

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

1<sup>st</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  
October 19, 2010

1<sup>st</sup> Quarterly Report

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

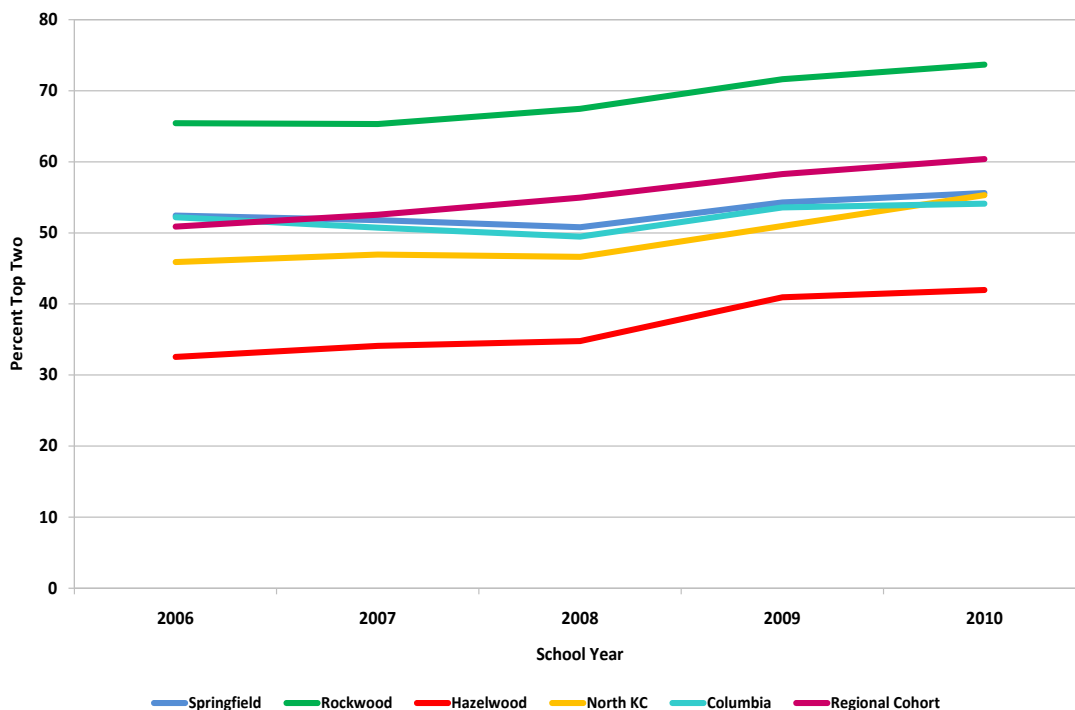


# Goal 1: Improve Student Achievement

## 1. Improve Student Performance in Communication Arts

### 1. Percent of Students Proficient/Advanced in State and District Measures of Achievement

**Springfield Public Schools, Comparable Districts and Regional Cohort, Communication Arts, Percent of Students Scoring Proficient & Advanced in Aggregate (Grade 3-8 & HS)**



Source: Missouri Department of Elementary and Secondary Education, Springfield Public Schools Quality Improvement & Accountability

#### Points:

- X-axis represents the school year for MAP testing; Y-axis represents the percent of students scoring proficient and advanced.
- This performance measure represents the aggregated percent of students across grades 3-8 scoring proficient and advanced on the MAP Communication Arts and high school End-of-Course assessment for Springfield, comparable districts, and the Regional Cohort.

- From testing in spring of 2010, Springfield's rank is 3 of 6 (55.59%), with Rockwood (73.69%) and the Regional Cohort (60.40%) having a higher percent of students proficient and advanced, and North Kansas City (55.30%), Columbia (54.09%), and Hazelwood (41.96%) having a lower percent of students scoring proficient and advanced.
- The percent of students scoring proficient/advanced in state measures of achievement for Communication Arts has been identified as an update for the Springfield R-XII school district.
- The distribution, comparisons, and trends for each organizational unit's performance by grade level are provided in Figure 1 (elementary) and Figure 2 (middle).

Figure 1: Springfield Public Schools, Comparable Districts, and Regional Cohort, Percent of Student Scoring in Top Two Levels in MAP Communication Arts, Elementary Level, 2006-2010

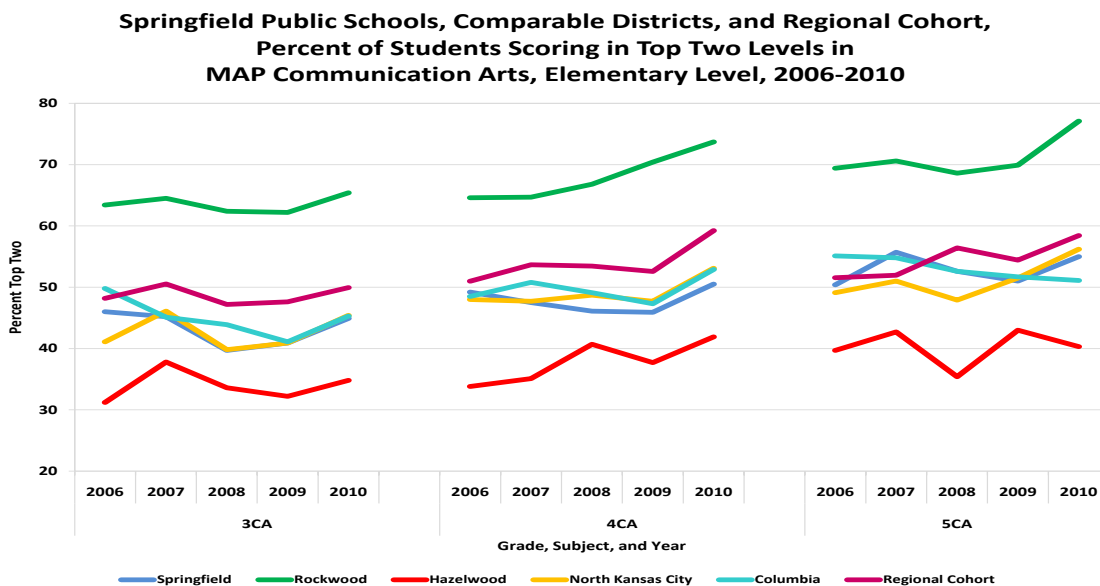
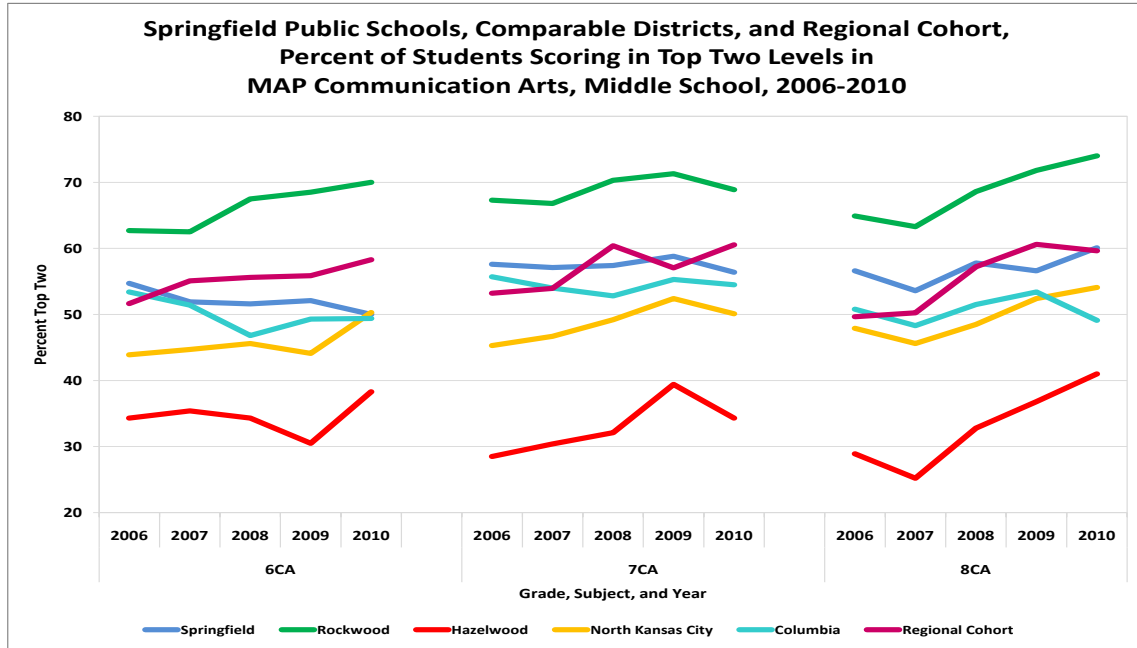


Figure 2: Springfield Public Schools, Comparable Districts, and Regional Cohort, Percent of Students Scoring in Top Two Levels in MAP Communication Arts, Middle School, 2006-2010



- Springfield’s 2010 percent of students scoring proficient and advanced was up from 2009 for the following grade levels: 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 8<sup>th</sup>.
- Figures 3 (elementary) and 4 (middle) provided a more detailed presentation of Springfield’s performance across multiple years for each grade level for all four achievement levels on the MAP Communication Arts assessment.

Figure 3: Springfield Public Schools, Elementary MAP Communication Arts Performance by Level, 2006-2010

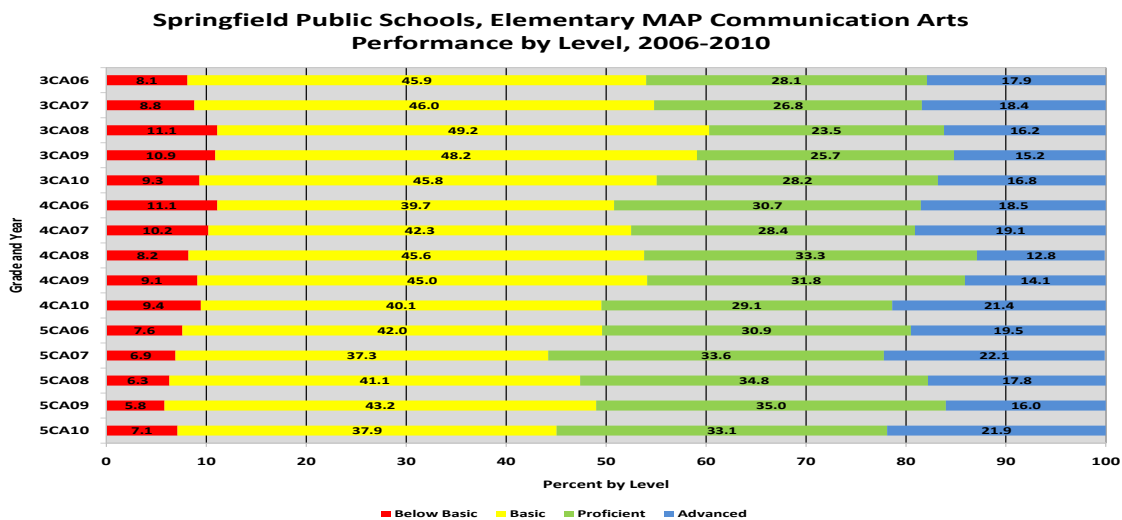
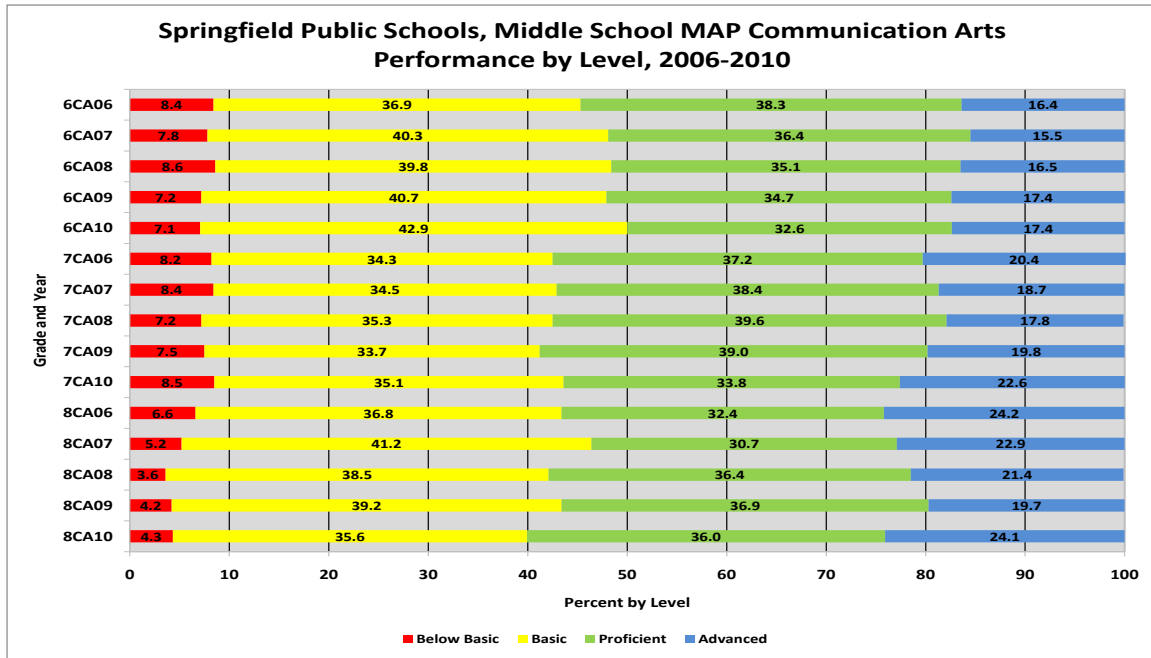
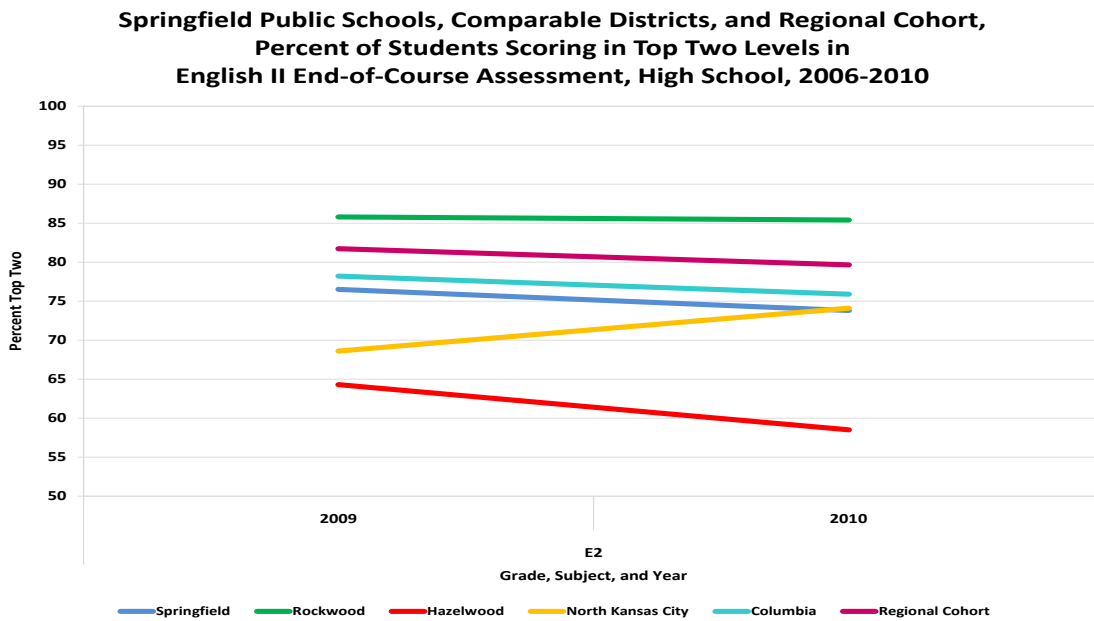


Figure 4: Springfield Public Schools, Middle School MAP Communication Arts Performance by Level, 2006-2010



- In the 2008-2009 school year there was a change made related to state assessments at the high school level. Prior to 2008-2009, high school students took the MAP Communication Arts test in their 11<sup>th</sup> grade year. However, in 2008-2009 the state of Missouri began using End-of-Course assessments rather than the traditional MAP tests. The End-of-Course assessment retains the standard reporting of four-levels of performance (Below Basic, Basic, Proficient, and Advanced) characteristic of the MAP tests. The Communication Arts End-of-Course assessment was given to students at the end of English II.
- Figure 5 presents the percent of students scoring proficient and advanced for the End-of-Course Assessment for English II for Springfield, the comparable districts, and the Regional Cohort.

Figure 5: Springfield Public Schools, Comparable Districts, and Regional Cohort, Percent of Students Scoring in Top Two Levels in English II End-of-Course Assessment, High School, 2006-2010



- Springfield’s performance on the English II End-of-Course assessment rank is 5 of 6 (73.80%), with Rockwood (85.40%), the Regional Cohort (79.65%), Columbia (75.90%), and North Kansas City (74.10%) having a higher rank than Springfield. Hazelwood (58.50%) has a lower rank than Springfield.
- Table 1 provides a count of the number of reportable students taking the English II End-of-Course assessment for Springfield and the other districts for 2009 and 2010.

Table 1: Number of Reportable Students taking the English II End-of-Course Assessment

District	2009 Reportable	2010 Reportable	Difference
Springfield	1664	1697	+33
Rockwood	1861	1845	-16
Hazelwood	1560	1371	-189
North Kansas City	1283	1363	+80
Columbia	1204	1267	+63
Regional Cohort	1757	1789	+32

- The percent of students scoring proficient/advanced in state measures of achievement for English II End-of-Course Assessment has been identified as an opportunity for improvement for the Springfield R-XII school district.
- In previous presentations of student performance data, the Board of Education has expressed an interest in seeing the results by cohort. Data by 2009-2010 grade level cohorts are provided in Figures 6 (elementary) and 7 (middle).

Figure 6: Springfield Public Schools, MAP Communication Arts by Grade-Level Cohort, Percent of Students Scoring Proficient/Advanced, Elementary School Level

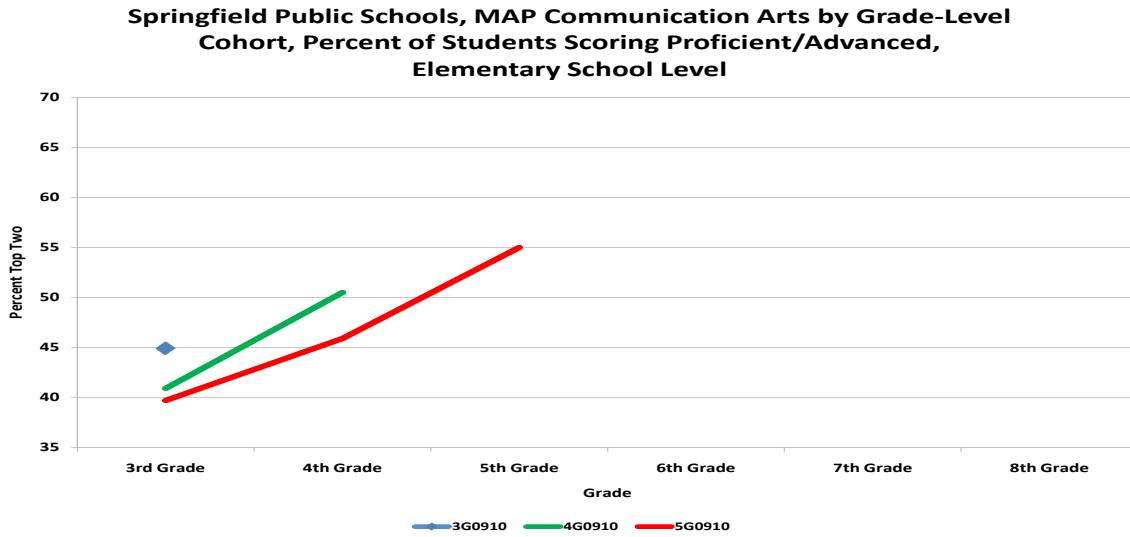
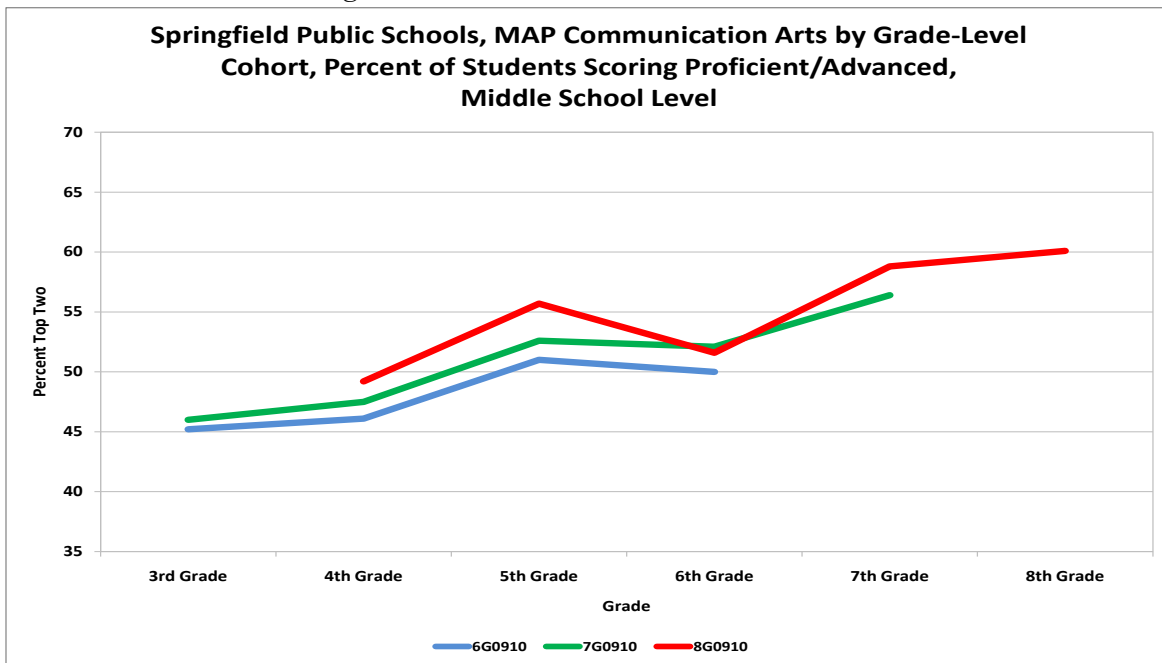


Figure 7: Springfield Public Schools, MAP Communication Arts by Grade-Level Cohort, Percent of Students Scoring Proficient/Advanced, Middle School Level



## SP5 TARGET

- 1.1.1 Percent of students proficient/advanced in state and district measures of achievement is greater than 2009 and exceeds the majority of comparable districts

*Target met for achievement greater than 2009 (54.28% to 55.59%).*

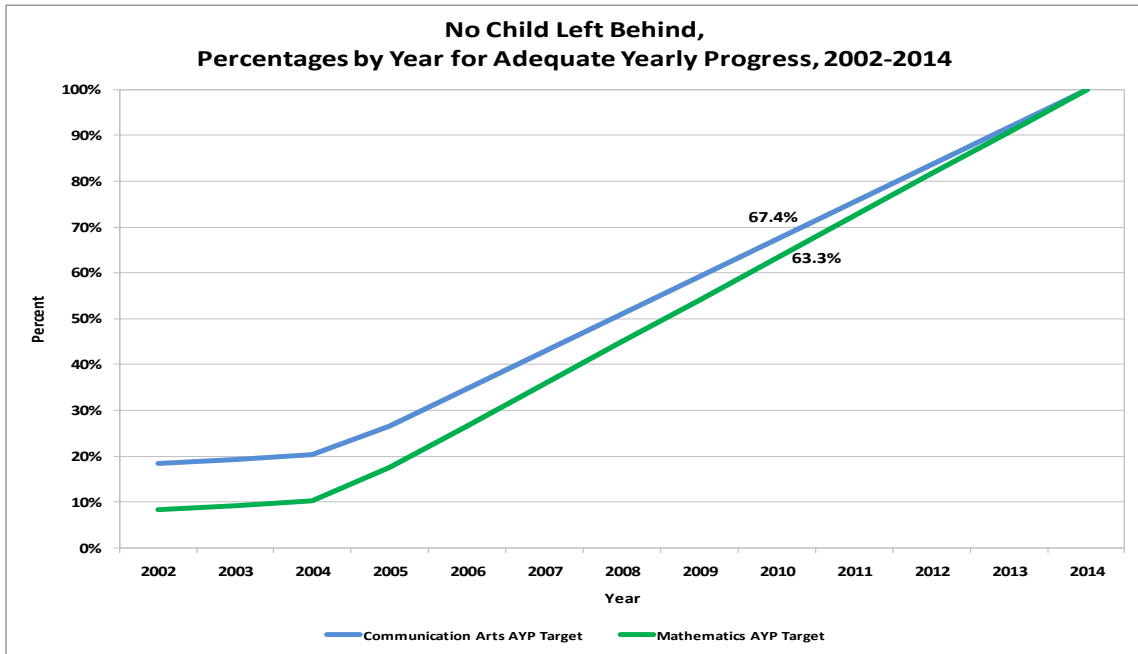
*Target not met for exceeding the majority of comparable districts on high school, End-of-Course Assessment, English II.*

- At the presentation of the 4<sup>th</sup> Quarterly Report for the 2009-2010 school year, the Springfield R-XII Board of Education engaged in a discussion regarding the alignment of the achievement levels from MAP and that of grade level equivalence. At the time the BOE requested the description of the achievement levels from MAP be provided at a future date. In the publication, *Missouri Assessment Program: Guide to Interpreting Results, Communication Arts and Mathematics, Revised 2007*, the Missouri Department of Elementary and Secondary Education note the following regarding the achievement levels,

Student performance can be reported in terms of four performance, or achievement, levels that describe a pathway to proficiency. Each achievement level represents standards of performance for each assessed content area (Communication Arts and Mathematics). Panels drawn from educational, business, and professional communities determined the standards. Achievement-level scores provide a description of what students can do in terms of the content and skills assessed. These scores are a means of comparing test results with standards of academic performance (p.4).

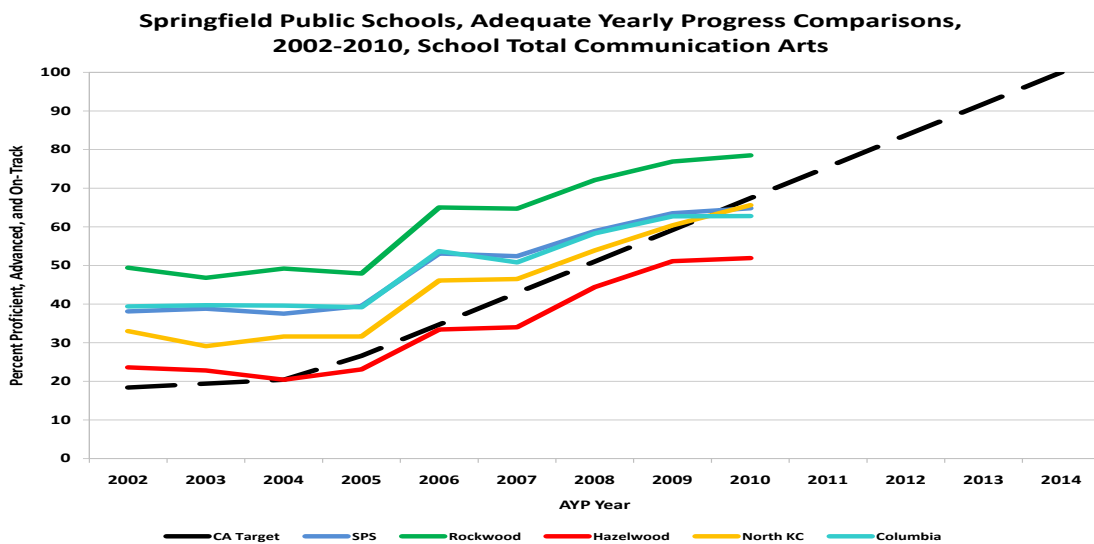
- The reader can learn more about the specific descriptions associated with Communication Arts by grade and achievement level by using the following link:  
<http://springfieldpublicschoolsmo.org/docs/Quarterly%20Reports/documents/CAAchievementLevelDescriptions.pdf>
- No Child Left Behind (NCLB) legislation and related state standards require each district to report Adequate Yearly Progress (AYP) results to its Board of Education. Figure 8 displays the annual percentages required by NCLB for Communication Arts and Mathematics.

Figure 8: No Child Left Behind, Percentages by Year for Adequate Yearly Progress, 2002-2014



- MAP results, the percent of students scoring in the top two levels, are a major component of determining if a district has met the AYP target for a given year. However, there are other aspects that figure into the calculation, including the addition of the number of students' on-track to proficiency and the confidence interval calculation. Springfield and the other comparable units performance related to Communication Arts AYP are provided in Figure 9.

Figure 9: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, School Total Communication Arts



- Figure 9 shows Springfield's AYP percent/performance remains behind Rockwood and at comparable levels to North Kansas City and Columbia.
- Figures 10 and 11 show the AYP percents for Communication Arts for Springfield and the Missouri average by subgroup for 2002-2010.

Figure 10: AYP Percents from MAP, 2002-2010, Communication Arts, Springfield & Missouri Average, Percent Proficient, Advanced and Growth, 1 of 2

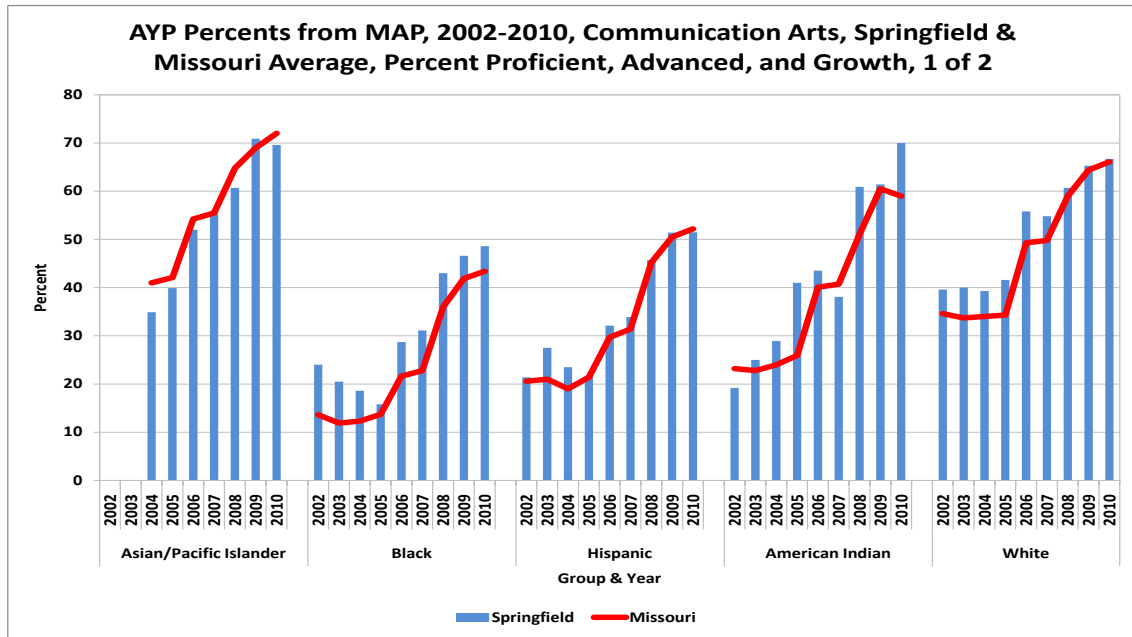
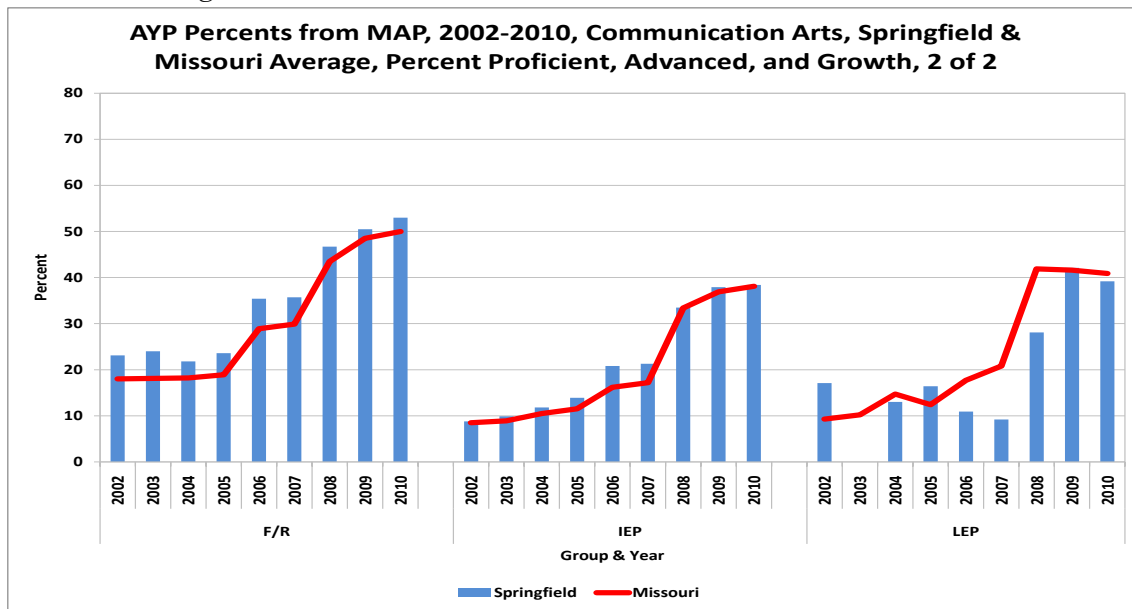
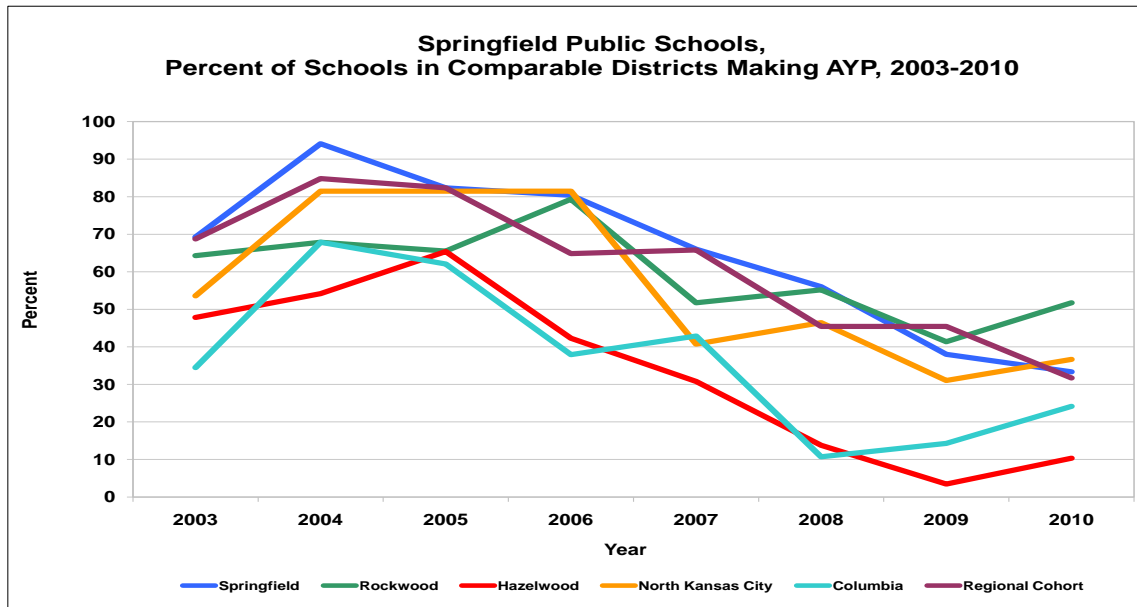


Figure 11: AYP Percents from MAP, 2002-2010, Communication Arts, Springfield & Missouri Average, Percent Proficient, Advanced, and Growth, 2 of 2



- In regards to the Regional Cohort and AYP, the reader should note that values are not provided. A Regional Cohort value is not provided because for many of the subgroups, the members of the cohort have not had enough students in a subgroup to be accountable for that group.
- A comparison of the percent of schools making AYP for Springfield, comparable districts, and the Regional Cohort is provided in Figure 12. Springfield (33.33%) ranks third in the percent of schools making AYP behind Rockwood (51.72%) and North Kansas City (36.67%).

Figure 12: Springfield Public Schools, Percent of Schools in Comparable Districts Making AYP, 2003-2010



- Further disaggregation of the subgroups performance in Communication Arts for Springfield and the comparable districts are provided in Figures 13, 14, and 15. Figure 13 provides the number of subgroups that met/not met from 2003-2010 for Springfield. Figure 14 shows a comparison of the number of subgroups meeting/ not meeting for Springfield and the comparable districts for 2010. Figure 15 presents the different subgroups and whether or not Springfield and the comparable districts met/ not met for each group in 2010.

Figure 13: Springfield Public Schools Adequate Yearly Progress (AYP), Communication Arts, Number of Subgroups, 2003-2010

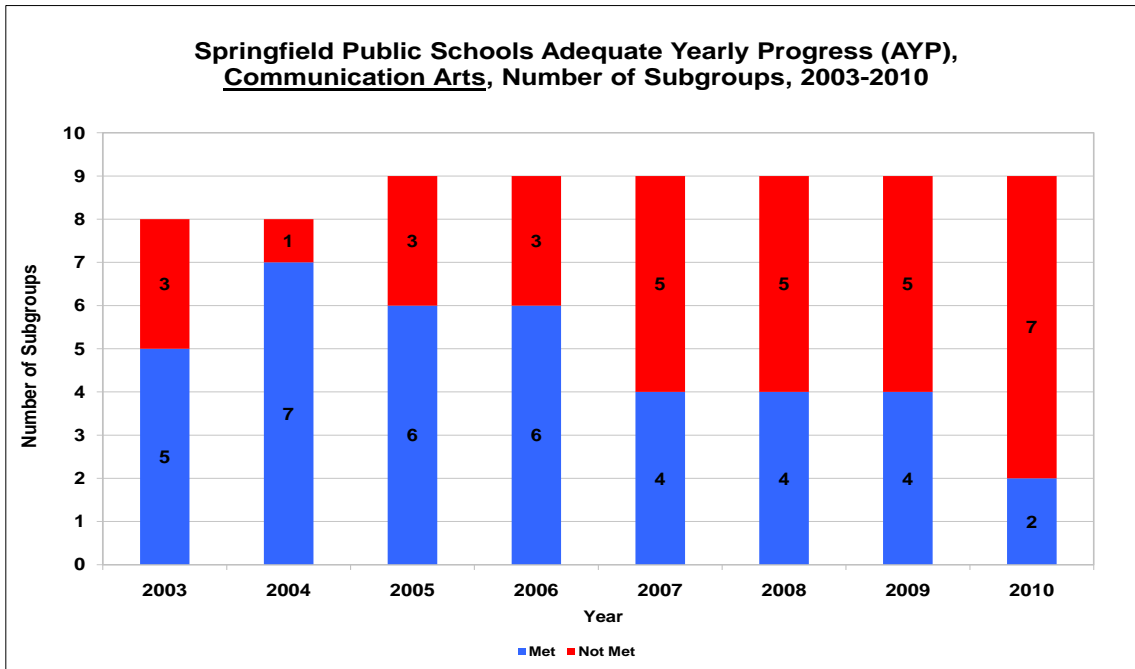


Figure 14: Springfield Public Schools, Number of Groups Making AYP, 2010 MAP Communication Arts, Comparable Districts

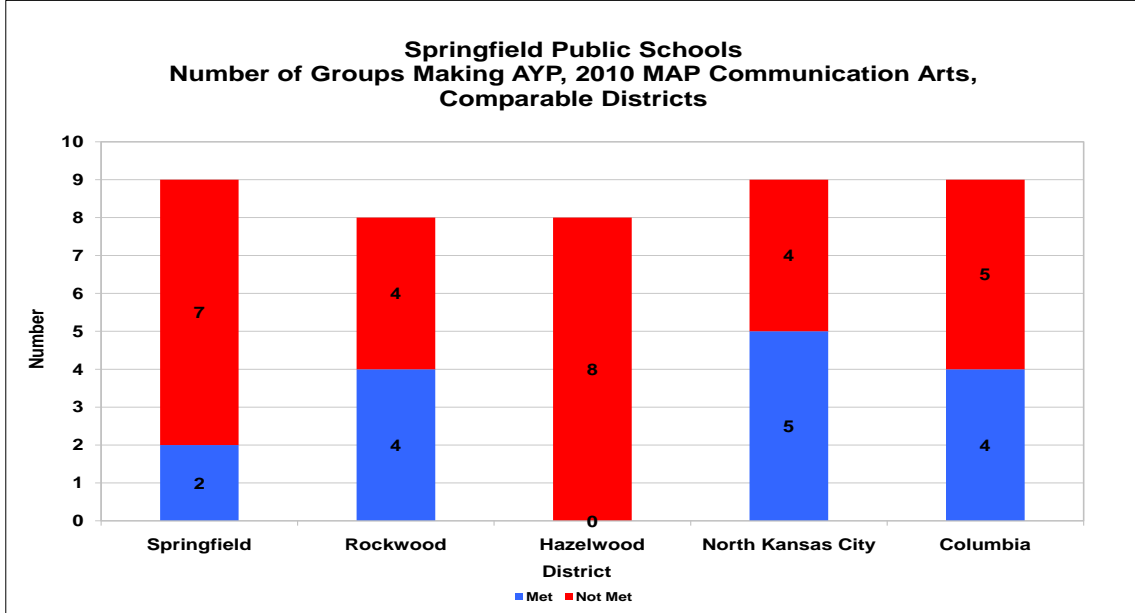


Figure 15: Comparison of Subgroups Meeting/Not Meeting AYP in Communication Arts, Spring 2010

	School Total	Asian	African-American	Hispanic	American Indian	White	Free/Reduced Lunch	IEP	LEP
Springfield	No	Yes	No	No	Yes	No	No	No	No
Rockwood	Yes	Yes	No	Yes		Yes	No	No	No
Hazelwood	No	No	No	No	No	No	No	No	No
North KC	Yes	Yes	Yes	No	Yes	Yes	No	No	No
Columbia	No	Yes	No	Yes	Yes	Yes	No	No	No

- Figures 16 through 21 provide the trend data for Springfield and the comparable districts for subgroups that Springfield did not meet AYP for in 2010.
  - Figure 16, African-American
  - Figure 17, Hispanic
  - Figure 18, White
  - Figure 19, Free/Reduced Lunch
  - Figure 20, IEP (Special Education)
  - Figure 21, LEP (Limited English Proficiency)

Figure 16: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, African-American Communication Arts

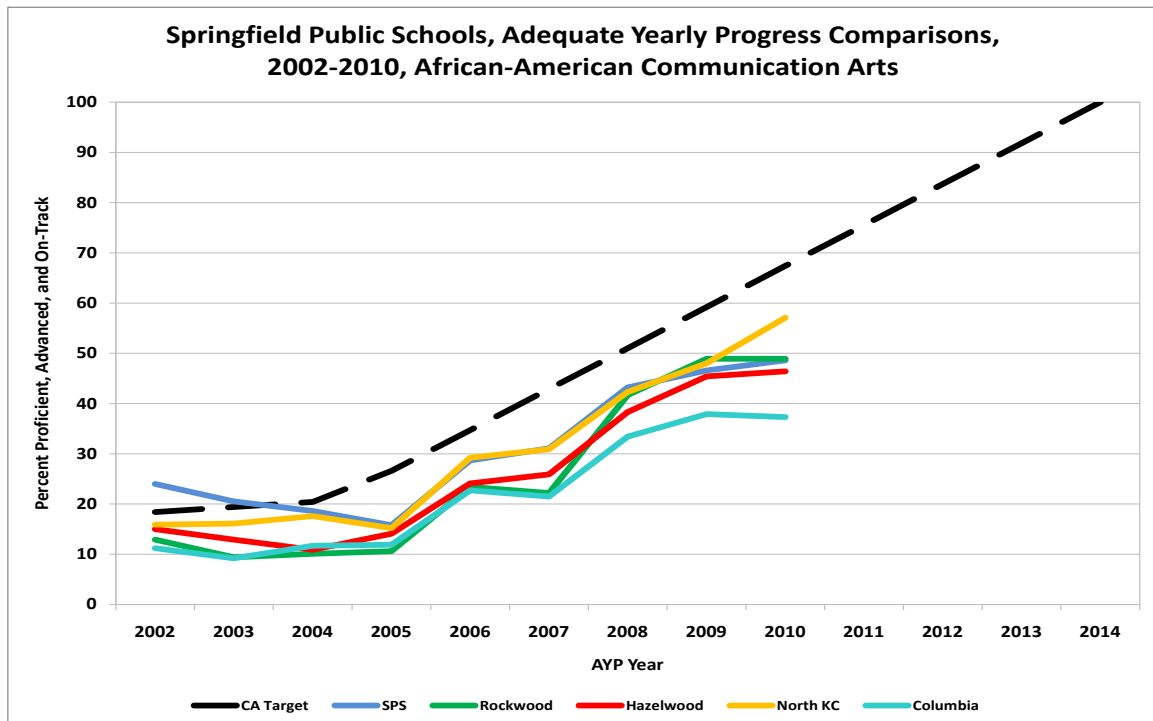


Figure 17: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, Hispanic Communication Arts

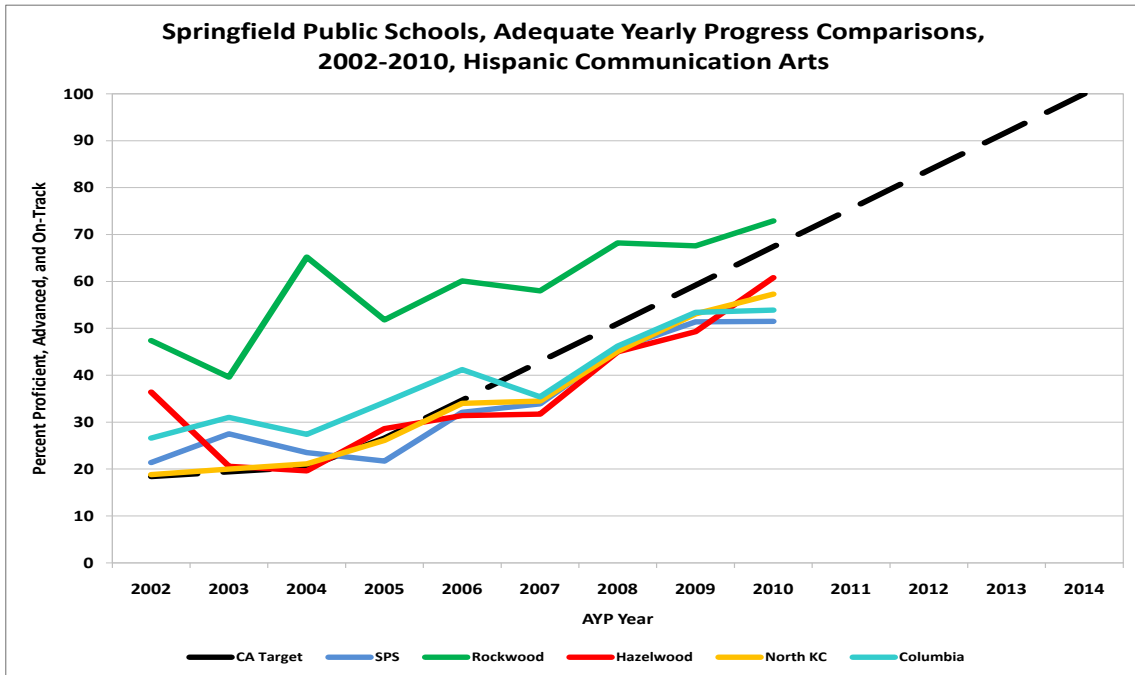


Figure 18: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, White Communication Arts

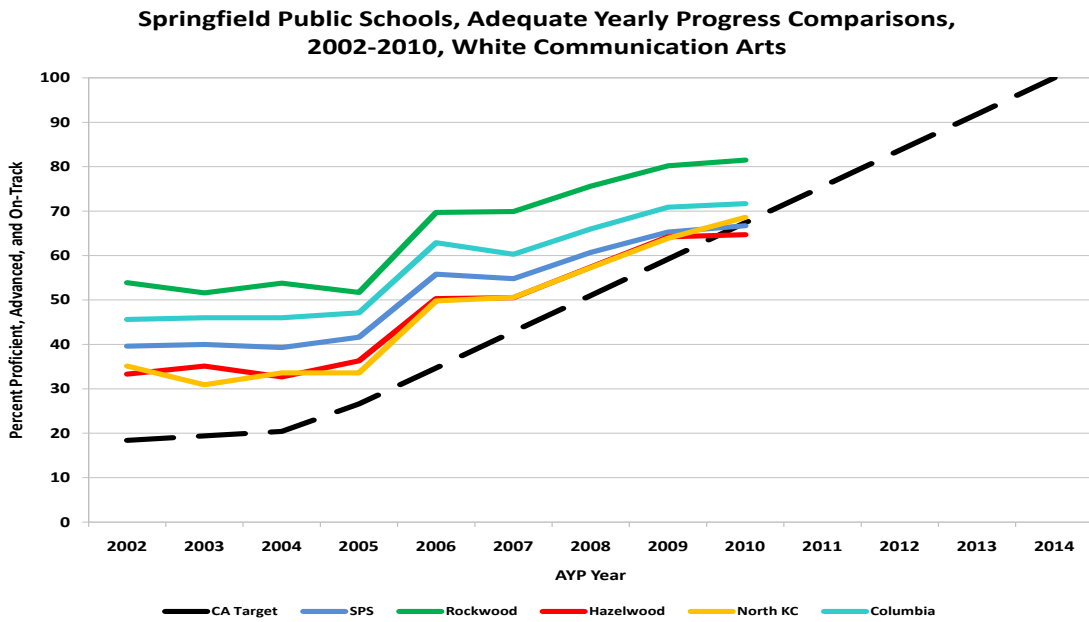


Figure 19: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, Free/Reduced Lunch Communication Arts

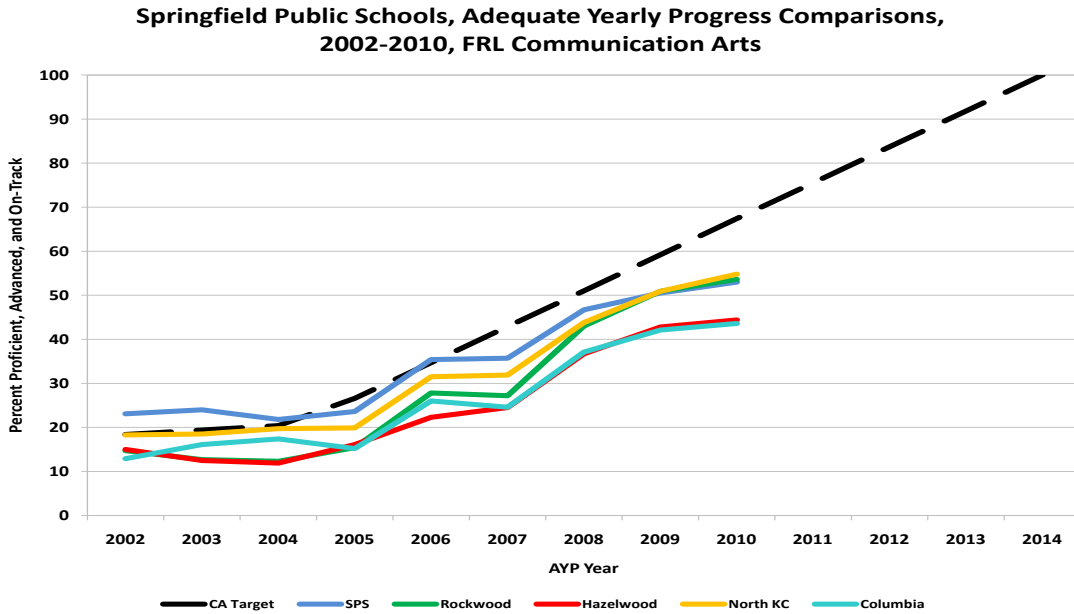


Figure 20: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, IEP (Special Education) Communication Arts

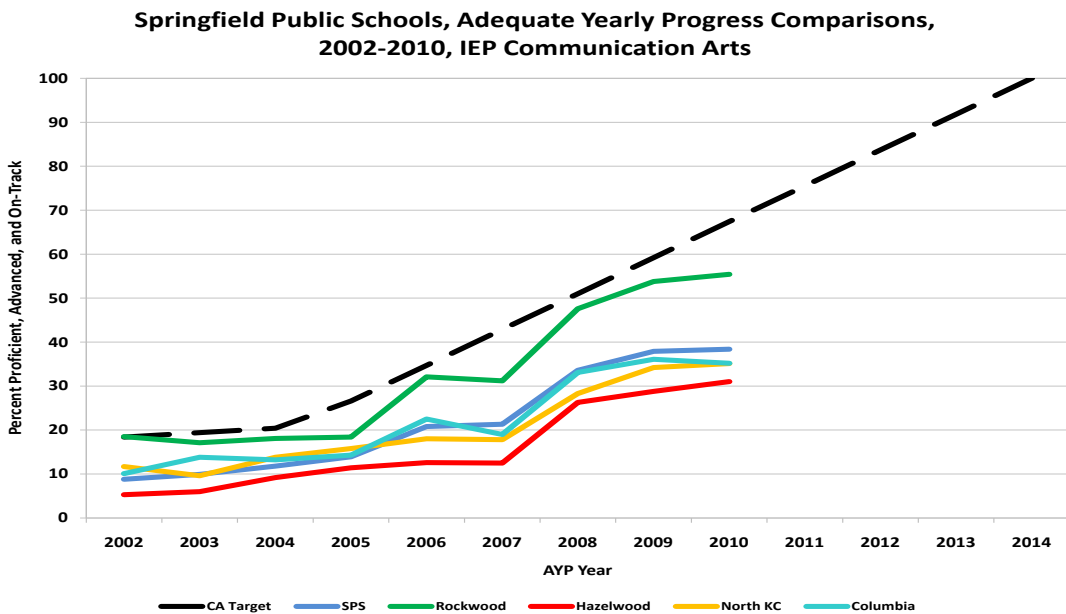
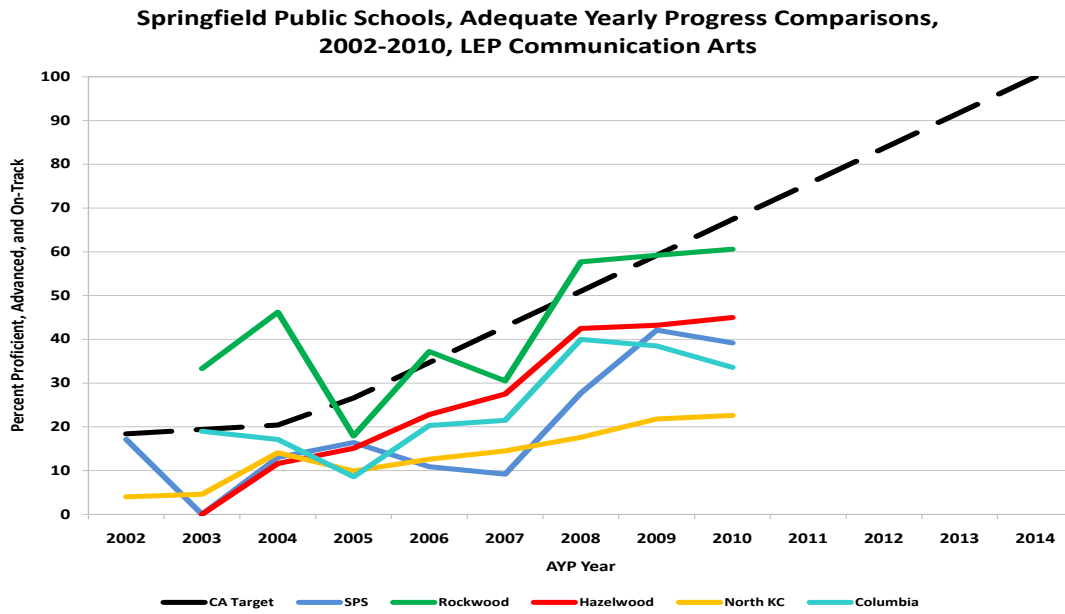


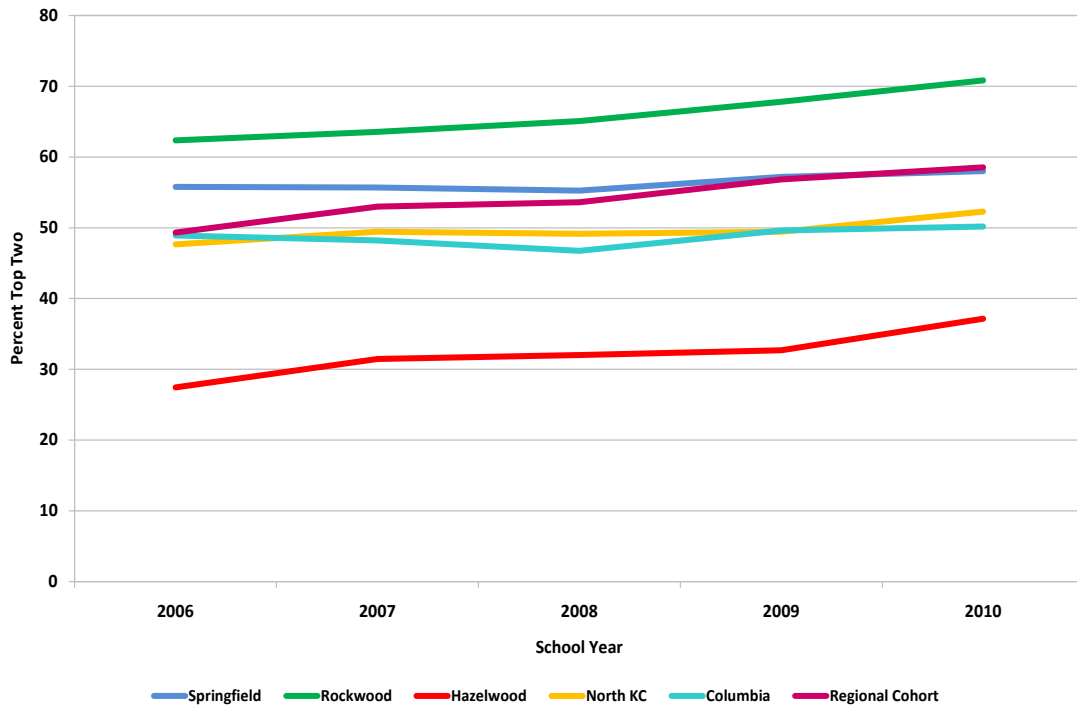
Figure 21: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, LEP (Limited English Proficiency) Communication Arts



## 2. Improve Student Performance in Math

### 1. Percent of Students Proficient/Advanced in State and District Measures of Achievement

**Springfield Public Schools, Comparable Districts and Regional Cohort, Mathematics, Percent of Students Scoring Proficient & Advanced in Aggregate (Grade 3-8 & HS)**



Source: Missouri Department of Elementary and Secondary Education and Springfield Public Schools, Quality Improvement & Accountability

#### Points:

- X-axis represents the school year of MAP testing; Y-axis represents the percent of students scoring proficient and advanced.
- This performance measure represents the aggregated percent of students across grades 3-8 scoring proficient and advanced on the MAP Mathematics and high school End-of-Course assessment for Springfield, comparable districts, and the Regional Cohort.
- From testing in Spring 2010, Springfield (58.01%) ranks third behind Rockwood (70.82%) and the Regional Cohort (58.53%) in the percent of students scoring proficient and advanced.

- The percent of students scoring proficient/advanced in state measures of achievement for Mathematics has been identified as a strength for the Springfield R-XII school district.
- The distribution, comparisons, and trends of each organizational unit's performance by grade level are provided in Figure 22 (elementary) and Figure 23 (middle).

Figure 22: Springfield Public Schools, Comparable Districts, and Regional Cohort, Percent of Students Scoring in Top Two Levels in MAP Mathematics, Elementary Level, 2006-2010

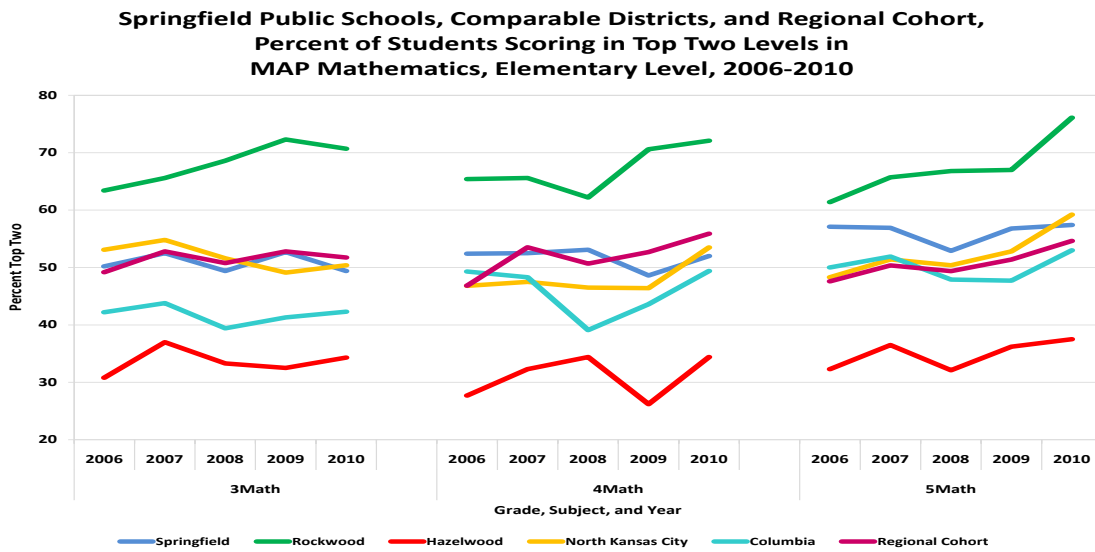
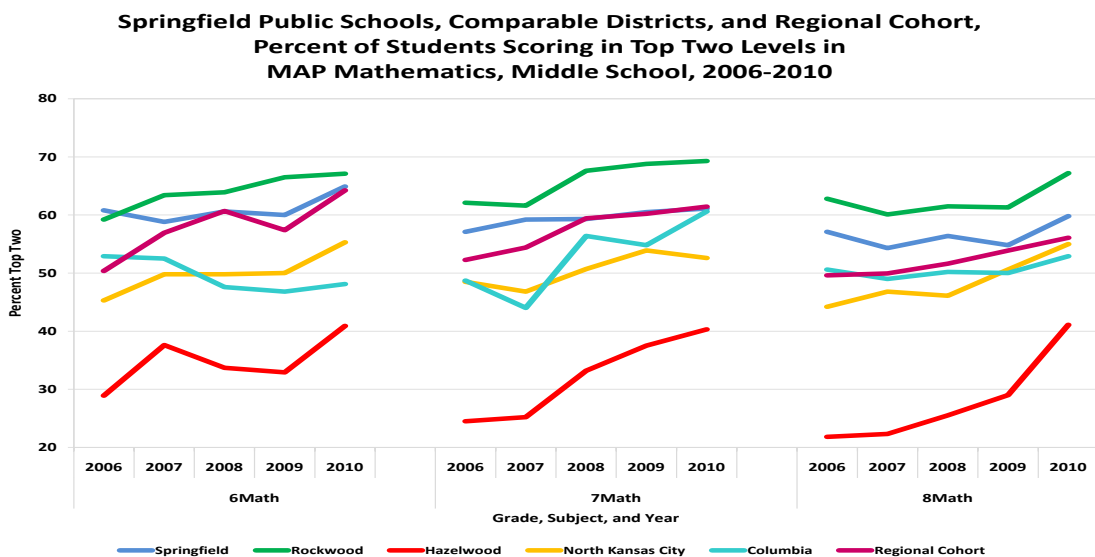


Figure 23: Springfield Public Schools, Comparable Districts, and Regional Cohort, Percent of Students Scoring in Top Two Levels in MAP Mathematics, Middle School, 2006-2010



- Across the grade levels, Springfield’s performance is generally very similar to the Regional Cohorts, with both being behind Rockwood’s levels.
- Figures 24 (elementary) and 25 (middle) provide a more detailed presentation of Springfield’s performance across multiple years for each grade level for all four achievement levels on the MAP Mathematics assessment.

Figure 24: Springfield Public Schools, Elementary MAP Mathematics Performance by Level, 2006-2010

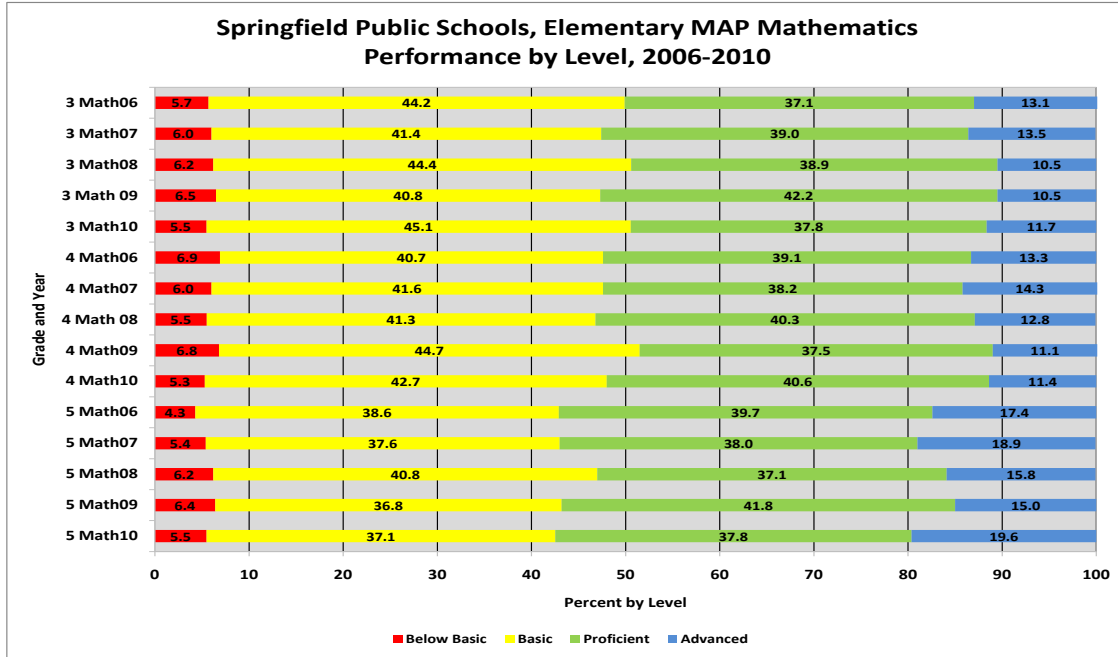
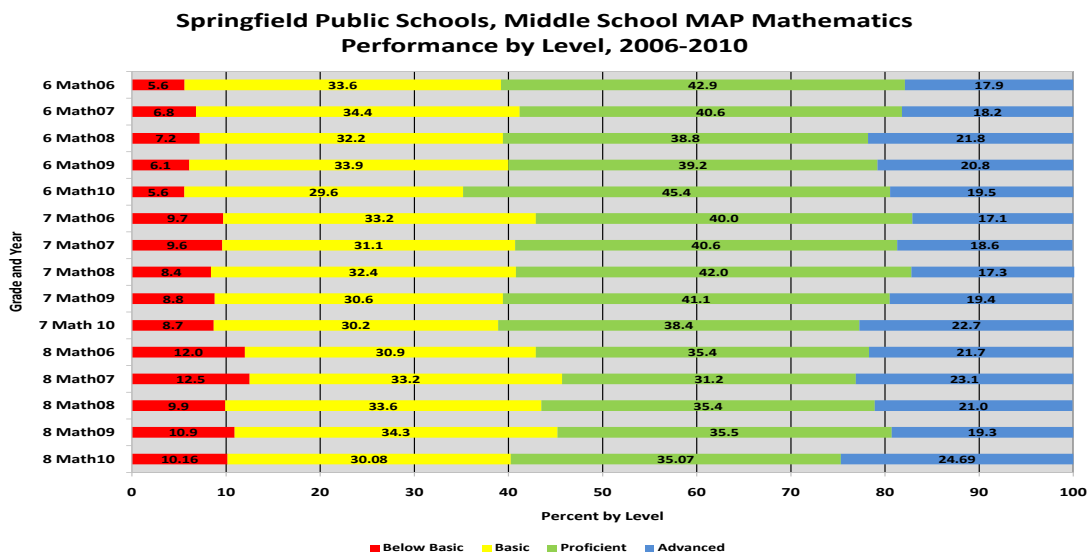
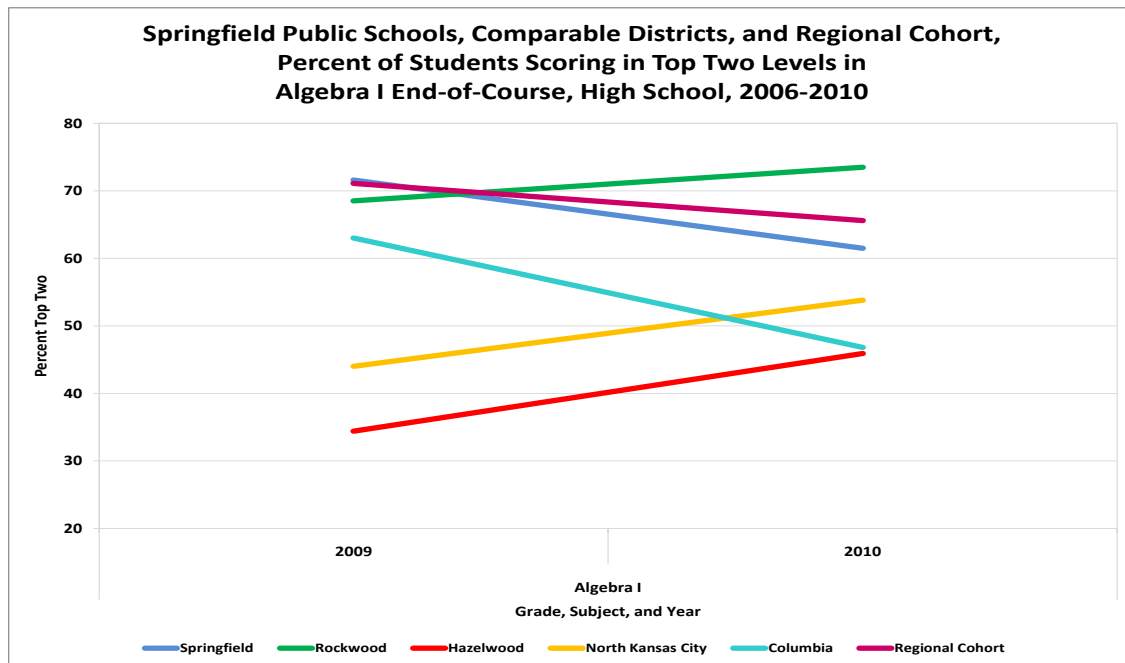


Figure 25: Springfield Public Schools, Middle School MAP Mathematics Performance by Level, 2006-2010



- In the 2008-2009 school year there was a change made related to state assessments at the high school level. Previously high school students took the MAP Mathematics test in their 10<sup>th</sup> grade year. However, in 2008-2009, the state of Missouri began using End-of-Course assessments rather than the traditional MAP tests. The End-of-Course assessment retains the standard reporting of four levels of performance (Below Basic, Basic, Proficient, and Advanced) characteristic of the MAP tests. For Mathematics, the End-of-Course assessment was given to all students at the end of Algebra I. This includes 8<sup>th</sup> grade students.
- Figure 26 presents the performance of Springfield, the comparable districts, and the Regional Cohort for the Algebra I End-of-Course assessment.

Figure 26: Springfield Public Schools, Comparable Districts, and Regional Cohort, Percent of Students Scoring in Top Two Levels in Algebra I End-of-Course, High School, 2006-2010



- Table 2 provides a count of the number of reportable students taking the Algebra I End-of-Course assessment for Springfield and the other districts for 2009 and 2010. Districts have flexibility as to when students are to take the End-of-Course assessment, and so unlike the grade-level MAP assessments, it is possible to see variation from year-to-year in the number of reportable students by district.

Table 2: Number of Reportable Students taking the Algebra I End-of-Course Assessment, 2009 & 2010

District	2009 Reportable	2010 Reportable	Difference
Springfield	1227	1958	+731
Rockwood	1988	1788	-200
Hazelwood	1357	1592	+235
North Kansas City	1453	1414	-39
Columbia	1285	1609	+324
Regional Cohort	1698	1903	+205

- The percent of students scoring proficient/advanced in state measures of achievement for the Algebra I End-of-Course assessment has been identified as an update for the Springfield R-XII school district.
- Data by 2009-2010 grade level cohorts are provided in Figures 27 (elementary) and 28 (middle).

Figure 27: Springfield Public Schools, MAP Mathematics by Grade-Level Cohort, Percent of Students Scoring Proficient/Advanced, Elementary School Level

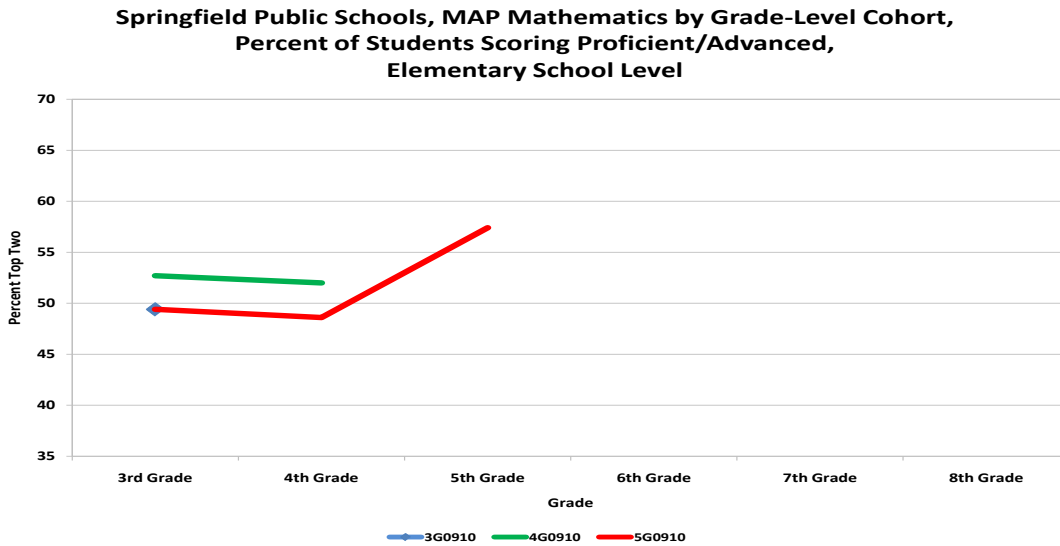
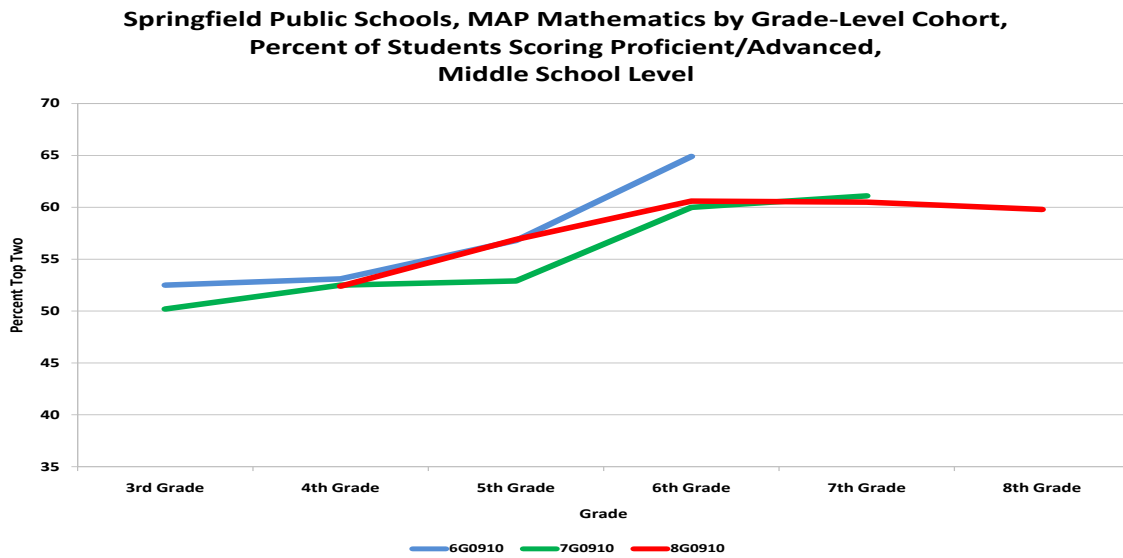


Figure 28: Springfield Public Schools, MAP Mathematics by Grade-Level Cohort, Percent of Students Scoring Proficient/Advanced, Middle School Level



**SP5 TARGET**

1.2.1 Percent of students proficient/advanced in state and district measures of mathematics achievement is greater than 2009 and exceeds the majority of comparable districts

*Target met for overall achievement greater than 2009.*

*Target met for exceeding the majority of comparable districts.*

*Target not met for exceeding the majority of comparable districts on the high school, End-of-Course Assessment, Algebra I.*

- At the presentation of the 4<sup>th</sup> Quarterly Report for the 2009-2010 school year, the Springfield R-XII Board of Education engaged in a discussion regarding the alignment of the achievement levels from MAP and that of grade level equivalence. At the time the BOE requested the description of the achievement levels from MAP be provided at a future date. In the publication, *Missouri Assessment Program: Guide to Interpreting Results, Communication Arts and Mathematics, Revised 2007*, the Missouri Department of Elementary and Secondary Education note the following regarding the achievement levels,

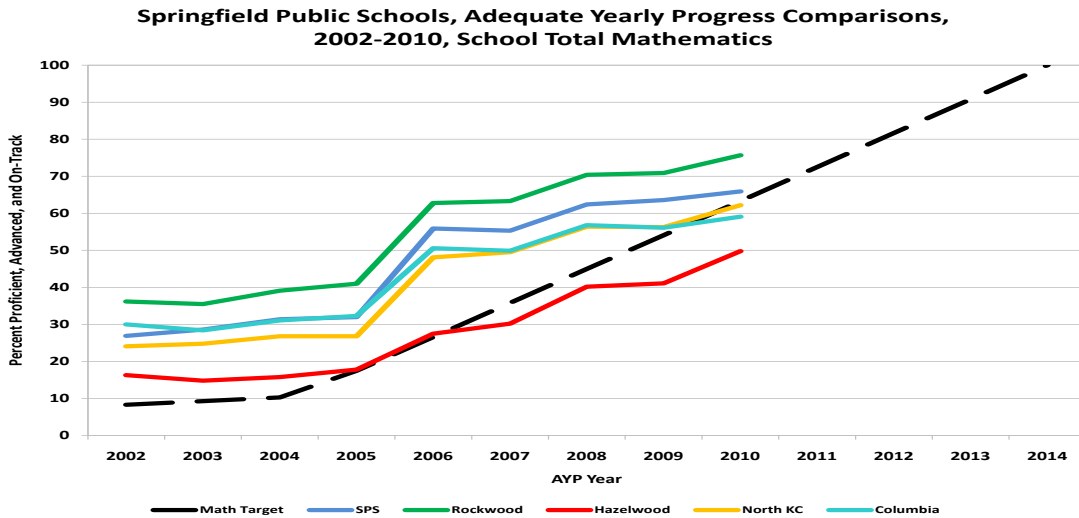
Student performance can be reported in terms of four performance, or achievement, levels that describe a pathway to proficiency. Each achievement level represents standards of performance for each assessed content area (Communication Arts and Mathematics). Panels drawn from educational, business, and professional communities determined the standards. Achievement-level scores provide a description of what students can do in terms of the content and skills assessed. These scores are a means of comparing test results with standards of academic performance (p.4).

- The reader can learn more about the specific descriptions associated with Mathematics by grade and achievement level by using the following link:

<http://springfieldpublicschoolsmo.org/docs/Quarterly%20Reports/documents/MathAchievementLevelDescriptors.pdf>

- No Child Left Behind (NCLB) legislation and related state standards require each district to report Adequate Yearly Progress (AYP) results to its Board of Education.
- MAP results, the percent of students scoring in the top two levels, are a major component of determining if a district has met the AYP target for a given year. However, there are other aspects that figure into the calculation, including the addition of the number of students on-track to proficiency and the confidence interval calculation. Springfield and the other comparable units performance related to Mathematics AYP are provided in Figure 29.

Figure 29: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, School Total Mathematics



- On the AYP measure in Mathematics, Springfield was second in performance behind Rockwood.
- Figures 30 and 31 shows the AYP percents for Mathematics for Springfield and the Missouri average by subgroup for 2002-2010.

Figure 30: AYP Percents from MAP, 2002-2010, Mathematics, Springfield & Missouri Average, Percent Proficient, Advanced, and Growth, 1 of 2

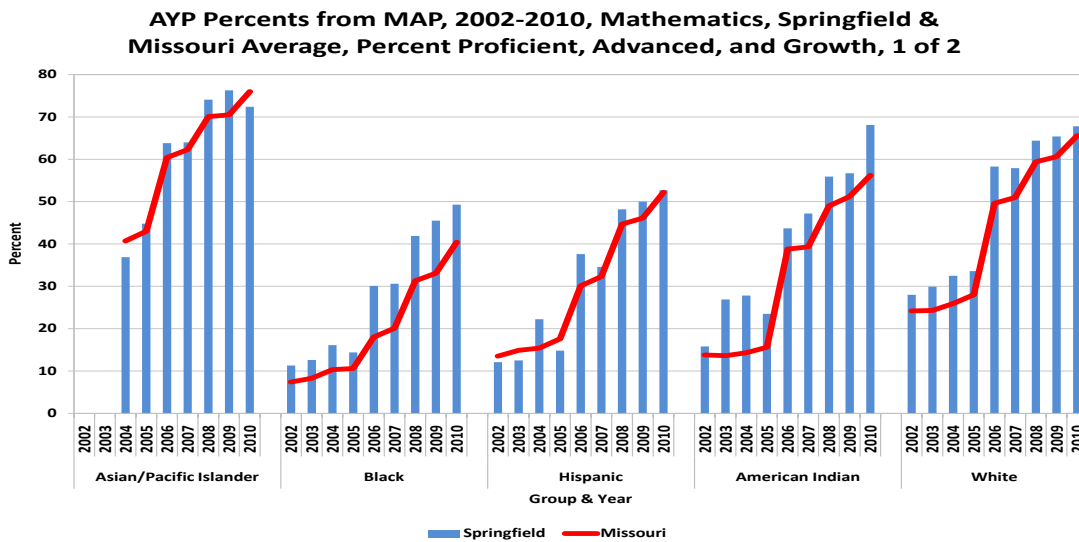
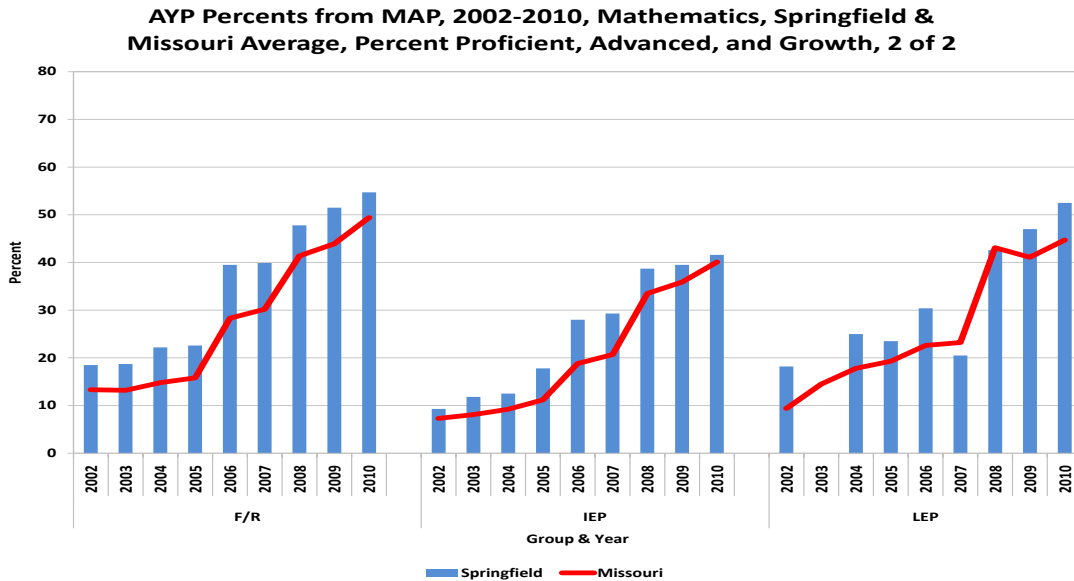
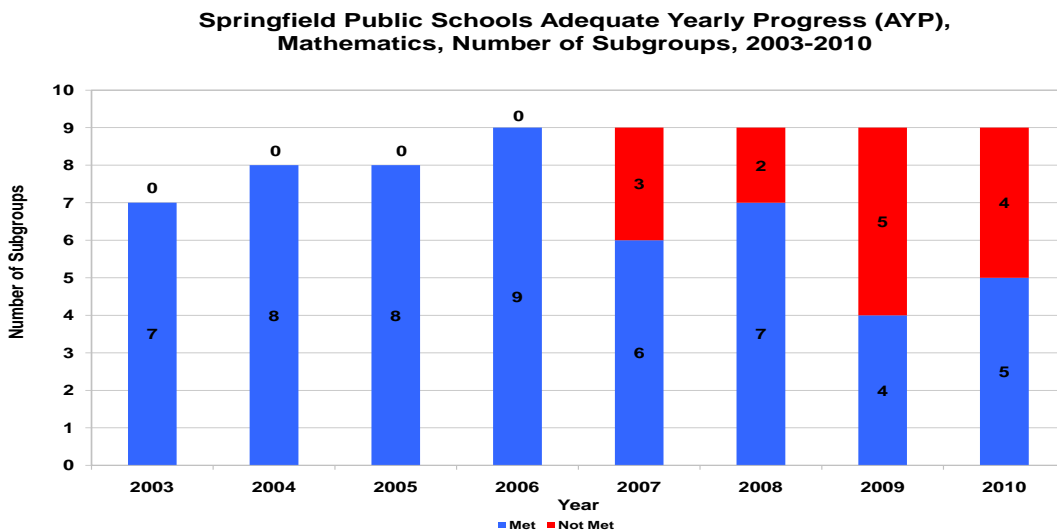


Figure 31: AYP Percents from MAP, 2002-2010, Mathematics, Springfield & Missouri Average, Percent Proficient, Advanced, and Growth, 2 of 2



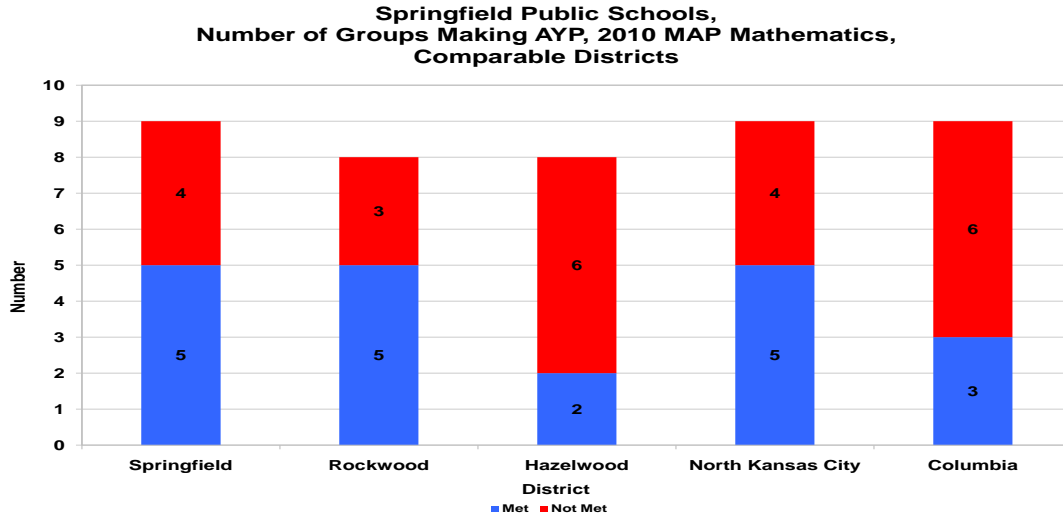
- Disaggregation of the subgroups performance in Mathematics for Springfield and the comparable districts are provided in Figures 32, 33, and 34. Figure 32 provides the number of subgroups that met/not met from 2003-2010 for Springfield. Figure 33 shows a comparison of the number of subgroups meeting/not meeting for Springfield and the comparable districts for 2010. Figure 34 presents the different subgroups and whether or not Springfield and the comparable districts met/ or did not met for each group for 2010.

Figure 32: Springfield Public Schools Adequate Yearly Progress (AYP), Mathematics, Number of Subgroups, 2003-2010



- The number of subgroups meeting AYP increased from 4 to 5 in the 2010 testing period.

Figure 33: Springfield Public Schools, Number of Groups Making AYP, 2010 MAP Mathematics, Comparable Districts



- Springfield, North Kansas City, and Rockwood all had the same number of subgroups meeting AYP expectations (5).

Figure 34: Comparison of Subgroups Meeting/Not Meeting AYP in Mathematics, Spring 2010

	School Total	Asian	African-American	Hispanic	American Indian	White	Free/Reduced Lunch	IEP	LEP
Springfield	Yes	Yes	No	No	Yes	Yes	No	No	Yes
Rockwood	Yes	Yes	No	Yes		Yes	No	No	Yes
Hazelwood	No	Yes	No	No		Yes	No	No	No
North KC	Yes	Yes	Yes	No	Yes	Yes	No	No	No
Columbia	No	Yes	No	No	Yes	Yes	No	No	No

- Figures 35 through 38 provide the trend data for Springfield and the comparable districts for the subgroups that Springfield did not meet AYP in for 2010.
  - Figure 35, African-American
  - Figure 36, Hispanic
  - Figure 37, Free/Reduced Lunch
  - Figure 38, IEP (Special Education)

Figure 35: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, African-American Mathematics

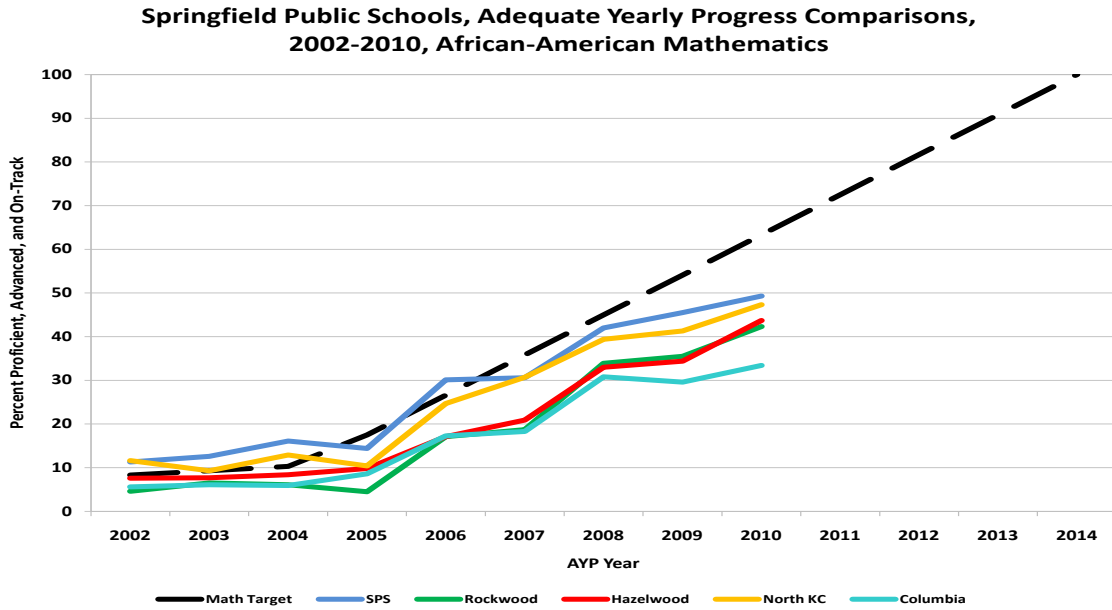


Figure 36: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, Hispanic Mathematics

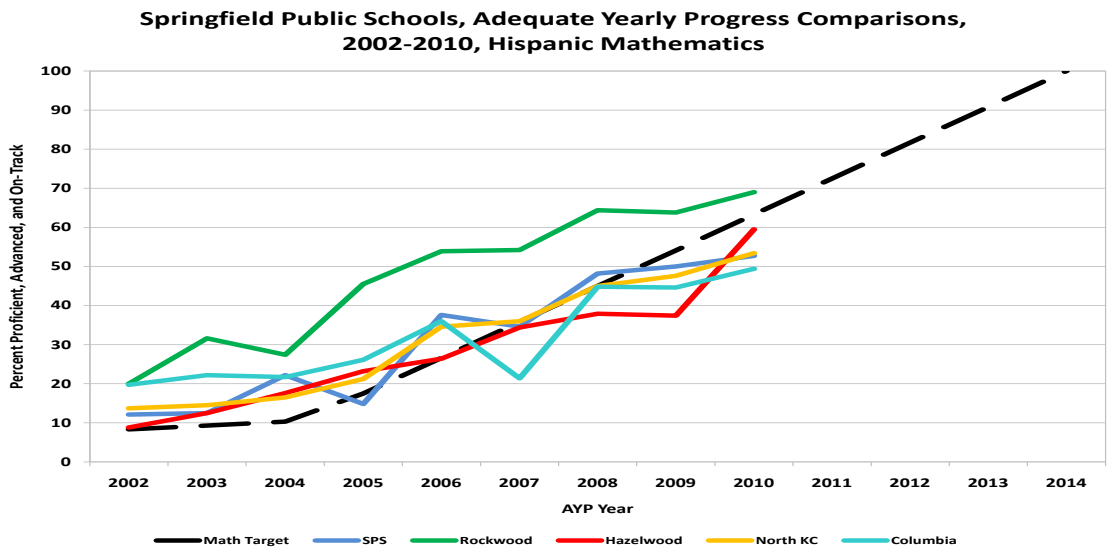


Figure 37: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, FRL Mathematics

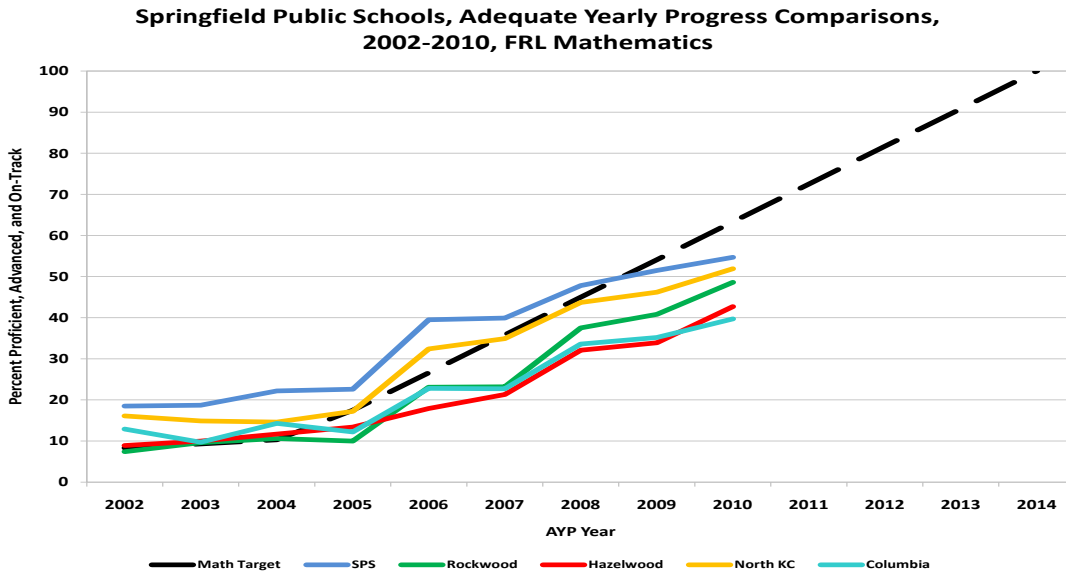
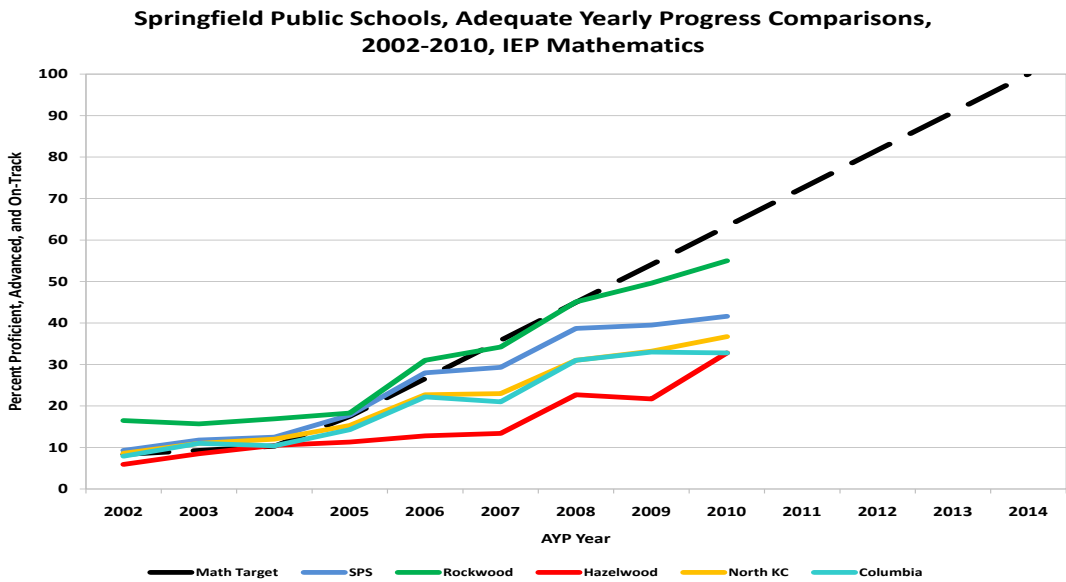


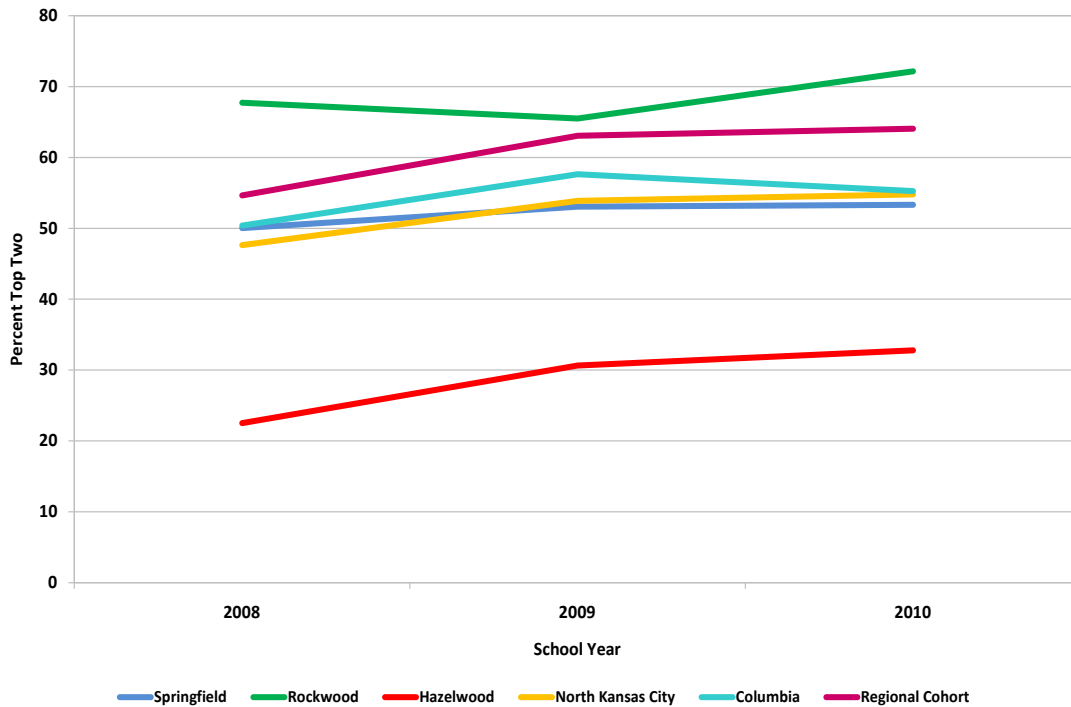
Figure 38: Springfield Public Schools, Adequate Yearly Progress Comparisons, 2002-2010, IEP Mathematics



### 3. Improve Student Performance in Science

#### 1. Percent of Students Proficient/Advanced in State and District Measures of Achievement

**Springfield Public Schools, Comparable Districts and Regional Cohort, Science, Percent of Students Scoring Proficient & Advanced in Aggregate (Grade 5, 8, & HS)**



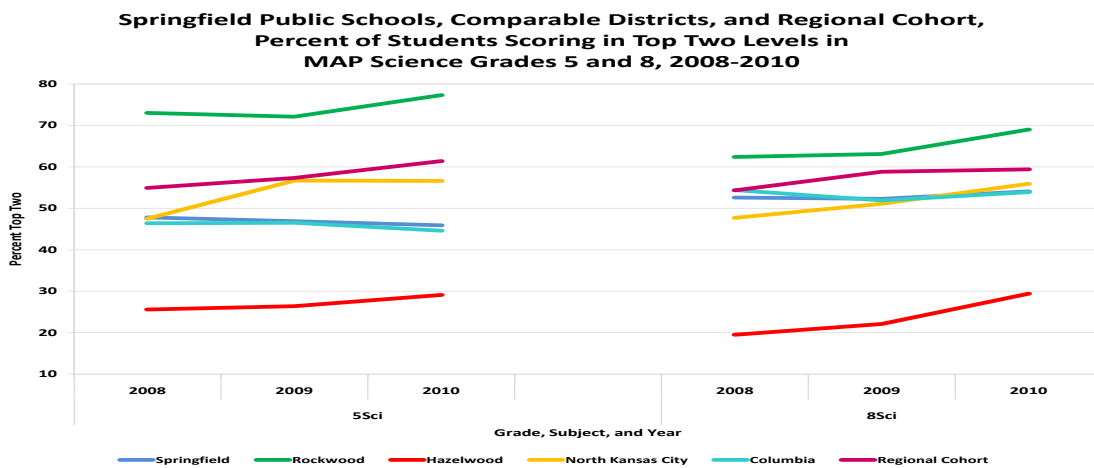
Source: Missouri Department of Elementary and Secondary Education and Springfield Public Schools, Quality Improvement & Accountability

#### Points:

- X-axis represents the school year of MAP testing; Y-axis represents the percent of students scoring proficient and advanced.
- This performance measure represents the aggregated percent of students in grades 5, 8, and the high school End-of-Course assessment scoring proficient and advanced on the MAP science assessment for Springfield, comparable districts, and the Regional Cohort.
- For 2010, Rockwood (72.14%), the Regional Cohort (64.04%), Columbia (55.26%), and North Kansas City (54.78%) had a higher percent of students scoring proficient and advanced than Springfield (53.32%).

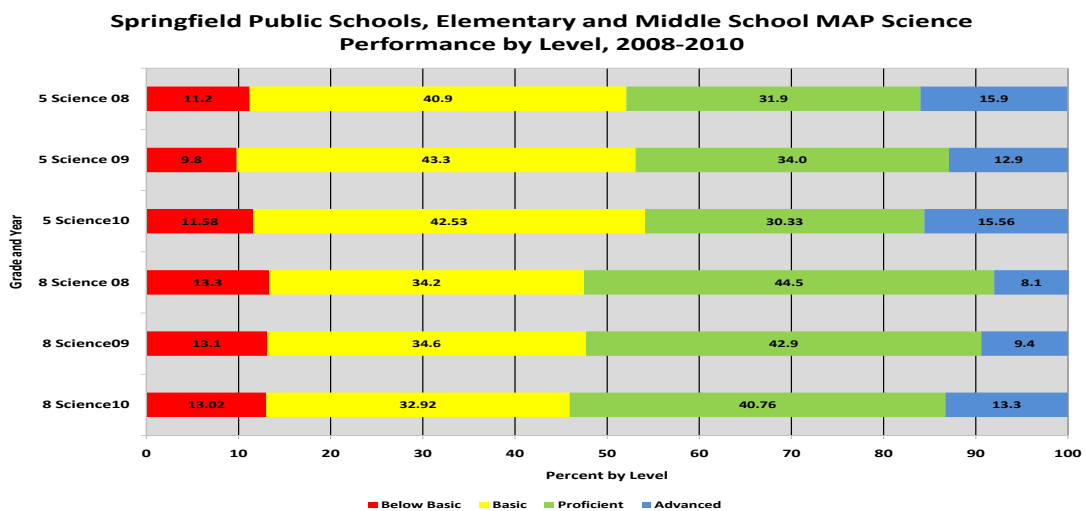
- The percent of students scoring proficient and advanced in Science has been identified as an opportunity for improvement for the Springfield R-XII school district.
- The distribution, comparisons, and trends for each organizational unit's performance for grades 5 and 8 are provided in Figure 39.

Figure 39: Springfield Public Schools, Comparable Districts, and Regional Cohort, Percent of Students Scoring in Top Two Levels in MAP Science Grades 5 and 8, 2008-2010.



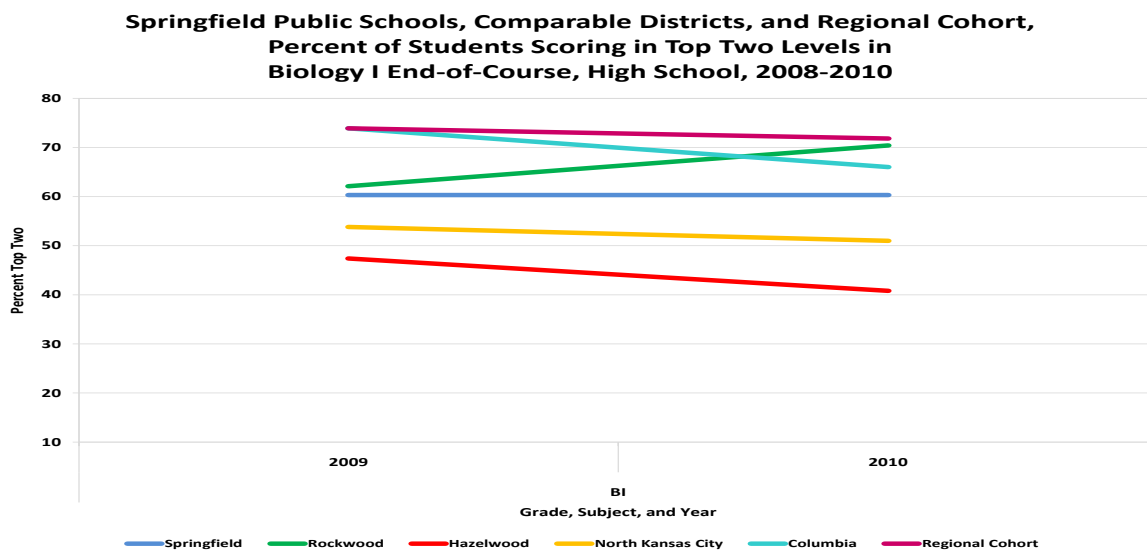
- Figure 40 provides a more detailed presentation of Springfield's performance across the three years for the two grade levels for all four achievement levels on the MAP science assessment.

Figure 40: Springfield Public Schools, Elementary and Middle School MAP Science Performance by Level, 2008-2010



- In the 2008-2009 school year, there was a change made related to state assessments at the high school level. Previously high school students took the MAP Science test in their 11<sup>th</sup> grade year. However, in 2008-2009 the state of Missouri began using End-of-Course assessments rather than the traditional MAP tests. The End-of-Course assessment retains the standard reporting of four levels of performance (Below Basic, Basic, Proficient, and Advanced) characteristic of the MAP tests. For Science, the End-of-Course assessment was given to all students at the end of Biology I.
- Figure 41 presents the past two years performance of Springfield, the comparable districts, and Regional Cohort for the Biology I End-of-Course assessment.

Figure 41: Springfield Public Schools, Comparable Districts, and Regional Cohort, Percent of Students Scoring in Top Two Levels in Biology I End-of-Course, High School, 2008-2010



- Springfield’s 2010 performance (60.30%) on the Biology I End-of-Course assessment ranks fourth behind the Regional Cohort (71.81%), Rockwood (70.40%), and Columbia (66.00%).
- Table 3 provides a count of the number of reportable students taking the Biology I End-of-Course assessment for Springfield and the other districts for 2009 and 2010.

Table 3: Number of Reportable Students taking the Biology I End-of-Course Assessment, 2009 & 2010

District	2009 Reportable	2010 Reportable	Difference
Springfield	1707	1733	+26
Rockwood	2012	2001	-11
Hazelwood	1127	1224	+97
North Kansas City	1181	1084	-97
Columbia	1248	1327	+79
Regional Cohort	1747	1802	+55

**SP5 TARGET**

1.31.1 Percent of students proficient/advanced in state and district measures of achievement is greater than 2009 and exceeds the majority of comparable districts

*The target for improvement from 2009 has been met (53.06 to 53.32).*

*The target for exceeding the majority of comparable districts has not been met.*

**NOTE TO THE READER:**

School level results for all subject areas by grade level are available by following the link below.

<http://springfieldpublicschools.org/docs/Quarterly%20Reports/documents/MAP2010BuildingResultstoLink.pdf>

**Strengths, Opportunities for Improvement, Areas Needing Further Study, and Updates  
Identified by the Springfield R-XII School District for the 2010-2011 School Year**

	<b>Strengths</b>	<b>Opportunities for Improvement</b>	<b>Areas Needing Further Study</b>	<b>Updates &amp; Highlights</b>
<b>1<sup>st</sup> Quarterly Report</b>	<ul style="list-style-type: none"> <li>Math, Percent of students scoring proficient/advanced, Comparable Performance</li> </ul>	<ul style="list-style-type: none"> <li>CA, English II End of Course assessment, Comparable Performance</li> <li>Science, Percent of students scoring proficient/advanced, Comparable Performance</li> </ul>		<ul style="list-style-type: none"> <li>CA, Percent of students scoring proficient/advanced</li> <li>Math, Algebra I End of Course Assessment</li> </ul>

**Strengths, Opportunities for Improvement, Areas Needing Further Study, and Updates  
Identified by the Springfield R-XII School District for the 2009-2010 School Year**

	<b>Strengths</b>	<b>Opportunities for Improvement</b>	<b>Areas Needing Further Study</b>	<b>Updates &amp; Highlights</b>
<b>1<sup>st</sup> Quarterly Report</b>	<ul style="list-style-type: none"> <li>• CA, Percent of students scoring proficient/advanced, Comparable Performance</li> <li>• Math, Percent of students scoring proficient/advanced, Comparable Performance</li> <li>• Math, Algebra I EOC, Comparable Performance</li> <li>• Math, Comparable Subgroup Performance</li> </ul>	<ul style="list-style-type: none"> <li>• CA, Comparable Performance on End-of-Course Assessment</li> <li>• Science, Percent of students scoring proficient/advanced, Comparable Performance &amp; End-of-Course Assessment</li> </ul>		<ul style="list-style-type: none"> <li>• CA, Percent of students scoring proficient/advanced</li> <li>• CA, Comparable Subgroup Performance</li> <li>• Math, Percent of students scoring proficient/advanced</li> <li>• Math, Comparable Subgroup Performance</li> <li>• Workers Compensation Incident Rate and Injuries with Lost Work Days</li> </ul>
<b>2<sup>nd</sup> Quarterly Report</b>	<ul style="list-style-type: none"> <li>• ACT Composite, Comparable Performance</li> <li>• Attendance Rate, Comparable Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Rate, Comparable Performance</li> </ul>		<ul style="list-style-type: none"> <li>• Performance Series Math &amp; CA Baseline</li> <li>• ACT math, reading, and English</li> </ul>
<b>3<sup>rd</sup> Quarterly Report</b>	<ul style="list-style-type: none"> <li>• SPS, Schools of Choice</li> </ul>			<ul style="list-style-type: none"> <li>• Performance Series Math &amp; CA Middle-of-Year</li> <li>• Percent of Students Participating in Career/Technical Programs</li> </ul>

Strengths, Opportunities for Improvement, Areas Needing Further Study, and Updates  
Identified by the Springfield R-XII School District for the 2009-2010 School Year  
(Continued)

	Strengths	Opportunities for Improvement	Areas Needing Further Study	Updates & Highlights
4 <sup>th</sup> Quarterly Report	<ul style="list-style-type: none"> <li>• Student Enthusiasm for Learning</li> <li>• Teacher Satisfaction with Job</li> <li>• Staff Retained</li> <li>• Faculty Perceptions of Environment</li> <li>• Satisfied Frequent Voters in the Area of District Financial and Bond Management</li> <li>• Community Satisfaction with the District</li> </ul>			<ul style="list-style-type: none"> <li>• Performance Series Math &amp; CA End of Year</li> <li>• Student to Classroom Teacher Ratio</li> <li>• Student Perceptions of Environment</li> </ul>

**Strengths, Opportunities for Improvement, Areas Needing Further Study, and Updates  
Identified by the Springfield R-XII School District for the 2008-2009 School Year**

	<b>Strengths</b>	<b>Opportunities for Improvement</b>	<b>Areas Needing Further Study</b>	<b>Updates &amp; Highlights</b>
<b>1<sup>st</sup> Quarterly Report</b>	<ul style="list-style-type: none"> <li>• Comparative % of Schools Making AYP across the District</li> <li>• Comparative Subgroup Comm. Arts Performance (African-American and Free/Reduced Lunch)</li> <li>• Number of Subgroups Meeting AYP (Math)</li> <li>• Comparative Subgroup Math Performance (African-American, Hispanic, Free/Reduced Lunch, IEP)</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Schools Not Making AYP</li> <li>• Comparative Subgroup Comm. Arts Performance (LEP)</li> </ul>		<ul style="list-style-type: none"> <li>• Number of Subgroups Meeting AYP Math (LEP)</li> <li>• Workers Compensation (Lost Workdays)</li> <li>• Boundary Review Process</li> </ul>
<b>2<sup>nd</sup> Quarterly Report</b>	<ul style="list-style-type: none"> <li>• ACT Composite Score</li> <li>• Graduation Rate (improvement)</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Rate (comparable performance)</li> <li>• Attendance Rate (comparable performance)</li> </ul>	<ul style="list-style-type: none"> <li>• SRI Beginning-of-Year Performance (previously identified in 4QR0708)</li> </ul>	

(Continued)

Strengths, Opportunities for Improvement, Areas Needing Further Study, and Updates Identified by the Springfield R-XII School District for the 2008-2009 School Year

	Strengths	Opportunities for Improvement	Areas Needing Further Study	Updates & Highlights
3 <sup>rd</sup> Quarterly Report		<ul style="list-style-type: none"><li>• Student to Classroom Teacher Ratio</li></ul>		<ul style="list-style-type: none"><li>• Percent of Students Participating in Choice Offerings</li><li>• Percent of Students Participating in Career &amp; Technical Programs</li><li>• Attendance by Month, 2008-2009</li></ul>
4 <sup>th</sup> Quarterly Report	<ul style="list-style-type: none"><li>• Teacher Satisfaction with Job</li><li>• Faculty Perception of Environment</li><li>• Satisfied Frequent Voters in the Area of District Financial and Bond Management</li><li>• Community Satisfaction with the District</li><li>• Percent of Schools with Air Conditioning</li></ul>			<ul style="list-style-type: none"><li>• Performance Series (Baseline Data)</li><li>• Average Class Size/ Student to Classroom Teacher Ratio</li><li>• Student Attendance</li></ul>

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

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

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

	<b>Strengths</b>	<b>Opportunities for Improvement</b>	<b>Areas Needing Further Study</b>
<b>1<sup>st</sup> Quarterly Report</b>	<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>	
<b>2<sup>nd</sup> Quarterly Report</b>	<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 math (MAP)</li> <li>• Teacher Satisfaction with Professional Development</li> <li>• Principal Satisfaction with Custodial/ Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Test Performance by Subgroup</li> <li>• Plan Test Performance by Subgroup</li> </ul>	
<b>3<sup>rd</sup> Quarterly Report</b>	<ul style="list-style-type: none"> <li>• SRI, Number of Students by Level</li> <li>• Instructional Practices Index Average</li> </ul>	<ul style="list-style-type: none"> <li>• SRI, Number of Students by Level</li> <li>• Teacher Salary Rank</li> <li>• Workers Compensation Claims</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of Students not Receiving ISS/OSS</li> </ul>