

1st Quarterly Report of the Indicators and Measures of
the
District Goals for the Springfield R-XII School District



Presented to the
Board of Education
October 16, 2007

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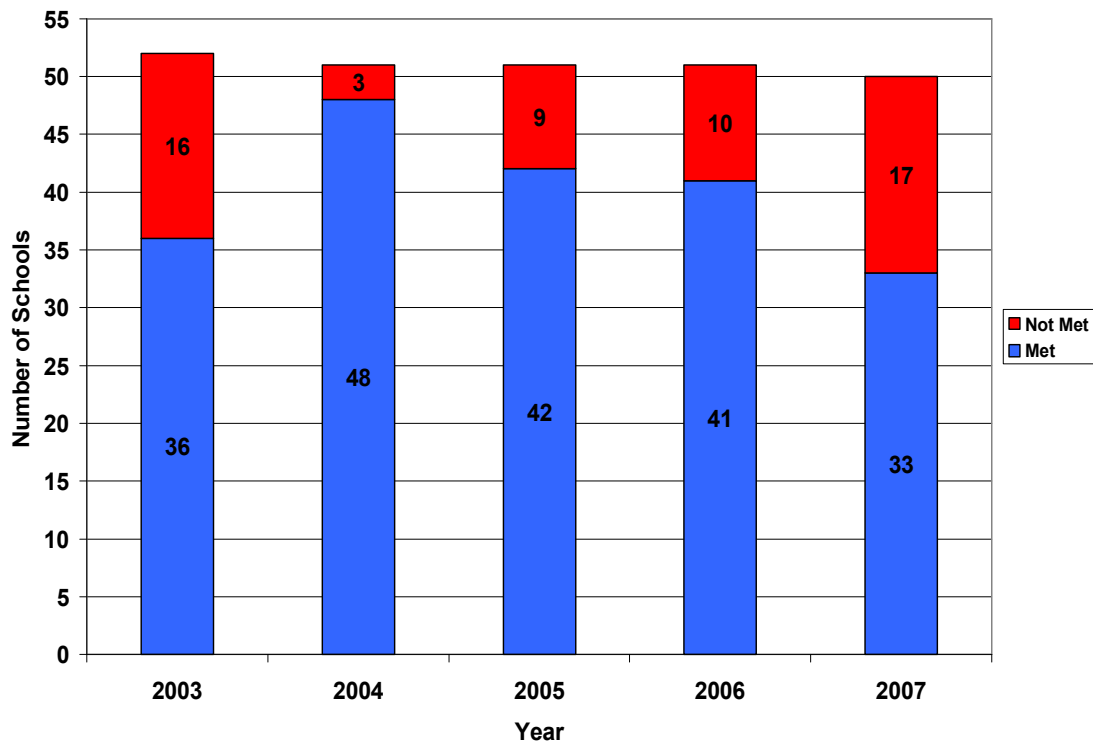
*The indicators/graphs highlighted in the listing of figures represent the strengths, opportunities for improvement, updates, and areas needing further study identified by the Superintendent's Cabinet of the Springfield R-XII School District.

Goal 1: Improve Student Achievement

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

1. Number of Schools Meeting or Exceeding AYP Performance Standards

**Springfield Public Schools Adequate Yearly Progress (AYP),
Number of All Schools, 2003-2007**



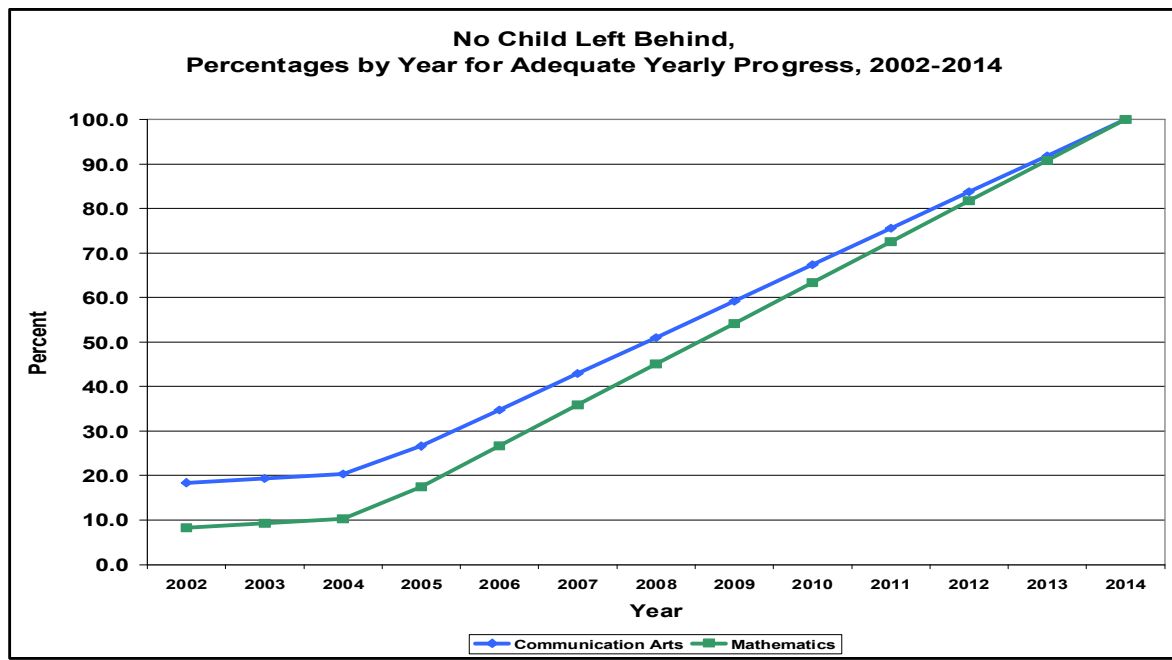
Source: Missouri Department of Elementary and Secondary Education (DESE)

Points

- X-axis represents the year; Y-axis represents the number of schools.
- AYP is an acronym for Adequate Yearly Progress. School districts are expected to make Adequate Yearly Progress as a requirement of the federal No Child Left Behind Act.

- A school building/district makes adequate yearly progress if they have met the minimum percentage of students scoring proficient and advanced for a given year. These annual percentage expectations increase from year to year. A representation of the percentage expectations for communication arts and mathematics is presented in Figure 1. The 2007 communication arts expectation was 42.9%. The 2007 mathematics expectation was 35.8%.

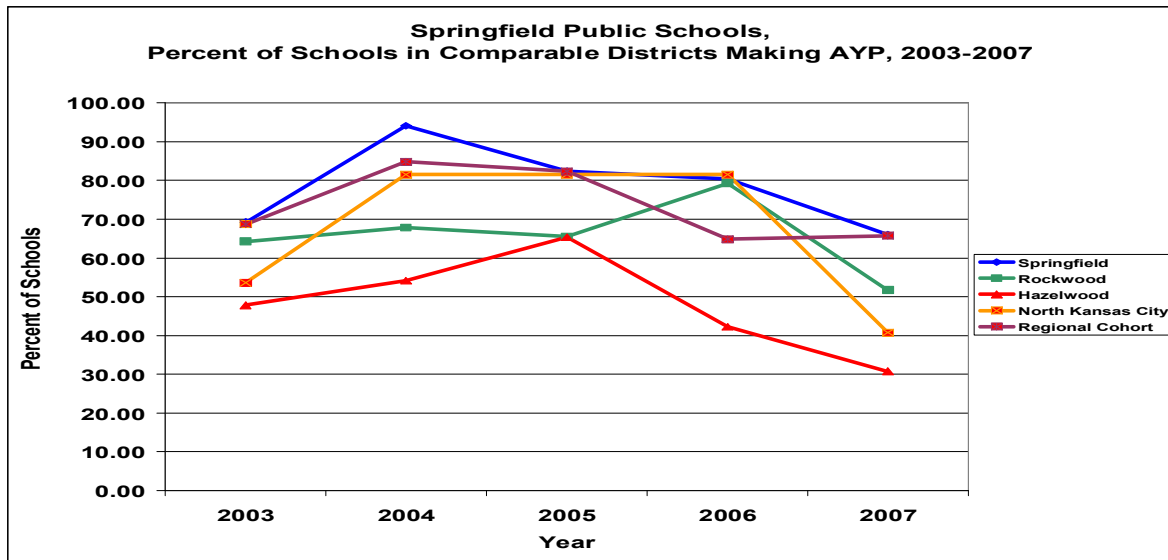
Figure 1: AYP Expectations for 2002-2014



- 17 of the district's 50 schools did not make AYP in 2007. These 17 sites represent 40% of high schools (2 of 5), 66% of middle schools (6 of 9), and 25% of elementary schools (9 of 36).

- Figure 2 presents the percent of schools making AYP for Springfield R-XII and the comparable districts from 2003-2007. Springfield R-XII has consistently been at the top of this group in the percent of schools making AYP.

Figure 2: Percent of Schools in Comparable Districts Making AYP, 2003-2007



- The comparative percent of schools making AYP has been identified as a strength for the Springfield R-XII School District.

SP5 TARGET

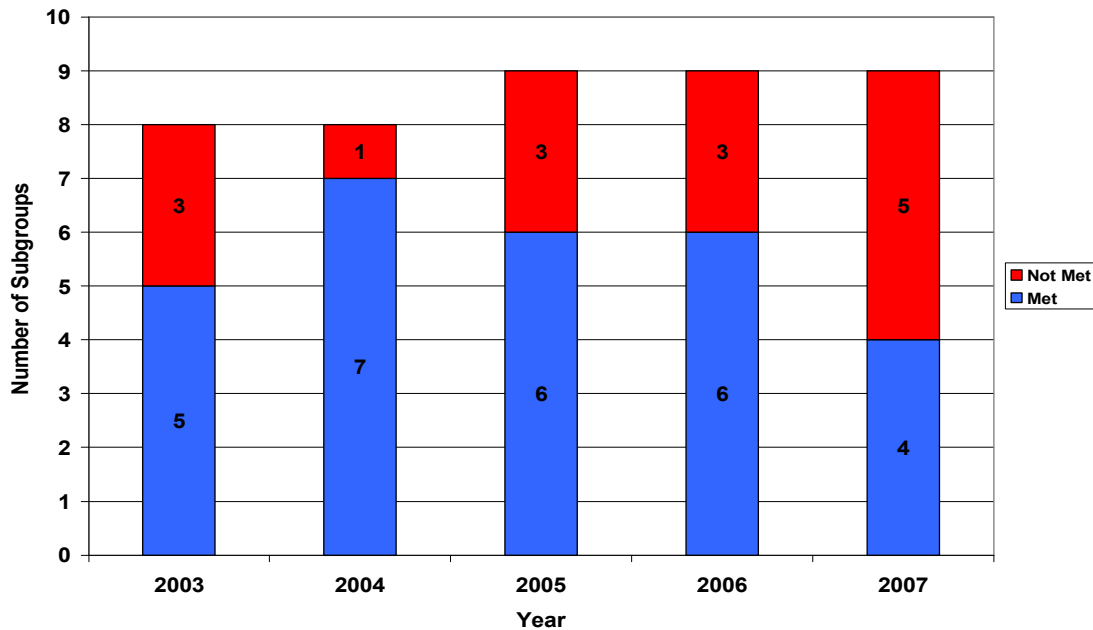
1.1.1.1 One hundred percent of all Springfield Public Schools will meet or exceed AYP each year as measured by the Missouri Department of Elementary and Secondary Education (DESE) communication arts and mathematics performance standards.

This target has not been met.

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

2. Number of Student Subgroups Meeting or Exceeding AYP
Performance Standards (Communication Arts)

**Springfield Public Schools Adequate Yearly Progress (AYP),
Communication Arts, Number of Subgroups, 2003-2007**



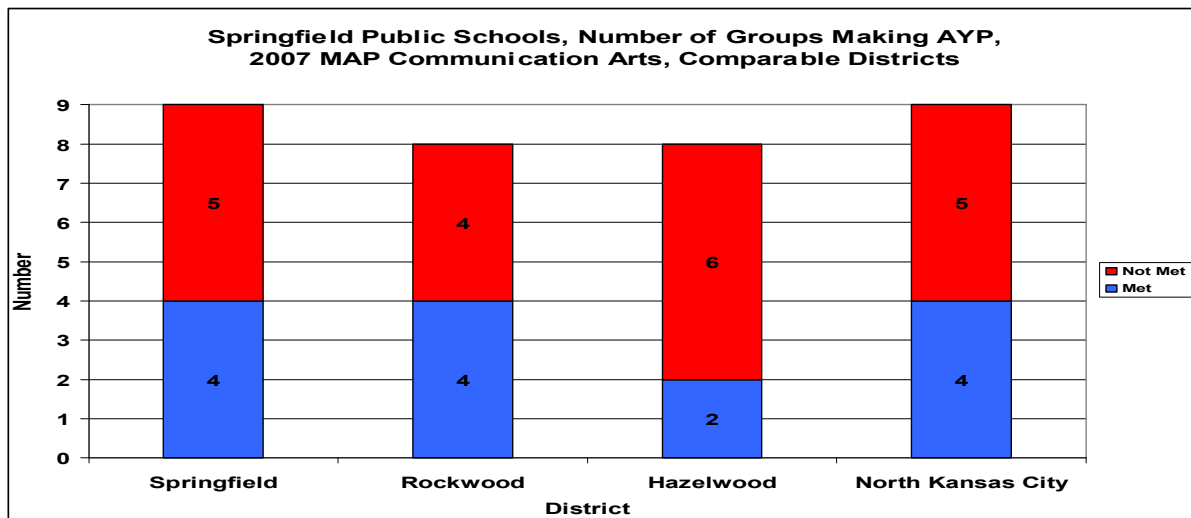
Source: Missouri Department of Elementary and Secondary Education (DESE)

Points:

- X-axis represents the year; Y-axis represents the number of subgroups accountable.
- 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 (special education) and, b) LEP/ELL students (English Language Learners).

- A total overall percent is reported as well.
- Springfield R-XII had five of nine groups not meet in communication arts in 2007.
- The performance of the comparable districts is provided in Figure 3. As shown in this figure, Springfield had the same amount of groups meet (4) as Rockwood and North Kansas City.

Figure 3: 2007 Comparable Districts Communication Arts Subgroup Performance, Number of Groups Met/Not Met



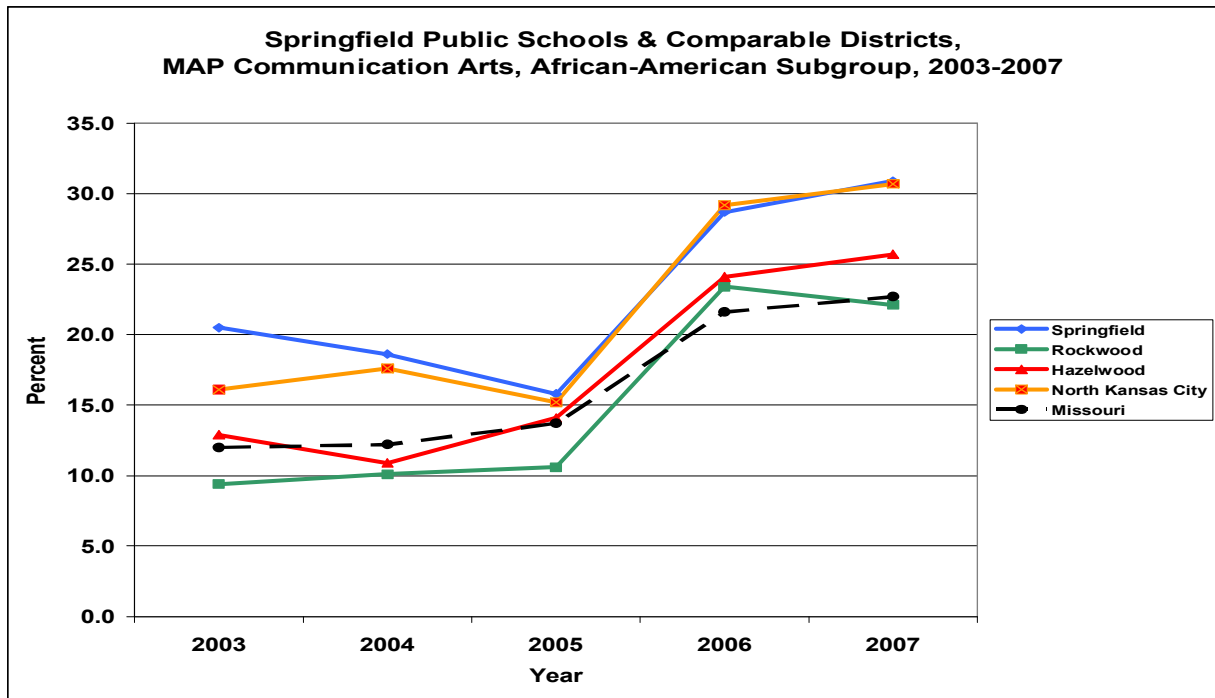
- A breakdown by group type and whether or not they met for Springfield and the comparable districts is provided in Table 1. The blue shading indicates the group met, red indicates the group did not. The spaces not shaded blue or red represent a group that was not large enough (< 30 or 50 students) to be reportable for that district.

Table 1: 2007 Communication Arts Subgroup Performance of Comparable Districts, Disaggregation of the Number of Groups Met/Not Met

	School Total	Asian/Pacific Islander	Black	Hispanic	American Indian	White	Free/Reduced Lunch	IEP	LEP
Springfield	Yes	Yes	No	No	Yes	Yes	No	No	No
Rockwood	Yes	Yes	No	Yes		Yes	No	No	No
Hazelwood	No	Yes	No	No		Yes	No	No	No
North Kansas City	Yes	Yes	No	No	Yes	Yes	No	No	No

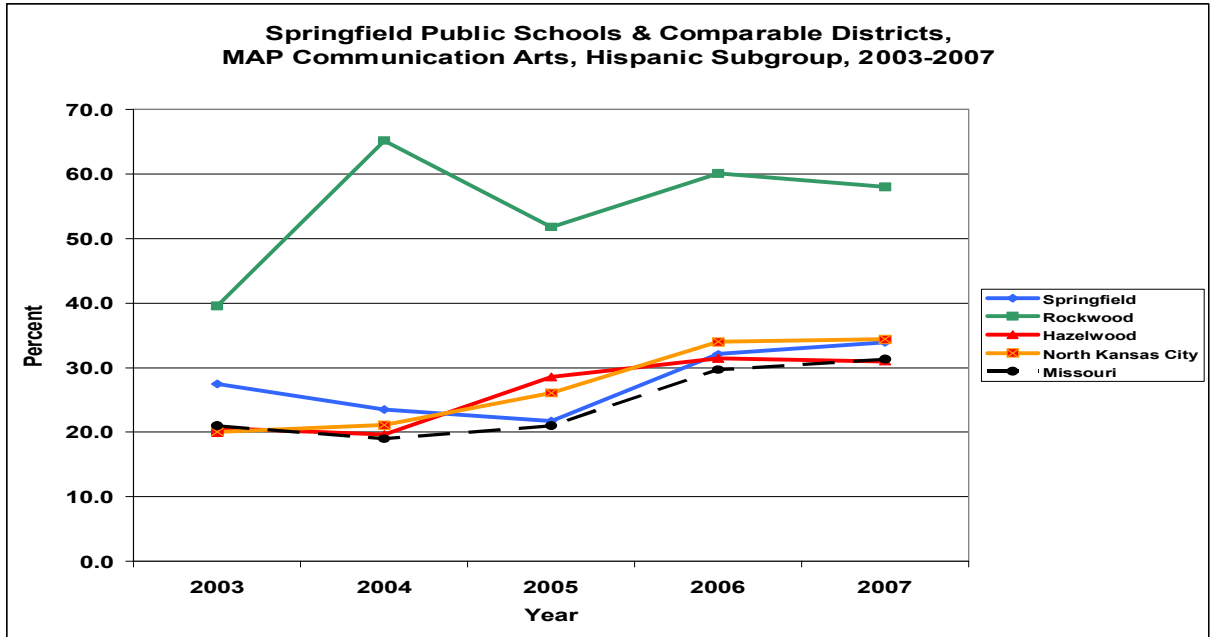
- Figures 4 through 8 provide the performance of Springfield and the comparable districts across the last five years for each subgroup that did not make AYP. A Regional Cohort value is not provided because for many of the subgroups the members of the cohort have not had enough students (< 30 or 50) for a group to be accountable. The points for each figure will follow the graph.

Figure 4: SPS and Comparable Districts Communication Arts African-American Performance



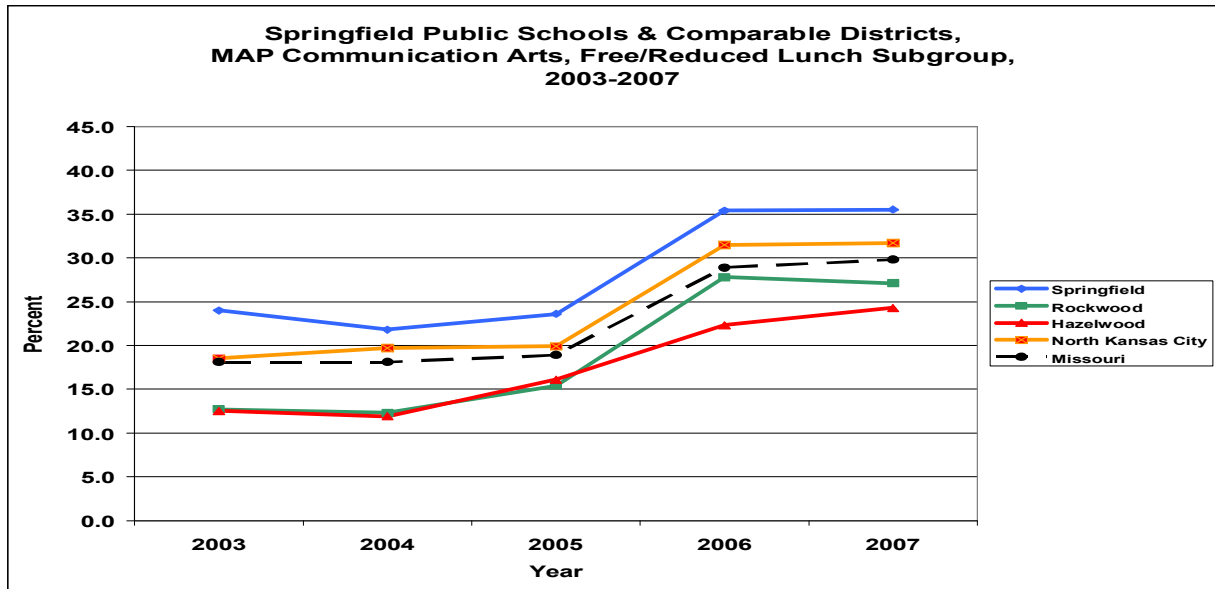
- Springfield and North Kansas City have consistently had a higher percentage of African-American students scoring proficient and advanced than Rockwood, Hazelwood, and the Missouri average.
- Springfield's 2007 percent of African-American students scoring proficient and advanced was 30.9. This is the highest percent for Springfield over the five-year span.

Figure 5: SPS and Comparable Districts Communication Arts Hispanic Performance



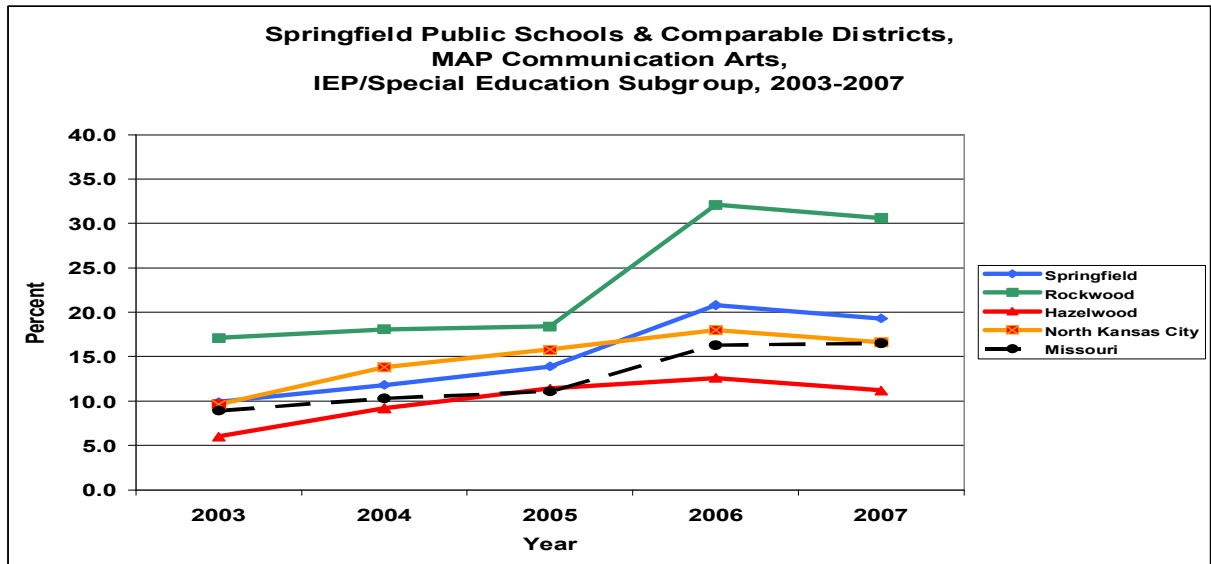
- Four of the five units, including Springfield have had consistent percentages (approximately 20 to 30%) across the five year span. Rockwood's performance stands out, with a much higher percentage of Hispanic students scoring proficient and advanced relative to the other units.
- Springfield's 2007 percent of Hispanic students scoring proficient and advanced was 33.9. This is the highest percent for Springfield over the five-year span.

Figure 6: SPS and Comparable Districts Communication Arts Free/Reduced Lunch Performance



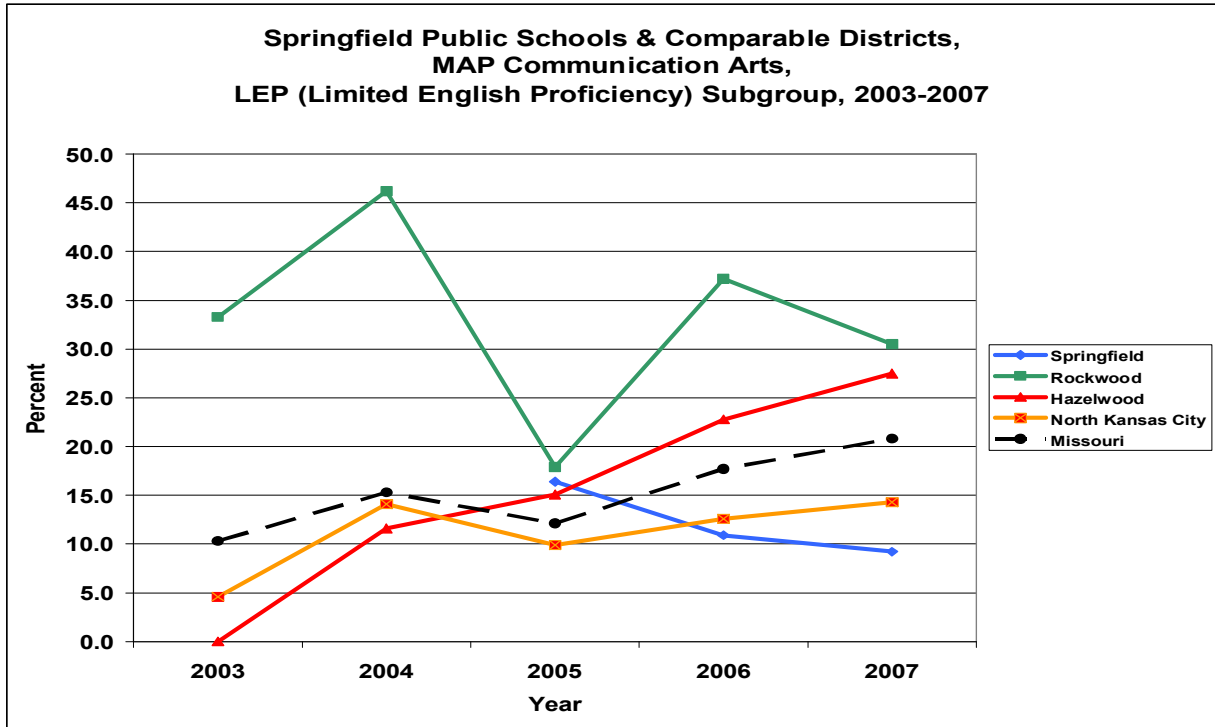
- Springfield has consistently been the highest unit across the five-year span for the free/reduced lunch subgroup.
- Springfield's 2007 percent of free/reduced lunch students scoring proficient and advanced was 35.5. The 2006 percent was 35.4. The 2007 value is the highest percent for Springfield over the five-year span.

Figure 7: SPS and Comparable Districts Communication Arts IEP/Special Education Performance



- Springfield has had the second highest percent of students with an IEP scoring proficient and advanced behind Rockwood for the last two years.
- Springfield's 2007 percent of IEP/special education students scoring proficient and advanced was 19.3.

Figure 8: SPS and Comparable Districts Communication Arts LEP (Limited English Proficiency) Performance



- Springfield had the lowest ranking of the five units in 2007.
- Springfield's 2007 percent of limited English proficiency students scoring proficient and advanced was 9.2.
- A program evaluation and discussion about the limited English proficiency program and students was recently presented at the July 10, 2007, Board Meeting.
- The AYP performance of subgroups (p.10) has been identified as an opportunity for improvement for the Springfield R-XII school district.
- The comparative percent of students within subgroups (pp. 12, 13, 14, 15) has been identified as a strength for the Springfield R-XII School District.

SP5 TARGET

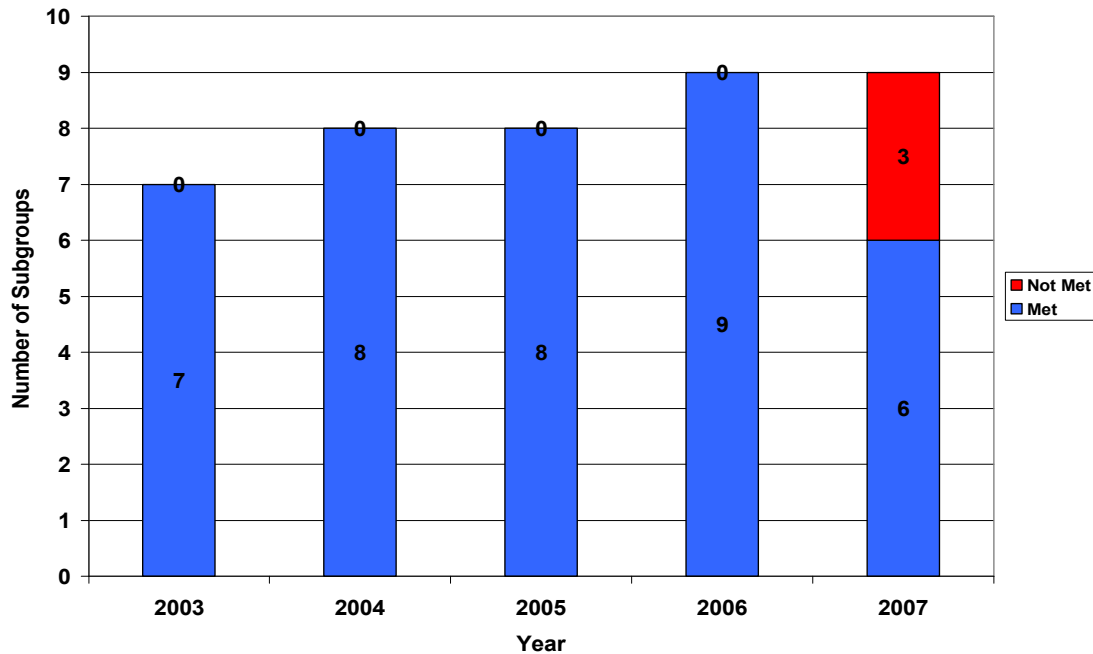
1.1.2.1 One additional subgroup will meet or exceed AYP each year until all subgroups meet or exceed AYP as measured by the Missouri DESE communication arts performance standards. All subgroups shall meet or exceed AYP as measured by the Missouri DESE communication arts performance standards by the year 2014.

This target has not been met.

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

2. Number of Student Subgroups Meeting or Exceeding AYP
Performance Standards (Mathematics)

Springfield Public Schools Adequate Yearly Progress (AYP),
Mathematics, Number of Subgroups, 2003-2007



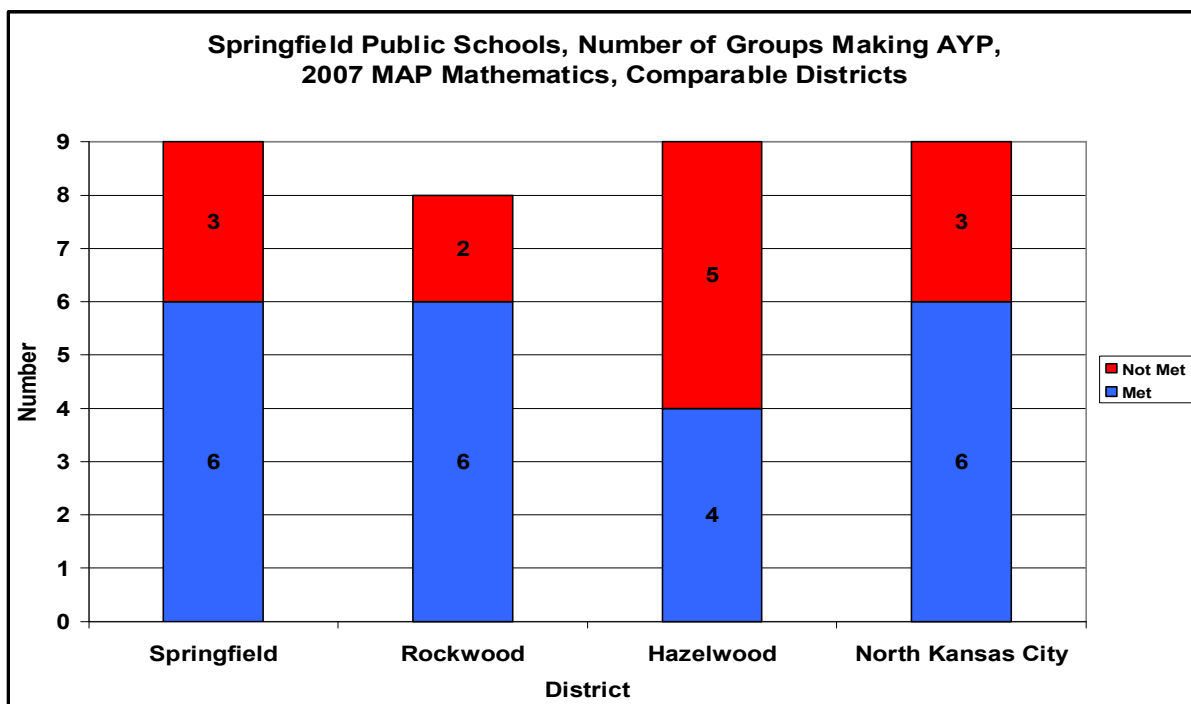
Source: Missouri Department of Elementary and Secondary Education (DESE)

Points:

- X-axis represents the year; Y-axis represents the number of subgroups accountable.
- 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 (special education) and, b) LEP/ELL students (English Language Learners).

- A total overall percent is reported as well.
- Three of nine groups did not meet AYP in mathematics in 2007. This was the first time in the five-year span where Springfield did not have all subgroups meet in mathematics.
- The performance of the comparable districts is provided in Figure 9. As shown in this figure, Springfield had the same amount of groups meet (6) as Rockwood and North Kansas City.

Figure 9: 2007 Comparable Districts Mathematics Subgroup Performance, Number of Groups Met/Not Met



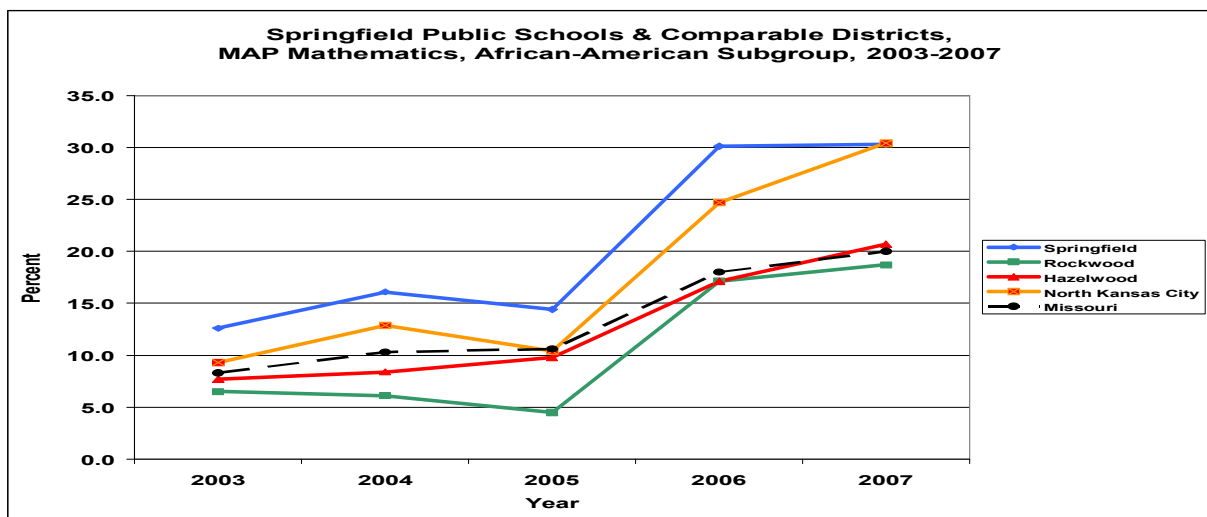
- A breakdown by group type and whether or not they met for Springfield and the comparable districts is provided in Table 2. The blue shading indicates the group met, red indicates the group did not. The spaces not shaded blue or red represent a group that was not large enough (< 30 or 50 students) to be reportable for that district.

Table 2: 2007 Mathematics Subgroup Performance of Comparable Districts, Disaggregation of the Number of Groups Met/Not Met

	School Total	Asian/Pacific Islander	Black	Hispanic	American Indian	White	Free/Reduced Lunch	IEP	LEP
Springfield	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No
Rockwood	Yes	Yes	No	Yes		Yes	No	Yes	Yes
Hazelwood	No	Yes	No	Yes		Yes	No	No	No
North Kansas City	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No

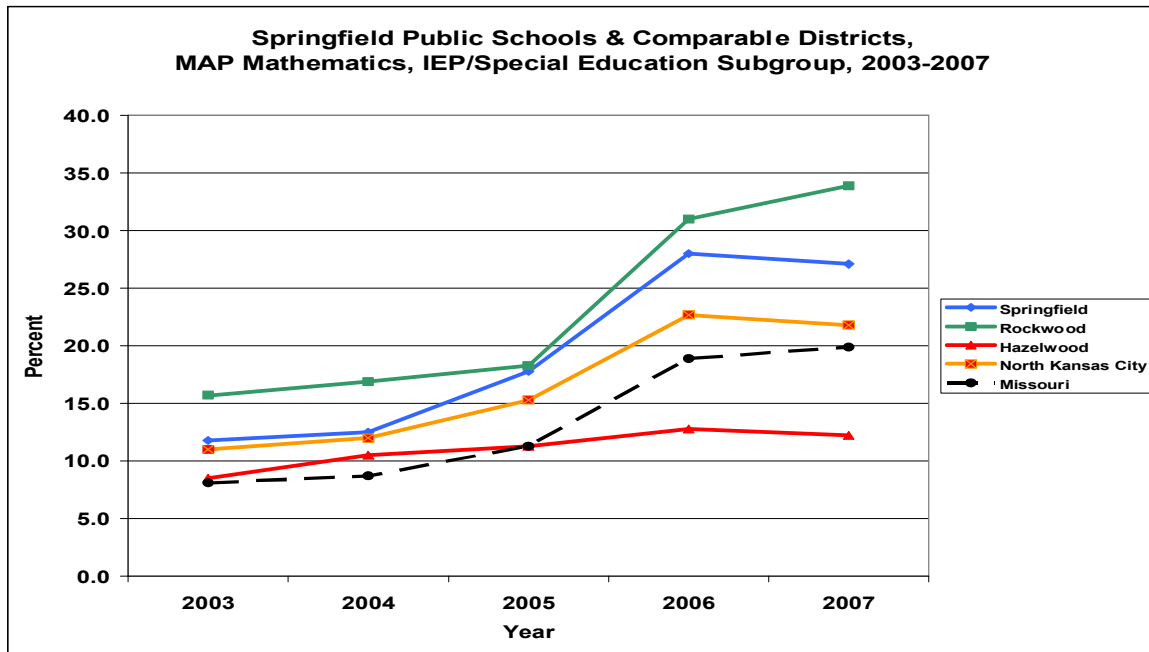
- Figures 10 through 12 provide the performance of Springfield and the comparable districts across the last five years for each subgroup that did not make AYP. A Regional Cohort value is not provided because for many of the subgroups the members of the cohort have not had enough students (< 30 or 50) for a group to be accountable. The points for each figure will follow the graph.

Figure 10: SPS and Comparable Districts Mathematics African-American Performance



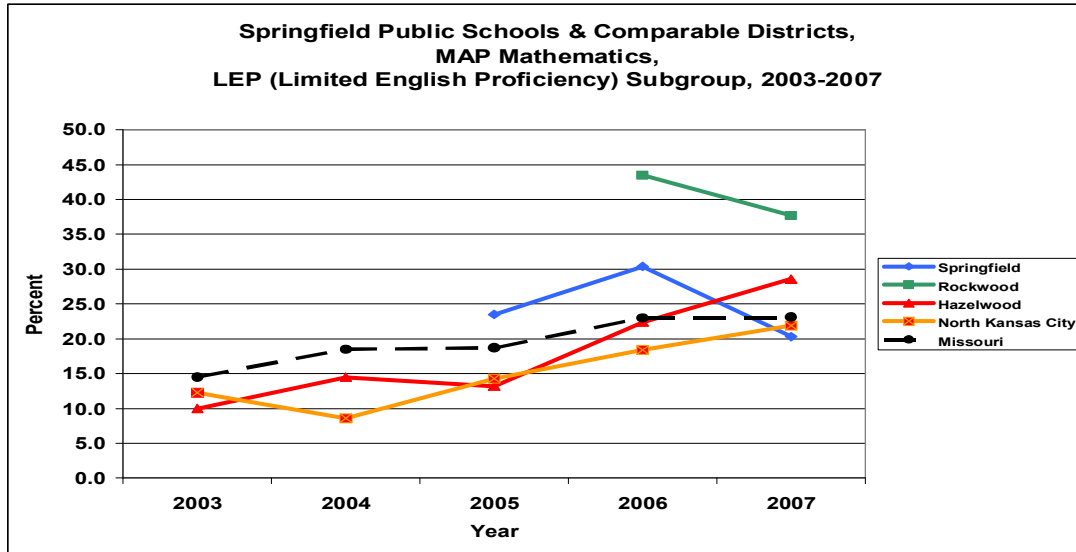
- Springfield has consistently been the highest unit from 2003-2006. In 2007 Springfield's performance remained stable at the 2006 level, 30.1 to 30.3, while North Kansas City's increased from 24.7 to 30.4.
- Springfield's 2007 percent of African-American students scoring proficient and advanced was 30.3

Figure 11: SPS and Comparable Districts Mathematics IEP/Special Education Performance



- Springfield has consistently been the second highest unit from 2003-2007, trailing only Rockwood in the percent of IEP/special education students scoring proficient and advanced.
- Springfield's 2007 percent of IEP/special education students scoring proficient and advanced was 27.1.

Figure 12: SPS and Comparable Districts Mathematics LEP (Limited English Proficiency) Performance



- Springfield's 2007 performance was last of the five units. Previously Springfield ranked second in 2005 and 2006.
- Springfield's 2007 percent of limited English proficiency students scoring proficient and advanced was 20.3.
- The AYP performance of subgroups (p.17) has been identified as an opportunity for improvement for the Springfield R-XII school district.
- The comparative percent of students within subgroups (pp. 19 & 20) has been identified as a strength for the Springfield R-XII School District.

SP5 TARGET

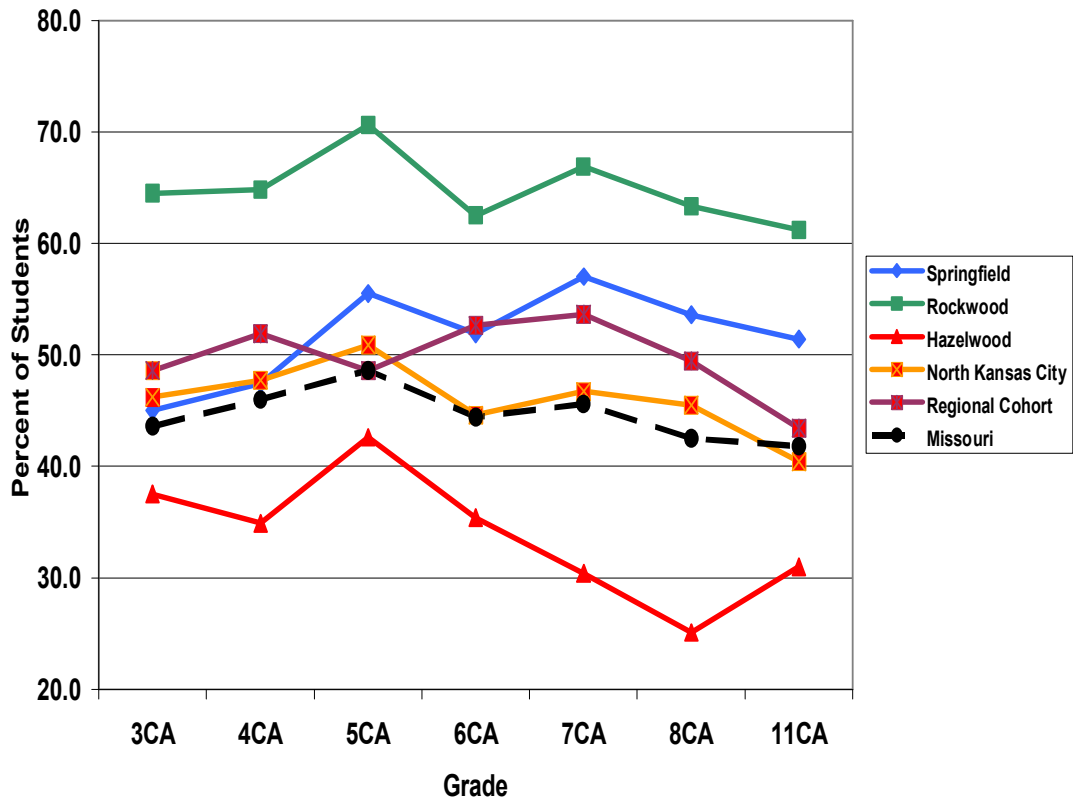
1.1.2.1 All subgroups will meet or exceed AYP each year as measured by the Missouri DESE mathematics performance standards.

This target has not been met.

Performance Indicator 2:
Improve Student Performance as Measured by MAP and ACT

1. Percent of Students Scoring Proficient/Advanced (MAP)

Springfield Public Schools & Comparable Districts,
Percent of Students in Top Two Levels, 2007 Communication Arts



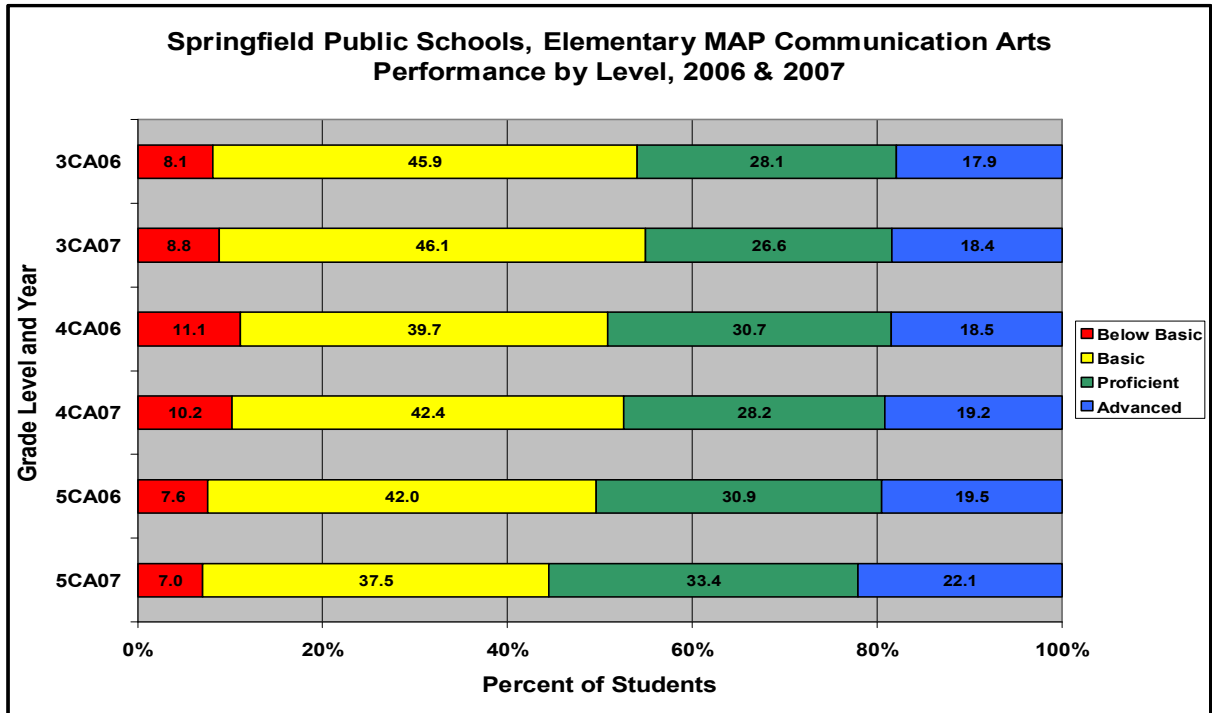
Source: Missouri Department of Elementary and Secondary Education (DESE)

Points:

- X-axis represents the grade level and content area; Y-axis represents the percent of students scoring proficient and advanced.
- The 2007 MAP Test consists of four levels: Below Basic, Basic, Proficient, and Advanced.

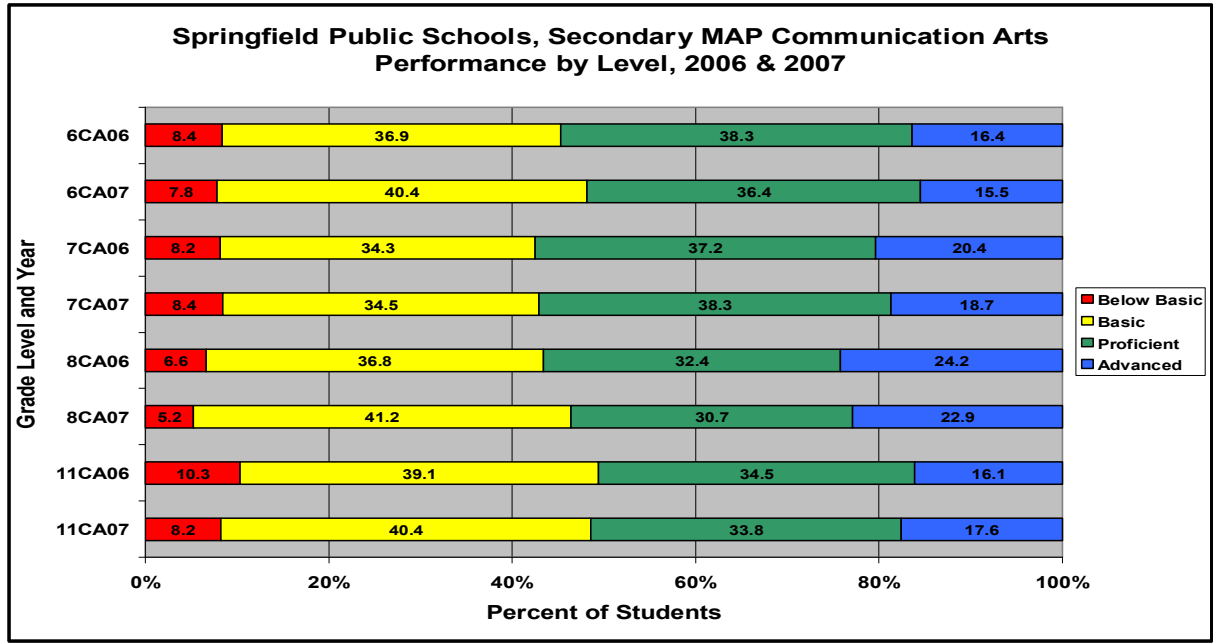
- This chart represents the percent of students scoring in the top two levels (proficient and advanced) as one value.
- In 2007, Springfield experienced a two-level upward trend (grades 3 through 5) and a two-level downward trend (grades 7 through 8 and 11). Rockwood, North Kansas City, the Regional Cohort, and Missouri also experienced the two-level downward trend.
- All units experienced a drop in the percent of students scoring proficient and advanced from grades five to six, except the Regional Cohort.
- Springfield's comparisons of the percent of students at each level (below basic, basic, proficient, and advanced) at each grade for 2006 and 2007 are provided in Figures 13 and 14. Figure 13 contains the elementary results, Figure 14 the secondary results.

Figure 13: Springfield Public Schools, Elementary Communication Arts, Percent of Students at Each Level for 2006 and 2007



- The most straightforward method to interpreting this type of graph is to examine the amount of blue (advanced) and green (proficient) from 2006 to 2007 by grade level. An increase in the total amount of blue and green represents an increase in the percent of students scoring proficient and advanced. Similarly, a reduction in red (below basic) and yellow (basic) would represent a decrease in the percent of students scoring in the bottom two levels.
- Figure 13 shows a decrease in the percent of students scoring in the top two levels (proficient and advanced) at third and fourth grade and an increase in the percent of students scoring in the top two levels at fifth grade.

Figure 14: Springfield Public Schools, Secondary Communication Arts, Percent of Students at Each Level for 2006 and 2007

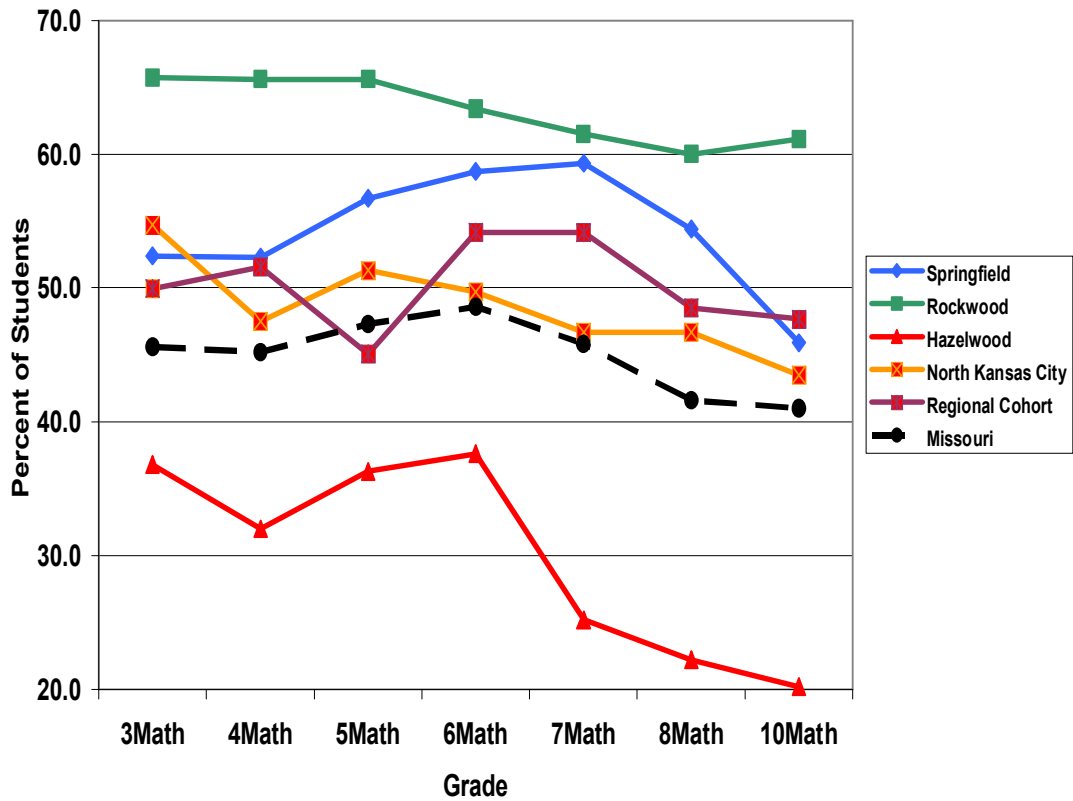


- Figure 14 shows a decrease in the percent of students scoring in the top two levels (proficient and advanced) at grades six, seven, and eight and an increase in the percent of students scoring in the top two levels at grade 11.

Performance Indicator 2:
Improve Student Performance as Measured by MAP and ACT

1. Percent of Students Scoring Proficient/Advanced (MAP)

Springfield Public Schools & Comparable Districts,
Percent of Students in Top Two Levels, 2007 Mathematics



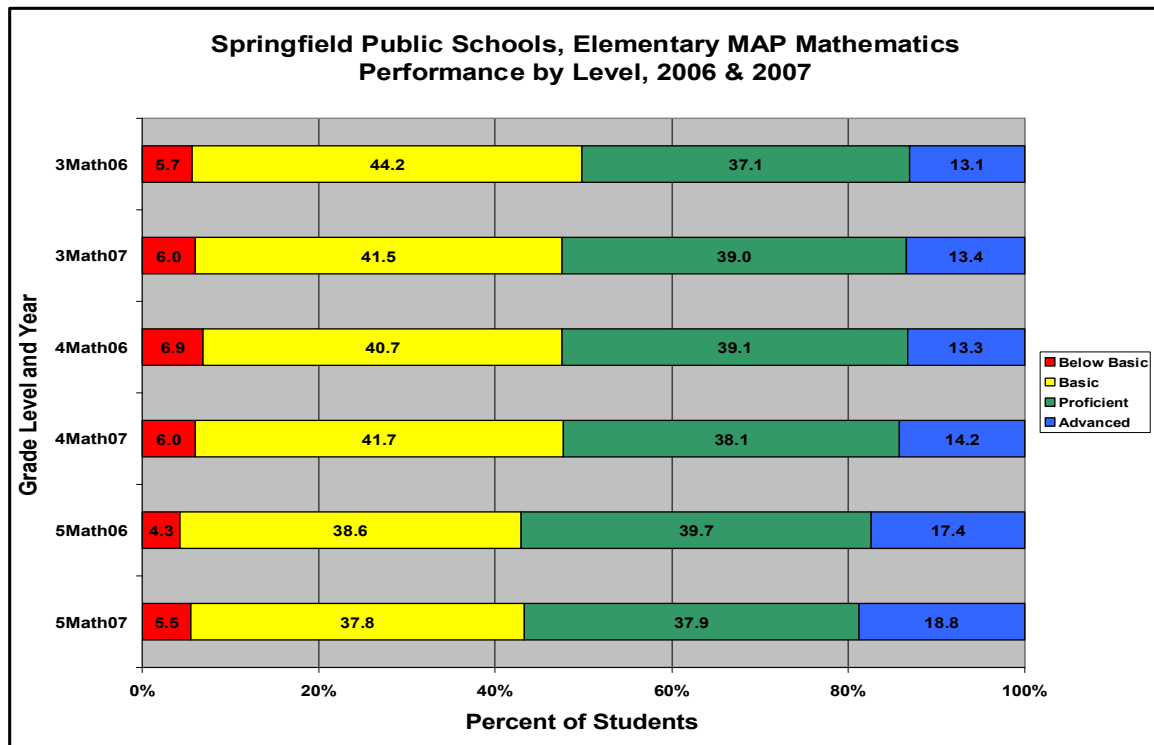
Source: Missouri Department of Elementary and Secondary Education (DESE)

Points:

- X-axis represents the grade level and content area; Y-axis represents the percent of students scoring proficient and advanced.
- The 2007 MAP Test consists of four levels: Below Basic, Basic, Proficient, and Advanced.

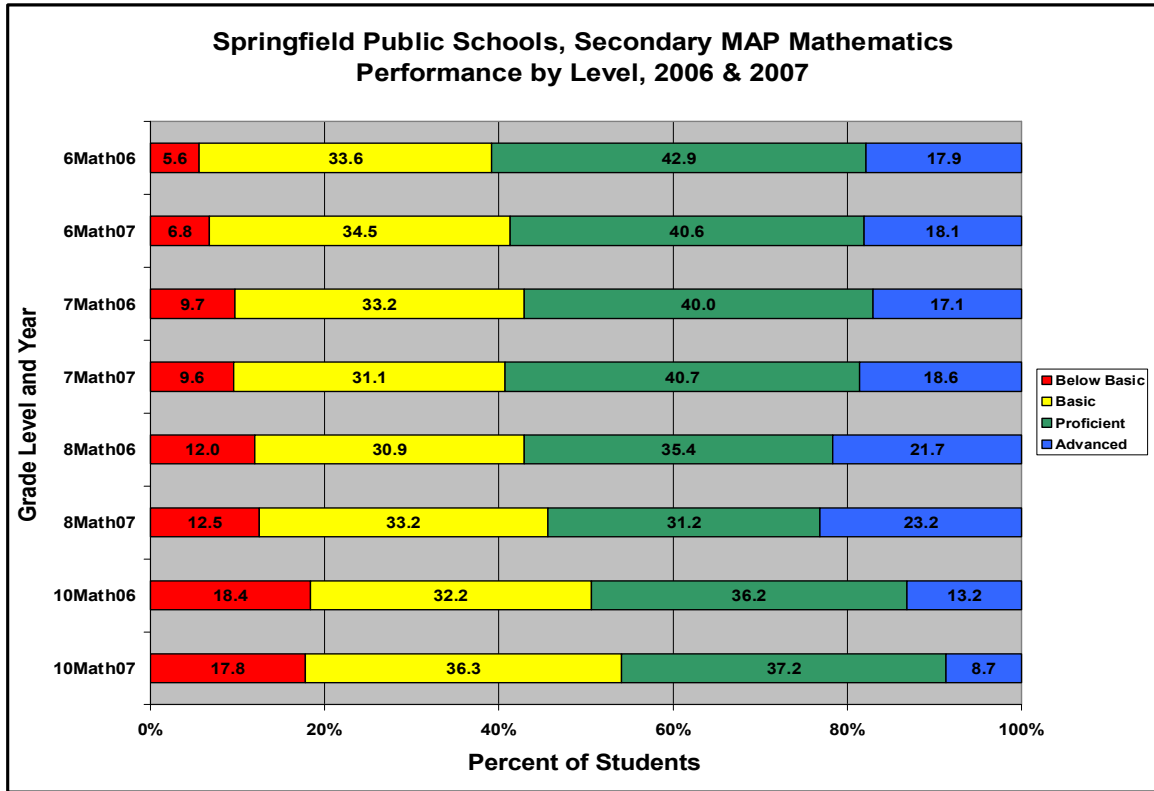
- This chart represents the percent of students scoring in the top two levels (proficient and advanced) as one value.
- Springfield experienced a three-level upward (grades 4 through 7) and a two-level downward trend (grades 7 through 8 and 10). Hazelwood and Missouri were the two closest units to experiencing the upward trend from grade 4 forward; however, both peaked at grade six and did not carry the trend through to grade seven like Springfield. The downward trend from grades 7 through 8 and 10 was present for the Regional Cohort, Missouri, and Hazelwood.
- Springfield's comparisons of the percent of students at each level (below basic, basic, proficient, and advanced) at each grade for 2006 and 2007 are provided in Figures 15 and 16. Figure 15 contains the elementary results, Figure 16 the secondary results.

Figure 15: Springfield Public Schools, Elementary Mathematics, Percent of Students at Each Level for 2006 and 2007



- The interpretation of this graph was previously presented in the communication arts section of this report.
- Figure 15 shows a decrease in the percent of students scoring in the top two levels (proficient and advanced) for grades 4 and 5 and an increase in the percent of students scoring in the top two levels for grade 3.

Figure 16: Springfield Public Schools, Secondary Mathematics, Percent of Students at Each Level for 2006 and 2007



- Figure 16 shows a decrease in the percent of students scoring in the top two levels (proficient and advanced) for grades 6, 8, and 10 and an increase in the percent of students scoring in the top two levels for grade 7.

- Communication arts and mathematics performance relative to targets:
 - The preceding pages presented the findings related to communication arts and mathematics achievement.
 - Both content areas have identified targets from SP5, the Springfield R-XII School District’s Strategic Plan.
 - The targets call for a five percent increase each year in the percent of students scoring proficient and advanced.
 - Table 3 provides the relevant data for these targets and whether or not the specified target was achieved.

Table 3: Compilation of Communication Arts and Mathematics Proficient and Advanced Percents for 2006 and 2007 by Grade Level

	Communication Arts				Mathematics			
	2006 %	5 % increase target	2007 %	Target Met in 2007	2006 %	5 % increase target	2007 %	Target Met in 2007
3 rd Grade	46.0	51.0	45.0	No	50.2	55.2	52.4	No
4 th Grade	49.2	54.2	47.4	No	52.4	57.4	52.3	No
5 th Grade	50.4	55.4	55.5	Yes	57.1	62.1	56.7	No
6 th Grade	54.7	59.7	51.9	No	60.8	65.8	58.7	No
7 th Grade	57.6	62.6	57.0	No	57.1	62.1	59.3	No
8 th Grade	56.6	61.6	53.6	No	57.1	62.1	54.4	No
10 th Grade					49.4	54.4	45.9	No
11 th Grade	50.6	55.6	51.4	No				

SP5 TARGET

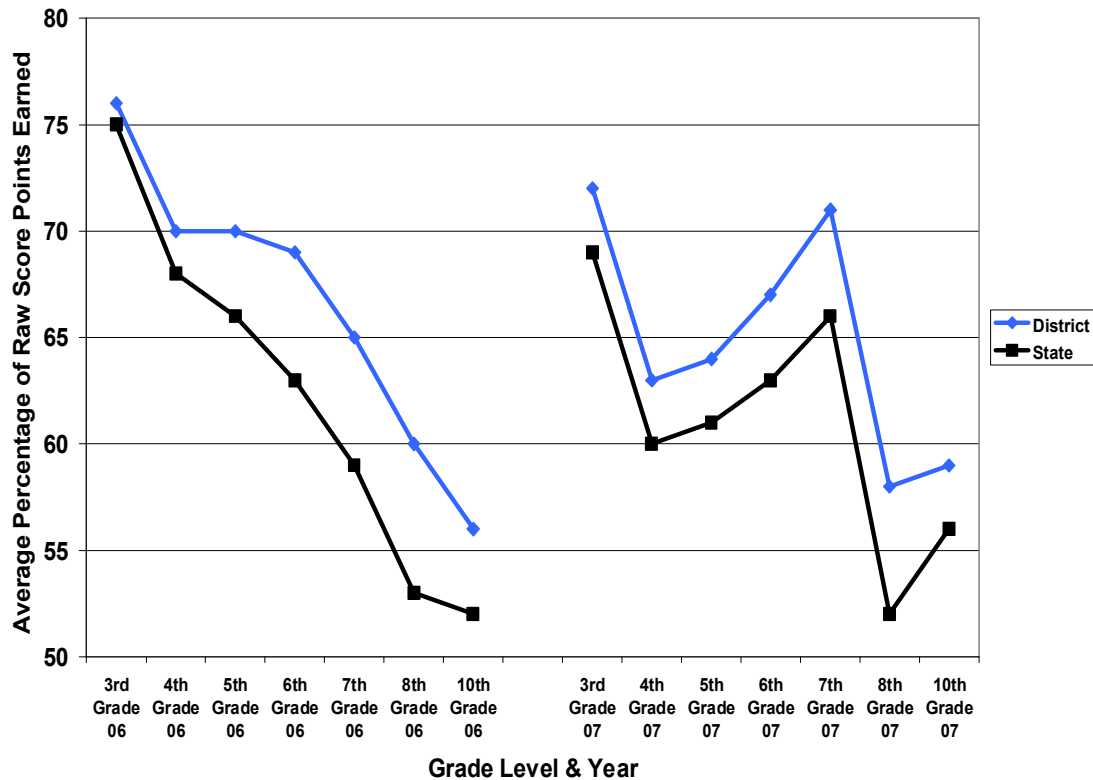
1.2.1.1 Five percent or more annual improvement in the percentage of students scoring proficient or advanced as measured by the Missouri DESE communication arts and mathematics performance standards. One hundred percent of students shall be scoring proficient or advanced by the year 2014 as measured by the Missouri DESE communication arts and mathematics performance standards.

This target has not been met.

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

1. Average Percent of Raw Score Points Earned on
Math MAP Standard 4 (Algebra)

**Math Content Standard of Algebraic Relationships from the 2006 and
2007 MAP Test, Grades 3-8 & 10**



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

Points:

- X-axis represents the grade level and year; Y-axis represents the average percent of points earned on the standard. This value is obtained by taking the students' points earned by the number of points possible within the standard and then averaging the students' percent correct.
- The graph presents 2006 (left) and 2007 (right) results.

- Springfield’s average percentage of raw score points earned across the grade levels generally mirror the state. Subsequently, the grade level trend pattern for Springfield is influenced by the test in any given year. The focus then is on the “gap” between the district percent and the state percent at each grade level and from year to year.
- The average percent earned at each grade, the state average, and the percentage difference for the two years is presented in Table 4. Table 4 quantifies the “gap” (positive) between Springfield and the state average evident in the preceding graph.

Table 4: MAP Mathematics Algebraic Relationships (CS4) Performance, 2006 and 2007

	District 2006	State 2006	2006 Percentage Difference	District 2007	State 2007	2007 Percentage Difference
3rd Grade	76	75	1	72	69	3
4th Grade	70	68	2	63	60	3
5th Grade	70	66	4	64	61	3
6th Grade	69	63	6	67	63	4
7th Grade	65	59	6	71	66	5
8th Grade	60	53	7	58	52	6
10th Grade	56	52	4	59	56	3

- From Table 4 and the preceding graph it is apparent that Springfield has been above the state average across all grade levels for both years.
- **The Algebra content standard performance has been identified as an area needing further study for the Springfield R-XII School District.**

SP5 TARGET

1.3.1.1 Grades 3 through 6 shall earn 2 percent more points or better annually on Math MAP Standard 4 as measured by the Missouri DESE mathematics MAP exam. Grades 3 through 6 shall earn 85 percent or more of the Math MAP Standard 4 points by the year 2014.

The first component related to earning 2 percent more points or better annually for this target has been met. The second component related to earning 85 percent or more of the standard’s points has not been met.

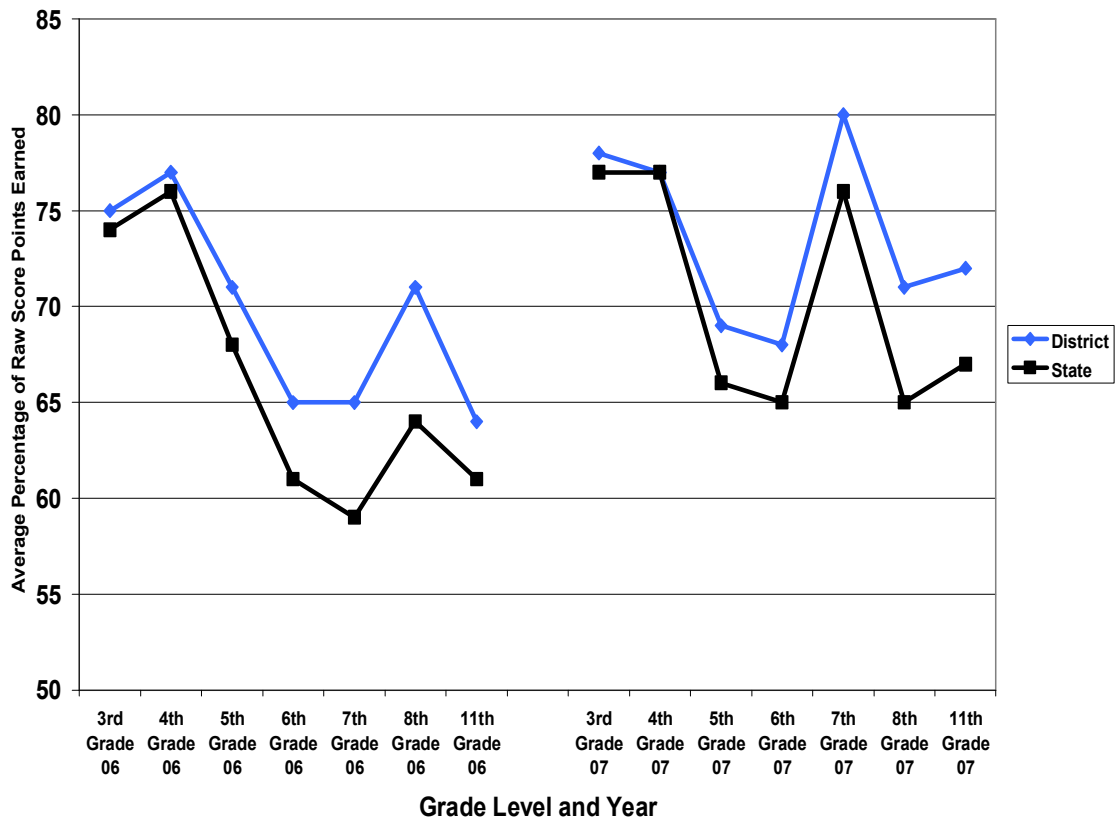
1.3.1.1 Grades 7, 8, and 10 shall earn 3.5 percent more points or better annually on Math MAP Standard 4 as measured by the Missouri DESE mathematics MAP exam. Grades 7, 8, and 10 shall earn 85 percent or more of the Math MAP Standard 4 by the year 2014.

The first component related to earning 3.5 percent more points or better annually for this target was met for grades 7 and 8, but not for grade 10. The second component related to earning 85 percent or more of the standard’s points has not been met.

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

2. Number and Percent of Students Performing
Proficient/Advanced

Springfield Public Schools, Reading Fiction Standard (CS2) from MAP
Communication Arts Test, 2006 & 2007, Grades 3-8 & 11



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

Points:

- X-axis represents the grade level and year; Y-axis represents the average percent of points earned on the standard. This value is obtained by taking the students' points earned by the number of points possible within the standard and then averaging the students' percent correct.

- The graph presents 2006 (left) and 2007 (right) results.
- Springfield's average percentage of raw score points earned across the grade levels generally mirror the state. Subsequently, the grade level trend pattern for Springfield is influenced by the test in any given year. The focus then is on the "gap" between the district percent and the state percent at each grade level and from year to year.
- The average percent earned at each grade, the state average, and the percentage difference for the two years is presented in Table 5. Table 5 quantifies the "gap" (positive) between Springfield and the state average evident in the preceding graph.

Table 5: MAP Communication Arts Reading Fiction (CS2) Performance, 2006 and 2007

	District 2006	State 2006	2006 Percentage Difference	District 2007	State 2007	2007 Percentage Difference
3rd Grade	75	74	1	78	77	1
4th Grade	77	76	1	77	77	0
5th Grade	71	68	3	69	66	3
6th Grade	65	61	4	68	65	3
7th Grade	65	59	6	80	76	4
8th Grade	71	64	7	71	65	6
11th Grade	64	61	3	72	67	5

- From Table 5 and the preceding graph it is apparent that Springfield has in almost all instances been above the state average across grade levels for both years.
- The reading fiction content standard performance has been identified as an area needing further study for the Springfield R-XII School District.

SP5 TARGET

1.3.2.2 Grades 3 through 6 shall earn 2 percent more points or better annually on the fiction reading standard as measured by the Missouri DESE communication arts MAP exam. Grades 3 through 6 shall earn 85 percent or more of the communication arts MAP fiction reading standard points by the year 2014.

The first component related to earning 2 percent more points or better annually for this target was not met for grades 3 and 4, but was met for grades 5 and 6. The second component related to earning 85 percent or more of the standard's points has not been met.

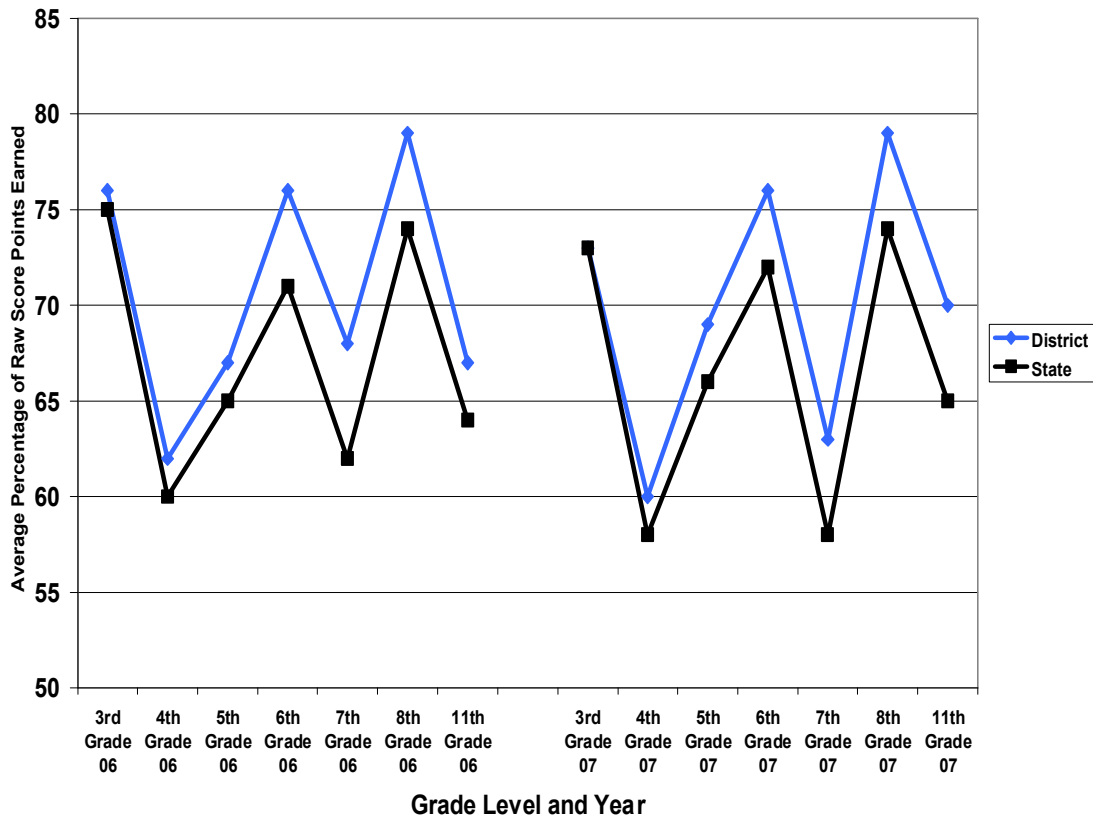
1.3.2.2 Grades 7, 8, and 11 shall earn 3.5 percent more points or better annually on the fiction reading as measured by the Missouri DESE communication arts MAP exam. Grades 7, 8, and 11 shall earn 85 percent or more of the communication arts MAP fiction reading standard points by the year 2014.

The first component related to earning 3.5 percent more points or better annually for this target was met. The second component related to earning 85 percent or more of the standard's points has not been met.

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

2. Number and Percent of Students Performing Proficient/Advanced

Springfield Public Schools, Reading Nonfiction Standard (CS3) from MAP Communication Arts Test, 2006 & 2007, Grades 3-8 & 11



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

Points:

- X-axis represents the grade level and year; Y-axis represents the average percent of points earned on the standard. This value is obtained by taking the students' points earned by the number of points possible within the standard and then averaging the students' percent correct.
- The graph presents 2006 (left) and 2007 (right) results.

- Springfield’s average percentage of raw score points earned across the grade levels generally mirror the state. Subsequently, the grade level trend pattern for Springfield is influenced by the test in any given year. The focus then is on the “gap” between the district percent and the state percent at each grade level and from year to year.
- The average percent earned at each grade, the state average, and the percentage difference for the two years is presented in Table 6. Table 6 quantifies the “gap” (positive) between Springfield and the state average evident in the preceding graph.

Table 6: MAP Communication Arts Reading Nonfiction (CS3) Performance, 2006 and 2007

	District 2006	State 2006	2006 Percentage Difference	District 2007	State 2007	2007 Percentage Difference
3rd Grade	76	75	1	73	73	0
4th Grade	62	60	2	60	58	2
5th Grade	67	65	2	69	66	3
6th Grade	76	71	5	76	72	4
7th Grade	68	62	6	63	58	5
8th Grade	79	74	5	79	74	5
11th Grade	67	64	3	70	65	5

- From Table 6 and the preceding graph it is apparent that Springfield has in almost all instances been above the state average across grade levels for both years.
- **The reading nonfiction content standard performance has been identified as an area needing further study for the Springfield R-XII School District.**

SP5 TARGET

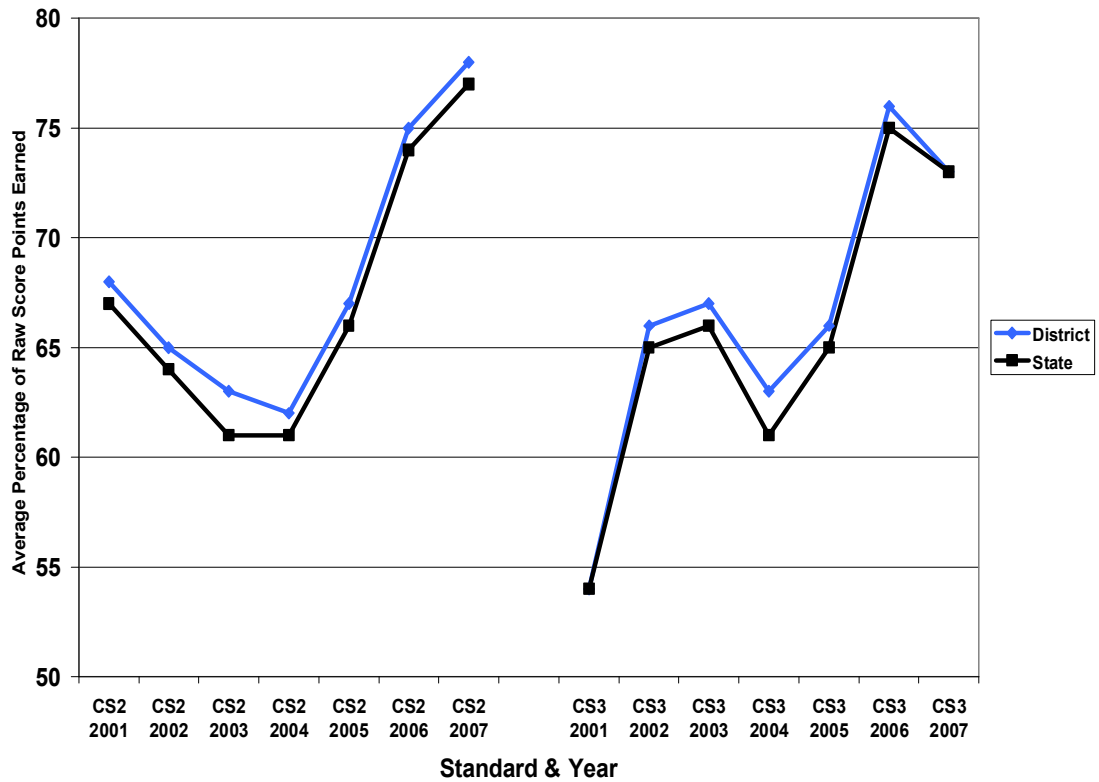
1.3.2.2 Grades 3 through 8 and 11 shall earn 2 percent more points or better annually on the non-fiction reading standard as measured by the Missouri DESE communication arts MAP exam. Grades 3 through 8 shall earn 85 percent or more of the communication arts MAP non-fiction reading standard points by the year 2014.

The first component related to earning 2 percent more points or better annually for this target was not met for grade 3, but was met for grades 4, 5, 6, 7, 8, and 11. The second component related to earning 85 percent or more of the standard’s points has not been met.

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

2. Number and Percent of Students Performing Proficient/Advanced

3rd Grade Reading, Fiction (CS2) and Non-Fiction (CS3),
from MAP Test, 2001-2007



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

Points:

- X-axis represents the grade level and year; Y-axis represents the average percent of points earned on the standard. This value is obtained by taking the students' points earned by the number of points possible within the standard and then averaging the students' percent correct.
- This graph provides an historical trend of the data presented on 3rd grade reading previously.

- CS2: Content Standard 2, Reading, Fiction (left); CS3: Content Standard 3, Reading, Non-fiction (right).
- Springfield has mirrored the state across the seven-year span. The difference is how much of a “gap” was present in each year. Table 7 provides the numerical values presented in the preceding graph.

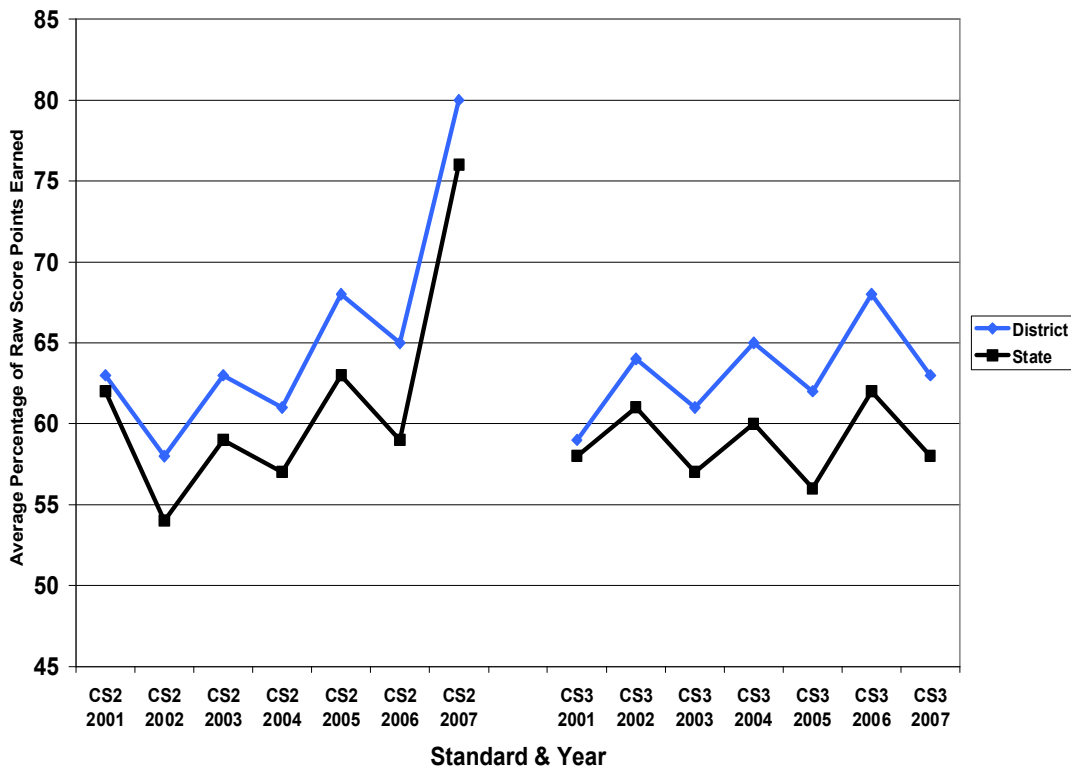
Table 7: 3rd Grade Reading Fiction and Non-Fiction Performance, 2001-2007

	3CS2 Springfield	3CS2 Missouri	3CS2 Difference	3CS3 Springfield	3CS3 Missouri	3CS3 Difference
2001	68	67	1	54	54	0
2002	65	64	1	66	65	1
2003	63	61	2	67	66	1
2004	62	61	1	63	61	2
2005	67	66	1	66	65	1
2006	75	74	1	76	75	1
2007	78	77	1	73	73	0

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

2. Number and Percent of Students Performing Proficient/Advanced

7th Grade Reading, Fiction (CS2) and Non-Fiction (CS3),
from MAP Test, 2001-2007



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

Points:

- X-axis represents the grade level and year; Y-axis represents the average percent of points earned on the standard. This value is obtained by taking the students' points earned by the number of points possible within the standard and then averaging the students' percent correct.

- This graph provides an historical trend of the data presented on 7th grade reading previously.
- CS2: Content Standard 2, Reading, Fiction (left); CS3: Content Standard 3, Reading, Non-fiction (right).
- Springfield has mirrored the state across the seven-year span. The difference is how much of a “gap” was present in each year. Table 8 provides the numerical values presented in the preceding graph.

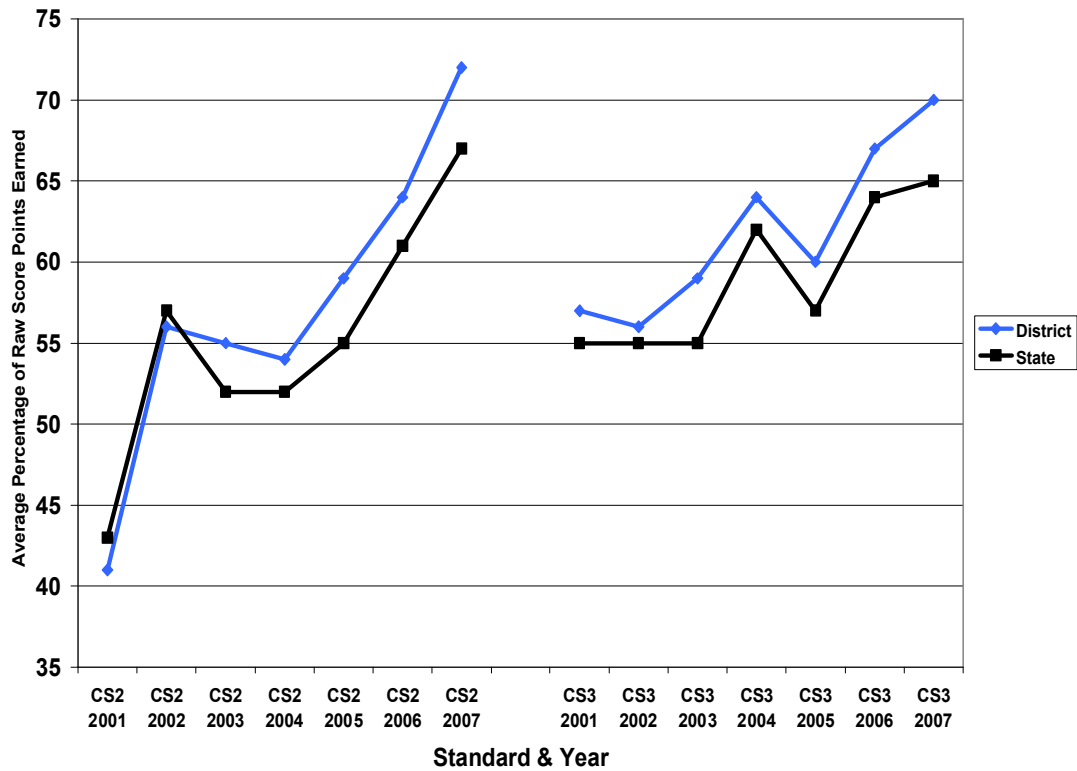
Table 8: 7th Grade Reading Fiction and Non-Fiction Performance, 2001-2007

	7CS2 Springfield	7CS2 Missouri	7CS2 Difference	7CS3 Springfield	7CS3 Missouri	7CS3 Difference
2001	63	62	1	59	58	1
2002	58	54	4	64	61	3
2003	63	59	4	61	57	4
2004	61	57	4	65	60	5
2005	68	63	5	62	56	6
2006	65	59	6	68	62	6
2007	80	76	4	63	58	5

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

2. Number and Percent of Students Performing Proficient/Advanced

11th Grade Reading, Fiction (CS2) and Non-Fiction (CS3),
from MAP Test, 2001-2007



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

Points:

- X-axis represents the grade level and year; Y-axis represents the average percent of points earned on the standard. This value is obtained by taking the students' points earned by the number of points possible within the standard and then averaging the students' percent correct.
- This graph provides an historical trend of the data presented on 11th grade reading previously.

- CS2: Content Standard 2, Reading, Fiction (left); CS3: Content Standard 3, Reading, Non-fiction (right).
- Springfield has mirrored the state across the seven-year span. The difference is how much of a “gap” was present in each year. Table 9 provides the numerical values presented in the preceding graph.

Table 9: 11th Grade Reading Fiction and Non-Fiction Performance, 2001-2007

	11CS2 Springfield	11CS2 Missouri	11CS2 Difference	11CS3 Springfield	11CS3 Missouri	11CS3 Difference
2001	41	43	-2	57	55	2
2002	56	57	-1	56	55	1
2003	55	52	3	59	55	4
2004	54	52	2	64	62	2
2005	59	55	4	60	57	3
2006	64	61	3	67	64	3
2007	72	67	5	70	65	5

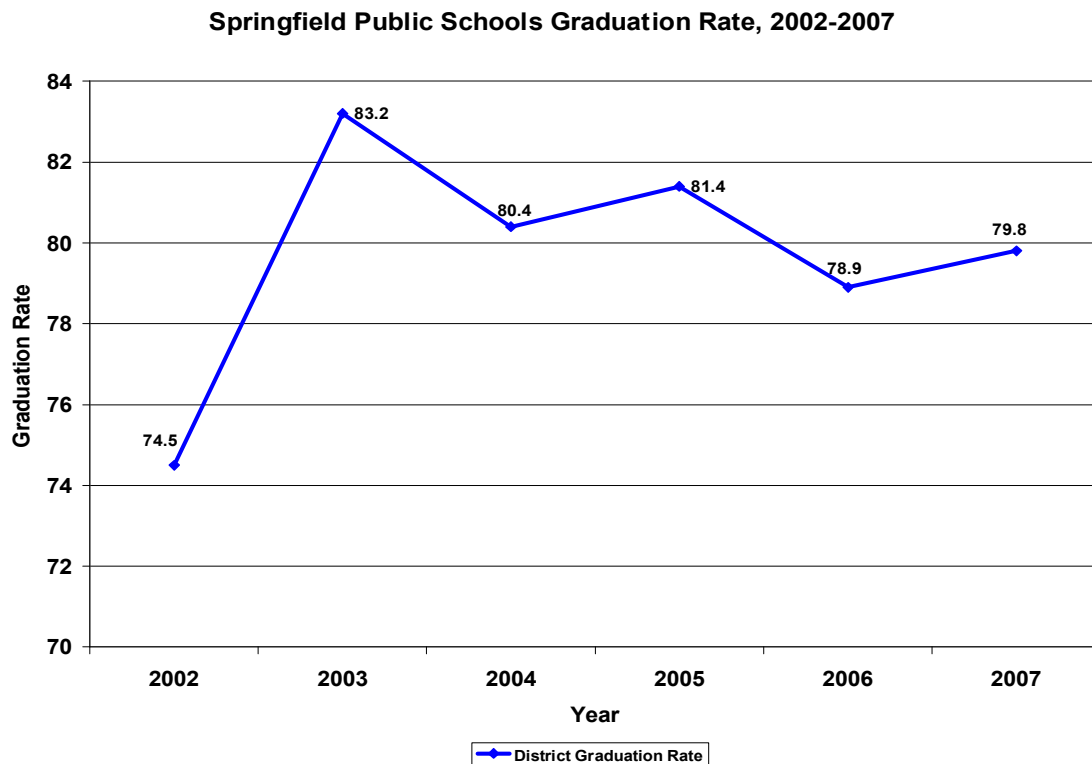
Table 10: Compilation of Differences between Performance of SPS and State Average from 2001-2007 across Grade Levels and Reading Standards

	CS2 (Reading Fiction)							CS3 (Reading Non-fiction)						
	01	02	03	04	05	06	07	01	02	03	04	05	06	07
3 rd Grade	1	1	2	1	1	1	1	0	1	1	2	1	1	0
7 th Grade	1	4	4	4	5	6	4	1	3	4	5	6	6	5
11 th Grade	-2	-1	3	2	4	3	5	2	1	4	2	3	3	5

Goal 2: Improve Graduation Rate

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

1. Students Persisting to Graduation

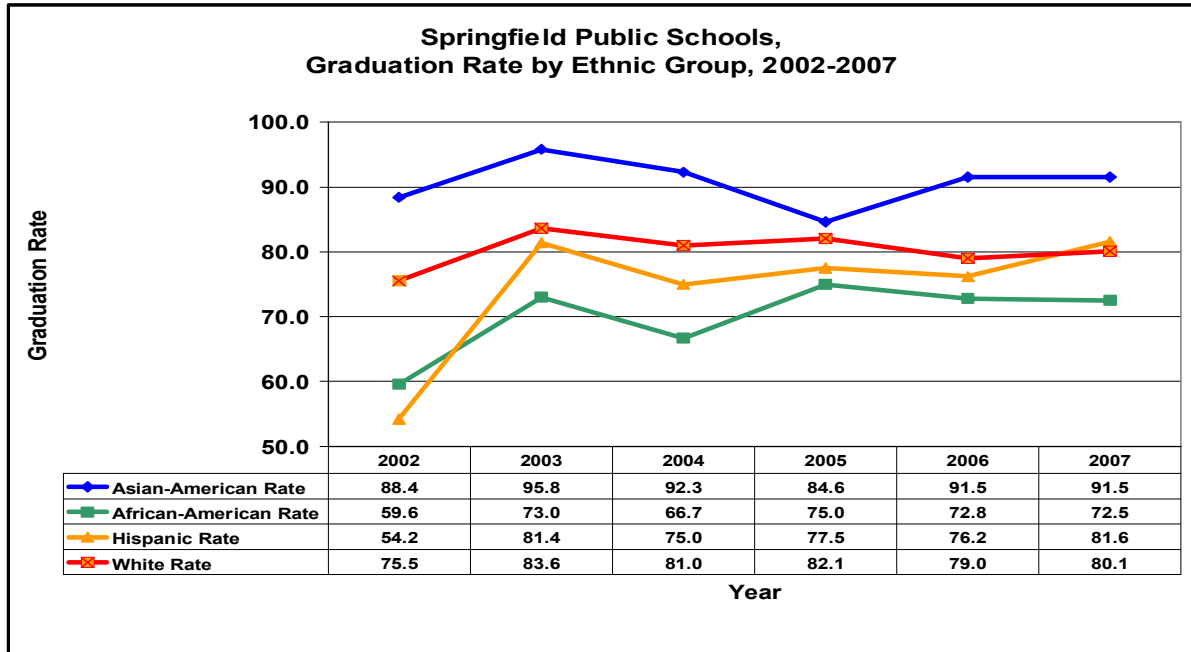


Source: Missouri Department of Elementary and Secondary Education (MODESE)

Points:

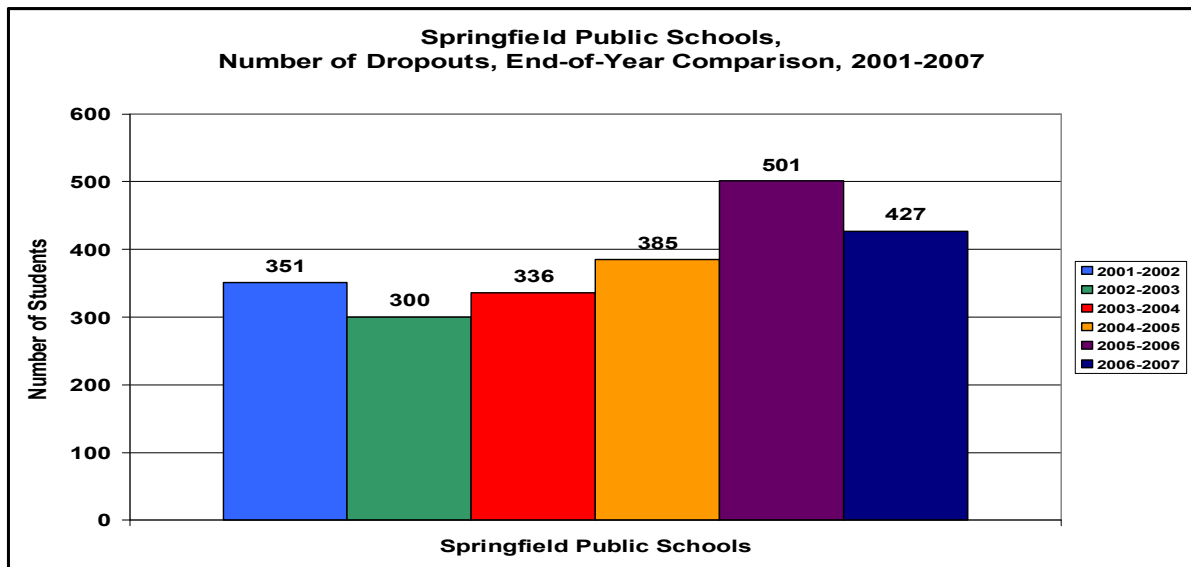
- X-axis represents the year; Y-axis represents the graduation rate.
- Springfield's 2007 rate (79.8) is up from 2006 (78.9).
- Figure 17 provides the district's graduation rate disaggregated by ethnic group.
- This is an update to a previously identified opportunity for improvement for the Springfield R-XII School District.

Figure 17: Springfield Public Schools, Graduation Rate by Ethnic Group, 2002-2007



- Figure 17 shows an upward trend for African-American and Hispanic students.
- Figure 18 provides the actual number of dropouts for Springfield for the last six-years.

Figure 18: Springfield Public Schools, Number of Dropouts, End-of-Year Comparison, 2001-2007



- Figure 18 shows a decrease of 74 dropouts from 2005-2006 (501) to 2006-2007 (427).

Goal 3: Ensure Effective and Efficient Use of Resources

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

6. Rank of Teacher Compensation Packages as Compared to Regional Cohort Group

Springfield Public Schools, Rank of Teacher Salary Scale, 2006-2007 & 2007-2008



Source: Springfield Public Schools, Survey of Regional Districts

Points:

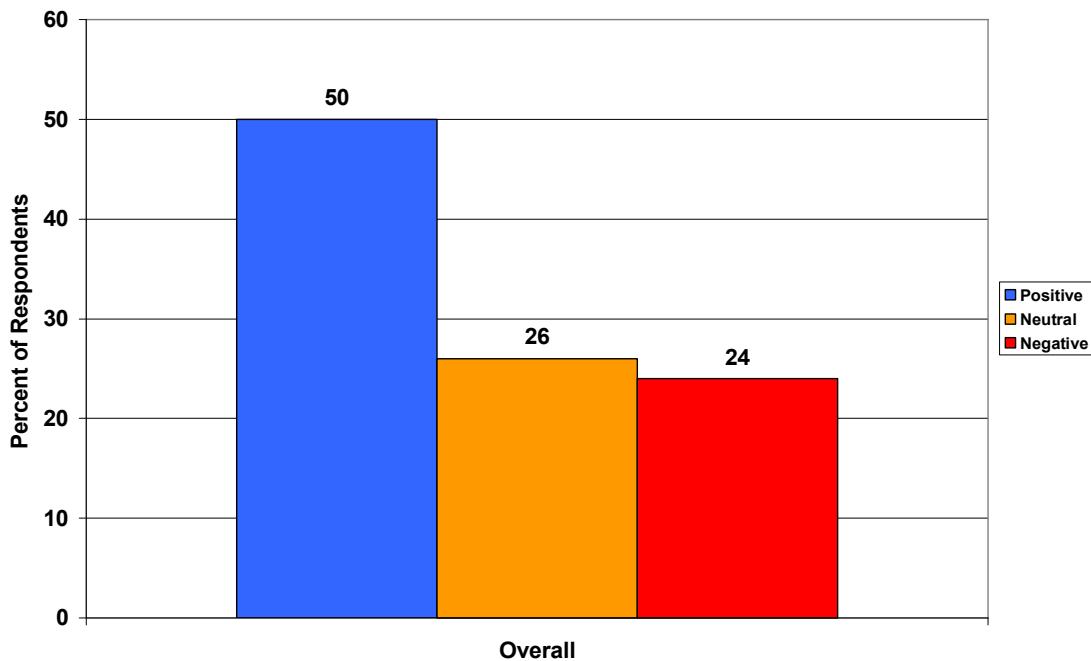
- X-axis represents salary schedule points of comparison; Y-axis represents Springfield's rank in 2006-2007 (blue) and 2007-2008 (green).
- Salary schedules for thirteen regional school districts in southwestern Missouri were collected for 2006-2007 and 2007-2008. The districts were: Ash Grove, Bolivar, Branson, Fair Grove, Joplin, Lebanon, Logan-Rogersville, Nixa, Ozark, Republic, Strafford, Walnut Grove, and Willard.

- Similar points on the schedule for 2006-2007 and 2007-2008 were then compared and ranked for Springfield and the other thirteen districts.
- The rankings presented in the graph show Springfield's rank out of the 14 districts (13 southwestern Missouri districts and Springfield). In this graph higher ranks represent more pay at a given level. Ideally, Springfield would hold a rank of 14 across all points of comparison. If a rank of 14 occurred across all of the categories, this would indicate that no other district is paying more at a specific point than Springfield.
- Springfield's 2007-2008 ranks range from a low of 3 (Bachelor's +Max, High) to a high of 14 (Masters +0, High; Last Column, High).
- The amount of change from the 2006-2007 to 2007-2008 rank at each position declined, increased, or maintained. Two declined, one increased, and seven maintained.
 - Declined: Masters + Max, High; Last Column, Low
 - Increased: Bachelors + Max, High
 - Maintained: Bachelors + 0, Low; Bachelors + 0, High; Bachelors + Max, High; Masters + 0, Low; Masters + 0, High; Masters + Max, Low; Last Column, High.
- This is an update to a previously identified opportunity for improvement for the Springfield R-XII School District.

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

2. Percent of Parents and Community Members
Satisfied with Facilities and Bond Projects

**Rating of the Springfield School District's Management of the April
2006 School Bond Issue Projects, Frequent Voter Survey,
August 2007**



Source: Springfield Public Schools, Opinion Research Specialists

Points:

- X-axis represents the type of response; Y-axis represents the percent of respondents.
- Data were collected through a telephone survey in August 2007 from a random sample of registered voters who had voted in the April 2006 school bond election. 402 surveys were completed.
- These data represent a baseline for Springfield Public Schools.
- A demographic profile of survey respondents is provided in Table 11.

Table 11: Demographic Profile of Respondents to the Frequent Voter Survey, August 2007

		Percent of Respondents
Children in SPS	Yes	19
	No	81
High School Attendance Area	Hillcrest	12
	Central	6
	Parkview	22
	Glendale	24
	Kickapoo	36
Educational Level	High School or Less	17
	Some College	28
	College Graduate	55
Age	< 50 Years of Age	25
	50-69 Years of Age	40
	70 + Years of Age	35
Gender	Male	45
	Female	55

- This is an update from the frequent voter survey related to the rating of the district’s management of the bond issue for the Springfield R-XII School District.

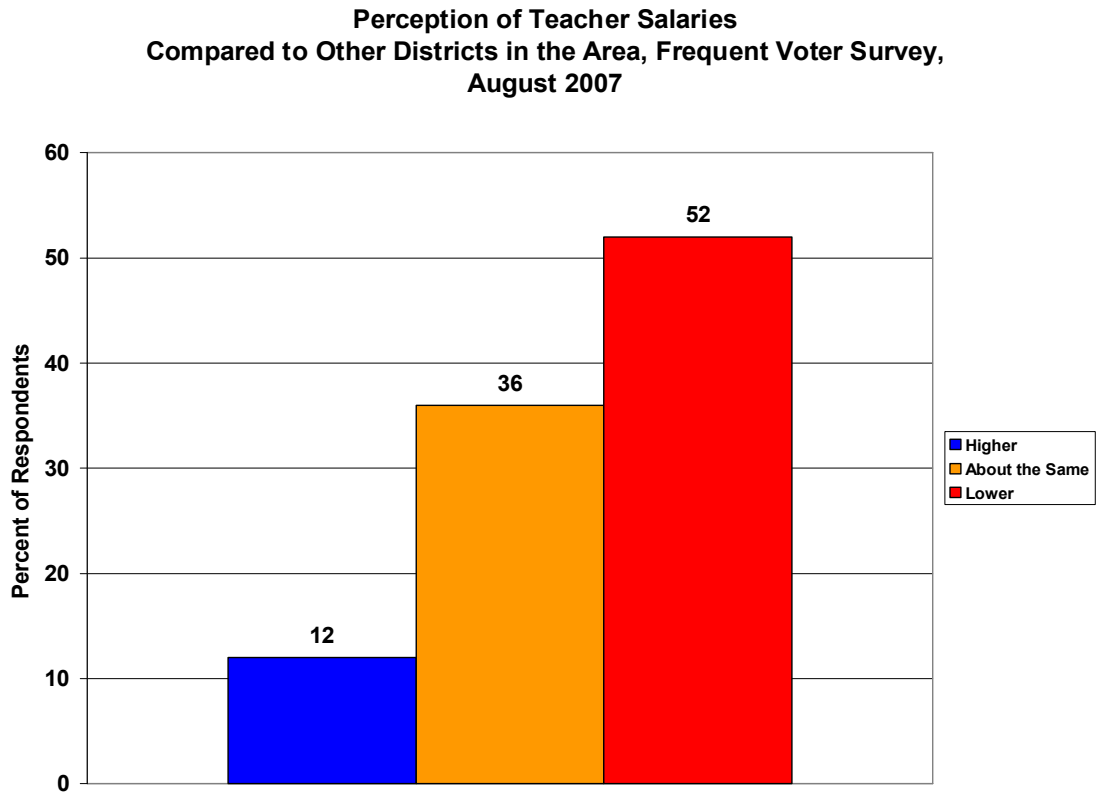
SP5 TARGET

3.2.2.2 Improve by at least 5 percent annually the number of frequent voters indicating satisfaction with current bond project management.

This is the baseline measurement of this target.

Performance Indicator 3:
Attain High Levels of Customer Satisfaction

4. Percent of Community Members Indicating SPS is a Regional
Leader in Total Compensation Package



Source: Springfield Public Schools, Opinion Research Specialists

Points:

- X-axis represents the type of response; Y-axis represents the percent of respondents.
- Data were collected through a telephone survey in August 2007 from a random sample of registered voters who had voted in the April 2006 school bond election. 402 surveys were completed.
- These data represent a baseline for Springfield Public Schools.
- A demographic profile of survey respondents is provided in Table II.

- The communication related to the perception of teacher salaries has been identified as an opportunity for improvement for the Springfield R-XII School District.

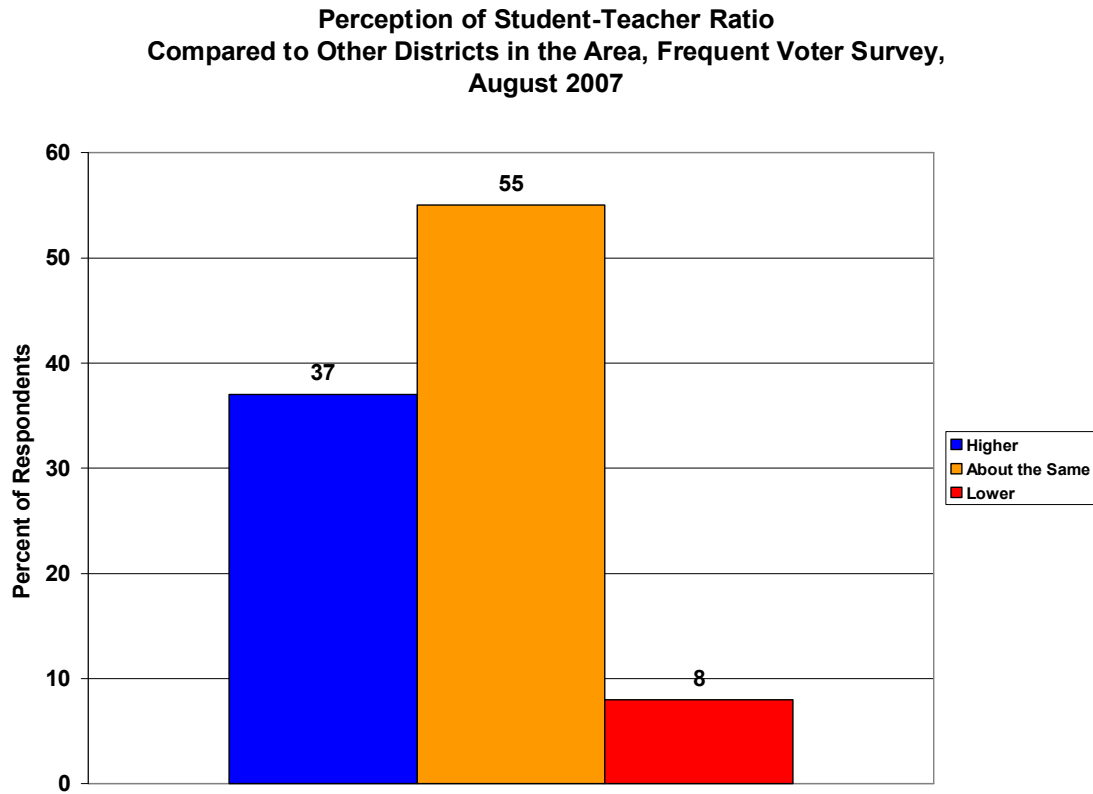
SP5 TARGET

3.3.4.1 Increase by 5 percent the number of community members indicating compensation package is equal to or greater than regional schools.

This is the baseline measurement of this target.

Performance Indicator 3:
Attain High Levels of Customer Satisfaction

5. Percent of Community Members Indicating SPS has a Desirable
Student/Teacher Ratio



Source: Springfield Public Schools, Opinion Research Specialists

Points:

- X-axis represents the type of response; Y-axis represents the percent of respondents.
- Data were collected through a telephone survey in August 2007 from a random sample of registered voters who had voted in the April 2006 school bond election. 402 surveys were completed.
- These data represent a baseline for Springfield Public Schools.
- A demographic profile of survey respondents is provided in Table 11.

SP5 TARGET

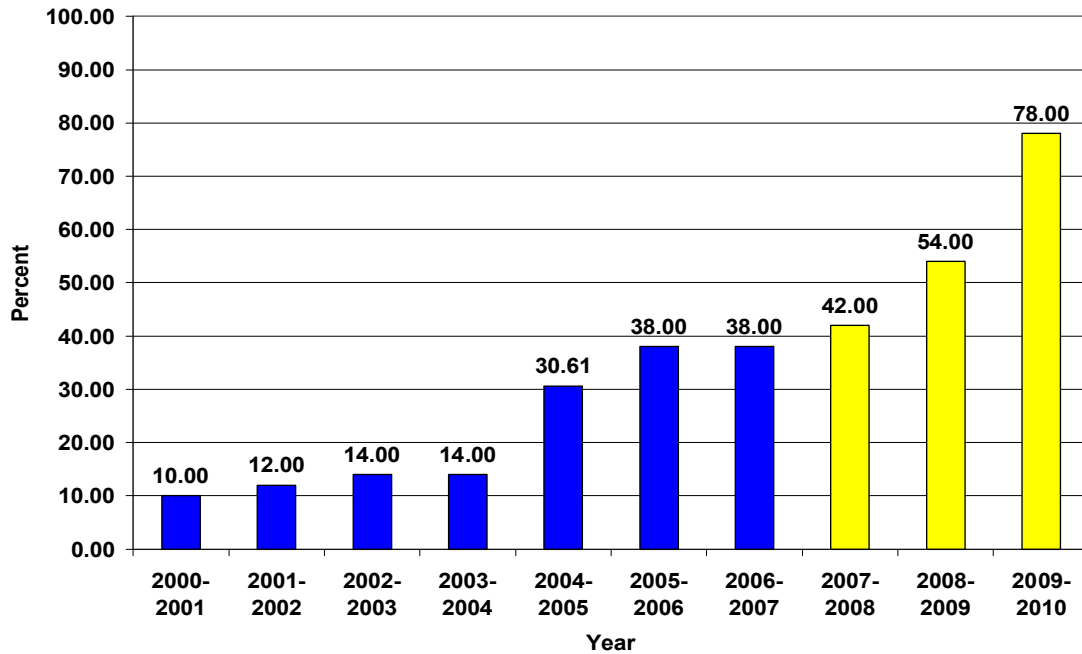
3.3.5.1 Increase by 5 percent the number of community members indicating that we have a lower or equal student to teacher ratio than regional schools.

This is the baseline measurement of this target.

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

1. Number (%) of Air Conditioned Buildings

Springfield Public Schools, Percent of Schools with Air Conditioning
(2007-2009 are projected assuming 50 buildings in district)



Source: Springfield Public Schools

Points:

- X-axis represents the school year; Y-axis represents the percent of school buildings with air-conditioning.
- The number of air conditioned buildings is provided in Table 12.

Table 12: Number and Percent of Springfield Public Schools with Air Conditioning

School Year	Number of Schools with Air Conditioning	Total Number of Schools in the District	% of Schools with Air Conditioning
2000-2001	5	50	10.00
2001-2002	6	50	12.00
2002-2003	7	50	14.00
2003-2004	7	50	14.00
2004-2005	15	49	30.61
2005-2006	19	50	38.00
2006-2007	19	50	38.00
2007-2008	21	50	42.00
2008-2009	27	50	54.00
2009-2010	39	50	78.00

SP5 TARGET

3.5.1.1 Current air conditioning bond projects completed by fall 2009.

This is the baseline measurement of this target.

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

School Year

	Strengths	Opportunities for Improvement	Areas Needing Further Study	Updates
1 st Quarterly Report	<ul style="list-style-type: none"> • Comparative % of Schools Making AYP across the District • Comparative Subgroup Performance 	<ul style="list-style-type: none"> • Subgroup AYP Performance • Communication related to the perceptions of salaries 	<ul style="list-style-type: none"> • Algebra and Reading Fiction and Nonfiction Standard Performance 	<ul style="list-style-type: none"> • Graduation Rate • Teacher Salary Comparison • Frequent Voter Survey, Bond Issue Projects

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

School Year

	Strengths	Opportunities for Improvement	Areas Needing Further Study
1 st 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 	
2 nd 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 	
3 rd 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