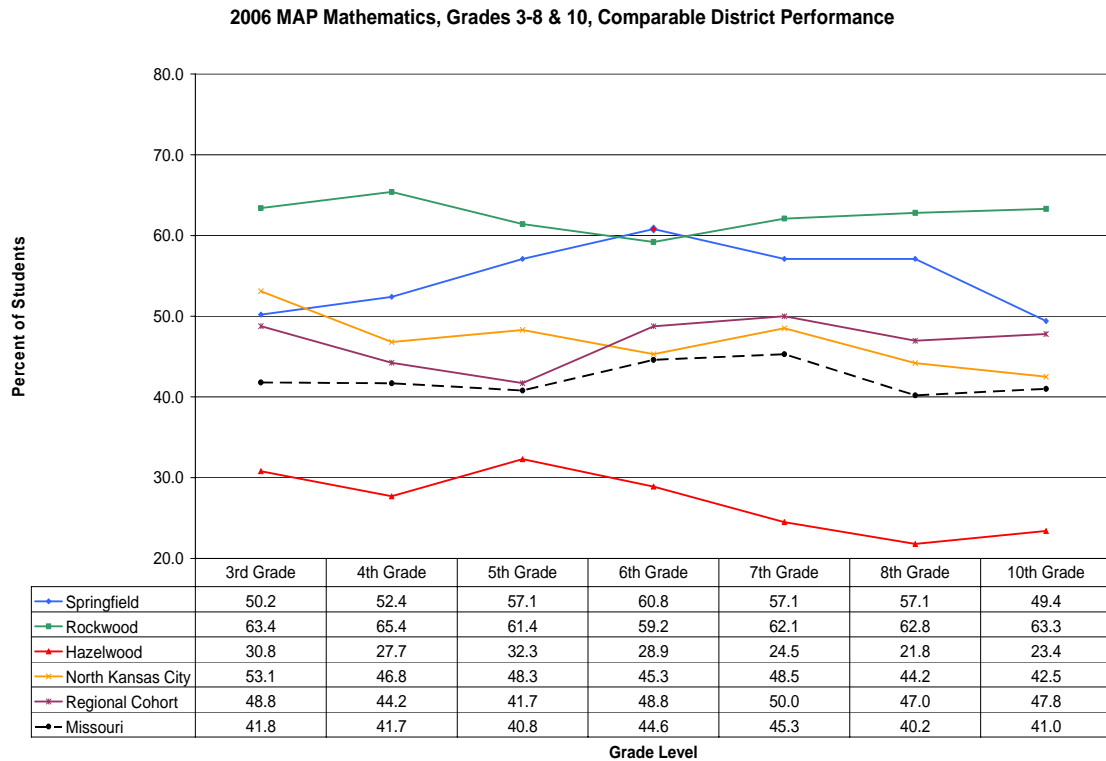
Points:

- X-axis represents grade level; the Y-axis represents the percent of students scoring at the proficient or advanced level.
- The scale of the Y-axis (percent of students proficient and advanced) begins at 20% and ends at 80%.
- The 2006 MAP Test consists of four levels: Below Basic, Basic, Proficient, and Advanced.
- In 2006, Springfield experienced a five-level upward trend (grades 3 through 7) for communication arts performance. The average for Missouri was around 42 to 43% across all grade levels.

- Springfield and the Regional Cohort's performance are comparable from 3rd through 5th grade.
- Except for Hazelwood, the 10th grade performance was down for all sites from the 8th grade level.
- Rockwood, North Kansas City, and Hazelwood experienced a drop in the percent of proficient and advanced students from the 5th grade to the 6th grade year. Springfield did not follow that trend.
- **This indicator has been identified as a strength of the Springfield R-XII School District.**

Performance Indicator 2: Improve student performance as measured by MAP and ACT

A: MAP, Percent of Students Proficient/Advanced, Mathematics



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

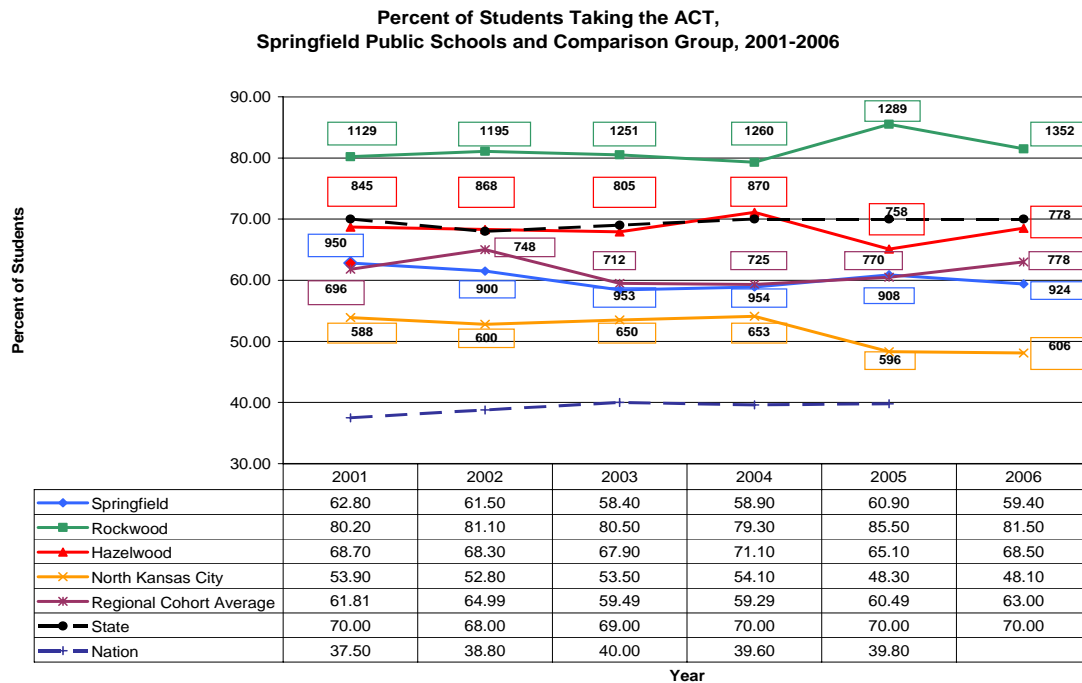
Points:

- X-axis represents grade level; the Y-axis represents the percent of students scoring at the proficient or advanced level.
- The scale of the Y-axis (percent of students proficient and advanced) begins at 20% and ends at 80%.
- In 2006, Springfield experienced a four-level upward trend (grades 3 through 6) for mathematics performance. The average for Missouri was around 40 to 45% across all levels.

- Springfield had a larger percentage of students at proficient and advanced in 6th grade math than Rockwood. Springfield's performance at 5th and 7th grade was also very close to Rockwood.
- **This indicator has been identified as a strength of the Springfield R-XII School District.**

Performance Indicator 2: Improve student performance as measured by MAP and ACT

B: ACT, Percent with Number of Students



Source: Percent of Students from Missouri Department of Elementary and Secondary Education, 2006; Number of Students (textboxes) computed from number of graduates and percent of students taking exam.

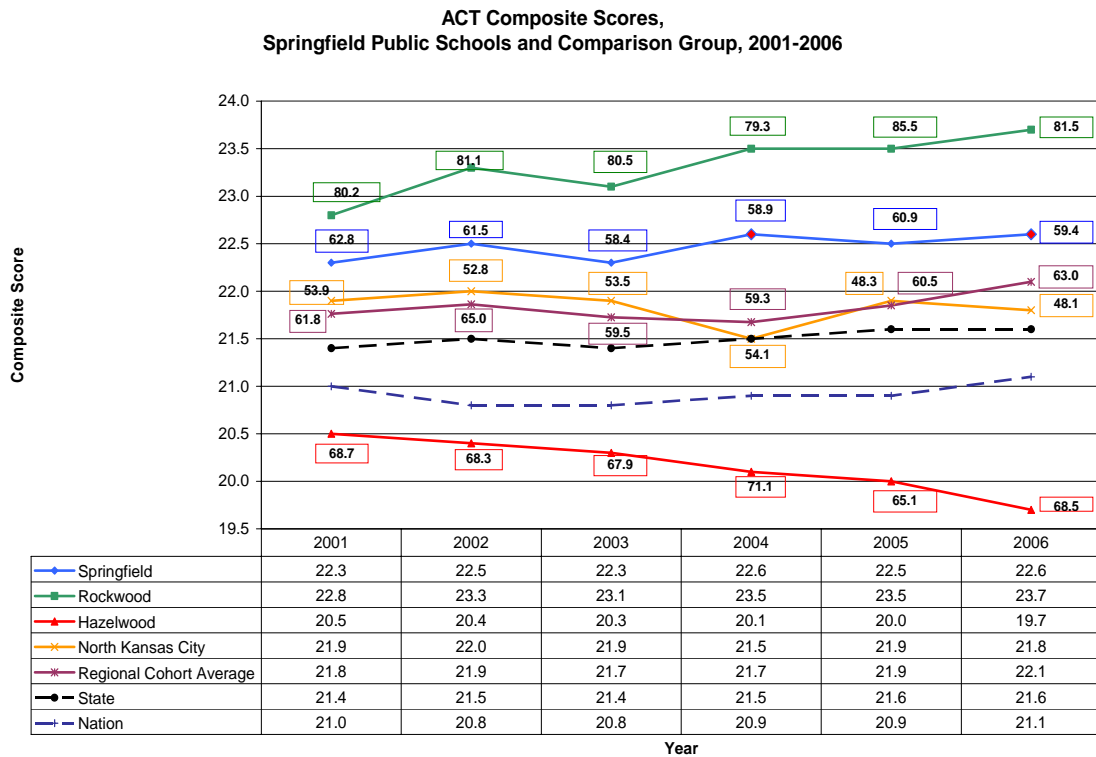
Points:

- X-axis represents the year; the Y-axis represents the percent of students taking the test.
- The Y-axis ranges from 30% to 90%.
- The number of students is an approximate value. This number is not reported, so it had to be calculated from the percent of students taking the exam and the total number of graduates.
- Springfield has consistently had around 60% of students take the exam. This is in comparison to 70% for the state and 40% for the nation. In terms of the number of students, this percent translates to approximately 900 students.
- Springfield's percentages are consistent with the Regional Cohort.

- No district appears to be significantly increasing the percent of students taking the test.
- Rockwood has consistently been at 80% with an increase in one year, 2005 (85.5%). In 2006, Rockwood had the highest percent of students taking the exam and the largest overall number of students taking the exam.

Performance Indicator 2: Improve student performance as measured by MAP and ACT

B: ACT, Composite Scores with Percent of Students



Source: Composite scores (lines) and percent of students taking the exam (textboxes) are from the Missouri Department of Elementary and Secondary Education, Fall 2006

Points:

- X-axis represents the year of the test; the Y-axis represents the composite score average.
- Springfield's performance has been generally upward with the exception of 2003. All organizational units presented experienced a loss in 2003.
- Rockwood had the highest percentage of students taking the test in 2006, with over 81%.
- Losses of composite score performance do not appear to be associated with a higher percent of students taking the test.
- This indicator has been identified as a strength of the Springfield R-XII School District.

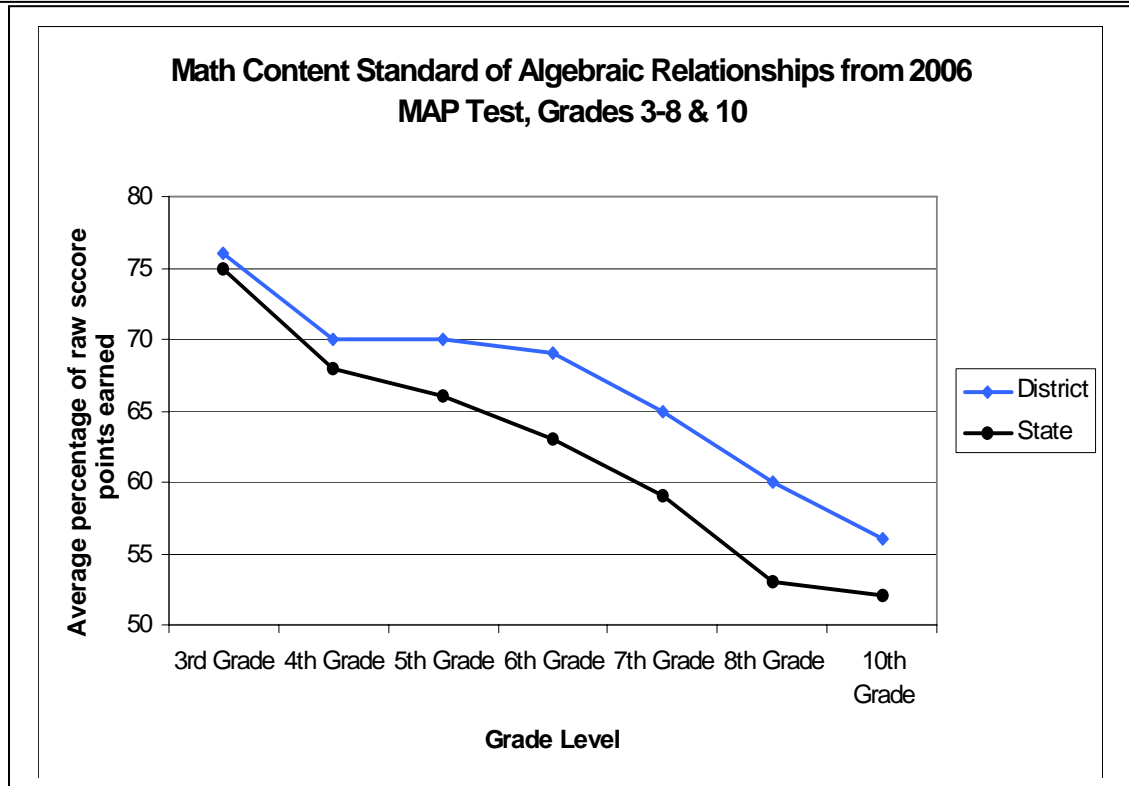
Performance Indicator 3:
Meet or exceed performance of comparable schools

A: MAP & ACT, Rank in District Cohort

These data have been presented in the previous graphs on MAP (pp.12 & 14) and ACT Performance (p.18).

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

A: MAP Mathematics, Algebra Standard



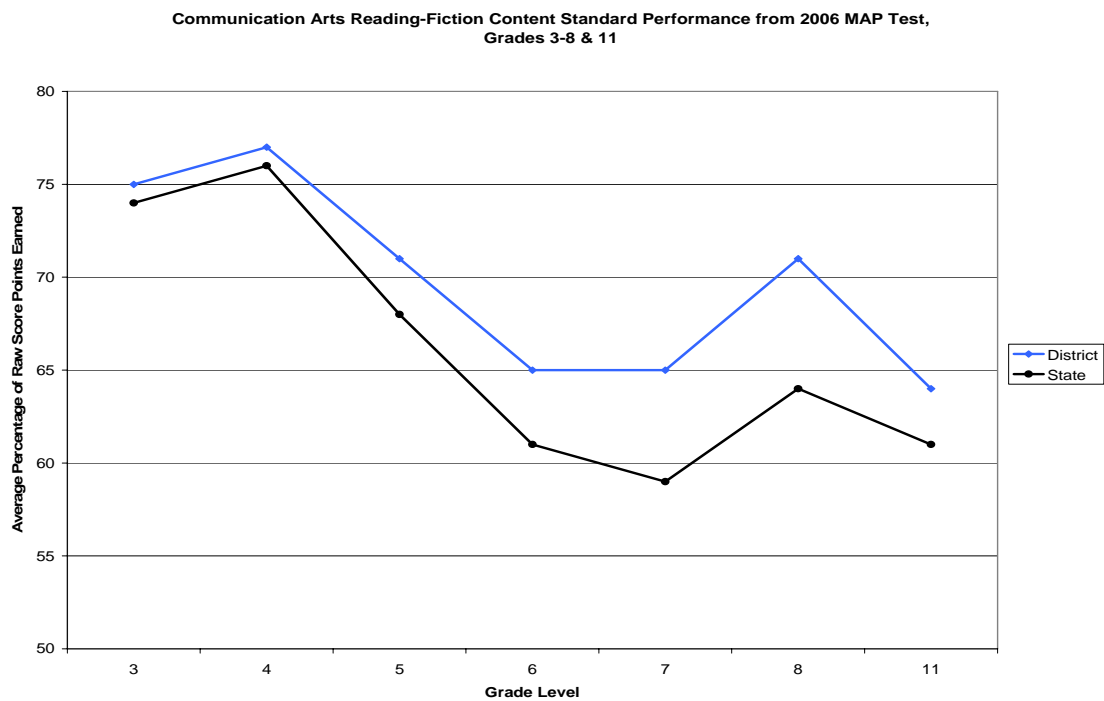
Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

Points:

- X-axis represents the grade level; the Y-axis represents the average percentage of raw score points earned. This value is determined by taking the student's points earned by the number of points possible within the standard and then averaging the students' percent correct.
- Springfield generally follows the state-level trend across the levels. This trend is a reflection of the test administered at each grade level. The difference between Springfield and the state is evident with the gap present at each level.
- For Springfield, grades 3 and 4 are closest to the state average. At grade 5 Springfield maintains the average score for grade 4; however the state average shows a decline between the two levels.
- The slope is consistent for Springfield and Missouri for grades 6 through 8. From 8th grade to 10th grade Springfield maintains the same slope while the state's slope is not as pronounced.
- This indicator has been identified as a strength of the Springfield R-XII School District.

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

B: MAP Communication Arts, Reading Standard, Fiction



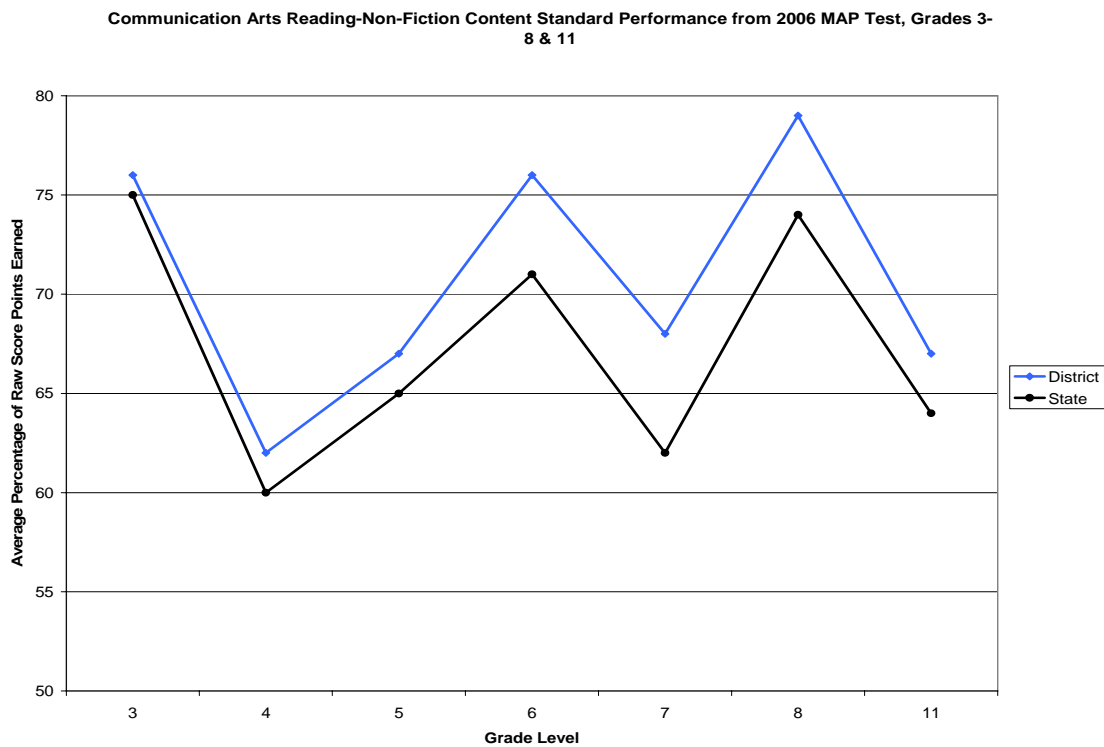
Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

Points:

- X-axis represents the grade level; the Y-axis represents the average percentage of raw score points earned. This value is determined by taking the student's points earned by the number of points possible within the standard and then averaging the students' percent correct.
- Springfield generally follows the state-level trend across the levels.
- Grades 3 and 4 were consistent relative to the state. A gap was evident between grades 5 through 7. At grades 6 and 7 not only does the gap grow, but while the state is showing a loss between the two, 7th grade maintained the 6th grade level of performance.
- Springfield and the state's performance are similar at the 11th grade level.
- This indicator has been identified as a strength of the Springfield R-XII School District.

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

B: MAP Communication Arts, Reading Standard, Non-Fiction



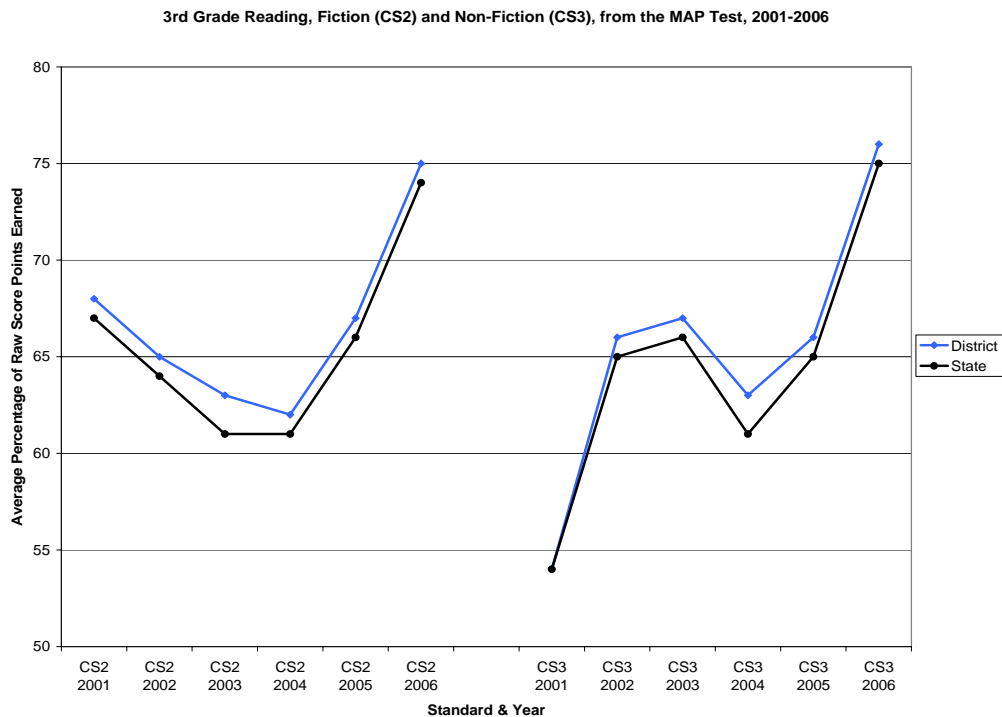
Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

Points:

- X-axis represents the grade level; the Y-axis represents the average percentage of raw score points earned. This value is determined by taking the student's points earned by the number of points possible within the standard and then averaging the students' percent correct.
- Springfield generally follows the state-level trend across the levels.
- Springfield and the state's performance are similar at the 11th grade level, compared to grades 6 through 8.
- This indicator has been identified as a strength of the Springfield R-XII School District.

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

B: MAP Communication Arts, Reading Standards,
3rd Grade Historical



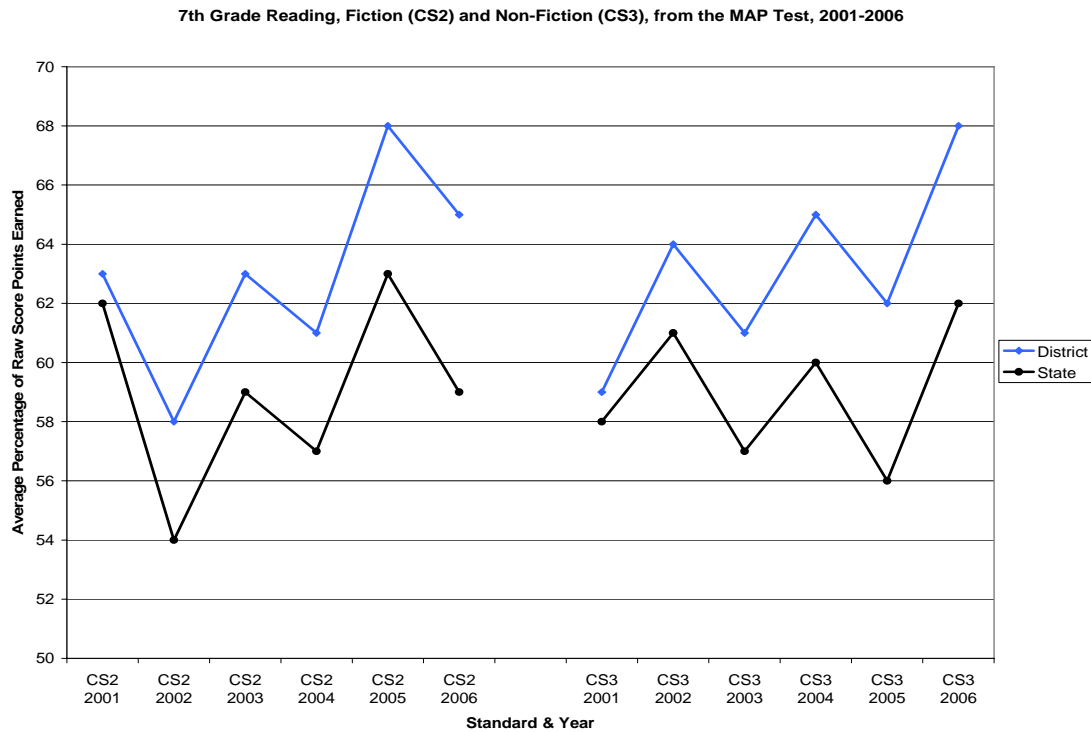
Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

Points:

- X-axis represents the grade level; the Y-axis represents the average percentage of raw score points earned. This value is determined by taking the student's points earned by the number of points possible within the standard and then averaging the students' percent correct.
- This chart reflects the historical trend of the data presented for 3rd grade on the previous slides (pp. 21 & 22).
- Content Standard 2: Reading, Fiction; Content Standard 3: Reading, Nonfiction
- Springfield has generally followed the state-level trend across the levels.

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

B: MAP Communication Arts, Reading Standards,
7th Grade Historical



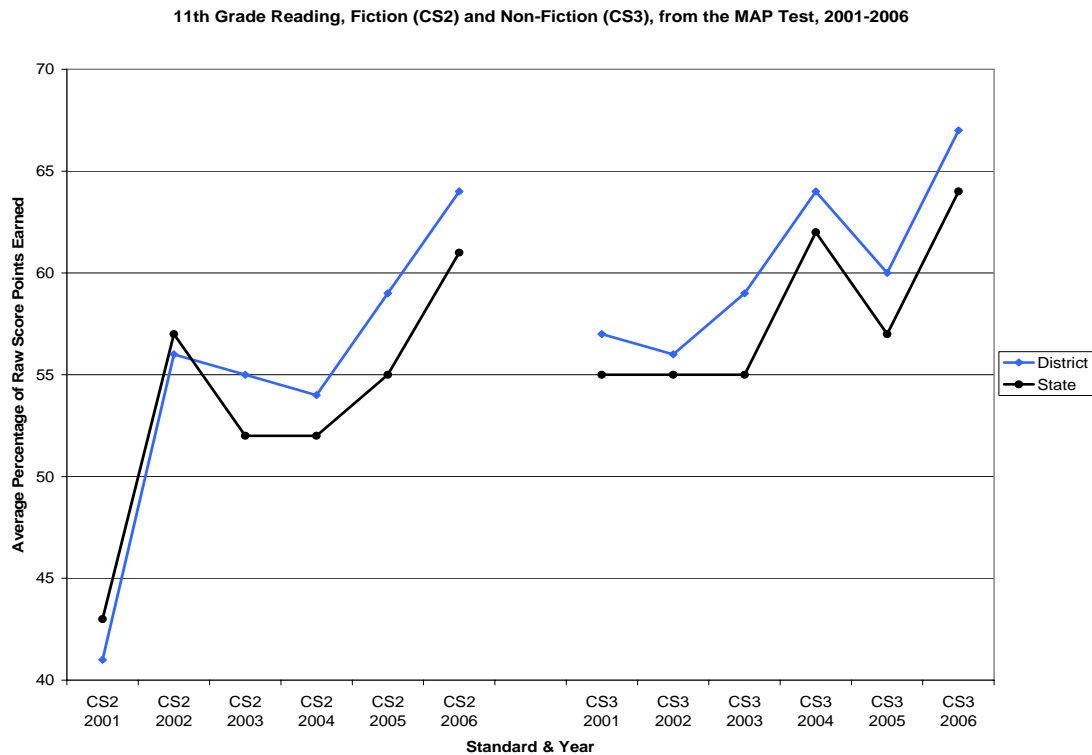
Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

Points:

- X-axis represents the grade level; the Y-axis represents the average percentage of raw score points earned. This value is determined by taking the student's points earned by the number of points possible and then averaging the students' percent correct.
- This chart reflects the historical trend of the data presented for 7th grade on the previous slides (pp. 21 & 22).
- Content Standard 2: Reading, Fiction; Content Standard 3: Reading, Nonfiction
- Springfield generally follows the state-level trend across the levels.
- The gap between Springfield and Missouri appears larger at the 7th grade (this page) more so than the 3rd grade (p.23).

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

B: MAP Communication Arts, Reading Standards,
11th Grade Historical



Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

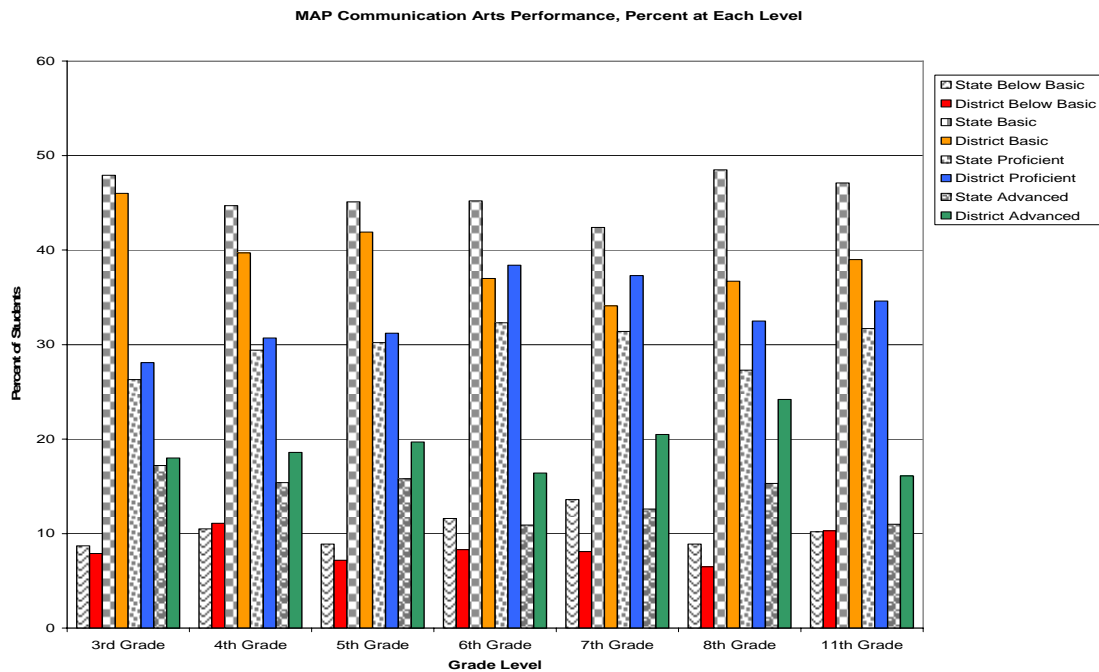
Points:

- X-axis represents the grade level; the Y-axis represents the average percentage of raw score points earned. This value is determined by taking the student's points earned by the number of points possible and then averaging the students' percent correct.
- This chart reflects the historical trend of the data presented for 11th grade on the previous slides (pp. 21 & 22).
- Content Standard 2: Reading, Fiction; Content Standard 3: Reading, Nonfiction
- Springfield was below the state average in 2001 and 2002 in Reading, Fiction. Since then, Springfield has been above the state average.

- Note the consistent, linear, upward trend for Reading, Fiction from 2004 through 2006.
- Reading Nonfiction has performed more uniquely than the previous examples. The district lost points from 2001-2002 while the state's performance was the same. From 2002-2003 the district had significant gains while the state's performance was flat.

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

C: MAP Communication Arts,
Percent of Students in Proficient and Advanced



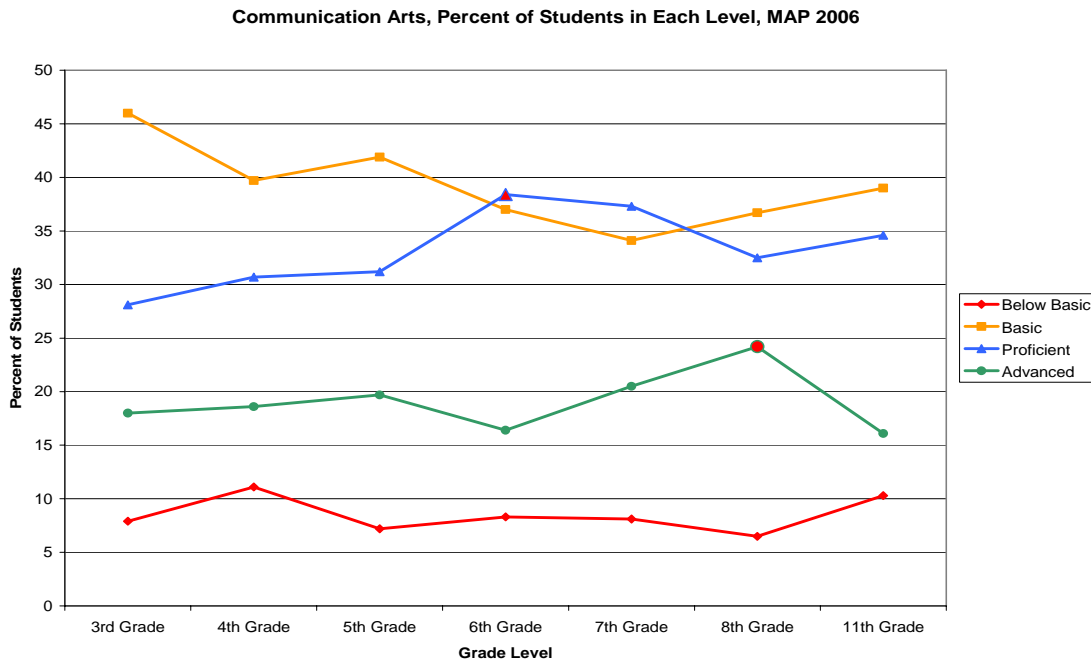
Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

Points:

- X-axis represents the grade level; the Y-axis represents the percent of students scoring at each level.
- 3rd, 5th, 6th, 7th and 8th Grade: Below Basic is below the state; Basic is below the state; Proficiency is above the state; Advanced is above the state.
- 4th Grade: Below Basic is above the state; Basic is below the state; Proficiency is above the state; Advanced is above the state.
- 11th Grade: Below Basic is almost identical to the state; Basic is below the state; Proficient is above the state; Advanced is above the state.

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

C: MAP Communication Arts,
Percent of Students in Proficient and Advanced



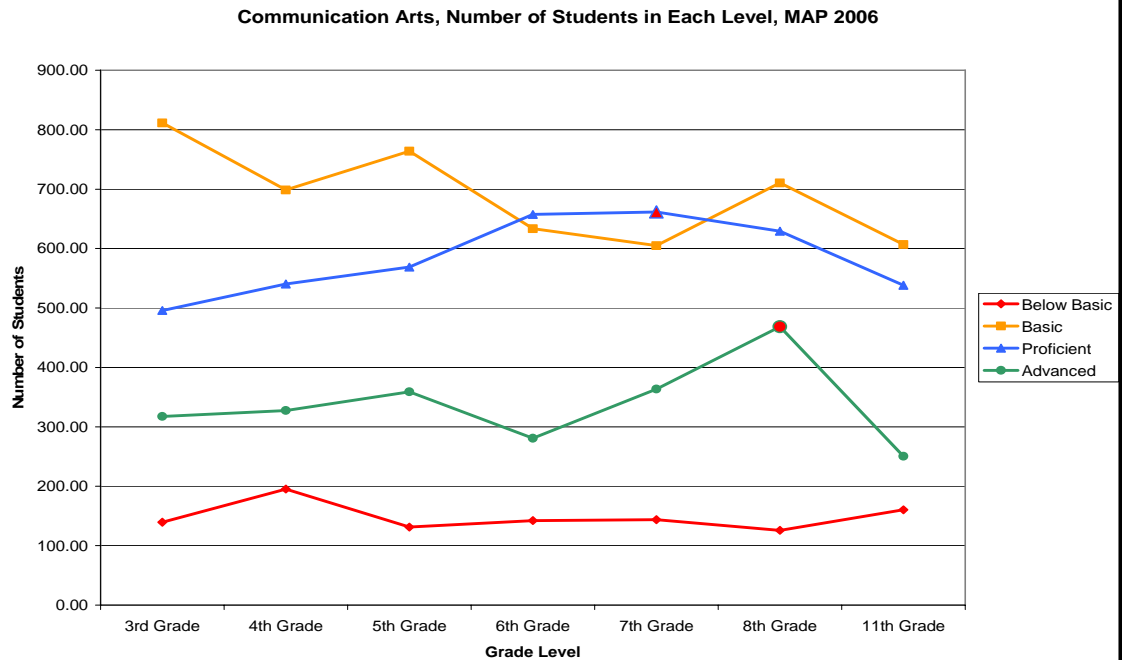
Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

Points:

- Across the grade levels, below basic performance was consistently between approximately six and ten percent.
- Advanced was consistent from grades 3 through 5, a drop occurred in grade 6 and then increased through grade 8, grade 11 dropped to roughly the 6th grade level.
- Proficient increased from grades 3 through 6 with a decrease in grades 7 and 8, followed by a slight rebound in grade 11.
- Basic demonstrated a general downward trend. Grade 5 had a slight increase from grade 4. Grades 5 through 7 experienced a downward trend with increases happening in grades 8 and 10.

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

C: MAP Communication Arts,
Number of Students in Proficient and Advanced



Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

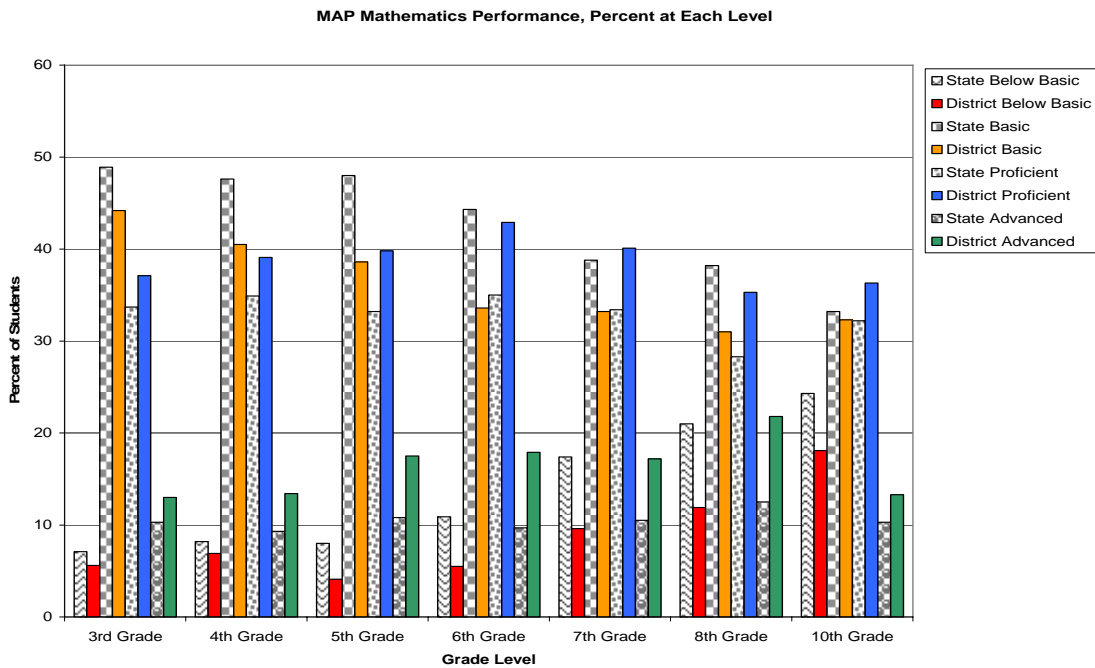
Points:

- Numbers reflect Springfield only.
- X-axis represents the grade level; the Y-axis represents the number of students, with the scale being: minimum, 0; maximum 900.
- Number of students is estimated from total reportable and percent scoring at each level.
- Across the grade levels there is consistently around 150 students with a high of almost 200 at the 4th grade level scoring in the Below Basic category.
- Basic shows a general downward trend with increases from the previous level at grades 5 and 8.

- Proficient shows an upward trend from grade 3 through grade 7, leveling off at 8th grade and then dropping in 10th grade.
- The “Advanced” category has an interesting set of trends. There is a slight upward trend for each grade at the elementary level. At the middle school level there is a significant upward trend from grades 6 through 8, from under 300 to almost 500. At the 10th grade level the number was the lowest of all grade levels.

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

C: MAP Mathematics,
Percent of Students in Proficient and Advanced



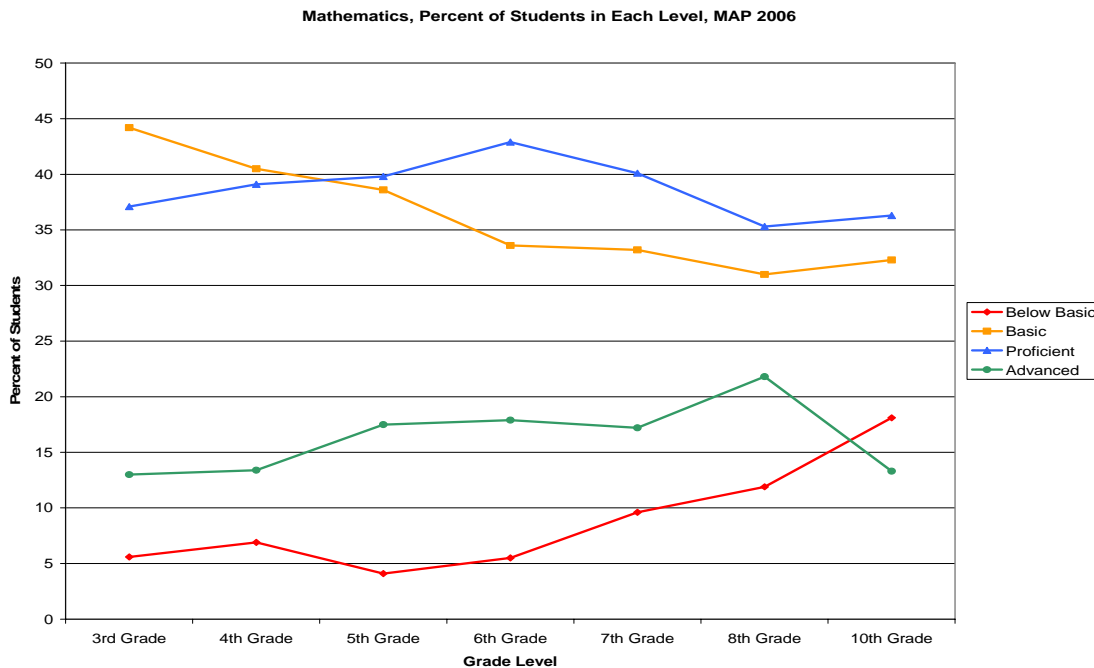
Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

Points:

- Generally the same trends hold across all grade levels, fewer students than the state average in below basic and basic with higher percentages than the state at the proficient and advanced levels.

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

C: MAP Mathematics,
Percent of Students in Proficient and Advanced



Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

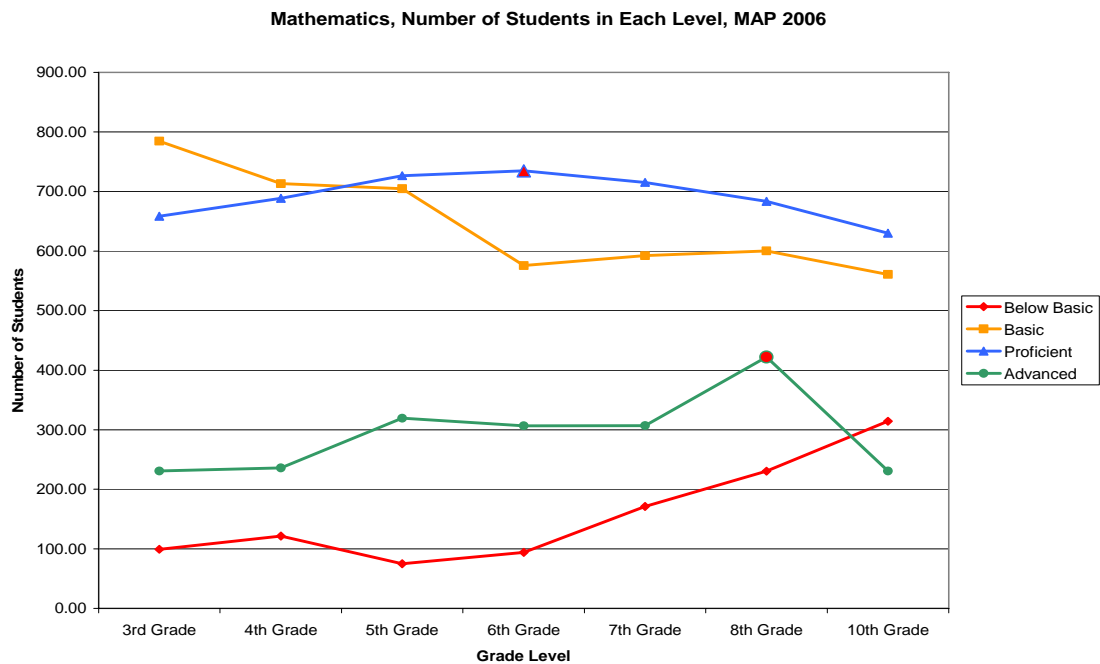
Points:

- Percents represent Springfield only.
- X-axis represents grade level; Y-axis represents the percent of students, with the scale being: minimum, 0; maximum, 50.
- Below basic percentages are relatively flat from 3rd through 6th grade, with increases happening from grades 7 through 8 and 10.
- The basic category percentages show a noticeable downward trend from grades 3 through 8 with a slight increase at grade 10.

- The proficient category shows steady increases from grades 3 through 6 then beginning a downward trend through grades 7 and 8 with a slight rebound at grade 10.
- The advanced category seems to have four phases. Grades 3 and 4 are stable at just under 15%. 5th grade had a noticeable increase from grade 4, which then plateaus around 17 to 18% through grade 7 before a marked increase at grade 8, the highest of all levels, before declining at 10th grade to roughly the 3rd and 4th grade percentages.

Performance Indicator 4:
Demonstrate student proficiency or higher in reading and math

C: MAP Mathematics,
Number of Students in Proficient and Advanced



Source: Missouri Department of Elementary and Secondary Education, Crystal Reports, Fall 2006

Points:

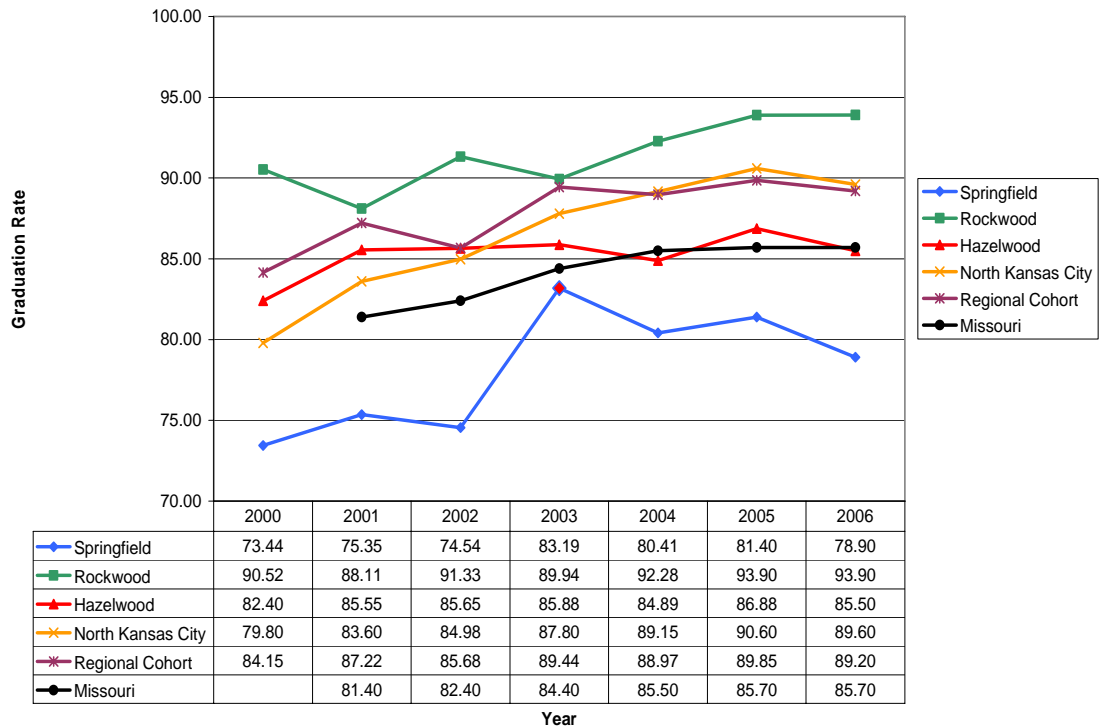
- The numbers represent Springfield only.
- X-axis represents grade level; Y-axis represents the number of students with the scale being: minimum, 0; maximum, 900.
- The trends for the number of students are almost identical to the percentage trends expressed in the previous graph.

Goal 2: Improve Graduation Rate

Performance Indicator 1:
Improve Graduation Rate as Measured by MSIP Standard 9.5

A: Percent of Students Persisting to Graduation

Springfield Public Schools, Graduation Rate of Comparable Districts, 2000-2006



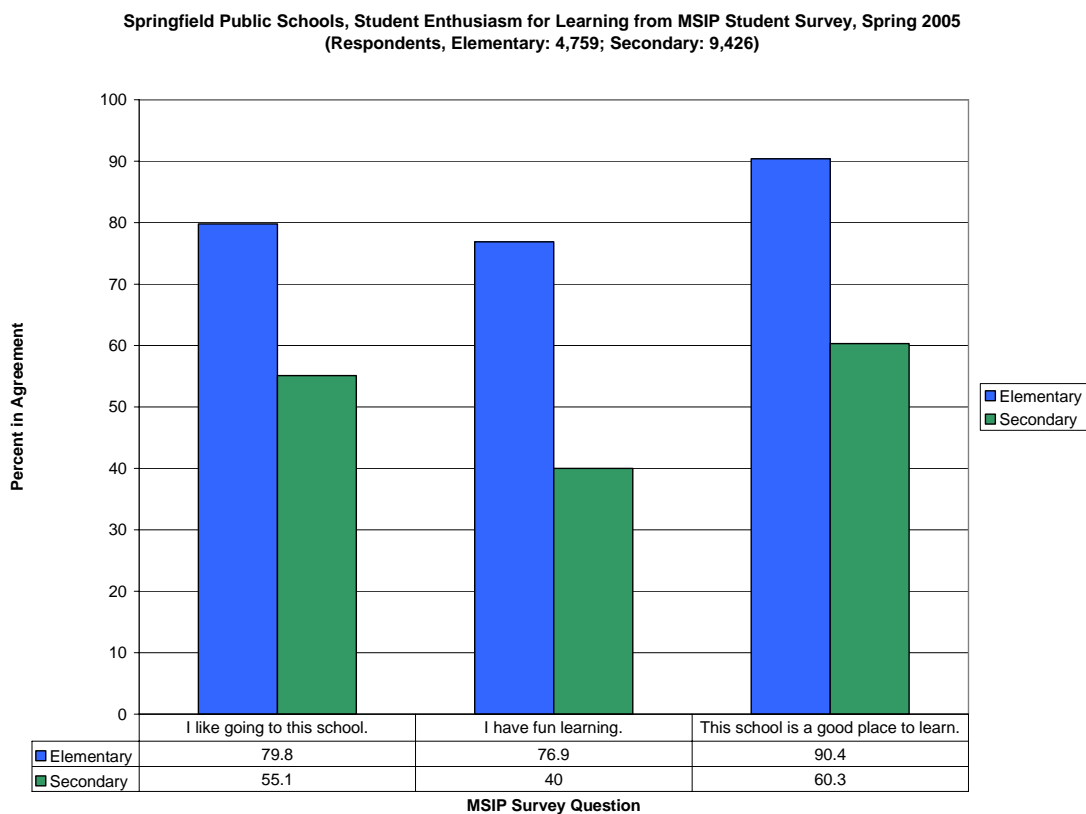
Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Points:

- X-axis represents the year; the Y-axis represents the graduation rate with a minimum scale of 70% and a maximum of 100%.
- Springfield has a general upward trend with the highest performance occurring in 2003.
- The observation of a general upward trend is apparent for all organizational units in the analysis.
- North Kansas City has a particular expression of a consistent, linear, upward trend.
- Springfield's rank in the comparable group is 1 of 5.
- This indicator has been identified as an opportunity for improvement for the Springfield R-XII School District.

Performance Indicator 3: Increase Student Engagement and Responsibility for Learning

A: Student Enthusiasm, Responses from spring 2005 MSIP Survey



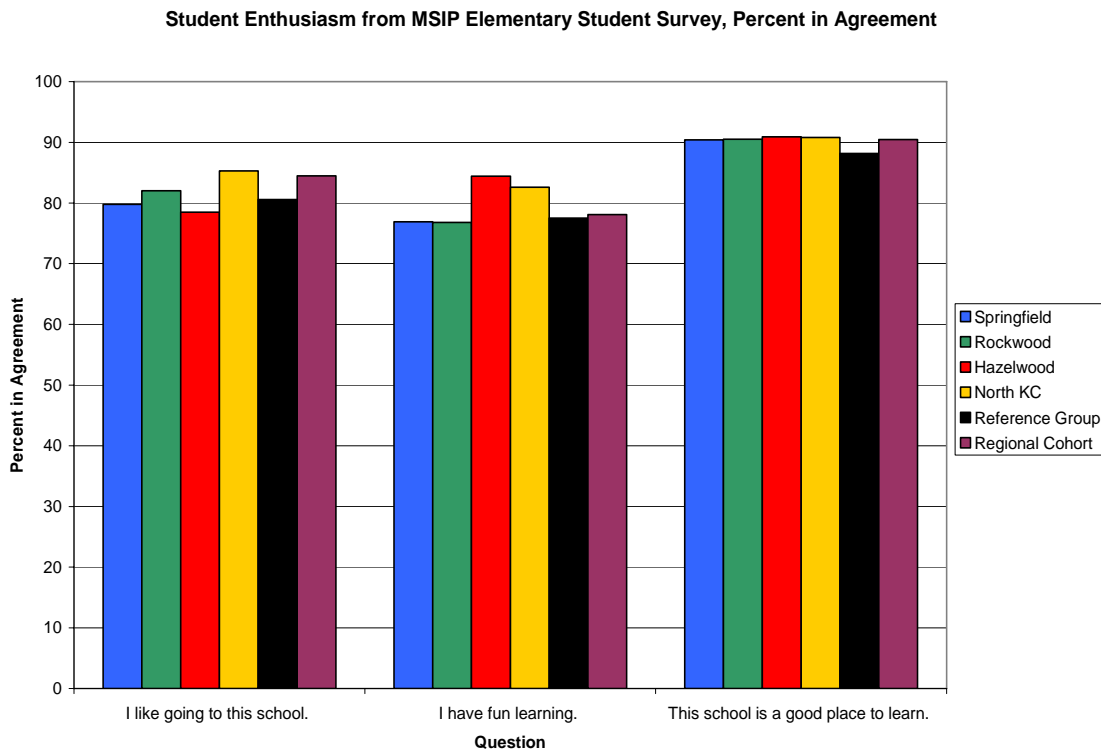
Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Points:

- X-axis represents the survey item; the Y-axis represents the percent of students in agreement with a minimum scale of 0% and a maximum of 100%.
- The survey used a five point scale of strongly disagree to strongly agree. The “percent in agreement” was calculated by summing the percent of students that agreed with the percent of students that strongly agreed.
- Elementary included grades 3 through 5; Secondary, grades 6 through 12.
- Elementary responses were higher for all three questions.
- “This school is a good place to learn,” from the elementary survey was the highest scoring item of the three.
- “I have fun learning,” from the secondary survey was the lowest scoring item of the three.
- This indicator has been identified as an opportunity for improvement for the Springfield R-XII School District.

Performance Indicator 3:
Increase Student Engagement and Responsibility for Learning

A: Student Enthusiasm, Elementary Student



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

- Springfield: 4,780, Spring 2005
- Rockwood: 4,709, Spring 2004
- Hazelwood: 3,690, Fall 2005
- North Kansas City: 3,744, Fall 2002
- Reference Group: Approximately 32,000, NA
- Regional Cohort: 4,518, NA

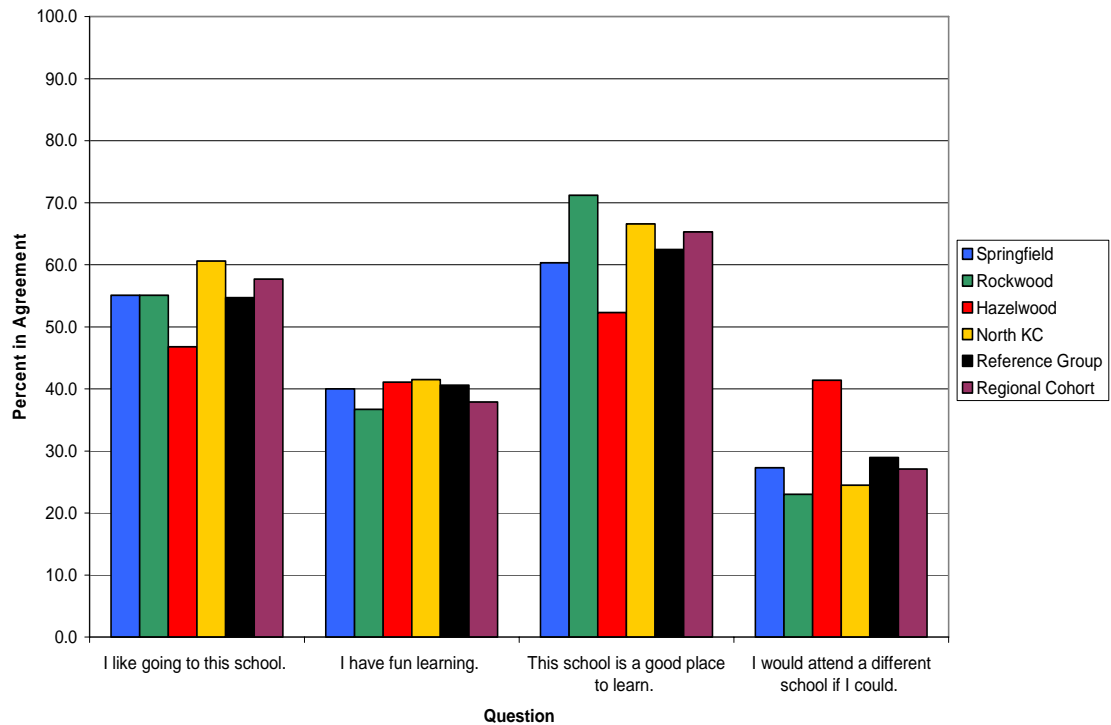
Points:

- X-axis represents the survey item; the Y-axis represents the percent of students in agreement with a minimum scale of 0 and a maximum of 100.
- The reference group consists of all district responses from those taking the survey in the first year of MSIP Third Cycle.
- Springfield scored around average for all three items.
- Springfield and Rockwood were the lowest of the group on “I have fun learning.”
- All sites with the exception of the reference group were virtually identical on, “This school is a good place to learn.”

Performance Indicator 3:
Increase Student Engagement and Responsibility for Learning

A: Student Enthusiasm, Secondary Student

Student Enthusiasm from MSIP Secondary Student Survey, Percent in Agreement



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

- Springfield: 9,439, Spring 2005
- Rockwood: 10,224, Spring 2004
- Hazelwood: 7,733, Fall 2005
- North Kansas City: 7,787, Fall 2002
- Reference Group: Approximately 62,000, NA
- Regional Cohort: 7,800, NA

Points:

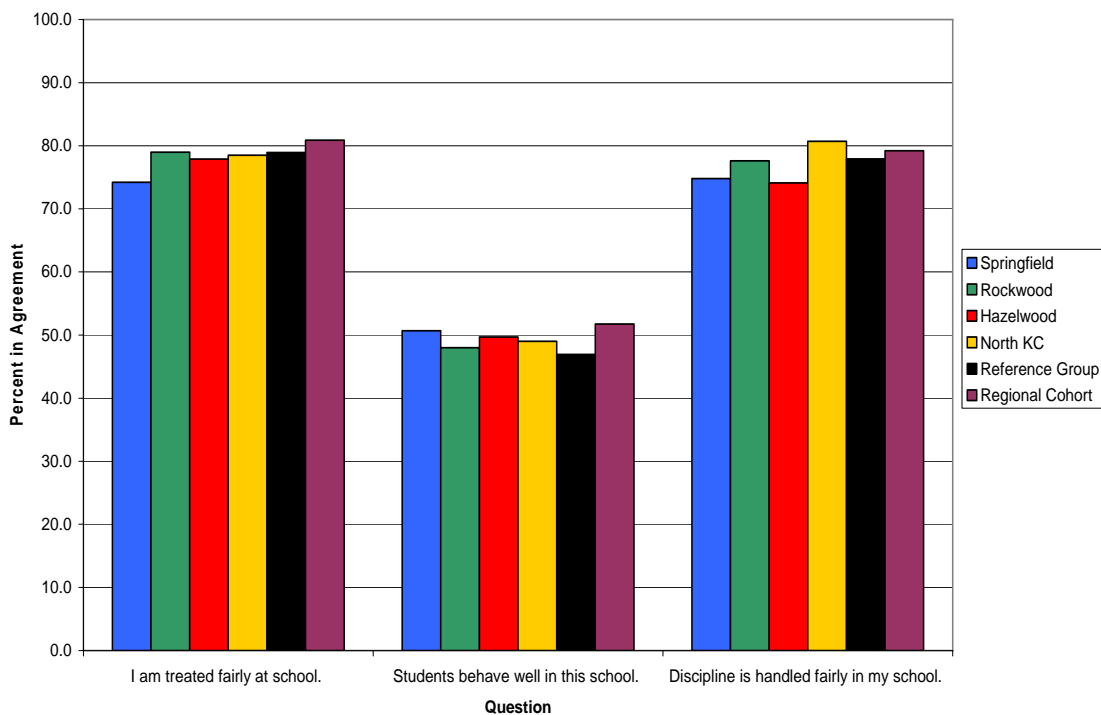
- Similar standards for reporting as previously mentioned.
- Springfield and Rockwood were virtually identical on, “I like going to this school.”
- Springfield was around the group average on, “I have fun learning.”

Goal 3: Ensure Effective and Efficient Use of Resources

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

A: Student and Staff Perceptions of Environment,
Elementary Student

MSIP Elementary Student Survey Results over School Environment,
Percent of Students in Agreement (Slide 1 of 2)



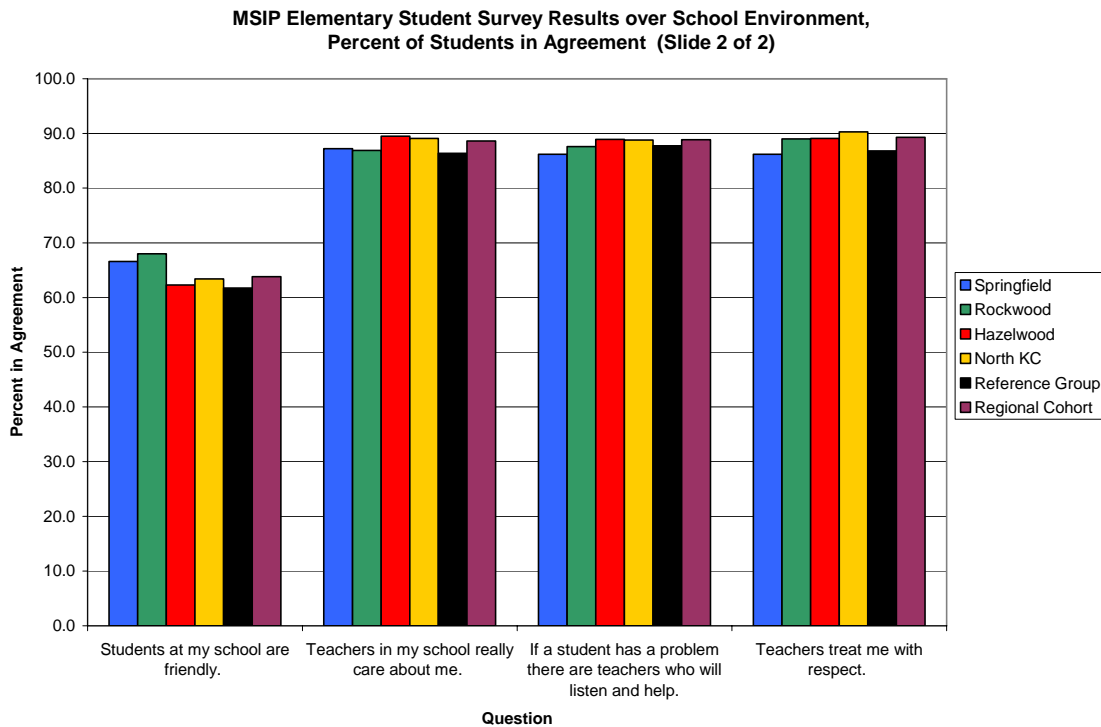
Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

- Springfield: 4,780, Spring 2005
- Rockwood: 4,709, Spring 2004
- Hazelwood: 3,690, Fall 2005
- North Kansas City: 3,744, Fall 2002
- Reference Group: Approximately 32,000, NA
- Regional Cohort: 4,518, NA

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

A: Student and Staff Perceptions of Environment,
Elementary Student



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

- Springfield: 4,780, Spring 2005
- Rockwood: 4,709, Spring 2004
- Hazelwood: 3,690, Fall 2005
- North Kansas City: 3,744, Fall 2002
- Reference Group: Approximately 32,000, NA
- Regional Cohort: 4,518, NA

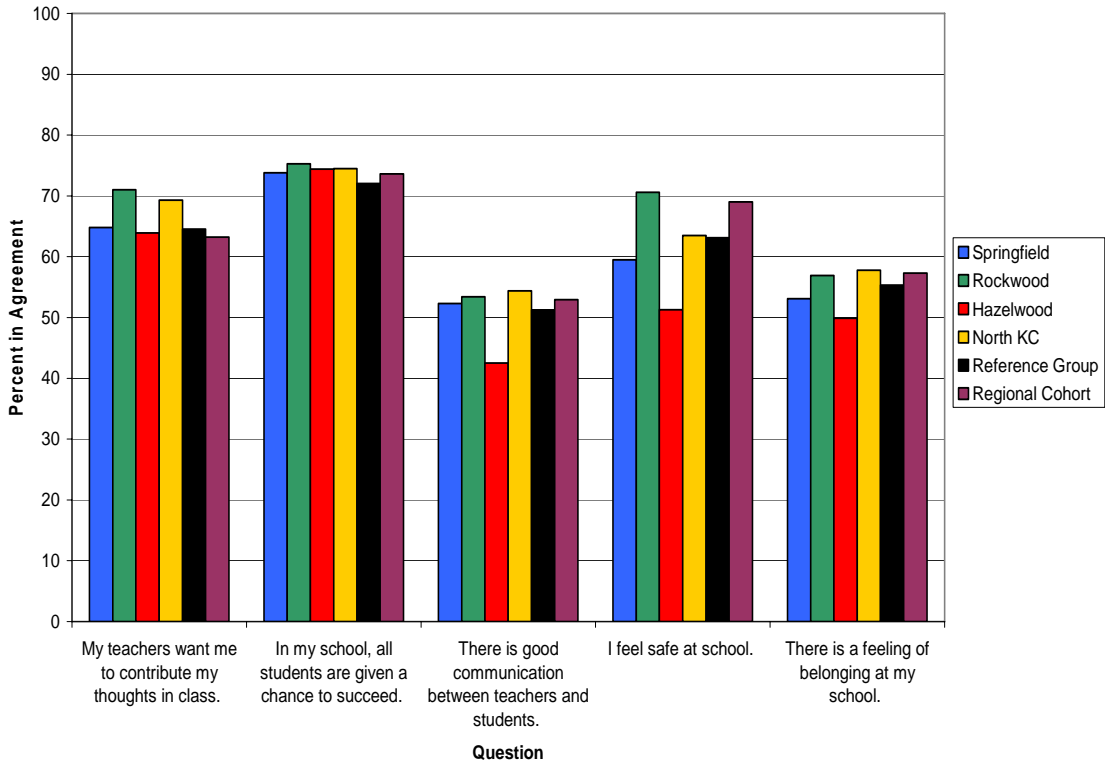
Points:

- On the question, “Students at my school are friendly,” Springfield was the second highest of the group behind Rockwood.

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

A: Student and Staff Perceptions of Environment,
Secondary Student

MSIP Secondary Student Survey Results,
Percent of Students in Agreement (Slide 1 of 3)



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

- Springfield: 9,439, Spring 2005
- Rockwood: 10,224, Spring 2004
- Hazelwood: 7,733, Fall 2005
- North Kansas City: 7,787, Fall 2002
- Reference Group: Approximately 62,000, NA
- Regional Cohort: 7,800, NA

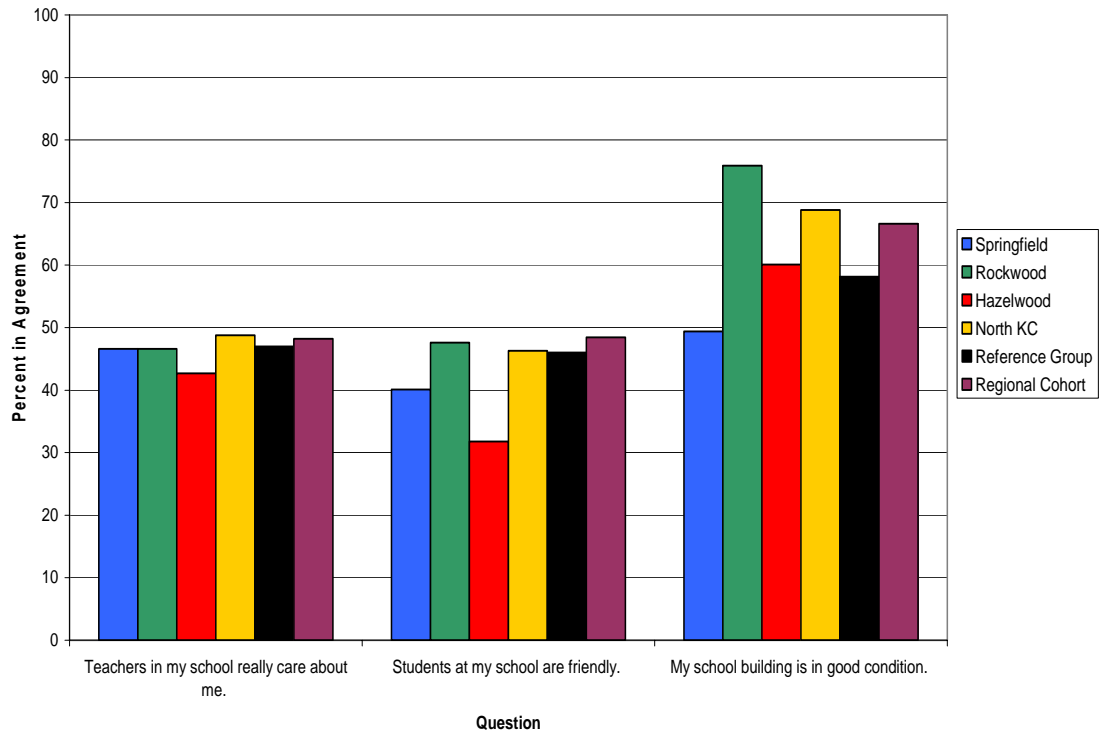
Points:

- All sites were similar on, “There is good communication between teachers and students,” with the exception of Hazelwood being noticeably lower.
- The question, “I feel safe at school,” seems to have the most variation of the five.

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

A: Student and Staff Perceptions of Environment,
Secondary Student

MSIP Secondary Student Survey Results,
Percent of Students in Agreement (Slide 2 of 3)



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

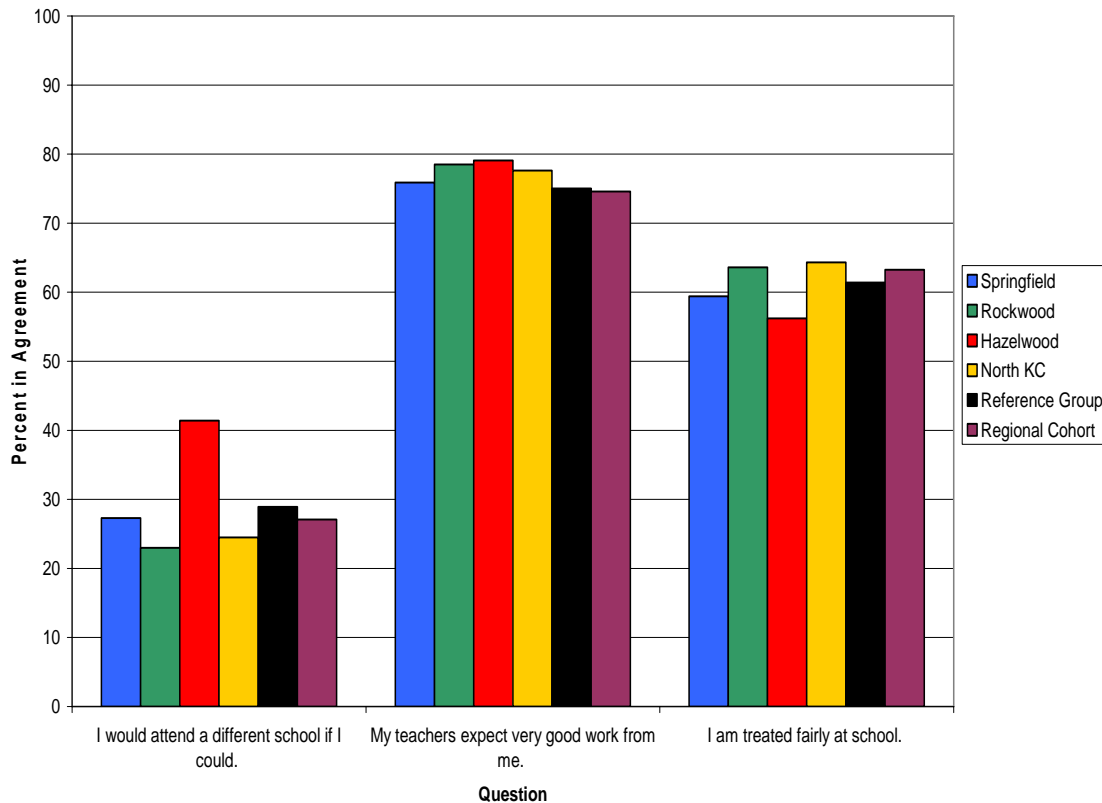
Number of respondents and when completed:

- Springfield: 9,439, Spring 2005
- Rockwood: 10,224, Spring 2004
- Hazelwood: 7,733, Fall 2005
- North Kansas City: 7,787, Fall 2002
- Reference Group: Approximately 62,000, NA
- Regional Cohort: 7,800, NA

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

A: Student and Staff Perceptions of Environment,
Secondary Student

MSIP Secondary Student Survey Results,
Percent of Students in Agreement (Slide 3 of 3)



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

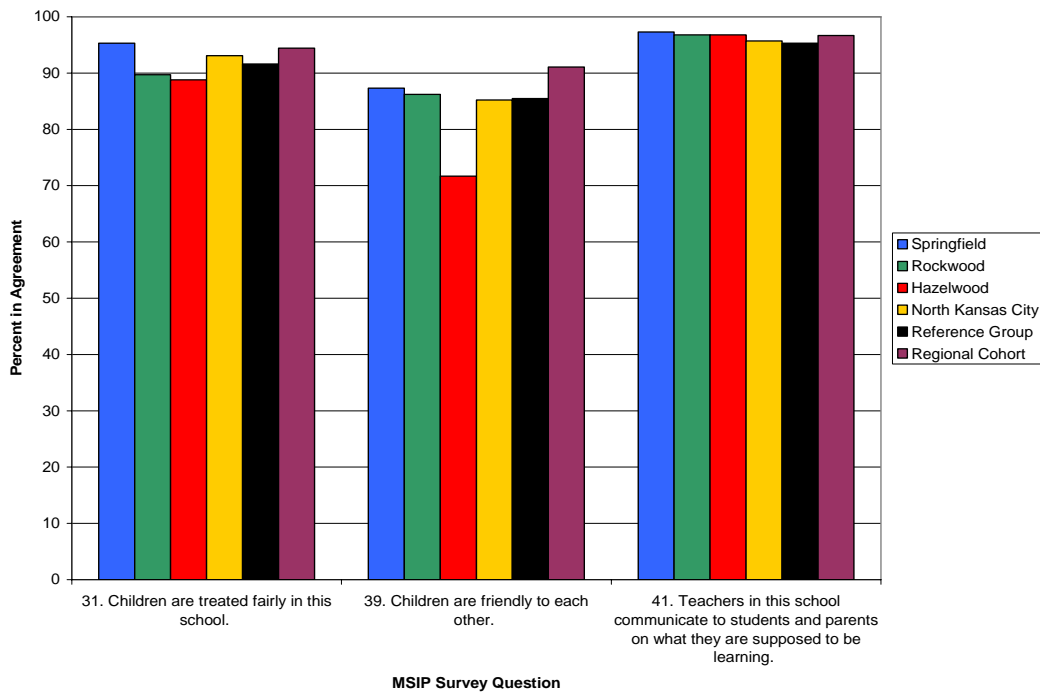
Number of respondents and when completed:

- Springfield: 9,439, Spring 2005
- Rockwood: 10,224, Spring 2004
- Hazelwood: 7,733, Fall 2005
- North Kansas City: 7,787, Fall 2002
- Reference Group: Approximately 62,000, NA
- Regional Cohort: 7,800, NA

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

A: Student and Staff Perceptions of Environment,
Faculty

Faculty Perceptions of the School Environment, Springfield and Comparable Districts, Percent in Agreement (Slide 1 of 4)



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

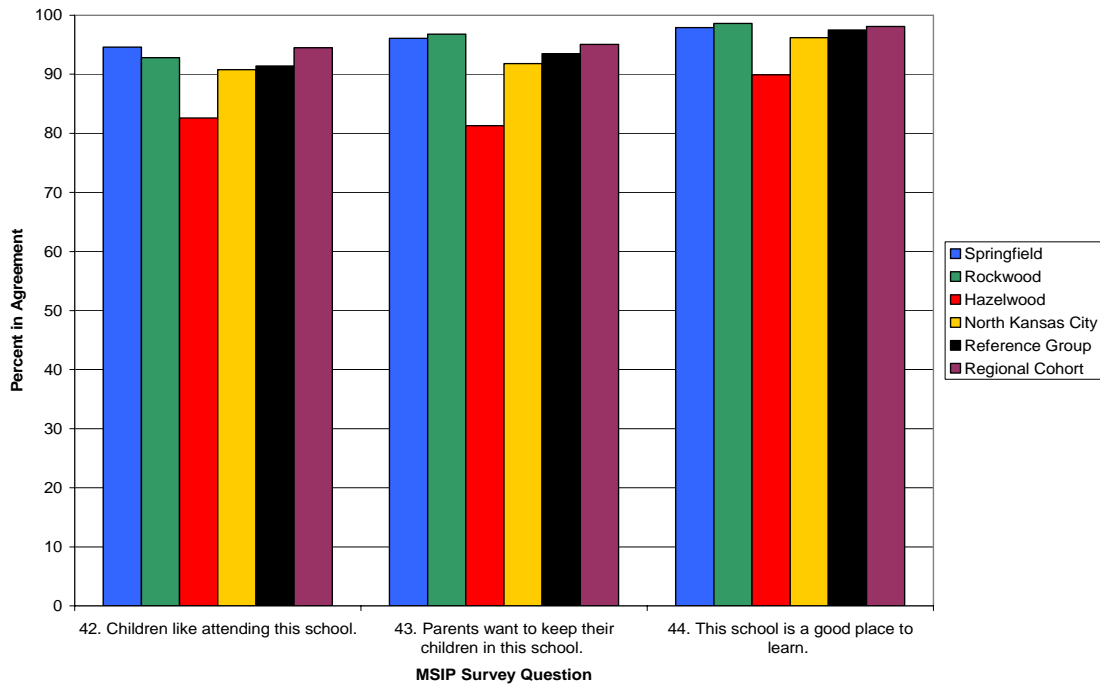
Number of respondents and when completed:

- Springfield: 1,684, Spring 2005
- Rockwood: 1,349, Spring 2004
- Hazelwood: 1,135, Fall 2005
- North Kansas City: 1,264, Fall 2002
- Reference Group: Approximately 10,200, NA
- Regional Cohort: 1,343, NA

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

A: Student and Staff Perceptions of Environment,
Faculty

Faculty Perceptions of the School Environment, Springfield and Comparable Districts, Percent in Agreement (Slide 2 of 4)



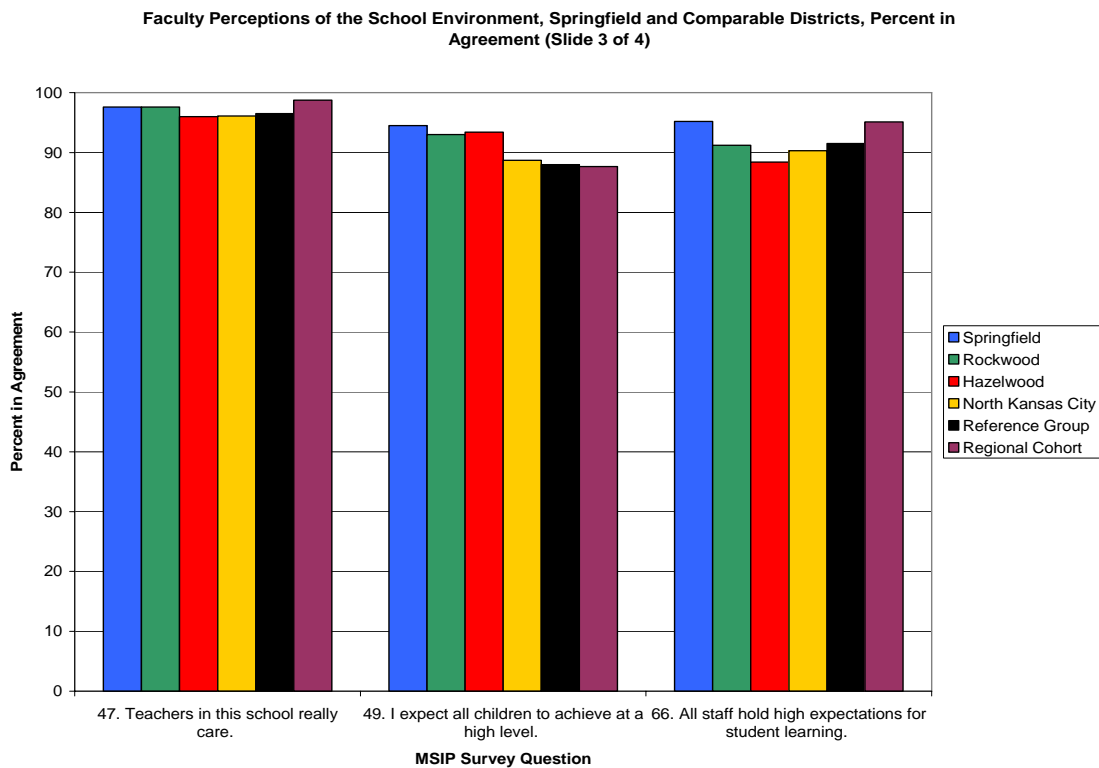
Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

- Springfield: 1,684, Spring 2005
- Rockwood: 1,349, Spring 2004
- Hazelwood: 1,135, Fall 2005
- North Kansas City: 1,264, Fall 2002
- Reference Group: Approximately 10,200, NA
- Regional Cohort: 1,343, NA

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

A: Student and Staff Perceptions of Environment,
Faculty



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

- Springfield: 1,684, Spring 2005
- Rockwood: 1,349, Spring 2004
- Hazelwood: 1,135, Fall 2005
- North Kansas City: 1,264, Fall 2002
- Reference Group: Approximately 10,200, NA
- Regional Cohort: 1,343, NA

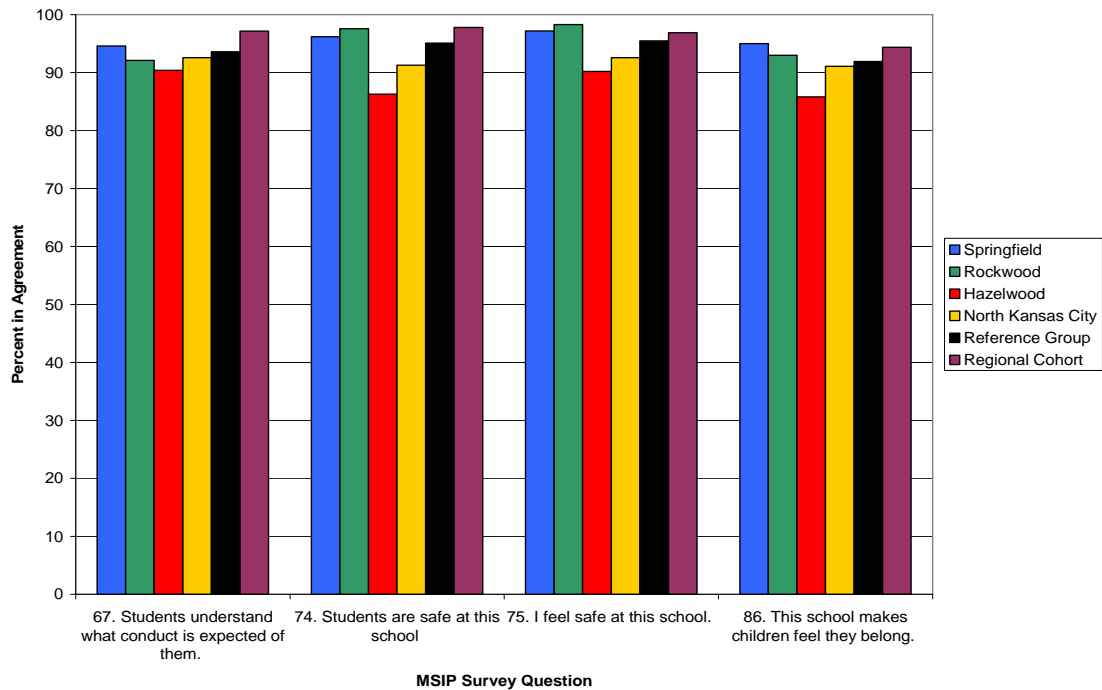
Points:

- Springfield's performance is at or near the top on virtually every question.

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

A: Student and Staff Perceptions of Environment,
Faculty

Faculty Perceptions of the School Environment, Springfield and Comparable Districts, Percent in Agreement (Slide 4 of 4)



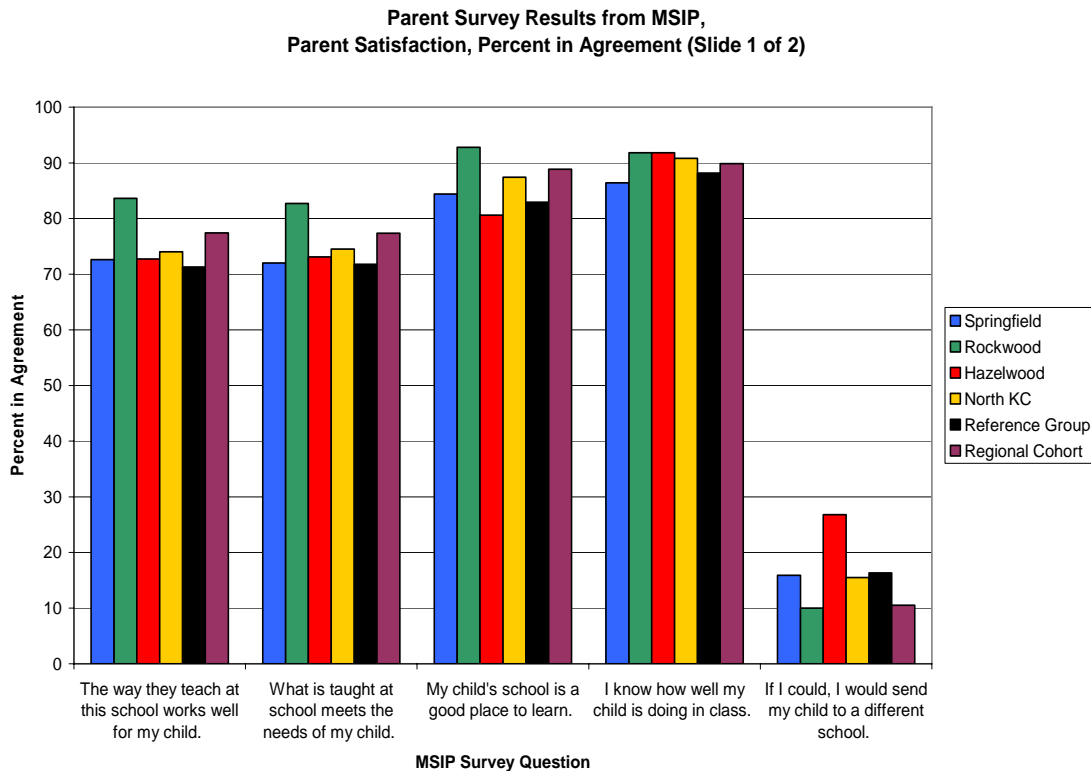
Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

- Springfield: 1,684, Spring 2005
- Rockwood: 1,349, Spring 2004
- Hazelwood: 1,135, Fall 2005
- North Kansas City: 1,264, Fall 2002
- Reference Group: Approximately 10,200, NA
- Regional Cohort: 1,343, NA

Performance Indicator 3: Attain High Levels of Customer Satisfaction

A: Parent Satisfaction



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

- Springfield: 9,430, Fall 2005
- Rockwood: 9,090, Spring 2004
- Hazelwood: 5,922, Fall 2005
- North Kansas City: 6,851, Fall 2002
- Reference Group: Approximately 72,000
- Regional Cohort: 10, 527, NA

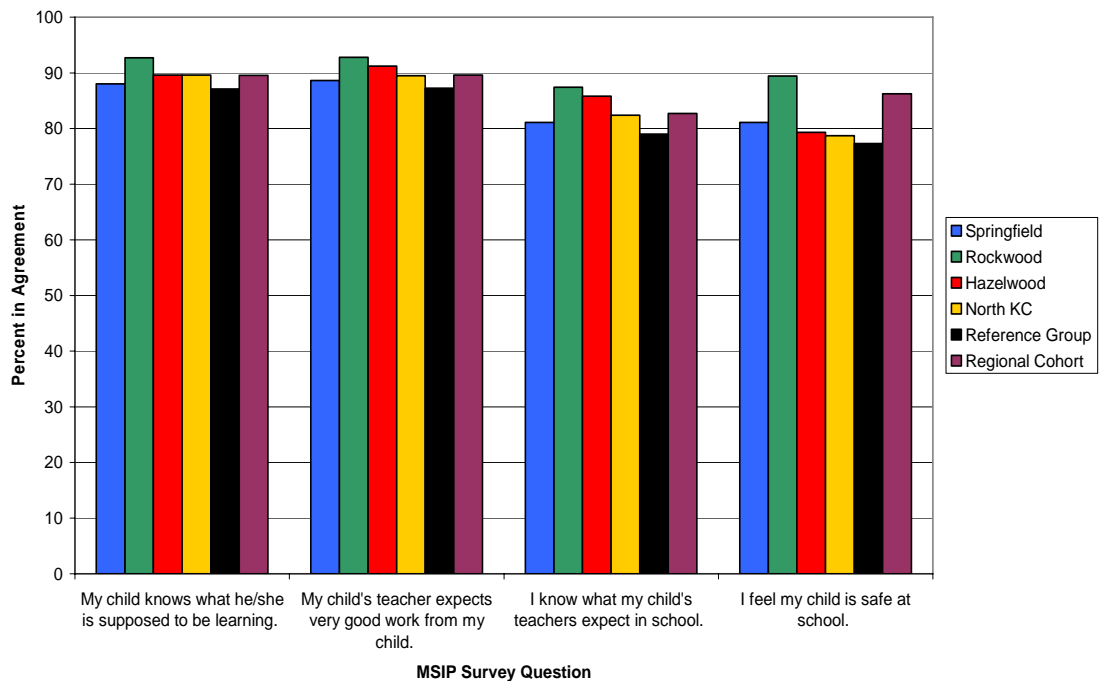
Points:

- Note that Rockwood appears to be toward the top on almost every question.
- Springfield had the lowest performance of the group on, "I know how well my child is doing in class."
- Springfield was around the group average on the remaining questions.

Performance Indicator 3: Attain High Levels of Customer Satisfaction

A: Parent Satisfaction

**Parent Survey Results from MSIP,
Parent Satisfaction, Percent in Agreement (Slide 2 of 2)**



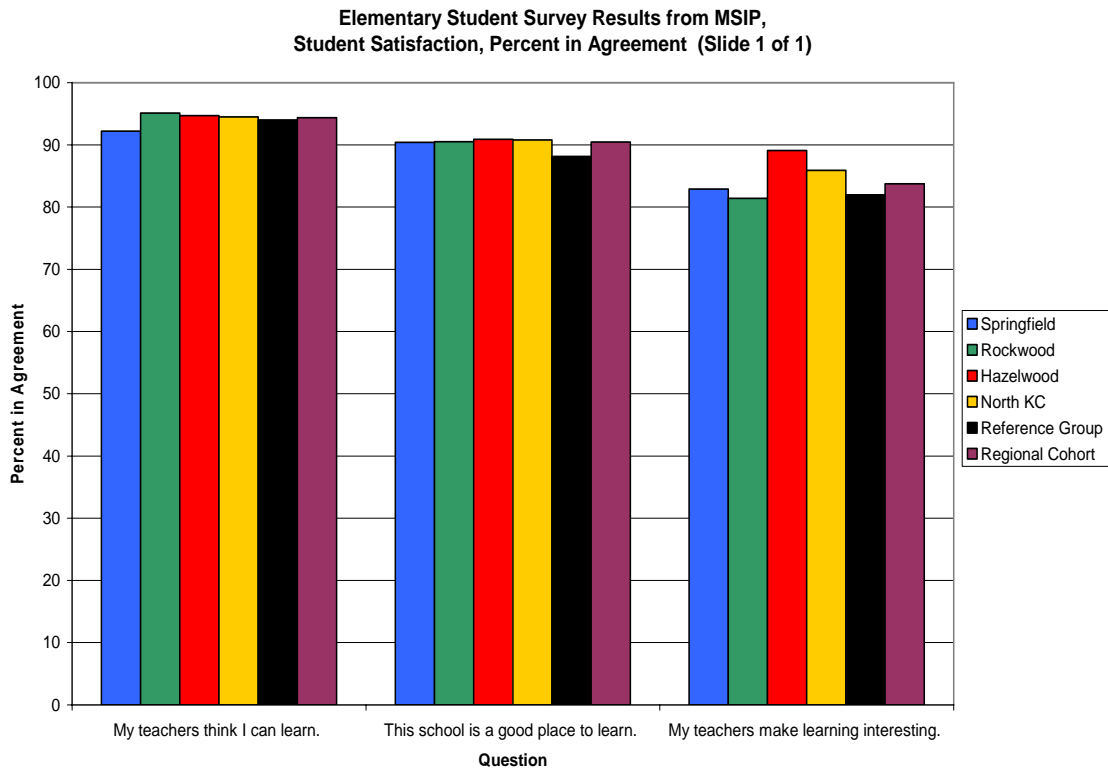
Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

- Springfield: 9,430, Fall 2005
- Rockwood: 9,090, Spring 2004
- Hazelwood: 5,922, Fall 2005
- North Kansas City: 6,851, Fall 2002
- Reference Group: Approximately 72,000
- Regional Cohort: 10, 527, NA

Performance Indicator 3: Attain High Levels of Customer Satisfaction

A: Student Satisfaction, Elementary



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

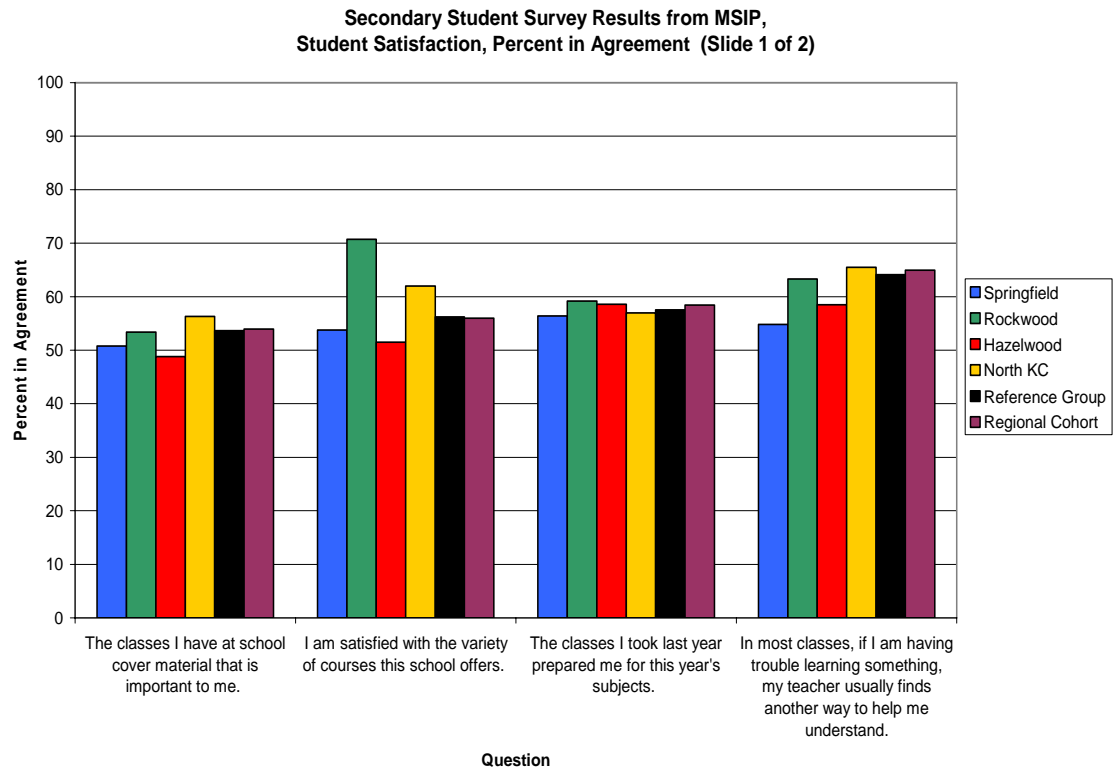
- Springfield: 4,780, Spring 2005
- Rockwood: 4,709, Spring 2004
- Hazelwood: 3,690, Fall 2005
- North Kansas City: 3,744, Fall 2002
- Reference Group: Approximately 32,000, NA
- Regional Cohort: 4,518, NA

Points:

- All sites were similar on, “This school is a good place to learn.”

Performance Indicator 3: Attain High Levels of Customer Satisfaction

A: Student Satisfaction, Secondary



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

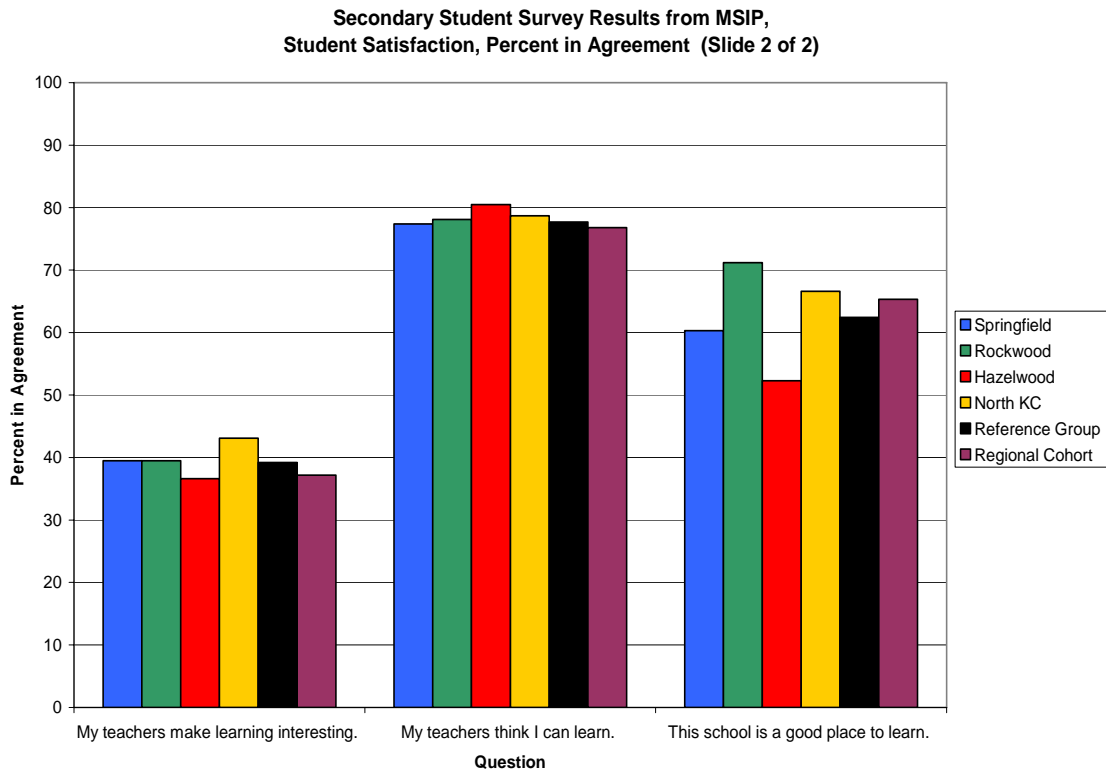
- Springfield: 9,439, Spring 2005
- Rockwood: 10,224, Spring 2004
- Hazelwood: 7,733, Fall 2005
- North Kansas City: 7,787, Fall 2002
- Reference Group: Approximately 62,000, NA
- Regional Cohort: 7,800, NA

Points:

- Note how much higher Rockwood was than the other organizational units on, “I am satisfied with the variety of courses this school offers.”
- Springfield was the lowest of the group on two questions, “The classes I took last year prepared me for this year’s subjects,” and, “In most classes, if I am having trouble learning something my teacher usually finds another way to help me understand.”

Performance Indicator 3: Attain High Levels of Customer Satisfaction

A: Student Satisfaction, Secondary



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

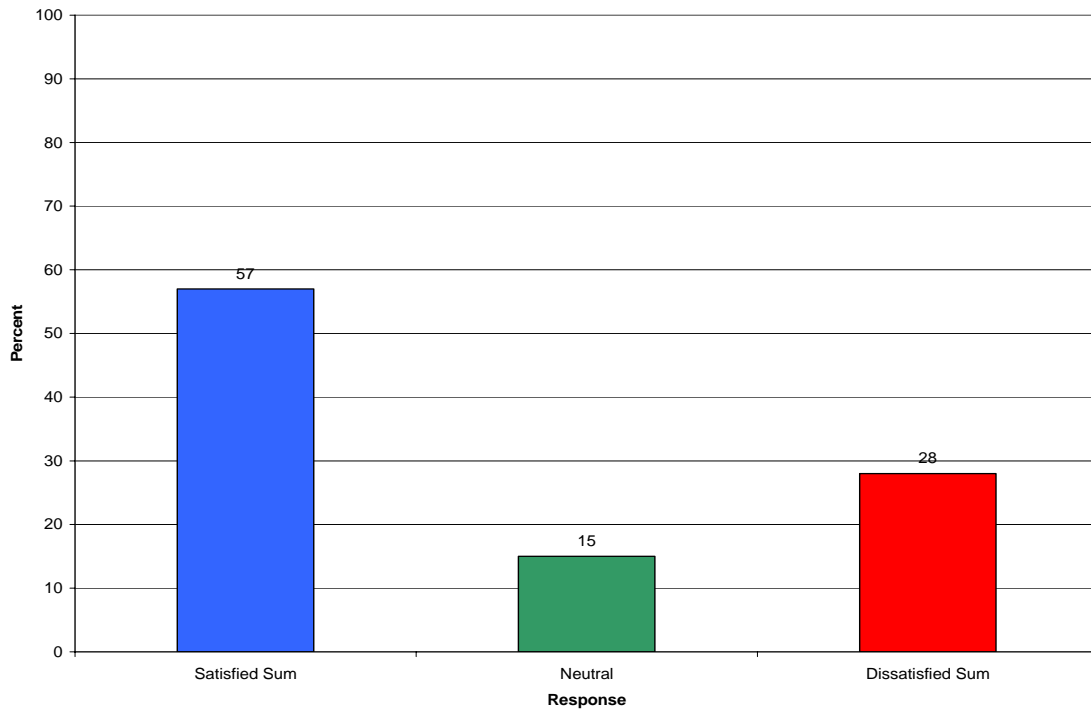
Number of respondents and when completed:

- Springfield: 9,439, Spring 2005
- Rockwood: 10,224, Spring 2004
- Hazelwood: 7,733, Fall 2005
- North Kansas City: 7,787, Fall 2002
- Reference Group: Approximately 62,000, NA
- Regional Cohort: 7,800, NA

Performance Indicator 3:
Attain High Levels of Customer Satisfaction

B: Community Satisfaction

Question 3: Overall, how satisfied are you with the Springfield Public School District?



Source: Frequent Voter Survey, Opinion Research Specialist, Summer 2006

Respondents:

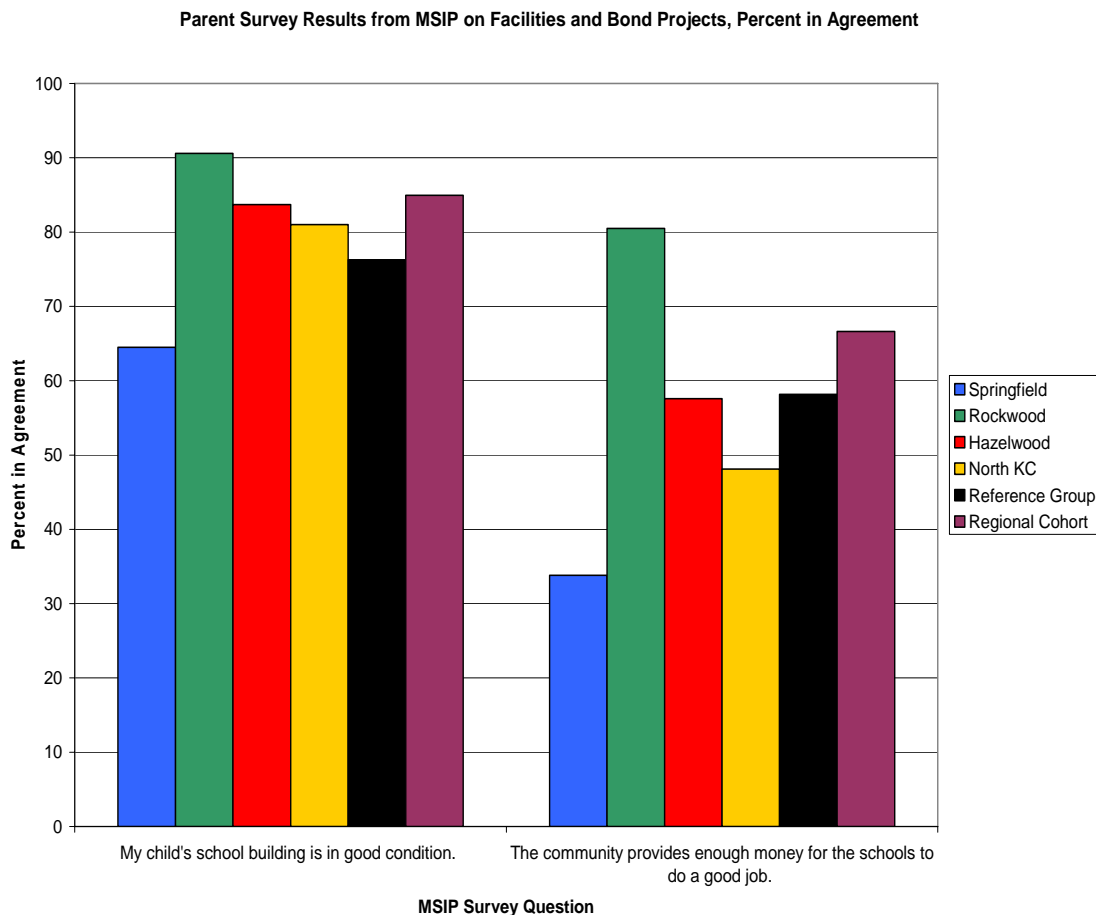
- 3,500 surveys were sent out with 1,605 returned for a response rate of 46%.
- High School District: Glendale, 32%; Kickapoo, 26%; Parkview, 23%; Hillcrest, 10%; Central, 9%
- Children attending Springfield Public Schools: 72% No; 28% Yes
- Gender: 55% Female; 45% Male

Points:

- This indicator has been identified as a strength of the Springfield R-XII School District.

Performance Indicator 5:
Provide and maintain facilities that are conducive for
student learning

B: Percent of Parents Satisfied with Facilities and Bond Projects



Source: Missouri Department of Elementary and Secondary Education, Fall 2006

Number of respondents and when completed:

- Springfield: 9,430, Fall 2005
- Rockwood: 9,090, Spring 2004
- Hazelwood: 5,922, Fall 2005
- North Kansas City: 6,851, Fall 2002
- Reference Group: Approximately 72,000
- Regional Cohort: 10, 527, NA

Points:

- Springfield was the lowest on, “My school’s building is in good condition,” and, “The community provides enough money for the schools to do a good job.”
- Note that the Regional Cohort was second only to Rockwood on both items.
- **This indicator has been identified as an opportunity for improvement for the Springfield R-XII School District.**

Appendix A: Proposed Reporting Timeline

First Quarter

Timeframe	Goal: Ind.	Content	Measures Reported	Ready
First Quarter Report to BOE	1.1	AYP	Number to number of total schools	Sept
		AYP	Number to number of subgroups	Sept
	1.2	MAP	Percent prof/advanced	Sept
		ACT	Number/percent with composite scores	Sept
	1.3	MAP/ACT	Rank in district cohort	Oct
	1.4	MAP Math Algebra Standard	Average percentage of raw points scored (district)	Sept
		MAP CA (Reading Standards)	Average percentage of raw points scored (district)	Sept
		MAP	Number and percentage prof/adv	Sept
	2.1	Graduation Rate	Percentage persisting to graduation	Oct
		Graduation Rate	Rank in district cohort	Oct
	2.3	Student Enthusiasm	Student responses to Spring 05 MSIP survey items	Sept
	3.2	Staff & Student Perception of Environment	Responses to Spring 05 MSIP survey items	Sept
	3.3	Customer Satisfaction	Responses to Spring 05 MSIP survey items	Sept
			Responses to Summer 06 community survey	Oct
	3.5	Parent Satisfaction-Facilities	Responses to Spring 05 MSIP survey items	Sept