

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

2<sup>nd</sup> Quarterly Report of the Indicators and Measures of the  
District Goals for the Springfield R-XII School District



Presented to the  
Board of Education

May 1, 2007

2<sup>nd</sup> Quarterly Report

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\*The indicators/charts highlighted in the Listing of Figures represent the key strengths and opportunities for improvement identified by the Superintendent's Cabinet of the Springfield R-XII School District.

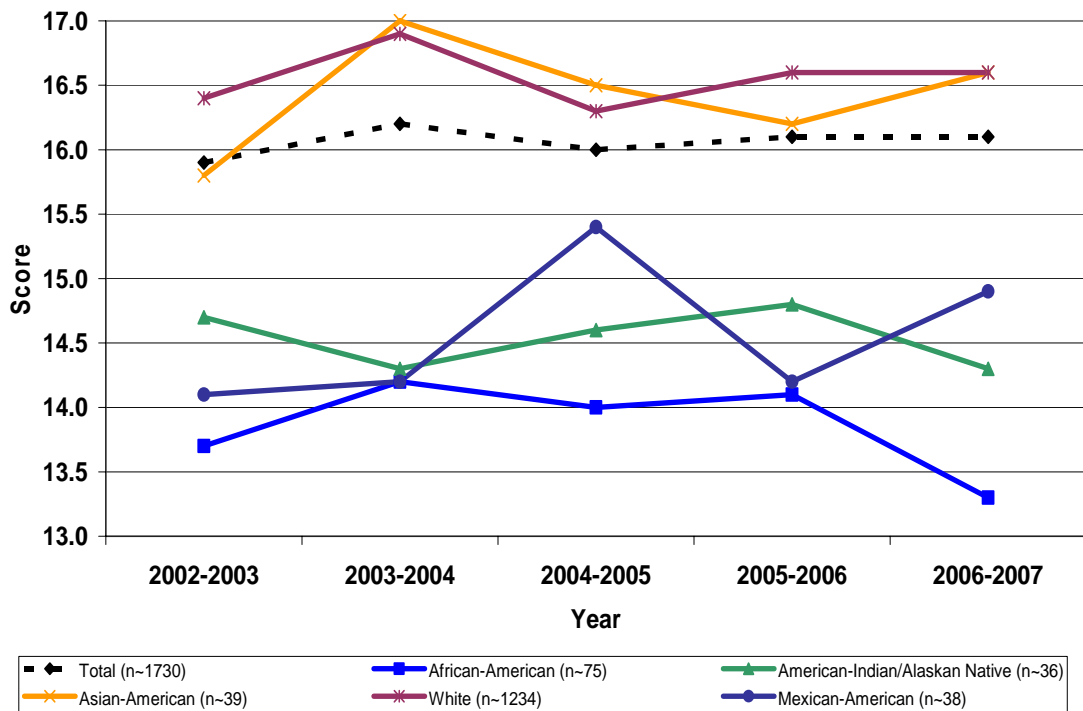


# Goal 1: Improve Student Achievement

Performance Indicator 1: Meet or Exceed Adequate Yearly Progress (AYP) Performance Standards for Schools and the District

A: Explore Test, Subgroup Performance (Composite)

Springfield Public Schools, Composite Explore Results by Group, 2002-2003 to 2006-2007



Source: Springfield Public Schools, Information Technology

## Points:

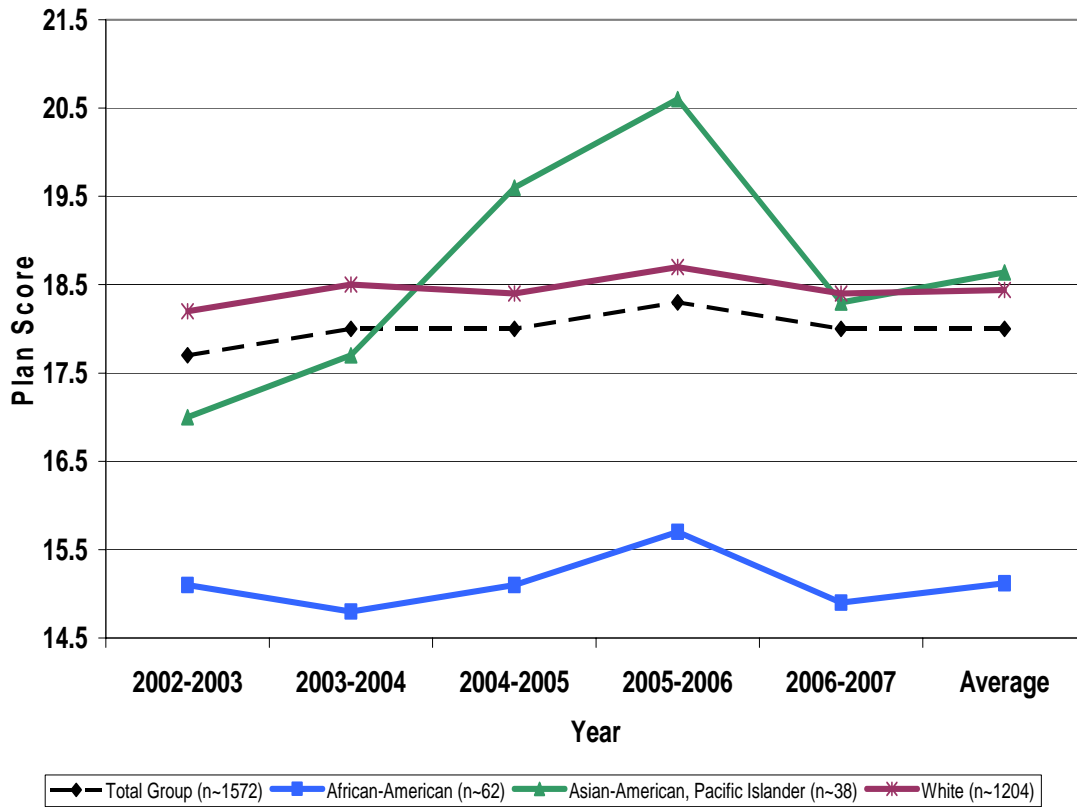
- X-axis represents the year; Y-axis represents the Explore score.
- The Explore score ranges from 1 to 25.
- The composite is the score representing overall performance on the test.

- The Explore Test is in the ACT family of tests. Where the Explore is given at the 8<sup>th</sup> grade, the Plan at the 10<sup>th</sup> grade, and the ACT at the 11<sup>th</sup>/12<sup>th</sup> grade.
- AYP reportable groups with an average number of more than 30 students are presented. Thus, not all groups identified on the Explore Test are presented. The groups identified, but not presented, include Puerto Rican/Cuban/Hispanic, Other, Multiracial, and Prefer not to Respond.
- The “Total” score for the five-year span was around 16.0.
- African-American performance was at or above 14.0 from 2003-2004 to 2005-2006. The 2006-2007 score was 13.3; the lowest of the five-year span.
- The American-Indian/Alaskan Native group had two years of increases (14.6 & 14.8) before decreasing in 2006-2007 (14.3).
- The Asian-American and White groups highest performance was in 2003-2004 (17.0 & 16.9).
- The five-year average for the groups are:
  - Total: 16.06
  - African-American: 13.86
  - American-Indian/Alaskan Native: 14.54
  - Asian-American: 16.42
  - White: 16.56
  - Mexican-American: 14.56
- This indicator has been identified as an opportunity for improvement for the Springfield R-XII School District.

Performance Indicator I: Meet or Exceed Adequate Yearly Progress (AYP) Performance Standards for Schools and the District

B: Plan Test, Subgroup Performance (Composite)

Springfield Public Schools, Composite Plan Results by Group, 2002-2003 to 2006-2007



Source: Springfield Public Schools, Information Technology

Points:

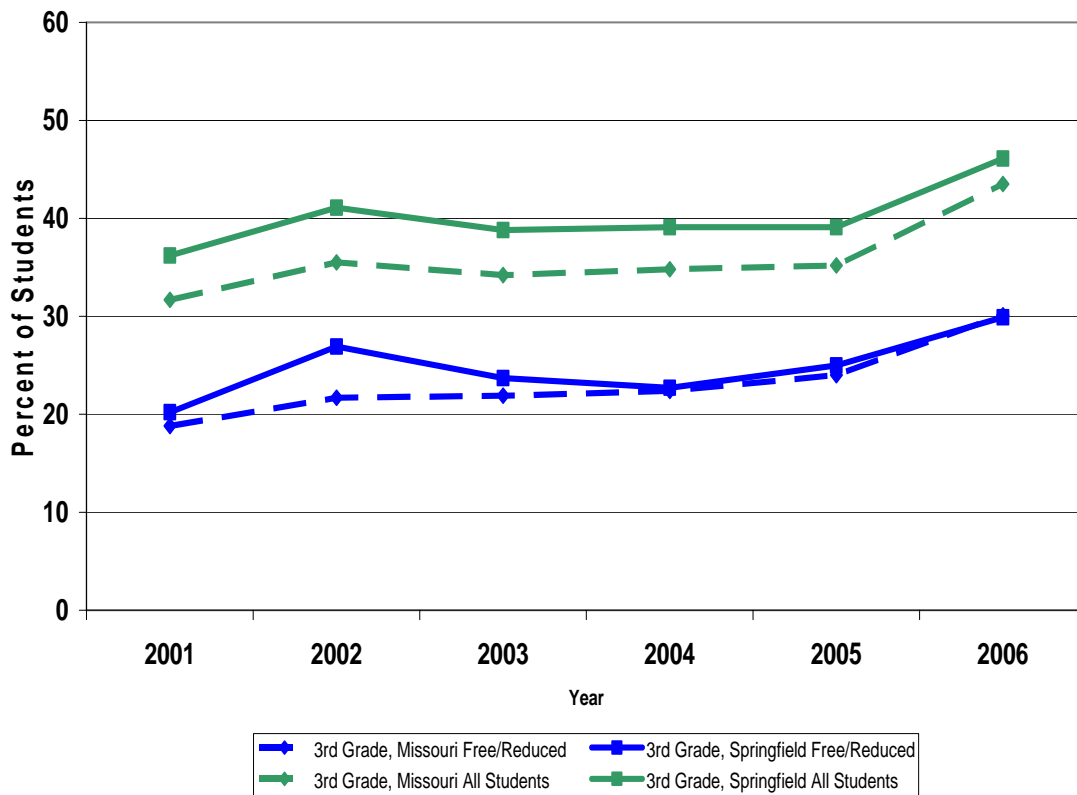
- X-axis represents the year; Y-axis represents the Plan score.
- The Plan score ranges from 1 to 32.
- The composite is the score representing overall performance on the test.

- The Plan Test is in the ACT family of tests. Where the Explore is given at the 8<sup>th</sup> grade, the Plan at the 10<sup>th</sup> grade, and the ACT at the 11<sup>th</sup>/12<sup>th</sup> grade.
- AYP reportable groups with an average number of more than 30 students are presented. Thus, not all groups identified on the Plan Test are presented. The groups identified, but not presented, include American-Indian/Alaskan Native, Mexican-American, Puerto Rican/Cuban/Hispanic, Multiracial, Other, Prefer not to Respond.
- Asian-American students experienced a strong upward trend from 2002-2003 (17.0) to 2005-2006 (20.6).
- The Total and White lines mirror one another.
- African-American students experienced an upward trend from 2003-2004 (14.8) to 2005-2006 (15.7).
- The five-year average for the groups are:
  - Total: 18.00
  - African-American: 15.12
  - White: 18.44
  - Asian-American, Pacific Islander: 18.64
- This indicator has been identified as an opportunity for improvement for the Springfield R-XII School District.

Performance Indicator I: Meet or Exceed Adequate Yearly Progress (AYP) Performance Standards for Schools and the District

C: MAP Test, Subgroup Performance (Communication Arts)

**3rd Grade MAP Communication Arts,  
Percent of Students in Top Two Levels, 2001-2006**



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

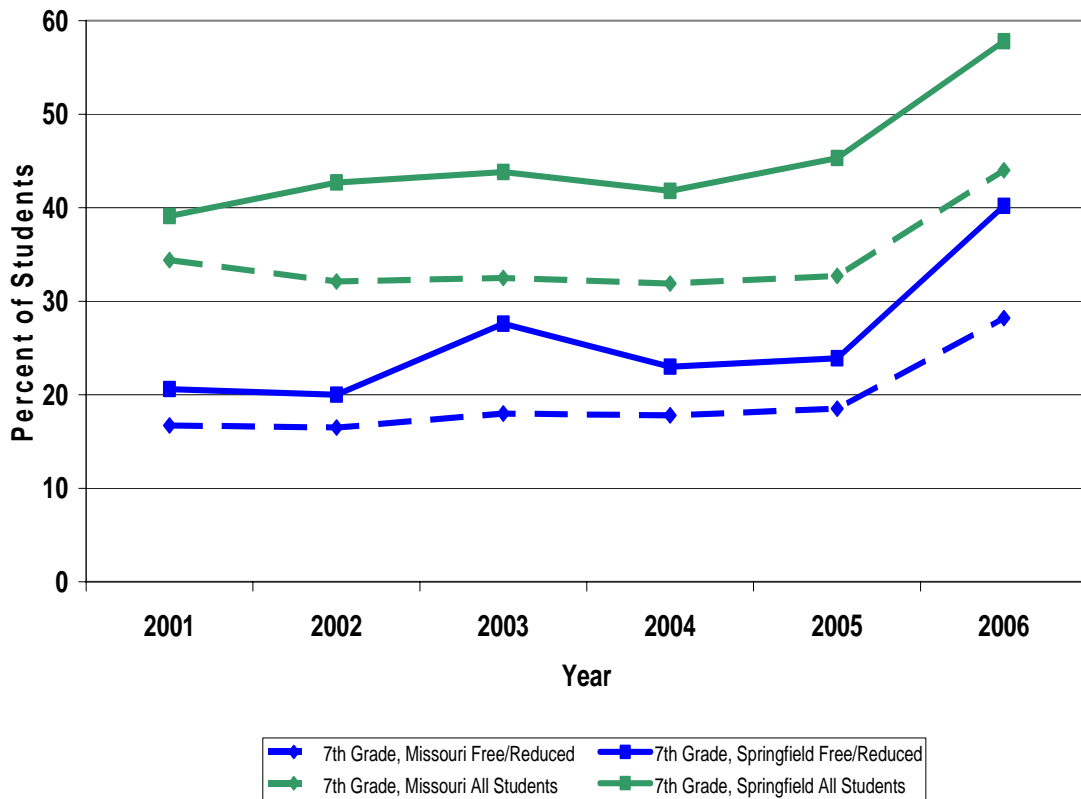
Points:

- X-axis represents the year; Y-axis represents the percent of students scoring in the proficient and advanced categories of the MAP.
- The percent of students who scored in the proficient and advanced categories and receive a free/reduced priced lunch has been consistent with the state from 2004 through 2006.

Performance Indicator I: Meet or Exceed Adequate Yearly Progress (AYP) Performance Standards for Schools and the District

C: MAP Test, Subgroup Performance (Communication Arts)

**7th Grade MAP Communication Arts,  
Percent of Students in Top Two Levels, 2001-2006**



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

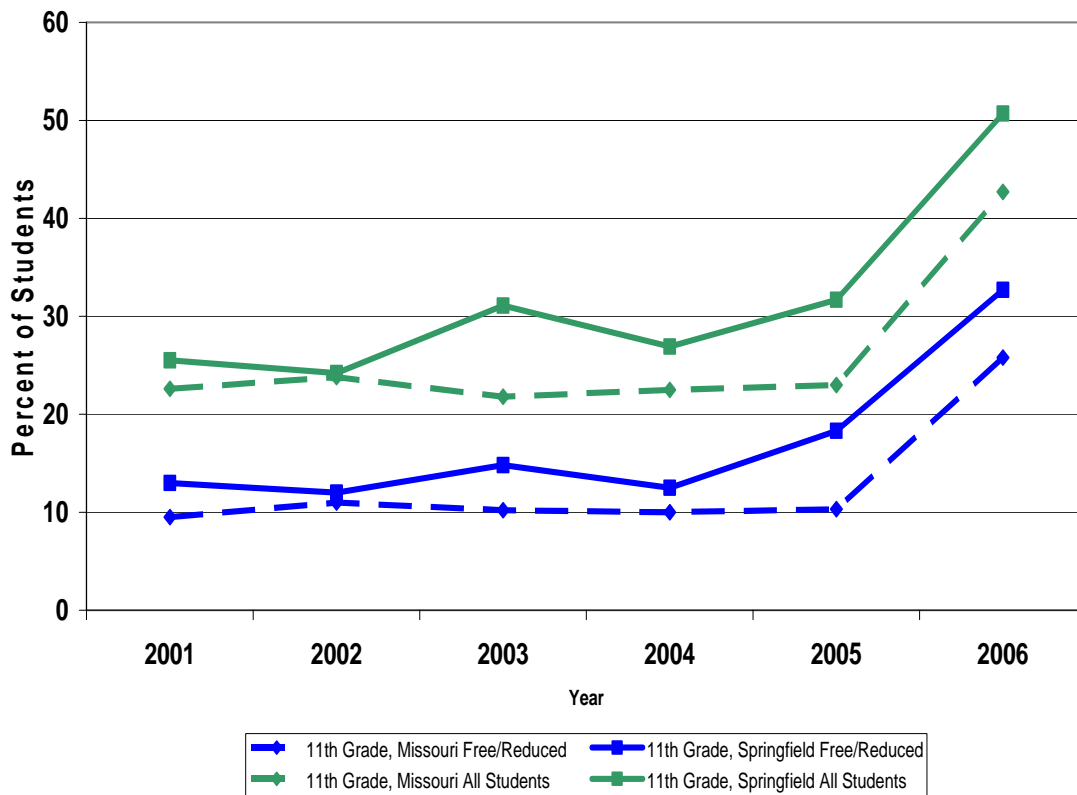
**Points:**

- X-axis represents the year; Y-axis represents the percent of students scoring in the proficient and advanced categories of the MAP.
- Springfield had the largest difference against the state average for all students (+13.8%) and free/reduced lunch students (+12.0%) in 2006.
- In 2006, Springfield's free/reduced lunch students were within 3.8% of the overall state average for the percent of students scoring proficient and advanced.
- This indicator has been identified as a strength of the Springfield R-XII School District.

Performance Indicator I: Meet or Exceed Adequate Yearly Progress (AYP) Performance Standards for Schools and the District

C: MAP Test, Subgroup Performance (Communication Arts)

**11th Grade MAP Communication Arts,  
Percent of Students in Top Two Levels, 2001-2006**



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

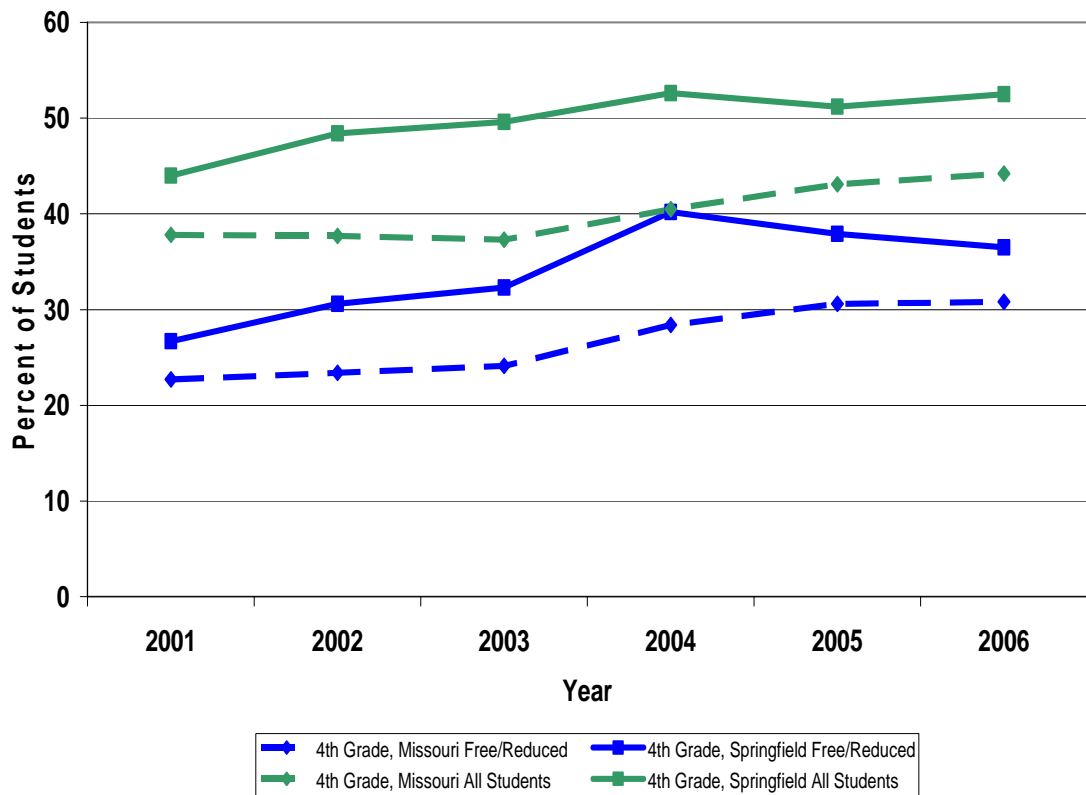
Points:

- X-axis represents the year; Y-axis represents the percent of students scoring in the proficient and advanced categories of the MAP.
- The lines for Springfield's All Students and Free/Reduced Lunch Students mirror one another. Down in 02, up in 03, down in 04, up in 05, up in 06. This trend also holds for Missouri.

Performance Indicator I: Meet or Exceed Adequate Yearly Progress (AYP) Performance Standards for Schools and the District

C: MAP Test, Subgroup Performance (Mathematics)

**4th Grade MAP Mathematics,  
Percent of Students in Top Two Levels, 2001-2006**



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

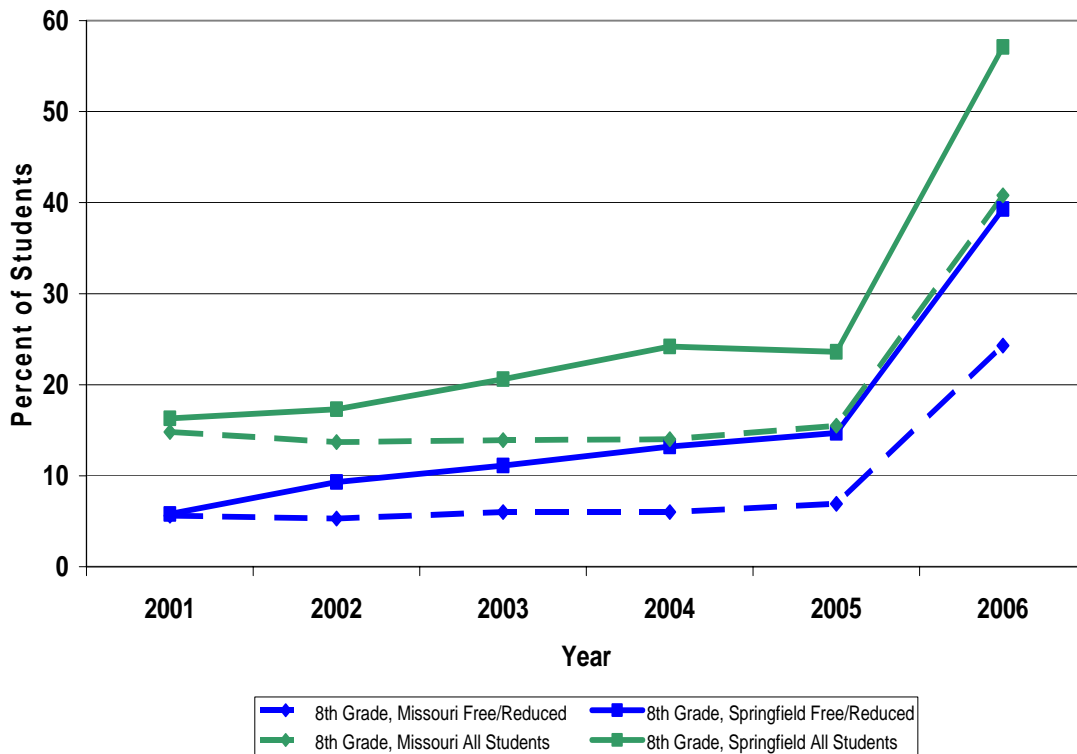
Points:

- X-axis represents the year; Y-axis represents the percent of students scoring in the proficient and advanced categories of the MAP.
- There has been a general upward trend for Springfield's All Students and Free/Reduced Lunch Students.
- In 2004, the percent of Springfield's Free/Reduced Lunch students scoring in the top two levels was the same as the Missouri average for all students. Since then there has been a downward trend through 2006 (40.5 to 36.5), while the Missouri average for this group has been slightly upward over the same span.

Performance Indicator I: Meet or Exceed Adequate Yearly Progress (AYP) Performance Standards for Schools and the District

C: MAP Test, Subgroup Performance (Mathematics)

**8th Grade MAP Mathematics,  
Percent of Students in Top Two Levels, 2001-2006**



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

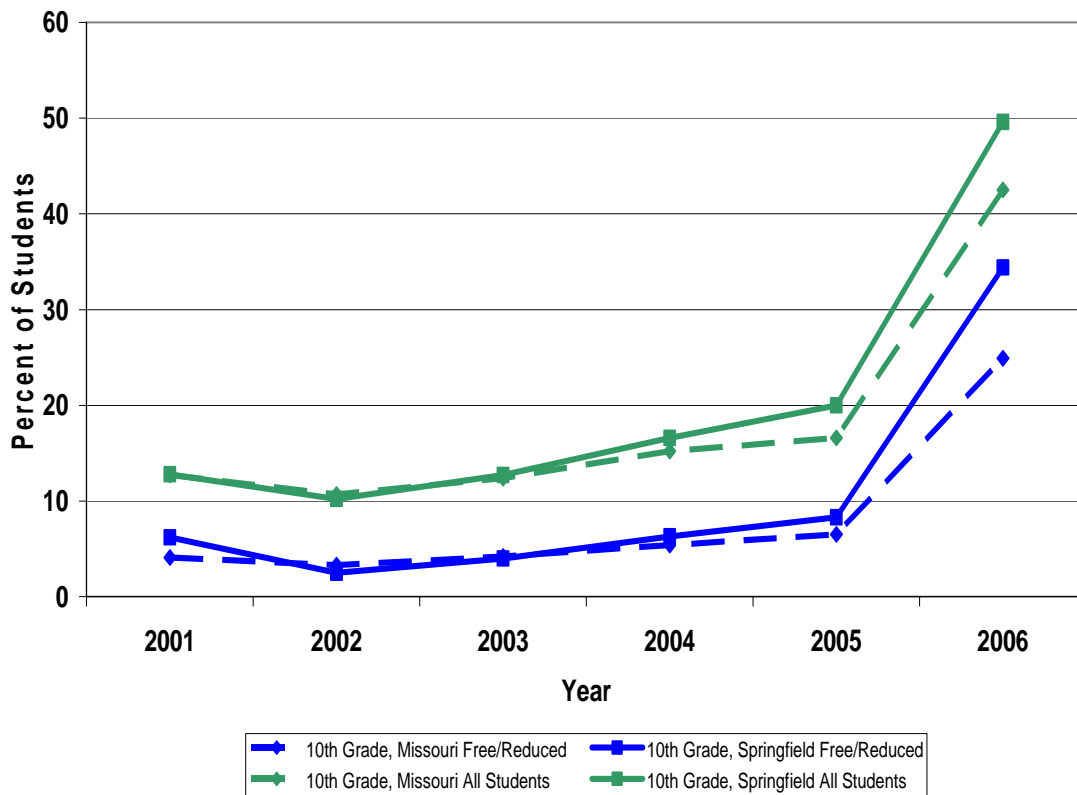
**Points:**

- X-axis represents the year; Y-axis represents the percent of students scoring in the proficient and advanced categories of the MAP.
- The percent of Springfield's All Students and Free/Reduced Priced Lunch Students scoring in the top two levels have noticeable upward trends.
- 2001 was the only year where the percent of Springfield's Free/Reduced Lunch Students was similar to the state. Since 2001, Springfield has grown an ever increasing gap against the state reference for this group. So much so that beginning in 2004 and continuing through 2006, this group has had the same percent as All Students for the state of Missouri.
- This indicator has been identified as a strength of the Springfield R-XII School District.

Performance Indicator I: Meet or Exceed Adequate Yearly Progress (AYP) Performance Standards for Schools and the District

C: MAP Test, Subgroup Performance (Mathematics)

**10th Grade MAP Mathematics,  
Percent of Students in Top Two Levels, 2001-2006**



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

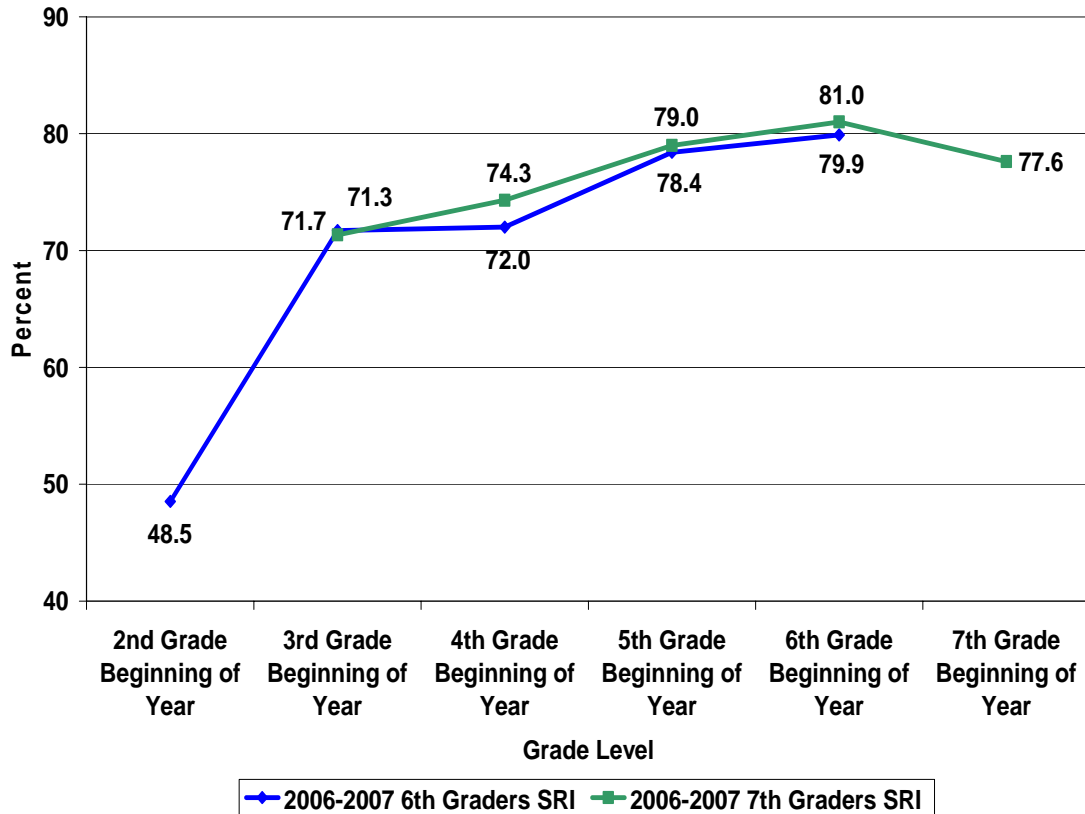
Points:

- X-axis represents the year; Y-axis represents the percent of students scoring in the proficient and advanced categories of the MAP.
- The lines for Springfield's All Students and Free/Reduced Lunch Students mirror one another. Down in 02, up in 03, 04, 05, and 06. Springfield has had very little distance against the state reference for either group across the span.

Performance Indicator 4:  
Demonstrate Student Proficiency or Higher in Reading and Math

A: SRI, Beginning-of-Year, Grades 6 & 7

Springfield Public Schools, 2006-2007 6th and 7th Grade SRI  
Performance, Percent of Students Scoring On and Above Grade Level



Source: Springfield Public Schools, Information Technology

Points:

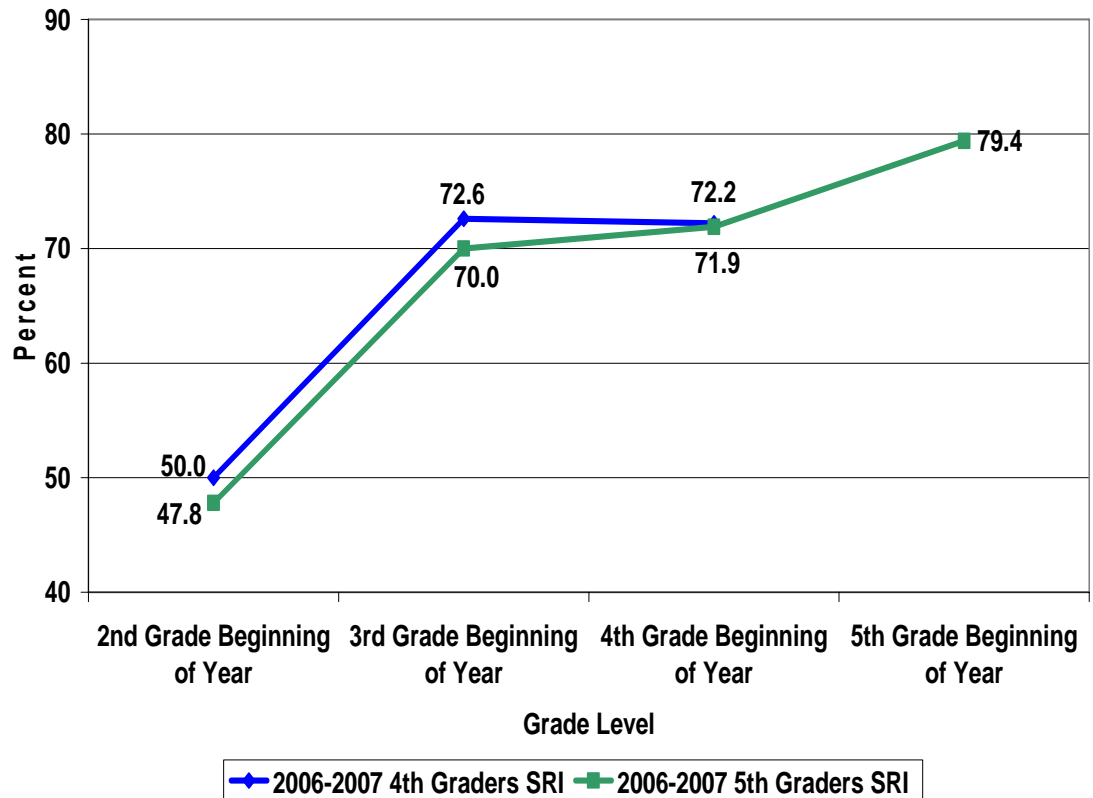
- X-axis represents the beginning-of-year grade level for a cohort of students; Y-axis represents the percent of the cohort on and above grade level on the SRI.
- The SRI has four achievement levels: At Risk; Below Grade Level; On Grade Level; and, Above Grade Level.

- There are not comparable 2<sup>nd</sup> grade Beginning-of-Year SRI scores for the 2006-2007 7<sup>th</sup> grade students. This was a transitional time between paper-based and electronic-based assessments.
- Upward trends are evident for the 2006-2007 6<sup>th</sup> and 7<sup>th</sup> grade students from their 3<sup>rd</sup> grade through 6<sup>th</sup> grade beginning-of-year SRI.
- The percent of students scoring on and above grade level for the 2006-2007 7<sup>th</sup> grade students was down from 6<sup>th</sup> to 7<sup>th</sup> grade (81.0 to 77.6, a difference of 3.4%).
- The percent of students scoring on and above grade level for the 2006-2007 6<sup>th</sup> grade students has increased each year from 2<sup>nd</sup> grade through 6<sup>th</sup> grade.

Performance Indicator 4:  
Demonstrate Student Proficiency or Higher in Reading and Math

A: SRI, Beginning-of-Year, Grades 4 & 5

Springfield Public Schools, 2006-2007 4th and 5th Grade SRI  
Performance, Percent of Students Scoring On and Above Grade Level



Source: Springfield Public Schools, Information Technology

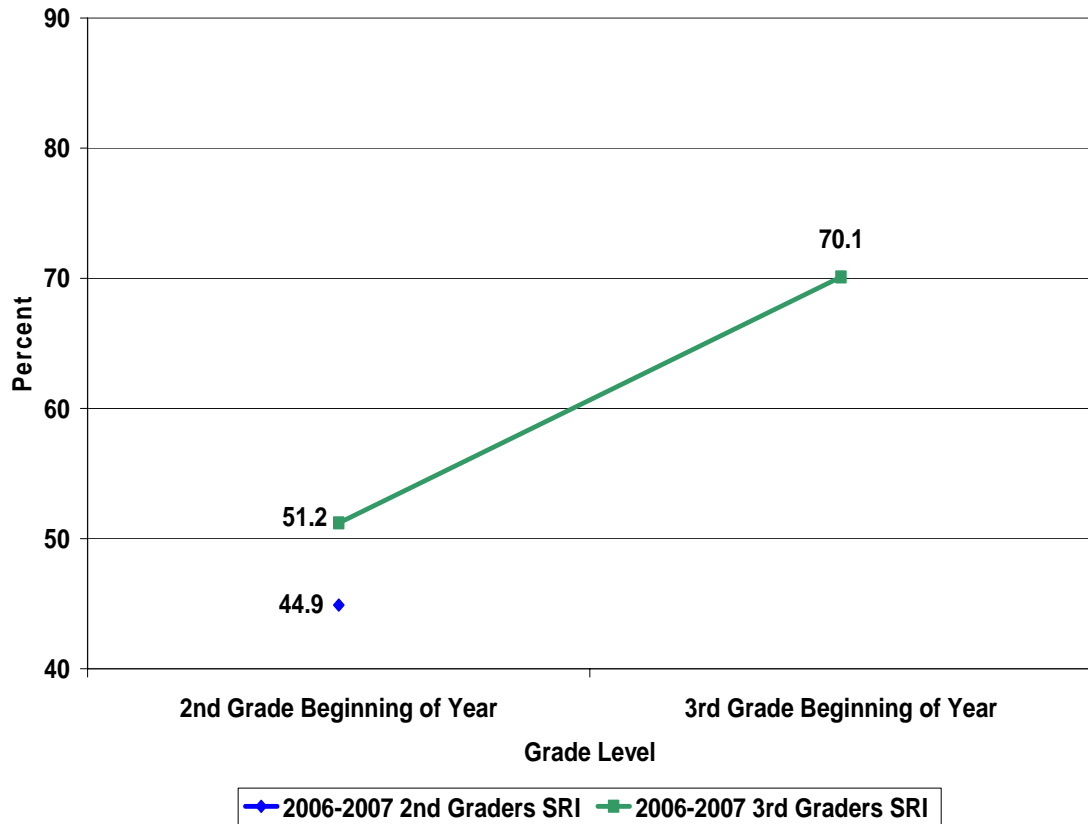
Points:

- This chart follows the same formatting and represents similar information of student performance as previously outlined.
- The percent of students scoring on and above grade level for the 2006-2007 5<sup>th</sup> grade students has increased each year from 2<sup>nd</sup> grade through 5<sup>th</sup> grade.
- The percent of students scoring on and above grade level for the 2006-2007 4<sup>th</sup> grade students was down 0.4% from 3<sup>rd</sup> grade (72.2 vs. 72.6).

Performance Indicator 4:  
Demonstrate Student Proficiency or Higher in Reading and Math

A: SRI, Beginning-of-Year, Grades 2 & 3

Springfield Public Schools, 2006-2007 2nd and 3rd Grade SRI  
Performance, Percent of Students Scoring On and Above Grade Level



Source: Springfield Public Schools, Information Technology

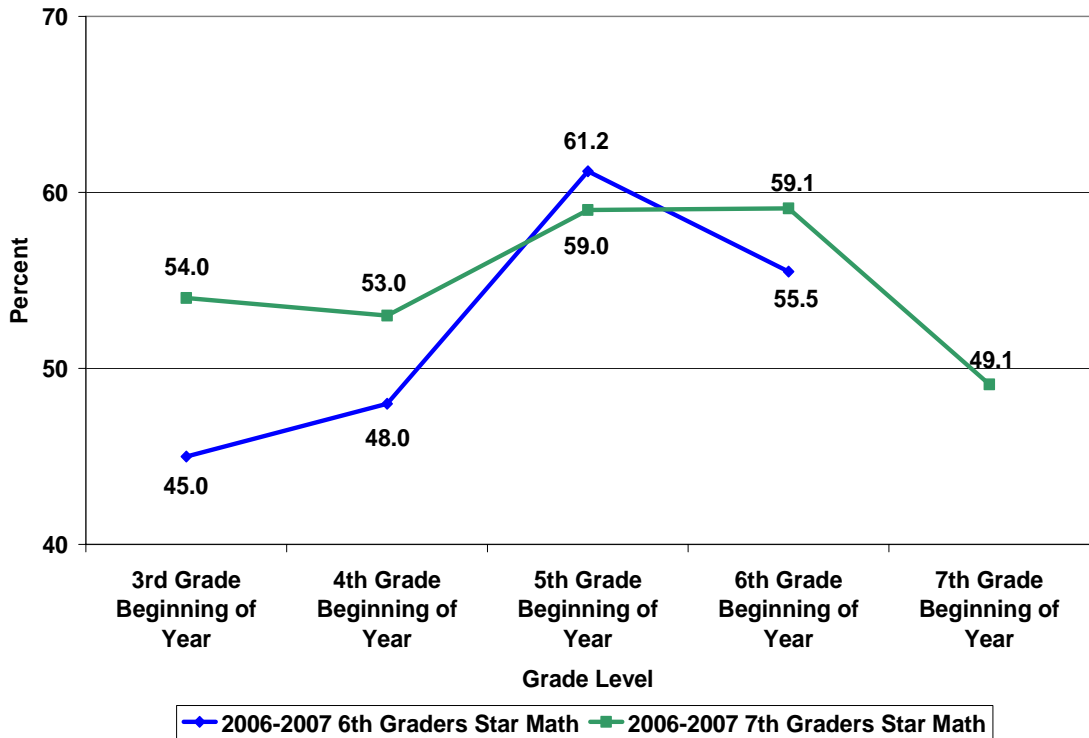
Points:

- This chart follows the same formatting and represents similar information of student performance as previously outlined.
- The percent of the 2006-2007 3<sup>rd</sup> grade students who scored in the on/above grade level categories of the SRI has increased in a similar manner to previous cohorts (4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade students).
- The percent of the 2006-2007 2<sup>nd</sup> grade students who scored in the on/above grade level categories of the SRI was below the 2006-2007 3<sup>rd</sup> grade students' 2<sup>nd</sup> grade results (51.2 vs. 44.9).

Performance Indicator 4:  
Demonstrate Student Proficiency or Higher in Reading and Math

B: STAR Math, Beginning-of-Year, Grades 6 & 7

**Springfield Public Schools, 2006-2007 6th and 7th Grade Star Math Performance, Percent of Students Scoring On and Above Grade Level**



Source: Springfield Public Schools, Information Technology

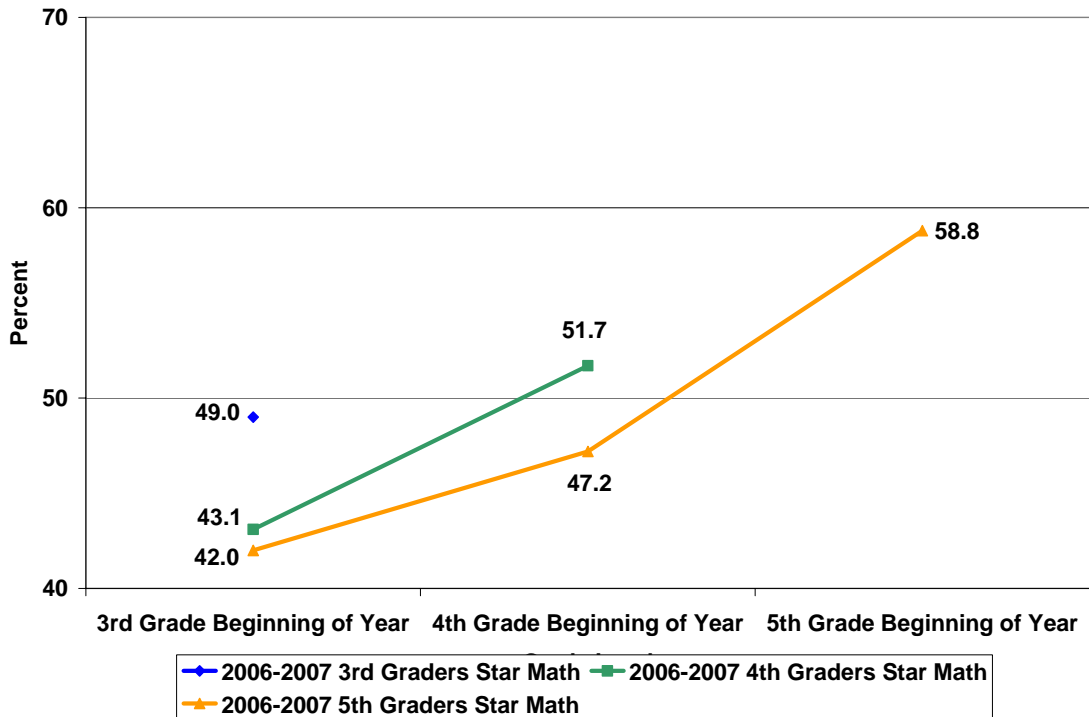
Points:

- X-axis represents the beginning-of-year grade level for a cohort of students; Y-axis represents the percent of the cohort on and above grade level on the Star Math.
- The Star Math has three achievement levels: Below grade level; On grade level, and; Above grade level.
- The 2006-2007 6<sup>th</sup> grade students experienced an increase in Star Math proficiency from their 3<sup>rd</sup> to 4<sup>th</sup> and 4<sup>th</sup> to 5<sup>th</sup> grade years followed by a decrease in their 6<sup>th</sup> grade year.
- The 2006-2007 7<sup>th</sup> grade students scoring on/above grade level decreased by 10% (59.1% to 49.1%) from their 6<sup>th</sup> grade to 7<sup>th</sup> grade Star Math.
- With the exception of the 4<sup>th</sup> to 5<sup>th</sup> grade beginning-of-year scores, the 2006-2007 6<sup>th</sup> and 7<sup>th</sup> grade students' percent on/above grade level have had different trend lines.

Performance Indicator 4:  
Demonstrate Student Proficiency or Higher in Reading and Math

B: STAR Math, Beginning-of-Year, Grades 3, 4 & 5

Springfield Public Schools, 2006-2007 3rd, 4th, and 5th Grade Star Math Performance, Percent of Students Scoring On and Above Grade Level



Source: Springfield Public Schools, Information Technology

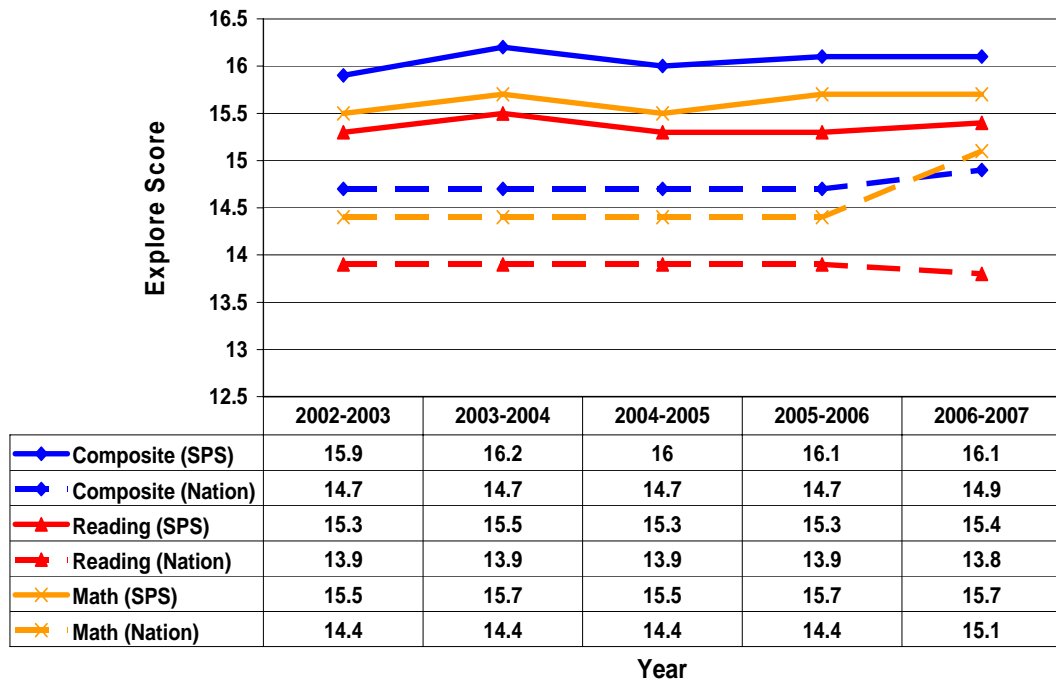
Points:

- This chart follows the same formatting and represents similar information of student performance as previously outlined.
- The 2006-2007 5<sup>th</sup> grade students have increased the percent of students scoring on/above grade level from their 3<sup>rd</sup> to 4<sup>th</sup> and 4<sup>th</sup> to 5<sup>th</sup> grade years.
- The 2006-2007 4<sup>th</sup> grade students increased their beginning-of-the-year percent scoring on/above grade level by 8.6% {43.1 (3<sup>rd</sup> grade) to 51.7% (4<sup>th</sup> grade)}.
- The 2006-2007 3<sup>rd</sup> grade students had a higher percentage of students scoring on/above grade level than did the 2006-2007 4<sup>th</sup> graders and 5<sup>th</sup> graders on their 3<sup>rd</sup> grade beginning-of-year test.

Performance Indicator 4:  
Demonstrate Student Proficiency or Higher in Reading and Math

C: Explore, 8<sup>th</sup> Grade

Springfield Public Schools, Composite, Reading, and Math  
from the 8th Grade Explore Test, 2002-2006



Source: Springfield Public Schools, Information Technology

Points:

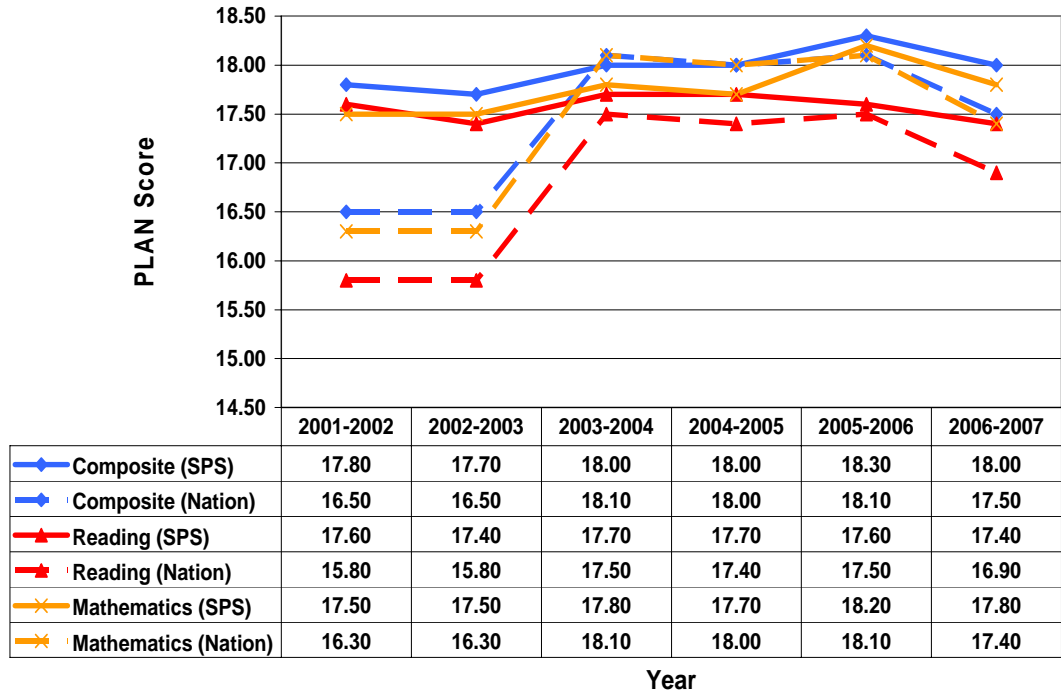
- X-axis represents the year; Y-axis represents the Explore Score.
- Springfield's performance is above the national average on the reading, math, and composite measures. Springfield scores represent all students, whereas the national score is not representative of the nation.
- Springfield's performance across the composite, reading, and math measures is consistent.

- Average composite scores with the 2006-2007 percent given in parentheses.
  - Composite: 16.06 (16.10)
  - Reading: 15.36 (15.40)
  - Math: 15.62 (15.70)
  
- Springfield's 2006-2007 scores were higher than the five-year district average for the composite, reading, and math scores.

Performance Indicator 4:  
Demonstrate Student Proficiency or Higher in Reading and Math

B: Plan, 10<sup>th</sup> Grade

Springfield Public Schools, Composite, Reading, and Math from the  
10th Grade Plan Test, 2001-2006



Source: Springfield Public Schools, Information Technology

Points:

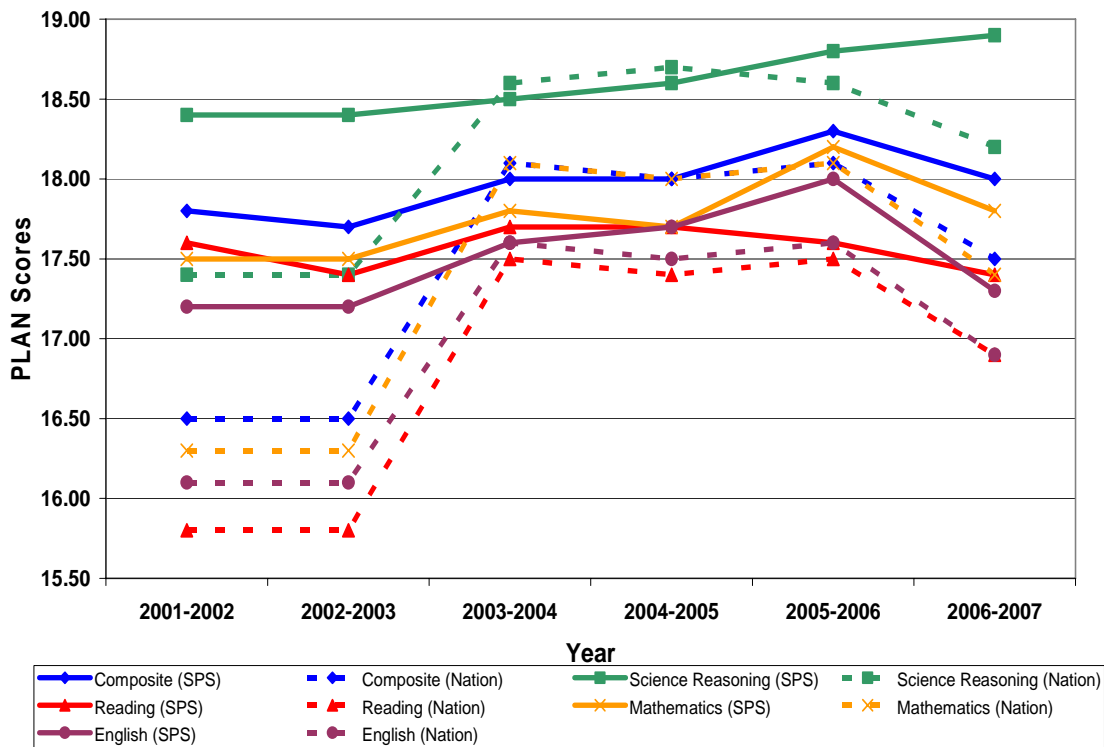
- X-axis represents the year; Y-axis represents the Plan Score.
- The Plan Test is in the ACT family of tests: Explore, 8<sup>th</sup> grade; Plan, 10<sup>th</sup> grade; ACT, 11<sup>th</sup>/12<sup>th</sup> grade.
- Springfield has consistently been above the national average in reading.

- Springfield was above the national average on the composite for four years (2001-2002, 2002-2003, 2005-2006, and 2006-2007), on the national average in 2004-2005 (18.00) and below the national average in 2003-2004 (18.00 vs. 18.10).
- Average composite scores with the 2006-2007 percent given in parentheses.
  - Composite: 17.97 (18.00)
  - Reading: 17.57 (17.40)
  - Math: 17.75 (17.80)
- Springfield's 2006-2007 scores were higher than the six-year district average for the composite and math and lower than the district average in reading.

Performance Indicator 4:  
Demonstrate Student Proficiency or Higher in Reading and Math

B: Plan, 10<sup>th</sup> Grade

Springfield Public Schools, 10th Grade PLAN Results, 2001-2006



Source: Springfield Public Schools, Information Technology

Points:

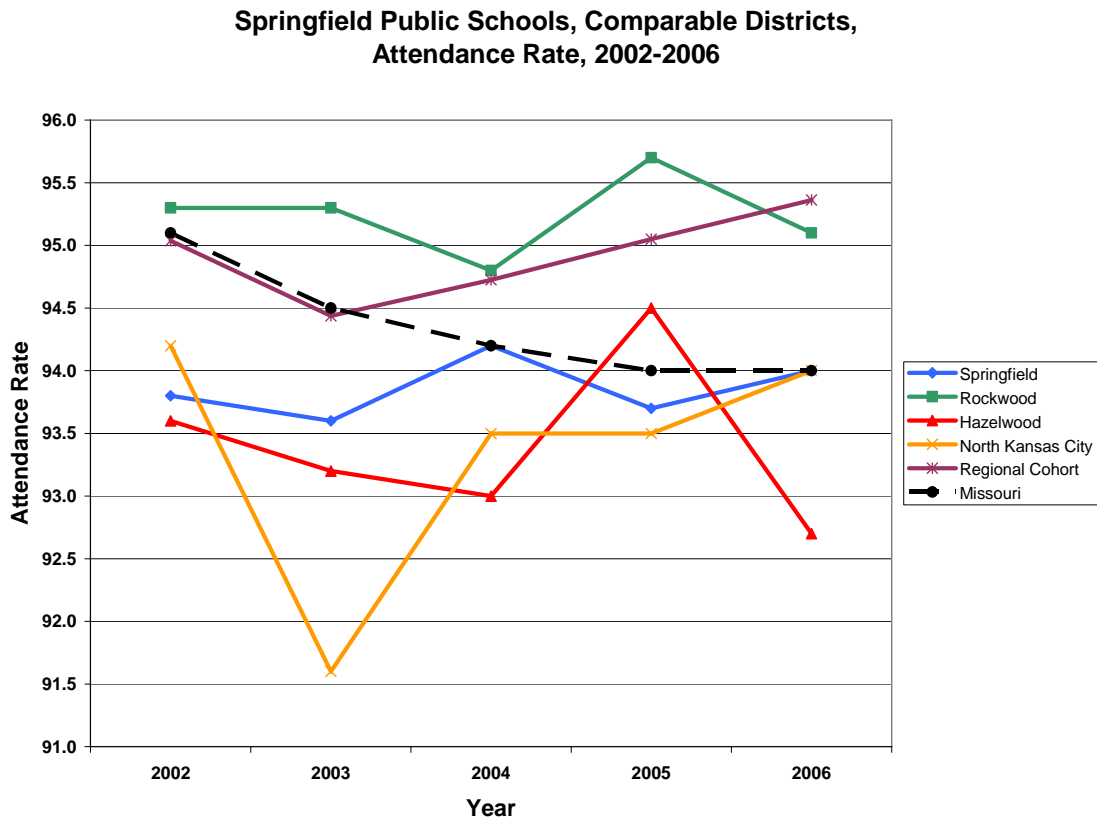
- X-axis represents the year; Y-axis represents the Plan Score.
- The Plan Test is in the ACT family of tests: Explore, 8<sup>th</sup> grade; Plan, 10<sup>th</sup> grade; ACT, 11<sup>th</sup>/12<sup>th</sup> grade.
- Noticeable upward trends across the six-year span for science reasoning, the composite, mathematics, and English.
- Noticeable downward trend for reading across the last four years. The 2006-2007 reading score is the same (17.40) as it was in 2002-2003.

- All 2006-2007 scores (composite, mathematics, English, and reading) were down from 2005-2006, with the exception of science reasoning. This graph is included to help better understand the performance of the composite.
- Average composite scores with the 2006-2007 percent given in parentheses.
  - Composite: 17.97 (18.00)
  - Science Reasoning: 18.60 (18.90)
  - Reading: 17.57 (17.40)
  - Math: 17.75 (17.80)
  - English: 17.50 (17.30)

# Goal 2: Improve Graduation Rate

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

A: Student Attendance



Source: Missouri Department of Elementary and Secondary Education

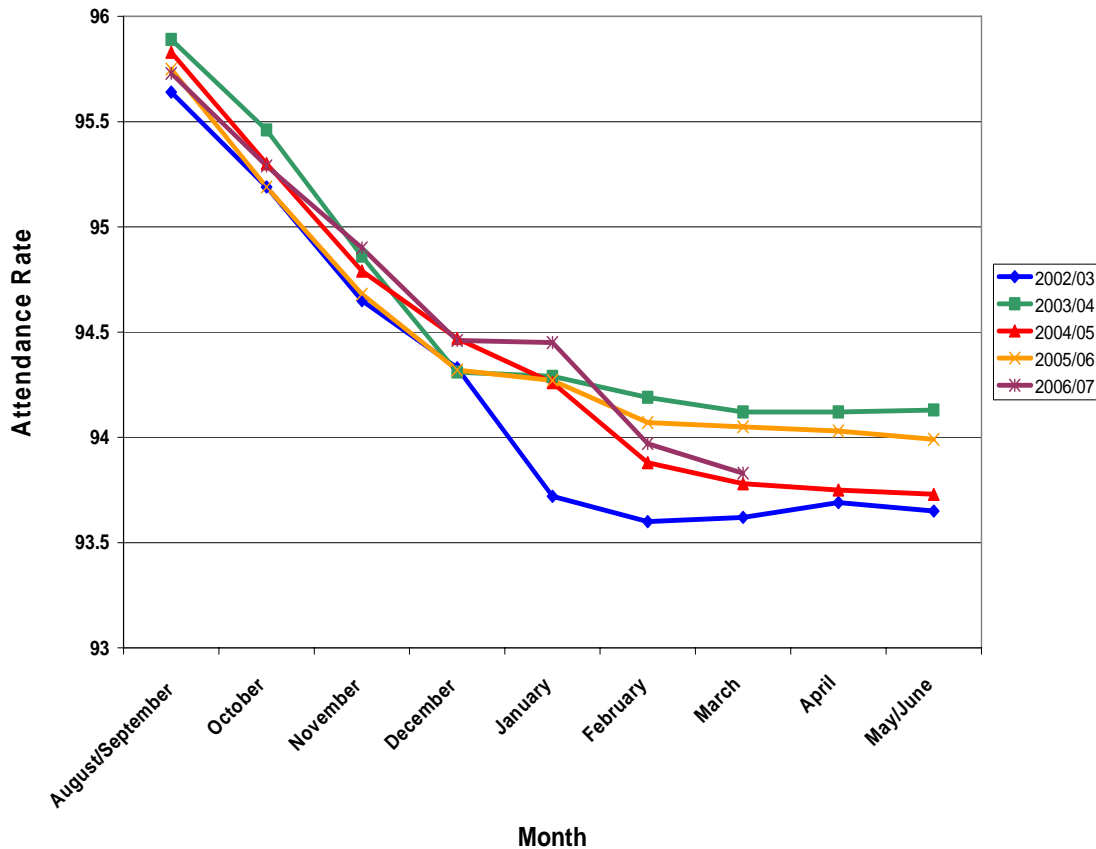
## Points:

- X-axis represents the year; Y-axis represents the attendance rate.
- Noticeable downward trend for the state average.
- The Regional Cohort is the only unit that has experienced consecutive years of improvement.
- Springfield's 2006 rate (94.00) was lower than the Regional Cohort and Rockwood's, the same as the Missouri average and North Kansas City, and higher than Hazelwood.

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

A: Student Attendance

Springfield Public Schools, Attendance Rate by Year, 2002-2007



Source: Springfield Public Schools, Information Technology

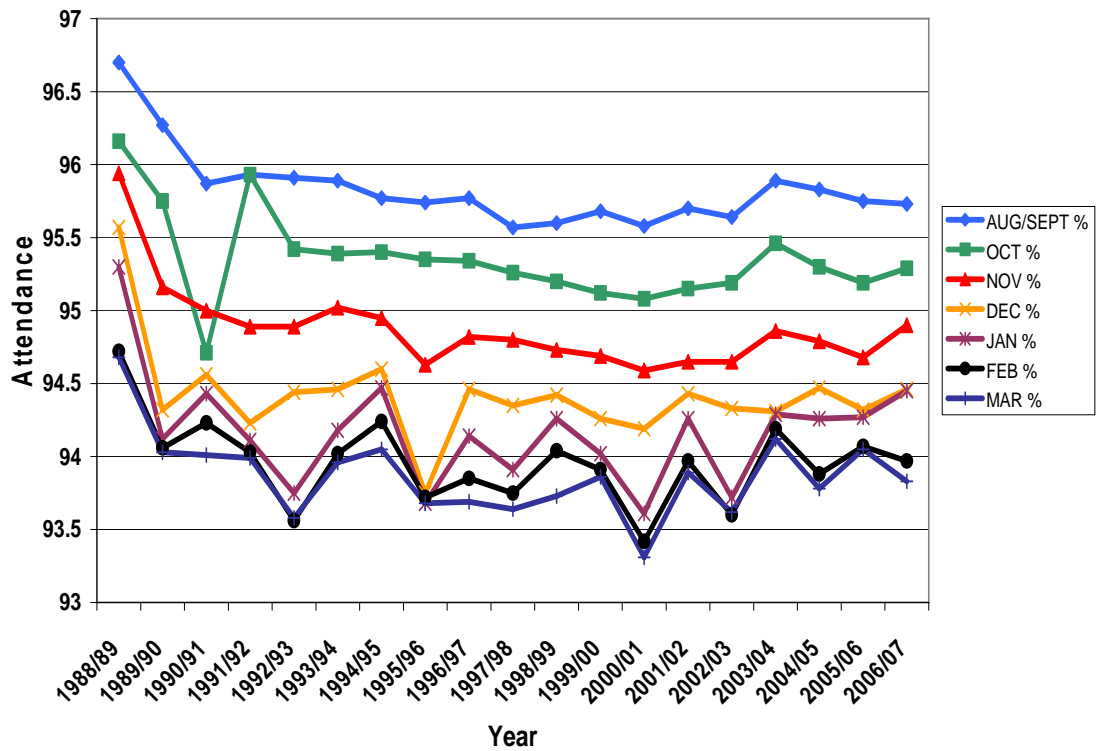
Points:

- X-axis represents the month; Y-axis represents the attendance rate.
- The lines reflect a yearly perspective.
- Springfield's 2006-2007 monthly attendance rates were comparable to the previous four years for August through December. The January rate was the highest of the five-year span. While February and March were below 2003-2004 and 2005-2006 they were above 2002-2003 and 2004-2005.

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

A: Student Attendance

Springfield Public Schools, Attendance for August through January,  
1988/1989-2006/2007



Source: Springfield Public Schools, Information Technology

Points:

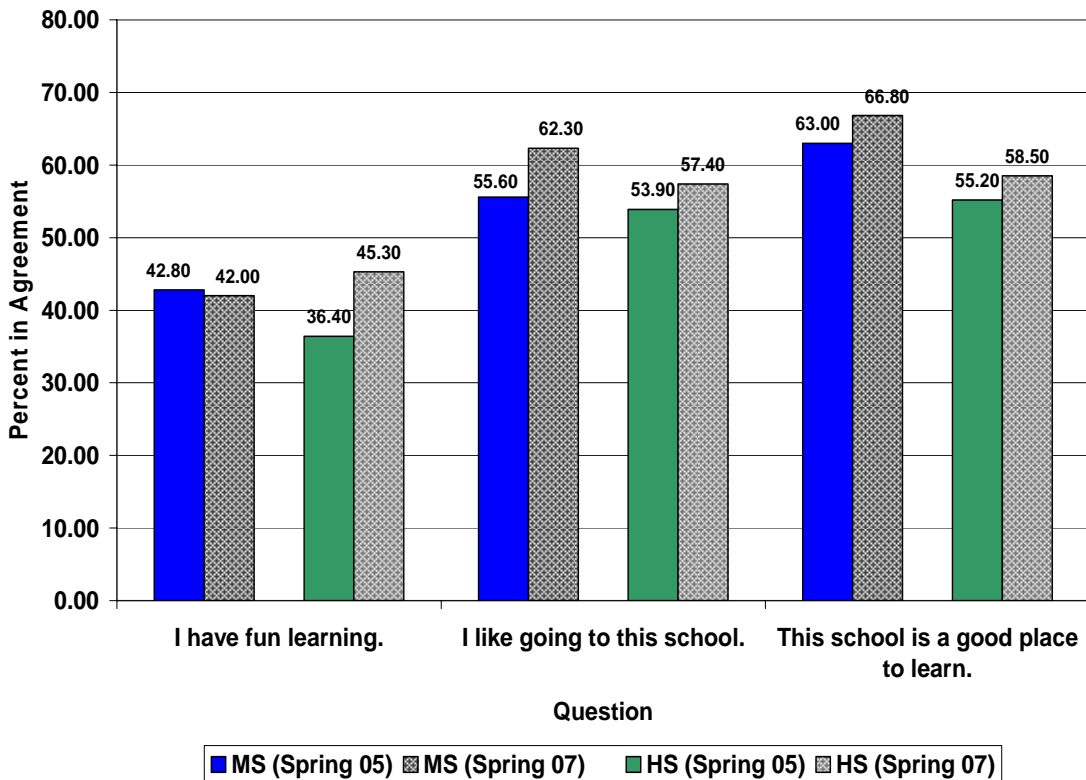
- X-axis represents the year; Y-axis represents the attendance rate.
- The lines reflect months.
- This chart shows 19-years of attendance data for the Springfield Public Schools by month.

- When compared to the 2005-2006 school year, the 2006-2007 attendance rates were up for October, November, December, and January and down for August/September, February and March.
- Average attendance rates by month for the 19-year span with the 2006-2007 statistics in parentheses:
  - August/September: 95.83 (95.73) [-0.10]
  - October: 95.35 (95.29) [-0.06]
  - November: 94.88 (94.90) [+0.02]
  - December: 94.42 (94.46) [+0.04]
  - January: 94.17 (94.45) [+0.28]
  - February: 93.96 (93.97) [+0.01]
  - March: 93.87 (93.83) [-0.04]
- Springfield's 2006-2007 attendance rates by month were below the 19-year average in August/September and October, but were higher in November, December, and January. Additionally, the amount of increase over the district average increased each month (this value is expressed in brackets after the 2006-2007 results in the previous bullet) until February.

Performance Indicator 3:  
Increase student engagement and responsibility for learning

A: Percent of Students Enthusiastic About Learning

Springfield Public Schools, Secondary Student Enthusiasm  
for Learning, Spring 2005 & Spring 2007



Source: Missouri Department of Elementary and Secondary Education and Springfield Public Schools Secondary Student Survey

Points:

- X-axis represents the survey question; Y-axis represents the percent of students in agreement to the statement.
- The percent of students in agreement to the question was obtained by combining the percent of students that agreed and strongly agreed.
- The spring 2005 data were obtained from the MSIP Survey that was taken by all students in the district.
- The spring 2007 data were obtained from a district survey of student enthusiasm for learning. This survey sampled secondary students (middle and high school)

across the district. Approximately 20% of the district’s secondary students are represented in the 2007 responses.

- Increases were evident in five of the six comparisons. The item and level that did not increase from 2005 to 2007 was, “I have fun learning,” at the middle school level (42.80 to 42.00).
- This indicator has been identified as a strength of the Springfield R-XII School District.

2005 & 2007 Student Surveys, Percent of Students in Agreement

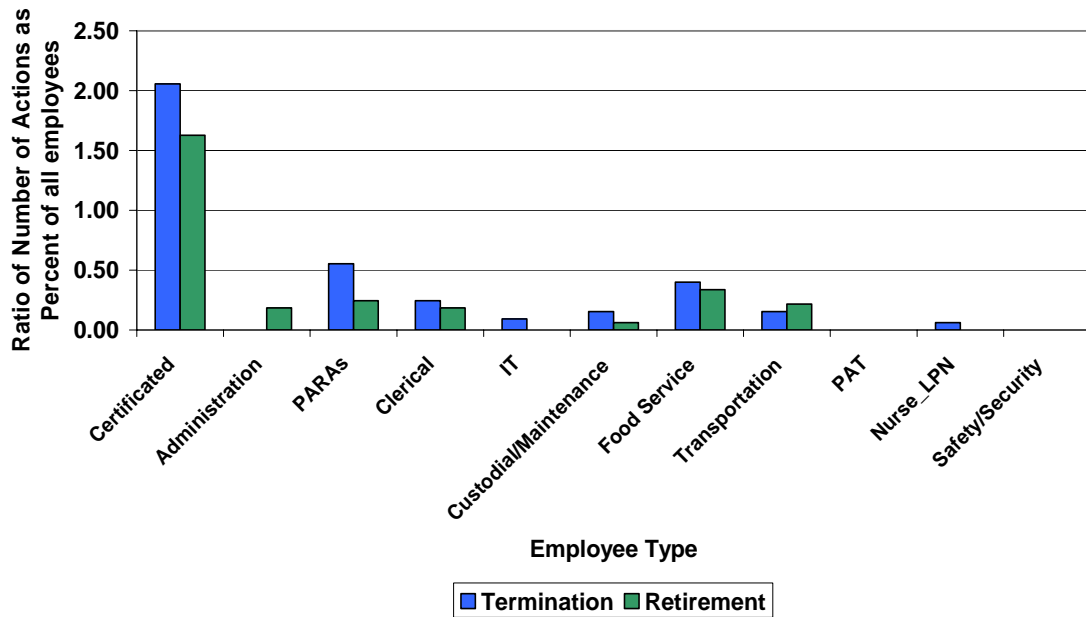
	Middle School		High School	
	Spring 05	Spring 07	Spring 05	Spring 07
I have fun learning.	42.80	42.00	36.40	45.30
I like going to this school.	55.60	62.30	53.90	57.40
This school is a good place to learn.	63.00	66.80	55.20	58.50

## Goal 3: Ensure Effective and Efficient Use of Resources

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

Number of Staff Leaves (Retention)

**Springfield Public Schools, Ratio of Number of Termination and Retirement Actions to All Employees for 2006 Calendar Year**



Source: Springfield Public Schools, Human Resources

Points:

- X-axis represents the type of retention action; Y-axis represents the percent of actions by a specific classification.

- The chart below shows the number of actions that occurred for termination and retirement by type and the percent that represents in relation to all employees across the district (3,257).

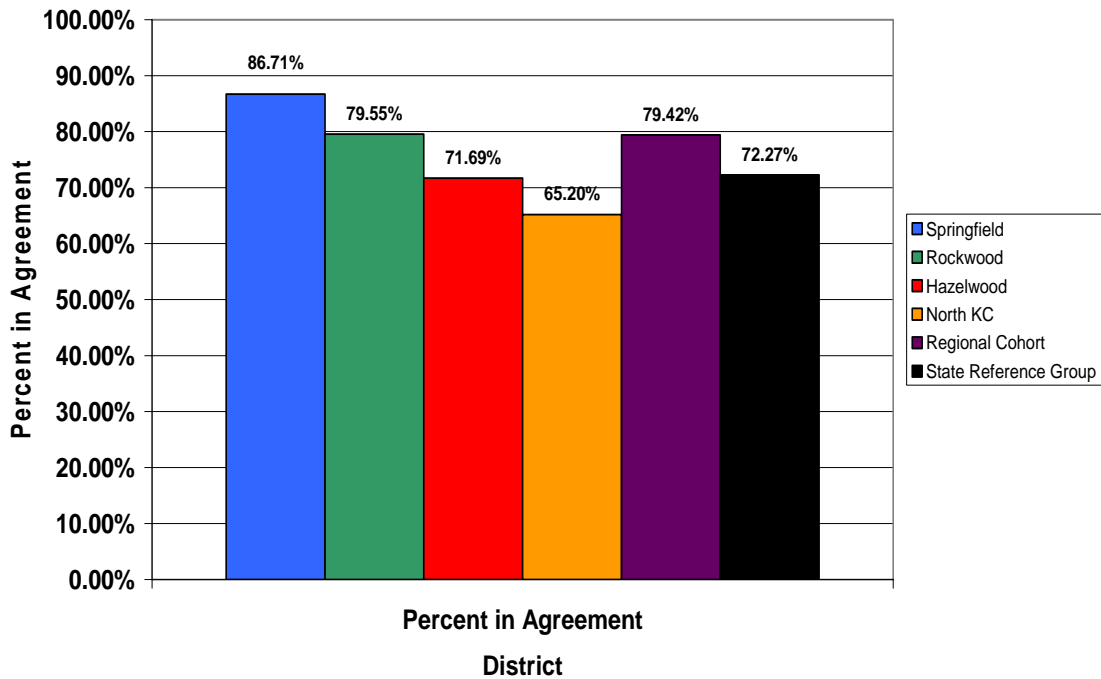
Number of Termination and Retirement Actions as Percentage for All Employee Types

	Termination (Number of Actions)	Termination Percent (Percent of all Employees, n=3,257)	Retirement (Number of Actions)	Retirement Percent (Percent of all Employees, n=3,257)
Certificated	67	2.06	53	1.63
Administration	0	0.00	6	0.18
PARAs	18	0.55	8	0.25
Clerical	8	0.25	6	0.18
IT	3	0.09	0	0.00
Custodial/Maintenance	5	0.15	2	0.06
Food Service	13	0.40	11	0.34
Transportation	5	0.15	7	0.21
PAT	0	0.00	0	0.00
Nurse_LPN	2	0.06	0	0.00
Safety/Security	0	0.00	0	0.00

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

B: Percent of Staff Satisfied with Job and Staff Development

Response to Third Cycle MSIP Question,  
"The professional development activities I have attended have  
changed the way I teach."



Source: Missouri Department of Elementary and Secondary Education

Number of respondents and when completed:

- Springfield: 1,663, Spring 2005
- Rockwood: 1,340, Spring 2004
- Hazelwood: 1,130, Fall 2005
- North Kansas City: 1,230, Fall 2002
- Regional Cohort: 1,315, NA
- Reference Group: Approximately 10,200, NA

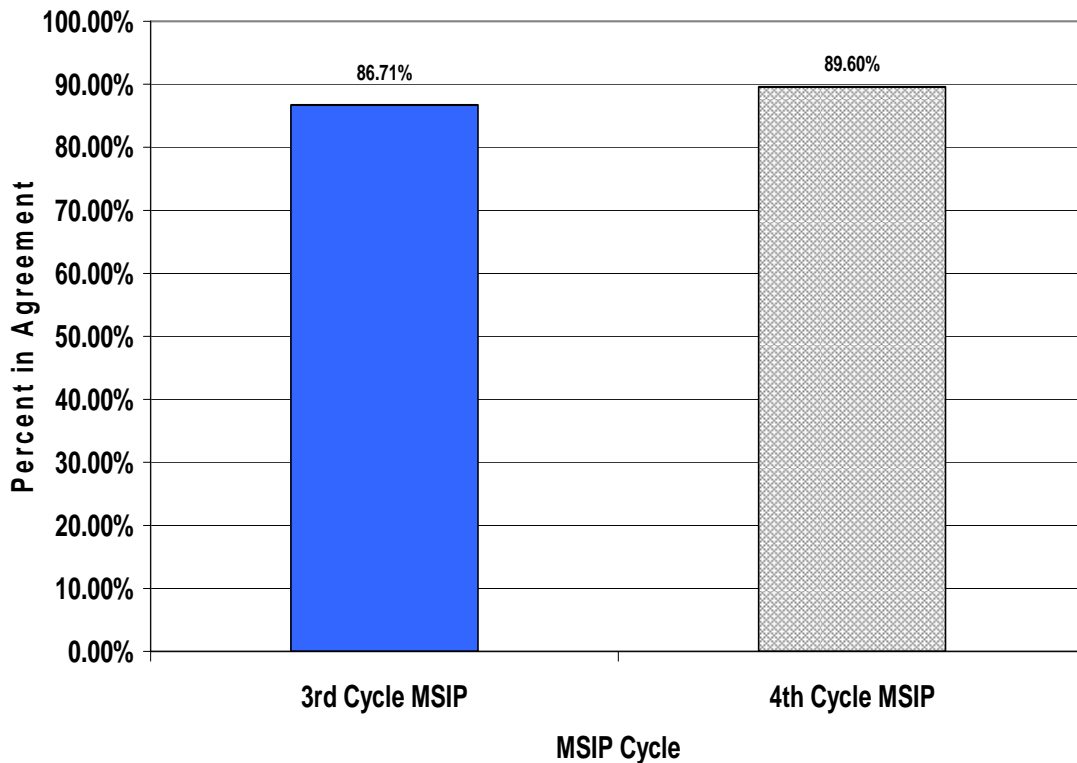
Points:

- X-axis represents the percent of faculty members in agreement.
- Springfield had the highest percent of staff agree with the statement, followed by Rockwood, the Regional Cohort, Hazelwood, and North Kansas City.
- This indicator has been identified as a strength of the Springfield R-XII School District.

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

B: Percent of Staff Satisfied with Job and Staff Development

Springfield Public Schools, Faculty Response to the MSIP Item,  
"The professional development activities I've attended have changed  
the way I teach."



Source: Missouri Department of Elementary and Secondary Education

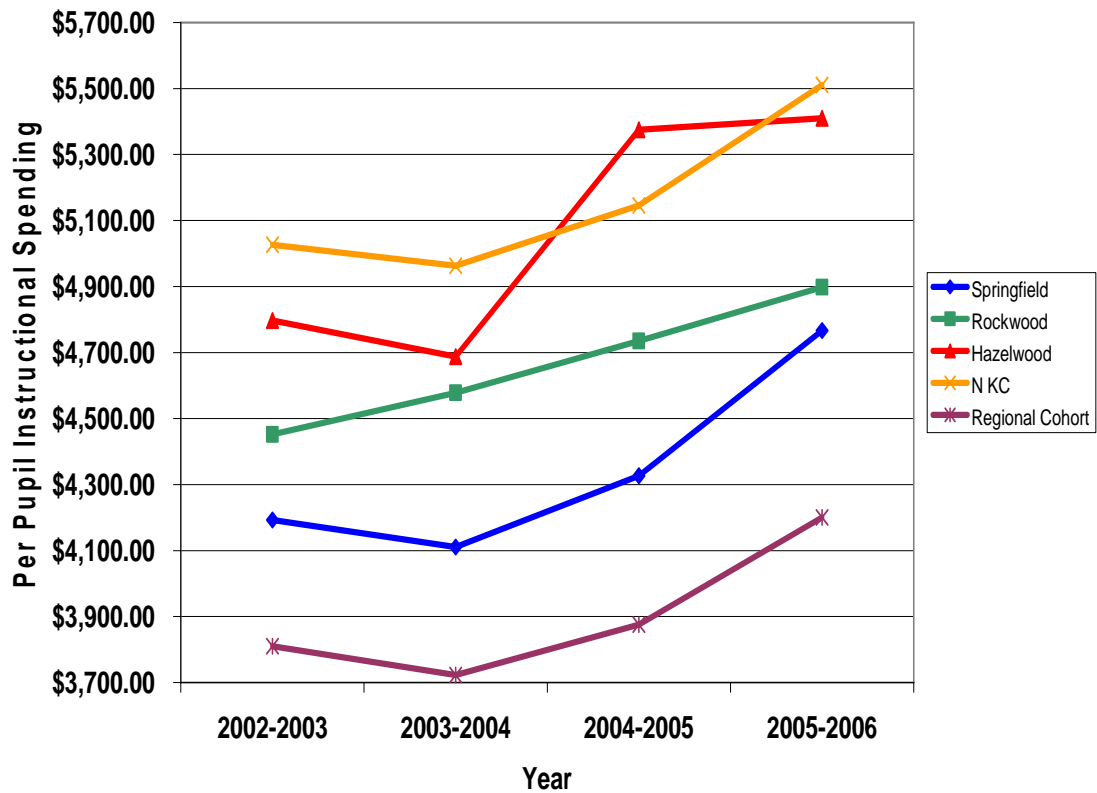
Points:

- X-axis represents the MSIP cycle when the question was answered; Y-axis represents the percent of faculty in agreement.
- Springfield increased the percent of faculty in agreement on the statement.
- This indicator has been identified as a strength of the Springfield R-XII School District.

Performance Indicator 4: Maximize the Use of Financial Resources for Student Learning

A: Per Pupil Instructional Spending

Springfield Public Schools, Per Pupil Instructional Spending, 2002-2003 to 2005-2006



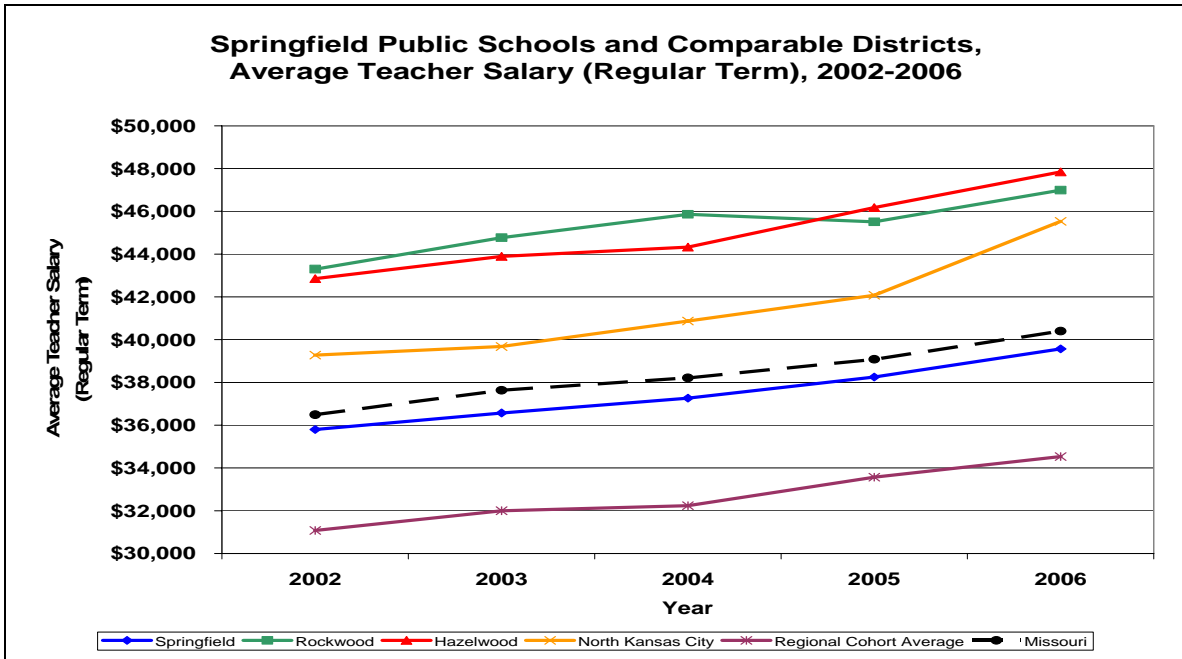
Source: Missouri Department of Elementary and Secondary Education, Annual Secretary of the Board Report (ASBR)

Points:

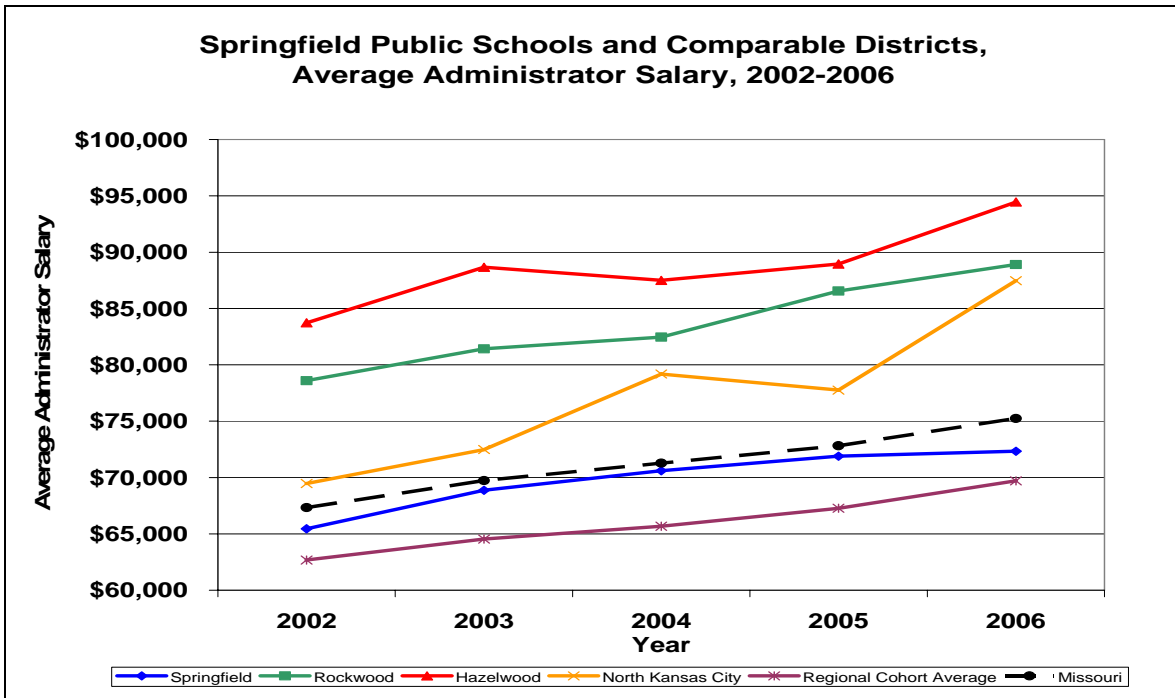
- X-axis represents the year; Y-axis represents the Per Pupil Instructional Spending dollar amount.
- Per Pupil Instructional Spending is calculated by dividing the Instructional Dollars by Average Daily Attendance.
- Springfield, North Kansas City, and the Regional Cohort have followed the same pattern for the four-year span.
- Note the consistent upward trend for all districts from 2003-2004 forward.
- Rockwood shows a consistent, upward, linear trend for the years presented.

- Four charts have been compiled in an effort to obtain a better understanding as to the similarities and differences between Springfield Public Schools and members of the Comparable Districts on the preceding finance measure (Per Pupil Instructional Spending) and the two accompanying measures (Instructional Dollars as Percent of Operating Expenditures and Instructional Salaries per Pupil) The chart titles are highlighted in red.

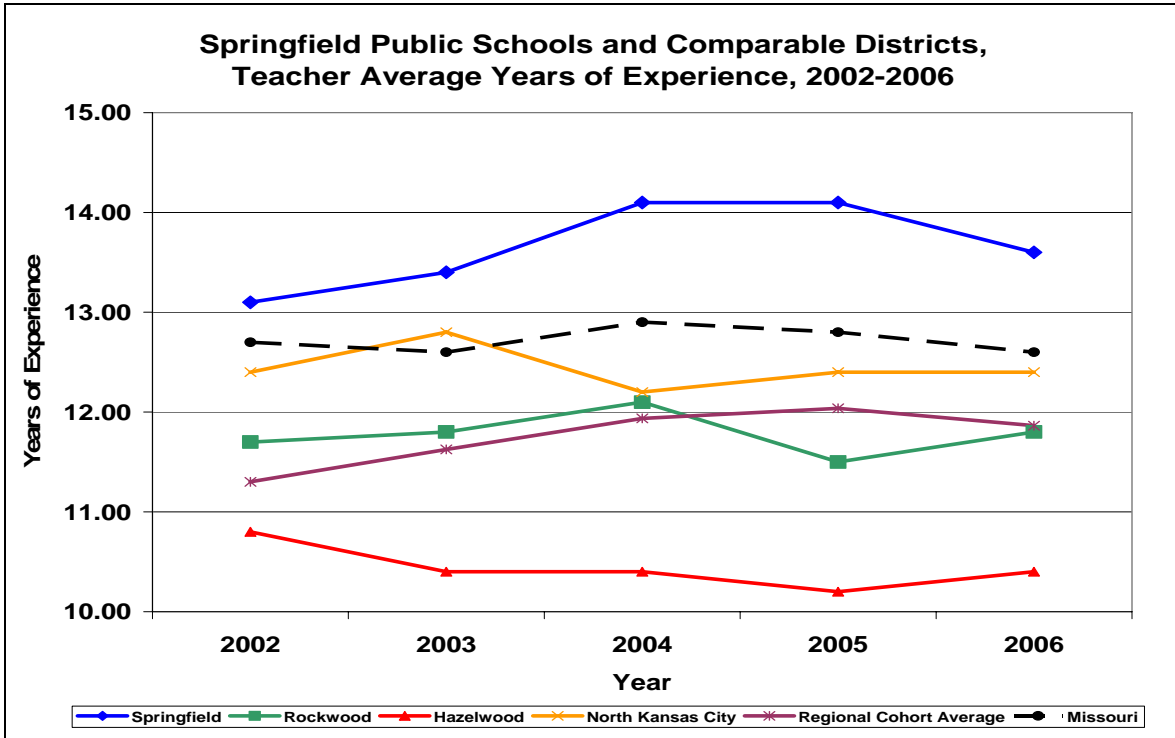
Springfield Public Schools and Comparable Districts, Average Teacher Salary (Regular Term), 2002-2006



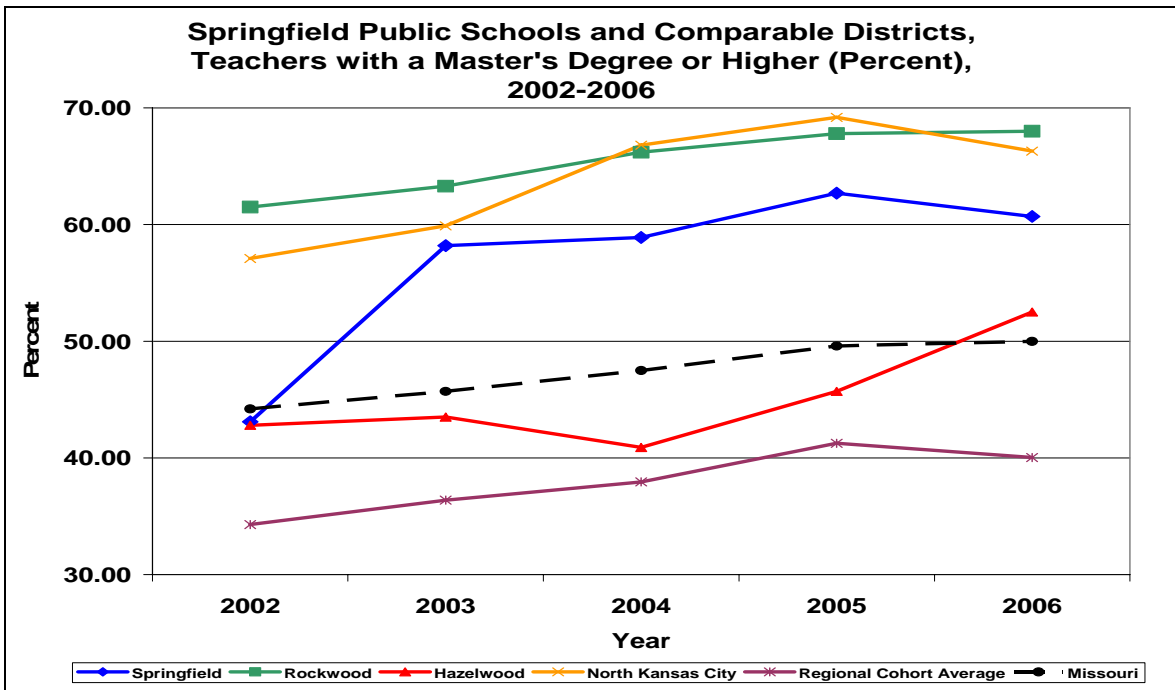
Springfield Public Schools and Comparable Districts, Average Administrator Salary, 2002-2006



Springfield Public Schools and Comparable Districts, Average Years of Teacher Experience, 2002-2006



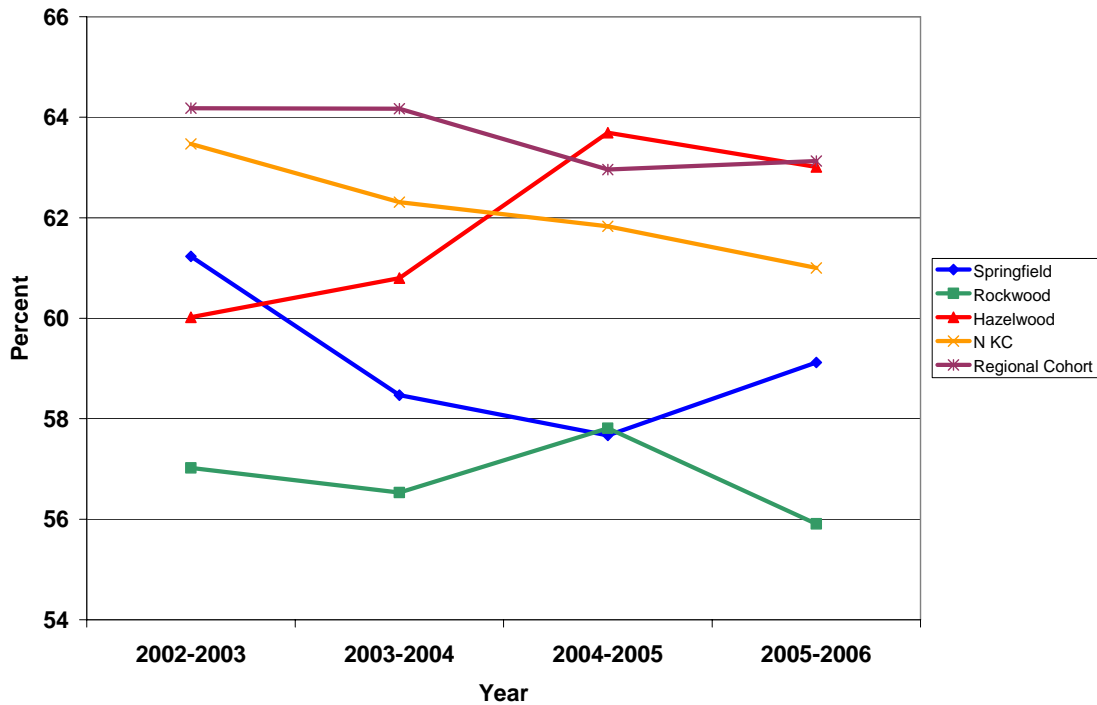
Springfield Public Schools and Comparable Districts, Percent of Teachers with a Master's Degree or Higher, 2002-2006



Performance Indicator 4: Maximize the Use of Financial Resources  
for Student Learning

B: Instructional Dollars as Percent of Operating Expenditures

**Springfield Public Schools, Instructional Dollars as Percent of  
Operating Expenditures, 2002-2003 to 2005-2006**



Source: Missouri Department of Elementary and Secondary Education, Annual Secretary of the Board Report (ASBR)

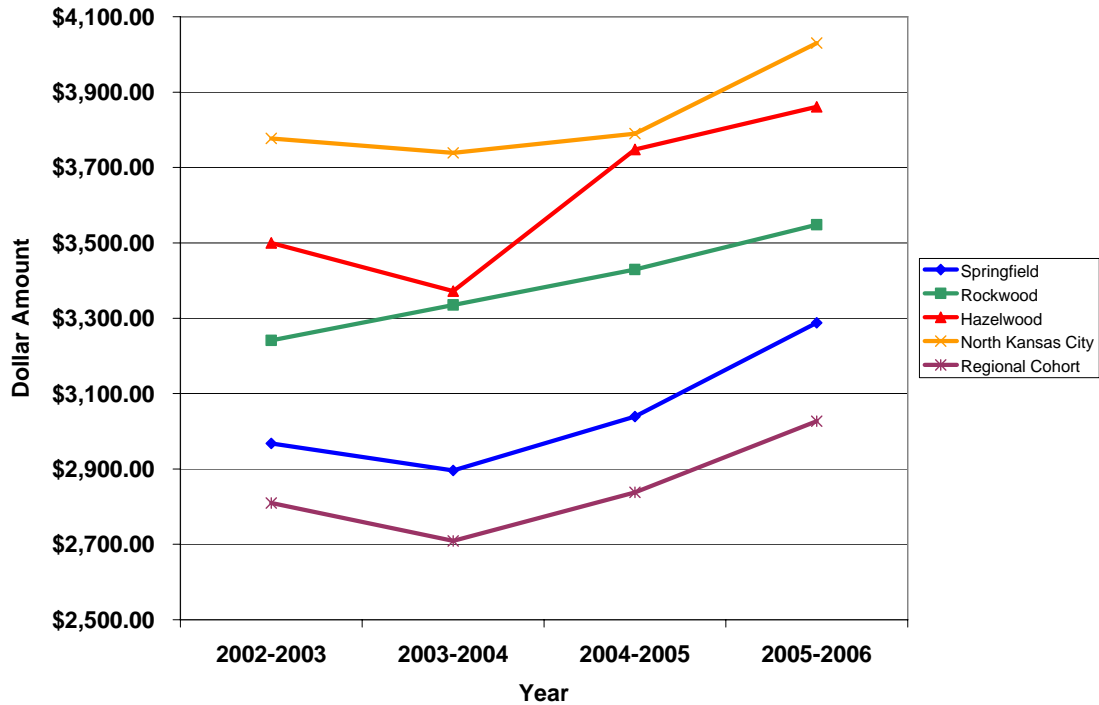
Points:

- X-axis represents the year; Y-axis represents the percent of dollars directed towards instruction from the operating expenditures.
- Instructional Dollars as Percent of Operating Expenditures is calculated by dividing Instructional Dollars by Total Operating Expenditures.
- Hazelwood has a consistent upward trend across the years presented.
- Springfield and North Kansas City were similar in the slope and trend of their lines through 2004-2005, however in 2005-2006 Springfield increased the percent while North Kansas City continued to decrease.
- The Regional Cohort has decreased from the 2002-2003 and 2003-2004 levels of above 64% to approximately 63% in 2004-2005 and 2005-2006.

Performance Indicator 4: Maximize the Use of Financial Resources  
for Student Learning

C: Instructional Salaries per Pupil

Springfield Public Schools, Instructional Salaries per Pupil,  
2002-2003 to 2005-2006



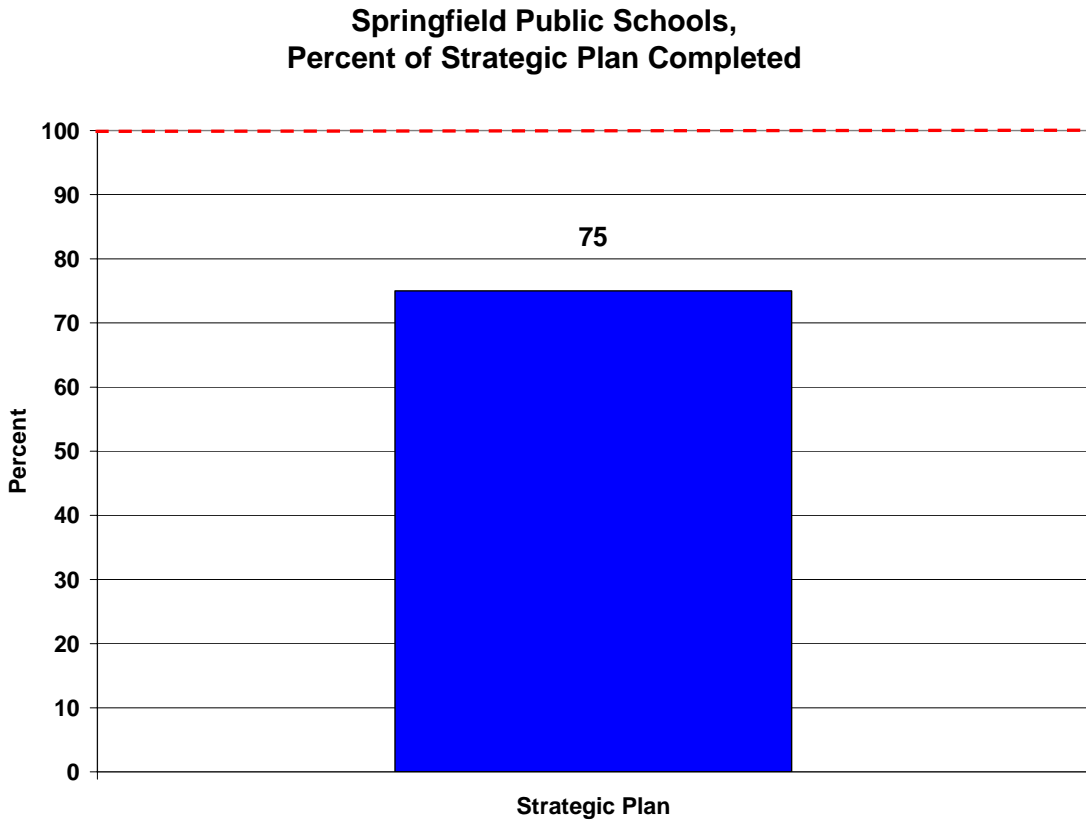
Source: Missouri Department of Elementary and Secondary Education, Annual Secretary of the Board Report (ASBR)

Points:

- X-axis represents the year; Y-axis represents the Instructional Salaries per Pupil.
- Instructional Salaries per Pupil is calculated by dividing the Instructional Dollars (certified and para-professional) by the Average Daily Attendance.
- Springfield and the Regional Cohort have identical trends for the four-year span.
- All organizational units have upward trends and are consequently at their respective highest amount of the four-year span.

Performance Indicator 4: Maximize the Use of Financial Resources  
for Student Learning

D: Percent of Strategic Plan completed



Source: Springfield Public Schools

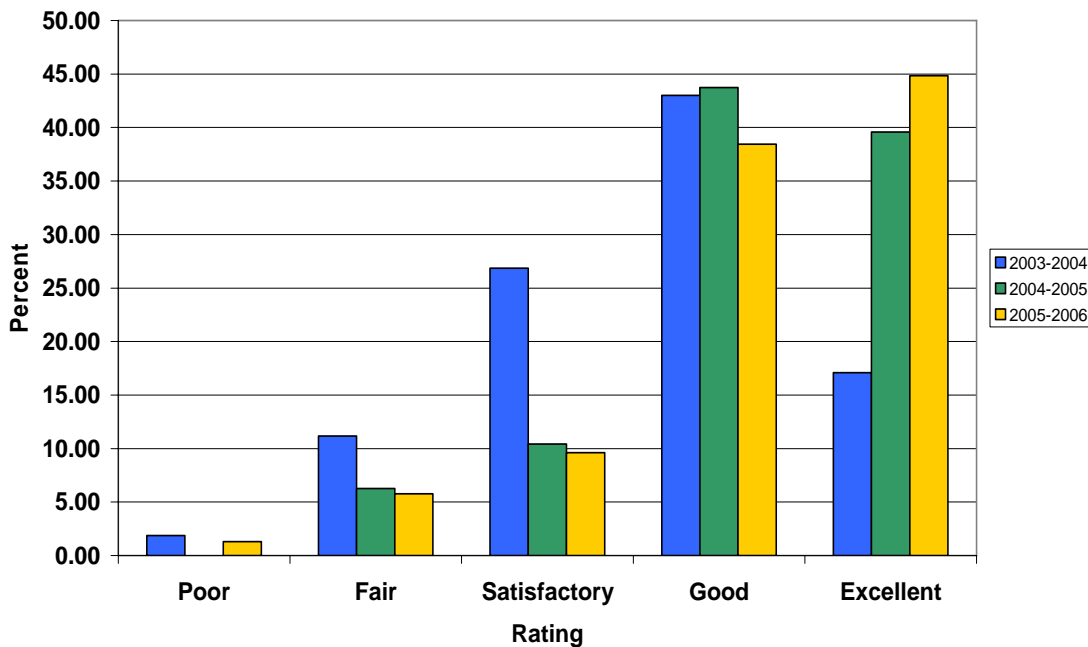
Points:

- Springfield Public Schools estimates that 75% of the input into the strategic plan (SP5) is complete.

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

A: Percent of Internal Customers Satisfied with Custodial/Maintenance Services

Springfield Public Schools,  
Comparative Quality of Maintenance, 2003-2004 to 2005-2006



Source: Springfield Public Schools, Finance Department

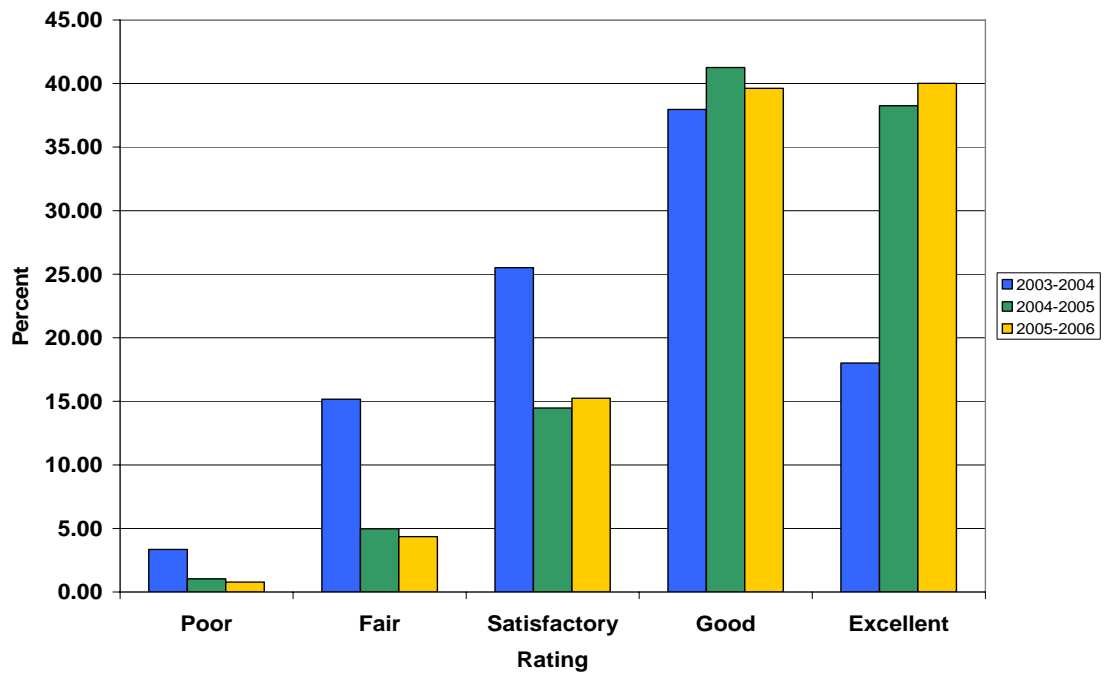
Points:

- X-axis represents the rating of maintenance by district administrators; Y-axis represents the percent of respondents in agreement with criteria.
- The district has multiple years of decreasing the percent of respondents in the fair and satisfactory category. While expanding the “excellent” rating in the opposite direction. The “excellent” rating has increased from 17.08 in 2003-2004 to 44.84 in 2005-2006.
- 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 Learning

A: Percent of Internal Customers Satisfied with Custodial/Maintenance Services

Springfield Public Schools,  
Comparative Overall, 2003-2004 to 2005-2006



Source: Springfield Public Schools, Finance Department

Points:

- X-axis represents the overall rating of maintenance by district administrators; Y-axis represents the percent of respondents in agreement with criteria.
- The district has multiple years of decreasing the percent of respondents in the fair and category. While expanding the “excellent” rating in the opposite direction. The “excellent” rating has increased from 18.01 in 2003-2004 to 40.01 in 2005-2006.
- This indicator has been identified as a strength of the Springfield R-XII School District.

Record of Strengths and Opportunities for Improvement Identified by the  
Springfield R-XII School District

	Strengths	Opportunities for Improvement
1 <sup>st</sup> Quarterly Report	<ul style="list-style-type: none"> <li>• Math AYP by Subgroups (MAP)</li> <li>• Upward trends by grade level for communication arts and math (MAP)</li> <li>• ACT Composite</li> <li>• Content Standard performance above state average (MAP) for Algebra and Reading Standards</li> <li>• Community Satisfaction with School District</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• Student enthusiasm for Learning               <ul style="list-style-type: none"> <li>○ Gap between elementary &amp; secondary</li> </ul> </li> <li>• Parent Satisfaction with Facilities and Community Financial Support</li> </ul>
2 <sup>nd</sup> Quarterly Report	<ul style="list-style-type: none"> <li>• Performance of Free/Reduced Lunch Subgroup on 7<sup>th</sup> grade communication arts and 8<sup>th</sup> grade mathematics MAP</li> <li>• Professional Development Satisfaction</li> <li>• Principal satisfaction with custodial/ maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Test Performance by Subgroups</li> <li>• Plan Test Performance by Subgroups</li> </ul>