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**3rd 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 17, 2007**

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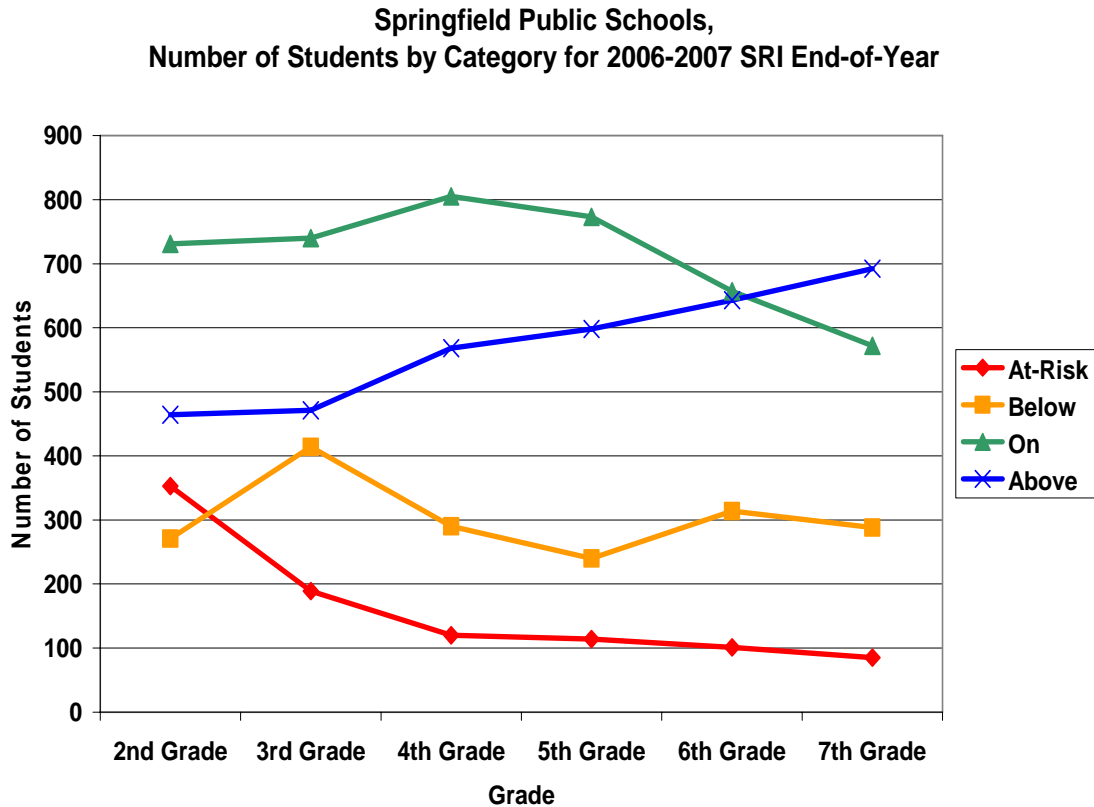
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***The indicators/charts highlighted in the Listing of Figures represent the key strengths and opportunities for improvement and areas needing further study identified by the Superintendent's Cabinet of the Springfield R-XII School District.**

Goal 1: Improve Student Achievement

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

B: SRI, Number of Students by Level



Source: Springfield Public Schools

Points:

- X-axis represents the grade level for a cohort of students; Y-axis represents the number of students scoring in a given level.
- The SRI has four achievement levels: At Risk; Below Grade Level; On Grade Level; and, Above Grade Level.

- A description of each level from the Scholastic Reading Inventory Technical Guide is provided below.
 - **At-Risk:** Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading significantly “Below grade level.”
 - **Below:** Students scoring in this range exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading “Below grade level.”
 - **Proficient:** Students scoring in this range exhibit competent academic performance when reading grade-level appropriate text and can be considered as reading “On grade level.” Students performing at this level should be able to identify details, draw conclusions, and make comparisons and generalizations when reading materials developmentally appropriate for their grade level.
 - **Advanced:** Students scoring in this range exhibit superior performance when reading grade-level appropriate text and can be considered as reading “Above grade level.”

- Across grades 2 through 7 in the 2006-2007 school year, Springfield consistently increased the number of students scoring in the “Above” category while decreasing the number of students scoring in the “At-Risk” category.

- Results similar to the 2006-2007 data for 2005-2006 and 2004-2005 are presented below.

Figure 1: SRI End-of-Year Results, Number of Students by Category, 2005-2006

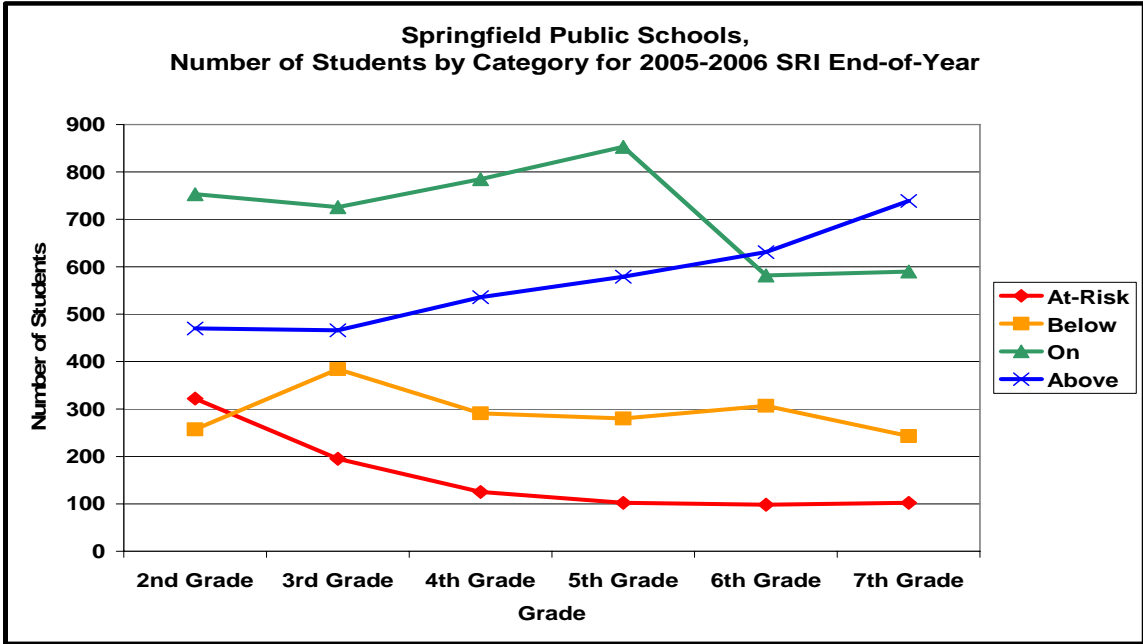
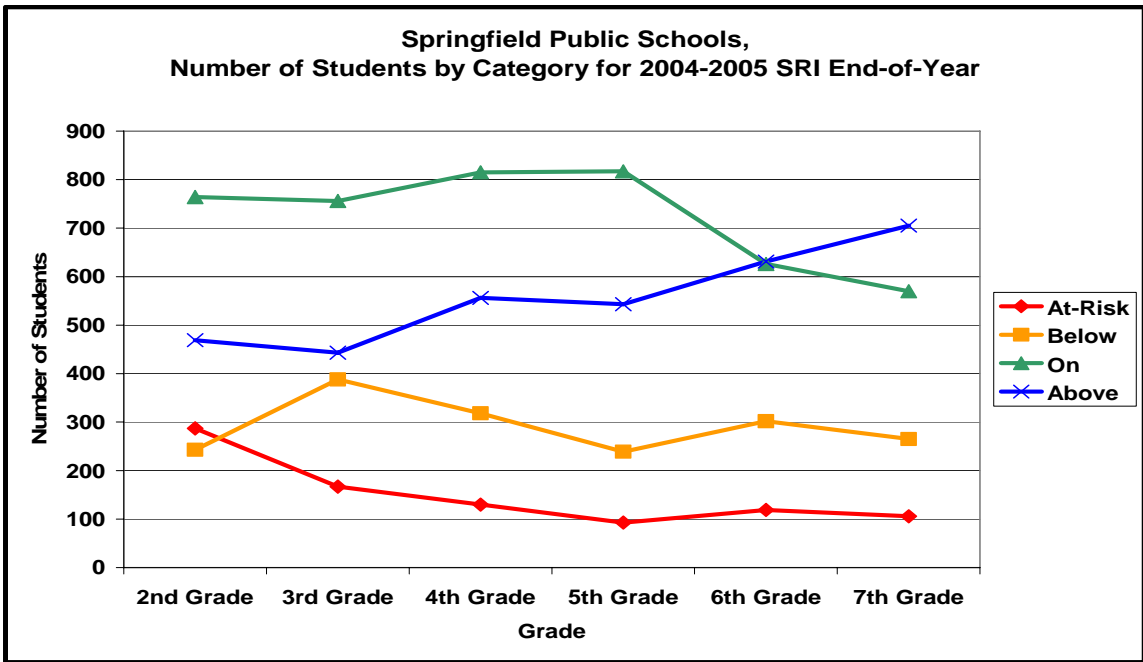


Figure 2: SRI End-of-Year Results, Number of Students by Category, 2004-2005



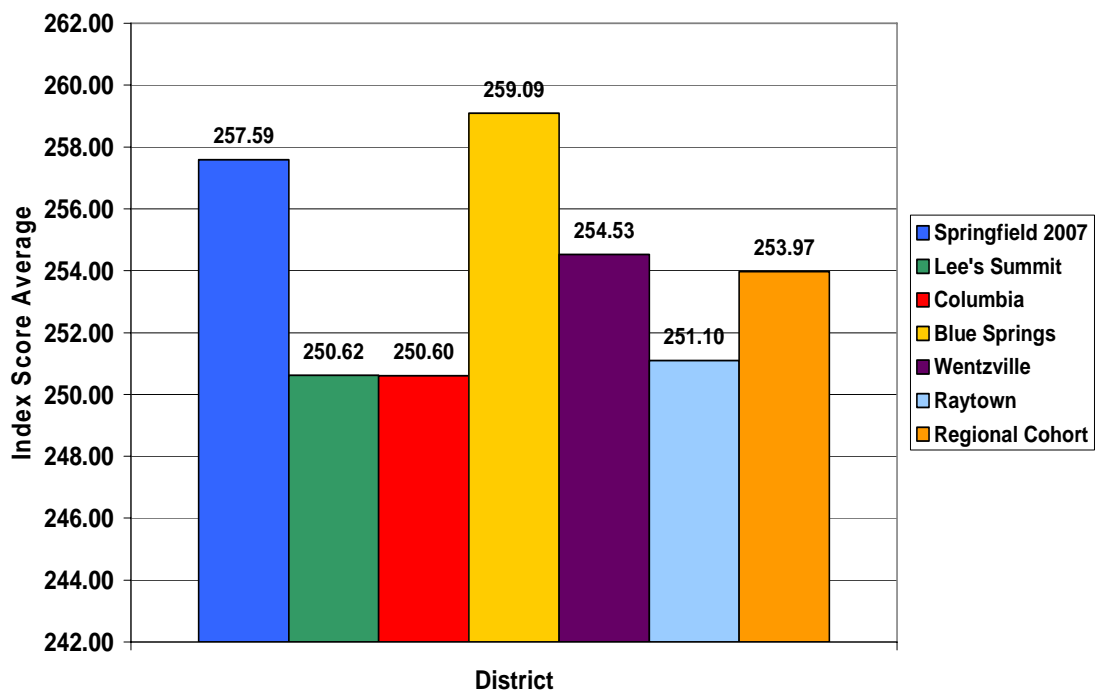
- This indicator has been identified as both a strength and an opportunity for improvement for the Springfield R-XII School District.

Goal 2: Improve Graduation Rate

Performance Indicator 3:
Increase Student Engagement and Responsibility for Learning

B: Implementation of Student-Centered Practices

Instructional Practices Index Average,
Springfield Public Schools and Other Large Missouri Districts



Source: Missouri Department of Elementary and Secondary Education and Springfield Public Schools, Information Technology

Number of respondents and when completed:

- Springfield: 1,675, Spring 2007
- Lee's Summit: 965, Fall 2006
- Columbia: 1,476, Spring 2007
- Blue Springs: 1,010, Fall 2006
- Wentzville: 424, Fall 2006
- Raytown: 713, Fall 2006
- Regional Cohort: 624, Fall 2006

Points:

- X-axis represents the district; Y-axis represents the index average
- Data are from the 4th cycle MSIP survey of faculty members over issues of instructional practices. The data represent teacher self-reports on the frequency of using specific instructional practices.
- The 4th cycle MSIP survey results for the regular “comparable group” and “regional cohort” normally used by Springfield Public Schools were unavailable. Therefore, five alternative “large districts” were identified who had been through the 4th cycle of MSIP, and would thus allow for comparison with Springfield Public Schools. Additionally, three members of the Regional Cohort: Republic, Fair Grove, and Willard, have gone through the 4th cycle MSIP and are included in this presentation. In this and all other indicators provided the Regional Cohort will consist of only these three districts unless otherwise noted.
- The demographic data of the districts are provided in Table 1.

Table 1: 2006 Demographic Data for the School Districts used in Comparing Instructional Practices Index Scores

District	Enrollment	Free/Reduced Lunch Percentage	Attendance Rate	Current Expenditures per ADA
Springfield	24,258	42.60	94.00	\$7279.94
Lee’s Summit	16,458	11.10	95.60	\$8375.39
Columbia	16,369	31.10	94.30	\$8604.82
Blue Springs	13,339	15.70	94.50	\$7873.57
Wentzville	9,625	16.70	95.10	\$7884.86
Raytown	8,765	40.80	94.20	\$7961.78
Partial Regional Cohort	8,301	33.73	95.47	\$5862.95

- The index was created by Springfield Public Schools as a way to aggregate the results across frequency categories for individual questions and the complete battery of survey questions over instructional practices.
- The 4th cycle MSIP survey consisted of 104 questions. The index average presented here represents the average index score across twenty-one questions asked to gauge the frequency of instructional practices. Teachers were asked to indicate how frequently they used each specific instructional practice. Five

response choices were possible: 1) frequently, 2) often, 3) occasionally, 4) rarely, and 5) not at all.

- Two steps were taken to arrive at the values presented.
 - 1) An index score was calculated for the twenty-one questions for each district. The index score was calculated by multiplying the percent of respondents in each category by a multiplier and then summing the results.
 - The formula for calculating the index score for each item was:

$$(\text{Frequently \%} * 3 + \text{Often \%} * 2.5 + \text{Occasionally \%} * 2 + \text{Rarely \%} * 1.5 + \text{Not at All \%} * 1.0)$$
 - A sample calculation is provided in Table 2.

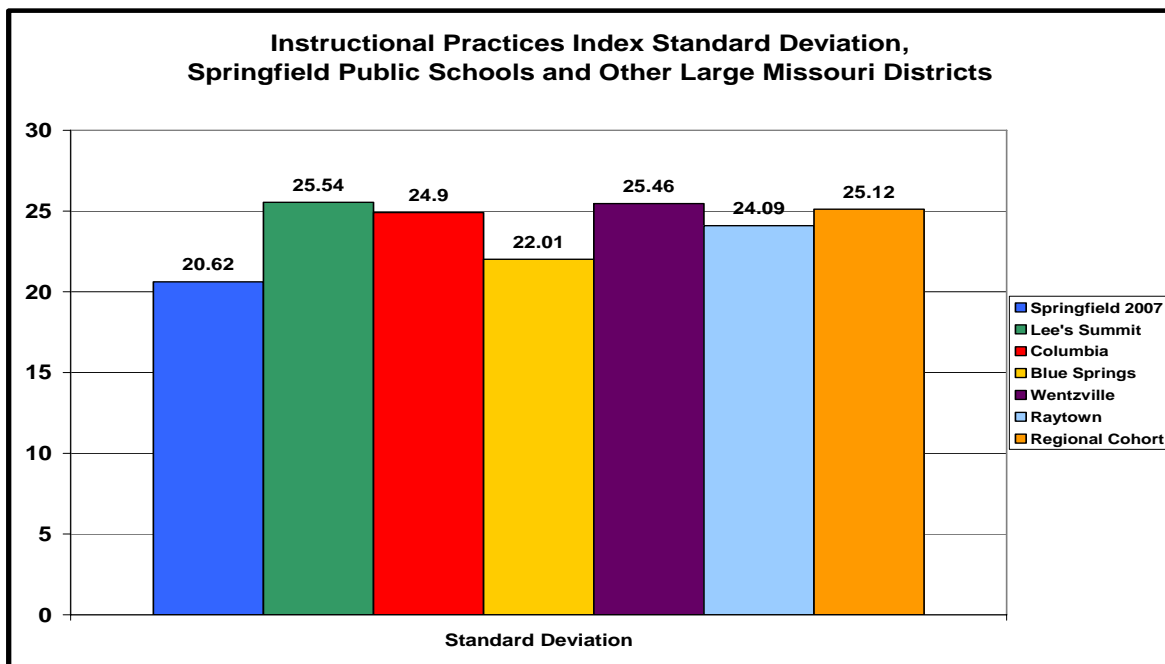
Table 2: Sample Calculation of Survey Index Score

Index Score Calculation for “Students are taught effective note-taking skills.”						
	Frequentl y	Ofte n	Occasionall y	Rarel y	Not at All	Total
Index Weight	3.0	2.5	2.0	1.5	1.0	NA
Sample Percentages	19.32	33.64	32.51	8.93	5.60	100.00
Points Earned (Index Weights multiplied by the Percentage and summed for the Total)	57.96	84.10	65.02	13.40	5.60	226.08

- 2) The average was calculated from the index scores of the twenty-one questions for each of the six districts presented. This average is the value presented on page 8.
- Blue Springs had the highest Instructional Practices Index Average at 259.09. Springfield had the second highest index average at 257.59. The index averages and the differences, provided in parentheses, between Blue Springs and the other districts are:
 - Springfield: 257.59 (-1.50)
 - Lee’s Summit: 250.62 (-8.47)
 - Columbia: 250.60 (-8.49)
 - Wentzville: 254.53 (-4.56)

- Raytown: 251.10 (-7.99)
 - Regional Cohort: 253.97 (-5.12)
- The standard deviation is useful in understanding how the data are distributed or spread across a distribution. Springfield’s standard deviation was the lowest across the districts for the index average. In the case of the index average, not only did Springfield have one of the higher values, but also had the lowest standard deviation. This indicates that not only were the index values high, they were consistently higher (lower standard deviation) than the other districts studied. The standard deviations for Springfield and the other districts are provided below and represented visually in Figure 3.
 - Springfield: 20.62
 - Lee’s Summit: 25.54
 - Columbia: 24.90
 - Blue Springs: 22.01
 - Wentzville: 25.46
 - Raytown: 24.09
 - Regional Cohort: 25.12

Figure 3: Standard Deviations for Instructional Practice Index



- The twenty-one instructional practices questions are provided in Table 3.

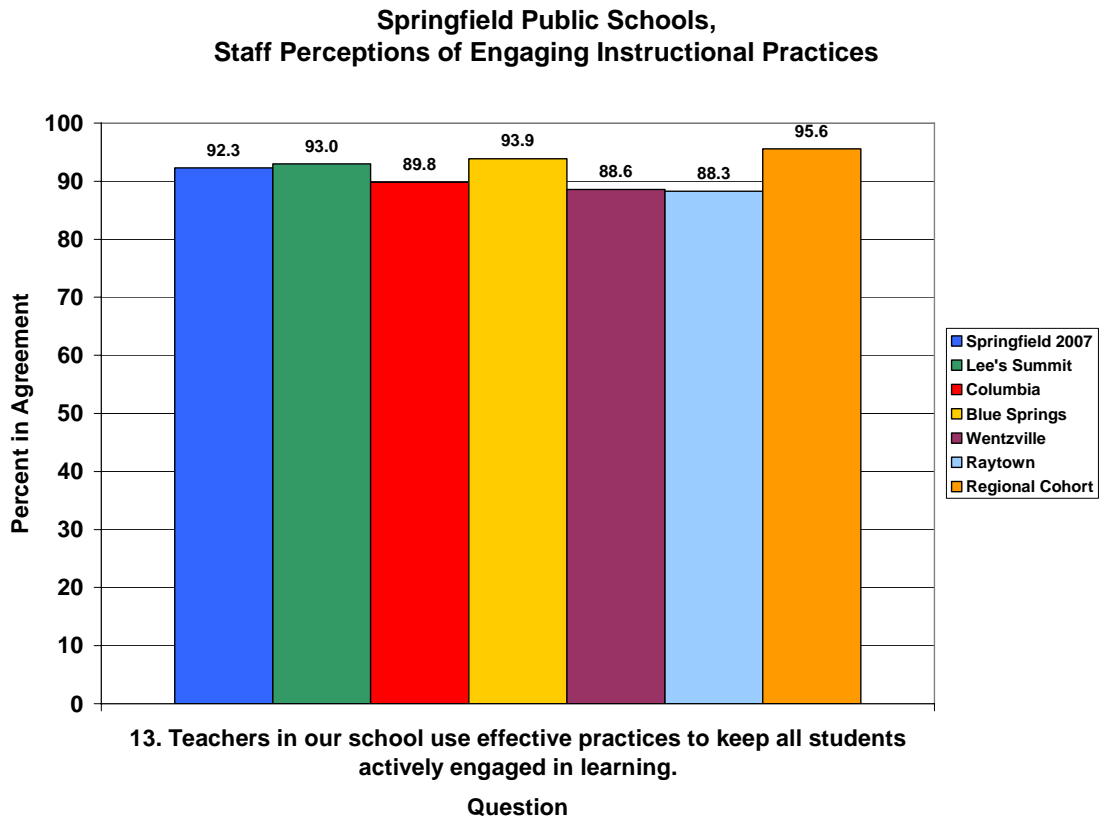
- **This indicator has been identified as a strength of the Springfield R-XII School District.**

Table 3: Twenty-One Questions Asked Pertaining to Instructional Practices from the 4th Cycle MSIP Teacher Survey

Question Number	Instructional Practice Question
84	Students are taught effective note-taking skills.
85	I assess the level of prior knowledge of all students before initiating instruction.
86	Organize students into flexible groups based on their understanding of the content and skill level.
87	Begin instructional units by presenting students with clear learning goals.
88	Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.
89	Provide students with specific feedback on the extent to which they are accomplishing the learning goals.
90	Have students keep track of their own performance on the learning goals.
91	Have students assess themselves relative to their personal learning goals after completing a unit.
92	Make use of cooperative learning groups.
93	Have students construct verbal or written summaries of new content.
94	Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).
95	Provide students with opportunities to practice important skills and procedures prior to assessment.
96	I alter instructional strategies when students are having difficulty learning the material.
97	Model or demonstrate important skills or procedures.
98	Incorporate contextual/real life learning in the classroom.
99	Incorporate problem solving instructional activities in the classroom.
100	Have students revise and correct errors in their work as a way of reviewing and revising content.
101	Have students compare and classify content.
102	Have students construct metaphors and analogies.
103	Provide specific feedback on the homework assigned to students.
104	Incorporate information about careers in my instruction.

**Performance Indicator 3:
Increase Student Engagement and Responsibility for Learning**

B: Implementation of Student-Centered Practices



Source: Missouri Department of Elementary and Secondary Education and Springfield Public Schools, Information Technology

Number of respondents and when completed:

- Springfield: 1,675, Spring 2007
- Lee's Summit: 965, Fall 2006
- Columbia: 1,476, Spring 2007
- Blue Springs: 1,010, Fall 2006
- Wentzville: 424, Fall 2006
- Raytown: 713, Fall 2006
- Regional Cohort: 624, Fall 2006

Points:

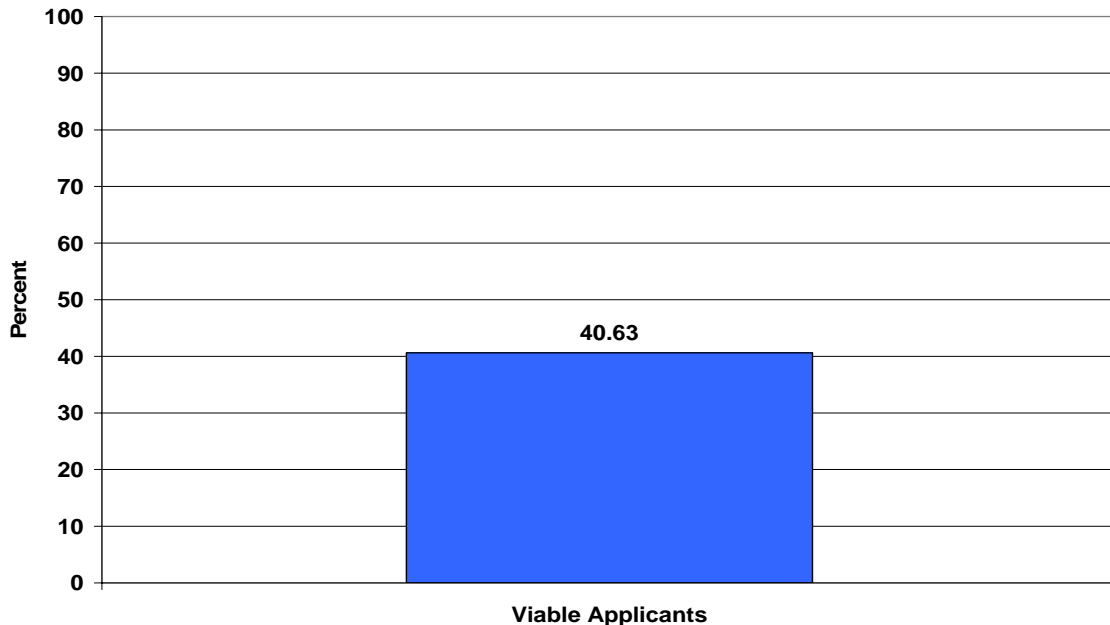
- X-axis represents the survey question; Y-axis represents the percent of respondents in agreement.
- The rationale for the use of these districts and the explanation to the modified regional cohort was presented in the instructional practices index section.
- Three of the six districts (Blue Springs, Lee’s Summit, and Springfield) had 90% or more of respondents agreeing with the statement, “Teachers in our school use effective practices to keep all students actively engaged in learning.” The other three districts (Columbia, Wentzville, and Raytown) had less than 90% of respondents in agreement.
- The Regional Cohort group had the highest percentage of all units presented with over 95% of respondents in agreement.

Goal 3: Ensure Effective and Efficient Use of Resources

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

A: Number of Qualified, Viable Leadership Candidates

Springfield Public Schools, Percent of Administrative Applicants who were Viable Candidates for Leadership Positions in 2005-2006 & 2006-2007



Source: Springfield Public Schools

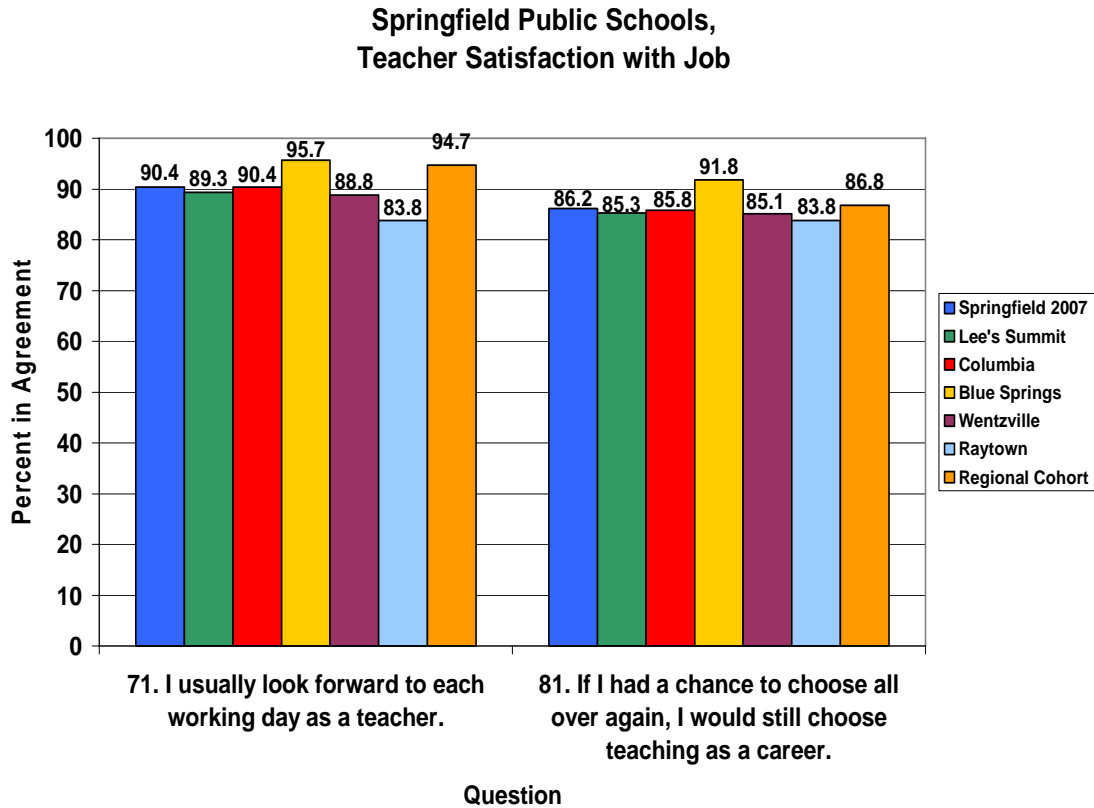
Points:

- X-axis represents the viable applicants for leadership positions; Y-axis represents the percent of all applicants who were viable.
- The percent reported (40.63%) was obtained by dividing the number of applicants interviewed (91) which serves as a proxy for viability by the total number of applicants (224) for the combined years of 2005-2006 and 2006-2007.

- There were 91 viable candidates for 45 administrative openings over the past two years.
- Leadership Applicants include those applying for the following types of positions: Building Principalships (Elementary, Middle, and High), Assistant Principals (Elementary, Middle, and High), Assistant to the Principal (Elementary), and Coordinator, Director, and Executive Director Positions.

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

B: Percent of Staff Satisfied with Job



Source: Missouri Department of Elementary and Secondary Education and Springfield Public Schools, Information Technology

Number of respondents and when completed:

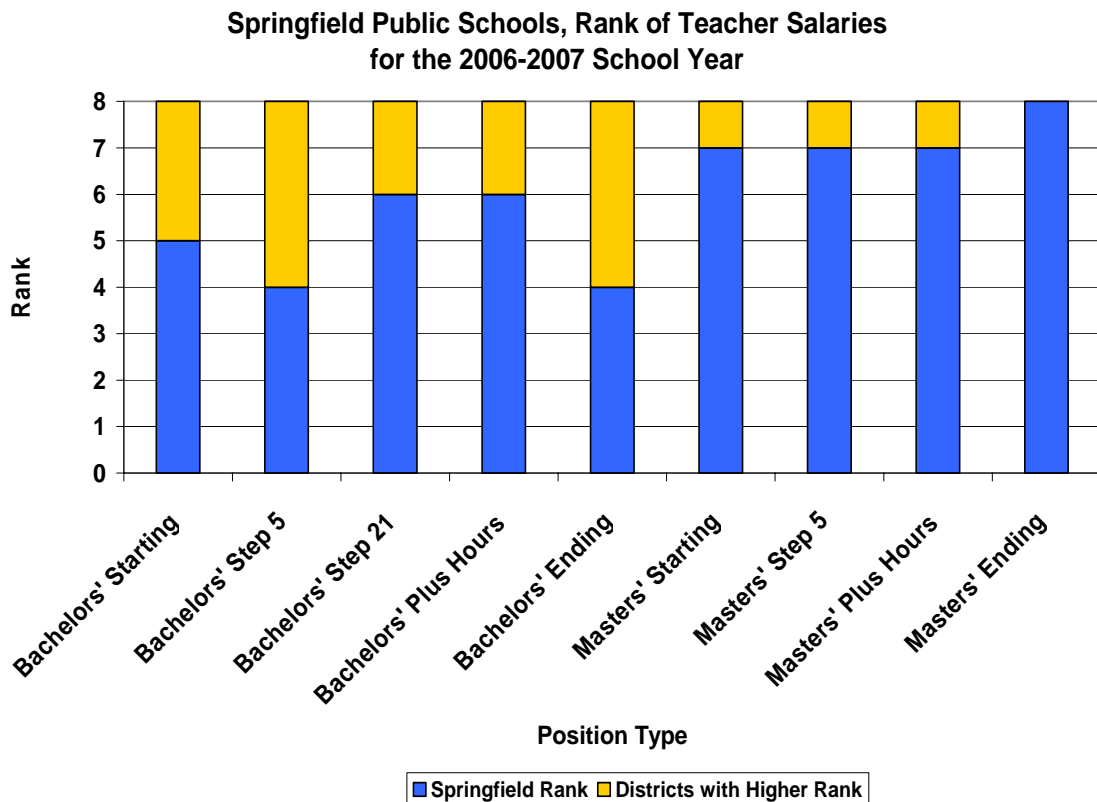
- Springfield: 1,675, Spring 2007
- Lee's Summit: 965, Fall 2006
- Columbia: 1,476, Spring 2007
- Blue Springs: 1,010, Fall 2006
- Wentzville: 424, Fall 2006
- Raytown: 713, Fall 2006
- Regional Cohort: 624, Fall 2006

Points:

- X-axis represents the survey question; Y-axis represents the percent of respondents in agreement.
- The rationale for the use of these districts and the explanation to the modified regional cohort was presented in the instructional practices index section.
- Springfield and Columbia had the third highest percentage (90.4%), following Blue Springs (95.7%) and the Regional Cohort (94.7%), of teachers who agreed with the statement, “I usually look forward to each working day as a teacher.”
- Springfield (86.2%) was third to Blue Springs (91.8%) and the Regional Cohort (86.8%) on the percent of teachers who agreed with the statement, “If I had a chance to choose all over again, I would still choose teaching as a career.” With the exception of Blue Springs, all of the units presented on question 81 had very similar agreement percentages.

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

D: Percent Meeting/Exceeding Competitive Market Salary/Benefit Packages



Source: Springfield Public Schools, Department of Human Resources

Points:

- X-axis represents comparable points on different districts' salary scales; Y-axis represents the overall rank.
- Eight districts in southwestern Missouri, including Springfield were used to compare teaching salaries at different points in teacher's careers. The districts included: Ozark, Nixa, Joplin, Logan-Rogersville, Lebanon, Republic, Pleasant Hope, and Springfield.
- The comparisons were from salary scales at the beginning of the 2006-2007 school year.

- The columns in the chart represent Springfield’s rank at a given point on a salary scale. The higher the rank the better. For example, if Springfield had the highest rank on a given point of the scale it would receive a ranking of eight. Springfield’s position is located where the gold and blue meet. With gold representing the number of districts who had a higher rank on a given measure and blue representing the number of districts who had a lower rank. ***The most straightforward way to interpret the chart is to look at the amount of blue in each column. Ideally, Springfield would have the highest ranking, which would mean there would be seven districts with a lower rank (more blue/less gold).***
- Springfield’s ranks range from a high of 8 (Masters’ Ending) to a low of 4 (Bachelors’ Step 5 and Bachelors’ Ending). Springfield’s average rank is 6.00 across the nine points of comparison.
- The ranks for each category are presented in Table 4.

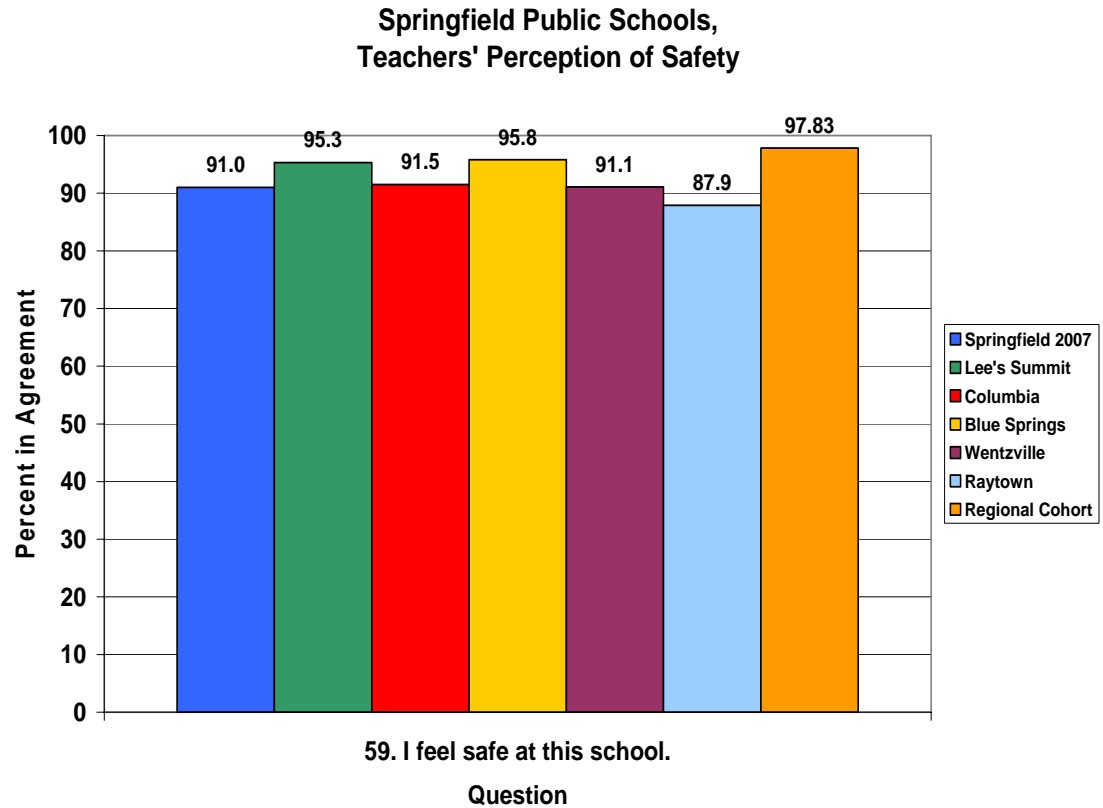
Table 4: Ranks for Teaching Salary Scale

	Rank
Bachelors’ Starting	5
Bachelors’ Step 5	4
Bachelors’ Step 21	6
Bachelors’ Plus Hours	6
Bachelors’ Ending	4
Masters’ Starting	7
Masters’ Step 5	7
Masters’ Plus Hours	7
Masters’ Ending	8

- **This indicator has been identified as an opportunity for improvement by the Springfield R-XII School District.**

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

A: Percent of Staff with Positive Perceptions of the Environment



Source: Missouri Department of Elementary and Secondary Education and Springfield Public Schools, Information Technology

Number of respondents and when completed:

- Springfield: 1,675, Spring 2007
- Lee's Summit: 965, Fall 2006
- Columbia: 1,476, Spring 2007
- Blue Springs: 1,010, Fall 2006
- Wentzville: 424, Fall 2006
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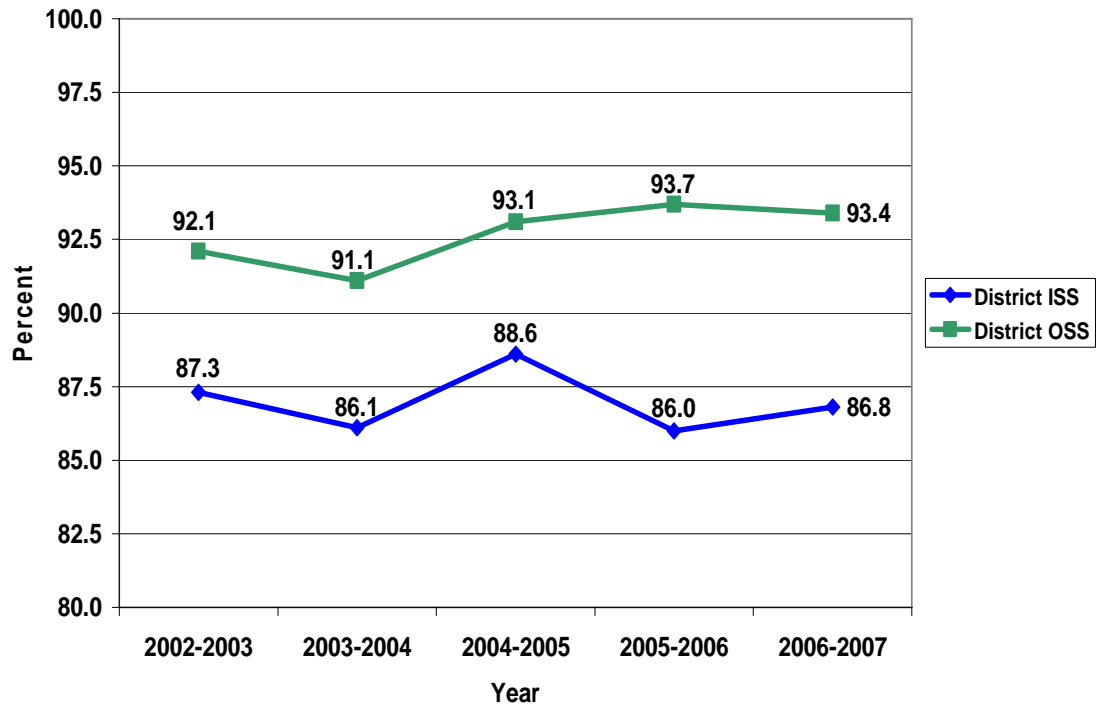
Points:

- X-axis represents the survey question; Y-axis represents the percent of respondents in agreement.
- The rationale for the use of these districts and the explanation to the modified regional cohort was presented in the instructional practices index section.
- Springfield was sixth of the seven units with 91% of teachers agreeing with the statement, “I feel safe at school.”
- The data appear to represent three different clusters of districts. 1) Lee’s Summit, Blue Springs, and the Regional Cohort, above 95%, 2) Columbia, Wentzville, and Springfield in the 91% range, and 3) Raytown, below 91%.

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

B: Percent of Students Demonstrating Safe, Responsible

**Springfield Public Schools, District Totals
Percent of Students Not Receiving ISS/OSS**



Source: Springfield Public Schools Annual Reports (2002-2003 through 2006-2007)

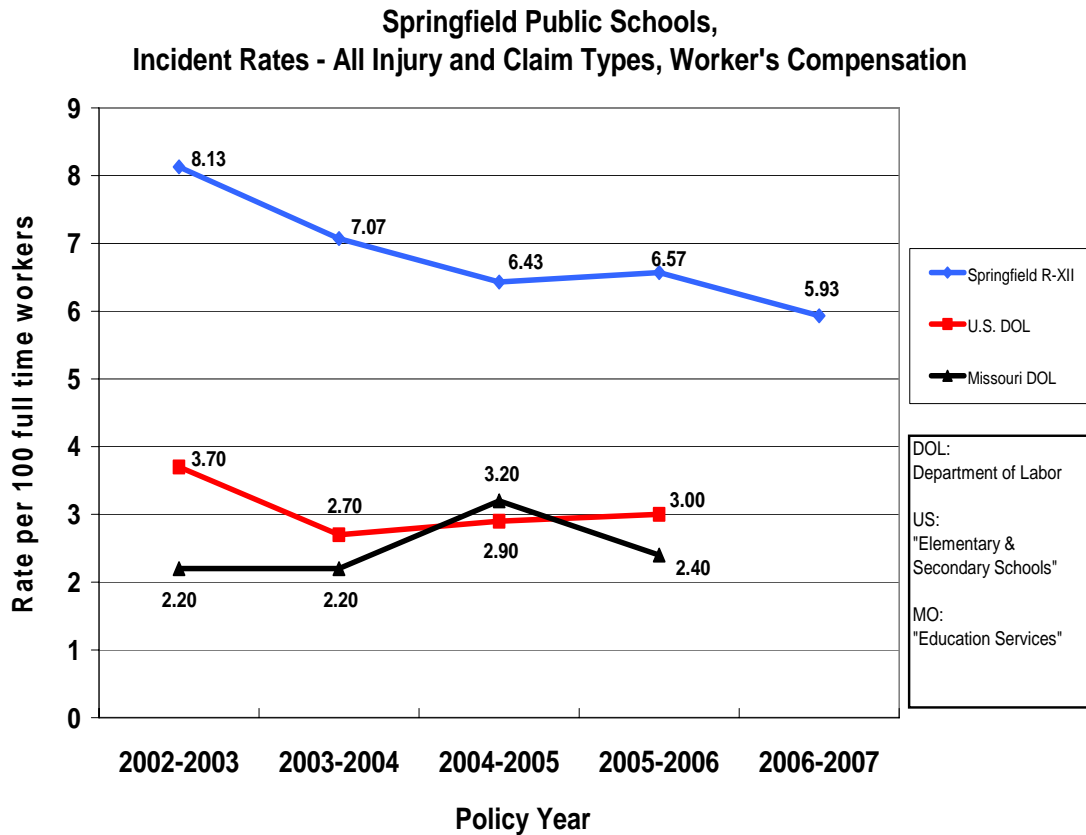
Points:

- X-axis represents the school year; Y-axis represents the percent of students who did not receive an in-school (ISS) or out-of-school (OSS) suspension.
- A higher percentage on this chart indicates that fewer students received suspensions during the school year.
- These percentages represent elementary, middle, and high school students.
- There has been a general upward trend for the percent of students not receiving OSS over the last four years (green line).

- With the exception of 2004-2005 the percent of students not receiving ISS has been consistently under 88%.
- The percent of students not receiving ISS in the 2006-2007 school year was up 0.8% from the 2005-2006 school year, while the percent of students not receiving OSS in the 2006-2007 school year was down -0.3% from the 2005-2006 school year.
- **This indicator has been identified as an area in need of further study by the Springfield R-XII School District.**

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

C: Percent of Lost Work Time (Workers Compensation Claims)



Source: Springfield Public Schools

Points:

- X-axis represents the school year; Y-axis represents the rate per 100 full time workers.
- Springfield Public Schools has a notable downward trend (reduction of claims) across the five-year span. During this reduction all years remain above the rates for “Education Services” in Missouri (black line) and “Elementary and Secondary Schools” in the United States (red).
- **This indicator has been identified as an opportunity for improvement by the Springfield R-XII School District.**

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

	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