

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

4th Quarterly Report of the Indicators and Measures of the
District Goals for the Springfield R-XII School District



Presented to the
Board of Education

July 13, 2010

4th Quarterly Report

Table of Contents

Goal/Indicator/Measure	Page Number
<u>Goal 1: Improve Student Achievement</u>	
1.1 Improve Student Performance in Mathematics	
1. Percent of Students Proficient/Advanced in State and District Measures of Achievement	8
1.2 Improve Student Performance in Communication Arts	
1. Percent of Students Proficient/Advanced in State and District Measures of Achievement	13
<u>Goal 2: Improve Graduation Rate</u>	
2.2 Reduce Student/Teacher Ratios	
1. Student/Teacher Ratio as Measured by MSIP Standards	19
2.3 Increase Student Engagement and Responsibility for Learning	
1. Percent of Students Enthusiastic for Learning	21
2.4 Increase Student Attendance	
1. District Attendance Rate	24
<u>Goal 3: Ensure Effective and Efficient Use of Resources</u>	
3.1 Recruit, Develop, and Retain High Quality Staff	
1. Percent of Staff Satisfied with Job	27
2. Percent of Staff Retained	31
3.2 Ensure a Safe and Nurturing Environment for Learning	
1. Percent of Students and Staff with Positive Perceptions of the Environment	33

3.3 Attain High Levels of Customer Satisfaction	
1. Percent of Satisfied Frequent Voters in the Area of District Financial and Bond Management	45
2. Percent of Stakeholders Satisfied with Overall District Performance	48
Record of Strengths, Opportunities for Improvement, Areas Needing Further Study, and Updates Identified by the Springfield R-XII School District for the 2009-2010 School Year	51
Record of Strengths, Opportunities for Improvement, Areas Needing Further Study, and Updates Identified by the Springfield R-XII School District for the 2008-2009 School Year	53
Record of Strengths, Opportunities for Improvement, Areas Needing Further Study, and Updates Identified by the Springfield R-XII School District for the 2007-2008 School Year	55
Record of Strengths, Opportunities for Improvement, Areas Needing Further Study, and Updates Identified by the Springfield R-XII School District for the 2006-2007 School Year	56

Listing of Performance Measures, Figures, and Tables

Performance Measures, Figures, and Tables	Page Number
Performance Measure: Springfield Public Schools, Beginning, Middle, and End of Year Mathematics Performance Series Results, 2009-2010 School Year	8
Table 1: Percent of Students in each Achievement Level by Grade Level for Mathematics	9
Figure 1: Springfield Public Schools, Percent of Students Scoring Proficient/Advanced, Performance Series Beginning (BOY), Middle (MOY), and End-of-Year (EOY), 2009-2010 by Grade Level for Mathematics	10
Figure 2: Springfield Public Schools, Comparison of EOY Performance Series Percents by Grade Level for 0809 and 0910, Mathematics	11
Figure 3: Springfield Public Schools, EOY Difference of Percents by Achievement Levels by Grade, Mathematics	11
Performance Measure: Springfield Public Schools, Beginning, Middle, and End of Year Communication Arts Performance Series Results, 2009-2010 School Year	13
Table 2: Percent of Students in each Achievement Level by Grade Level, Communication Arts	14
Figure 4: Springfield Public Schools, Percent of Students Scoring Proficient/Advanced, Performance Series Beginning (BOY), Middle (MOY), and End-of-Year (EOY), 2009-2010 by Grade Level for Communication Arts	14
Figure 5: Springfield Public Schools, Comparison of EOY Performance Series Percents by Grade Level for 0809 and 0910, Communication Arts	15
Figure 6: Springfield Public Schools, EOY Difference of Percents by Achievement Levels by Grade, Communication Arts	15
Figure 7: Springfield Public Schools, Percent of Students Scoring Proficient/Advanced, Performance Series Beginning (BOY), Middle (MOY), and End-of-Year (EOY), 2009-2010 by Grade Level for Mathematics & Communication Arts	17
Figure 8: Springfield Public Schools, Performance Series Scale Score Average by Grade and Time of Year, 2009-2010	18

Figure 9: Springfield Public Schools, Comparison of End-of-Year Scale Scores by Content Area, 2008-2009 and 2009-2010	18
Performance Measure: Springfield Public Schools, Comparable Districts, Regional Cohort, Student to Classroom Teacher Ratio, 2001-2002 to 2008-2009	19
Figure 10: Springfield Public Schools, Comparable Districts & Regional Cohort, Ratio of Students to Classroom Teachers and Teachers, 2001-2002 to 2008-2009	20
Performance Measure: Springfield Public Schools, Partial Comparable Districts, and Regional Cohort, Student Enthusiasm for Learning, Response to the Question, “I like going to this school.” (All Levels)	21
Figure 11: Springfield Public Schools, Partial Comparable Districts, and Regional Cohort, Student Enthusiasm for Learning, Response to the Question, “I like going to this school.” (Disaggregated by Level)	22
Figure 12: Springfield Public Schools, Student Enthusiasm for Learning, Response to the Question, “I like going to this school.”	23
Performance Measure: Springfield Public Schools, Attendance Rate, 2006-2007 to 2009-2010 by Month	24
Figure 13: Springfield Public Schools, Attendance Rate, 2008-2009 to 2009-2010 by Month by Level	25
Figure 14: Springfield Public Schools, District Attendance Rate, Actual and Targets	25
Performance Measure: Springfield Public Schools, Comparable Districts and Regional Cohort, Teacher Satisfaction with Job	27
Figure 15: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Teacher Satisfaction with Job, Aggregate Questions	28
Figure 16: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “I usually look forward to each working day as a teacher.”	29
Figure 17: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “If I had a chance to choose all over again, I would still choose teaching as a career.”	29
Figure 18: Springfield Public Schools, Teacher Satisfaction with Job, Spring 2006 to Spring 2010	30

Performance Measure: Springfield Public Schools, Percent of Staff Retained, 2007-2008 to 2009-2010	31
Figure 19: Springfield Public Schools, Percent of Staff Retained, 2007-2008 to 2012-2013	32
Performance Measure: Springfield Public Schools, Comparable Districts and Regional Cohort, Faculty Perceptions of Environment in Aggregate	33
Figure 20: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Faculty Perceptions of Environment	34
Figure 21: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “Clear rules that promote good behavior are enforced in our school.”	34
Figure 22: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “Our school teaches and reinforces student self-discipline and responsibility.”	35
Figure 23: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “Our school promotes an environment of mutual respect among students.”	35
Figure 24: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “I feel safe at this school.”	36
Figure 25: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “Students are treated fairly in this school.”	36
Figure 26: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “This school makes students feel they belong.”	37
Figure 27: Springfield Public Schools, Faculty Perceptions of Environment in Aggregate, Spring 2006 to Spring 2010	37
Performance Measure: Springfield Public Schools, Partial Comparable Districts, and Regional Cohort, Student Perceptions of Environment (Aggregate)	39
Figure 28: Springfield Public Schools, Partial Comparable Districts, and Regional Cohort, Elementary School Students’ Perceptions of Environment by Question	40

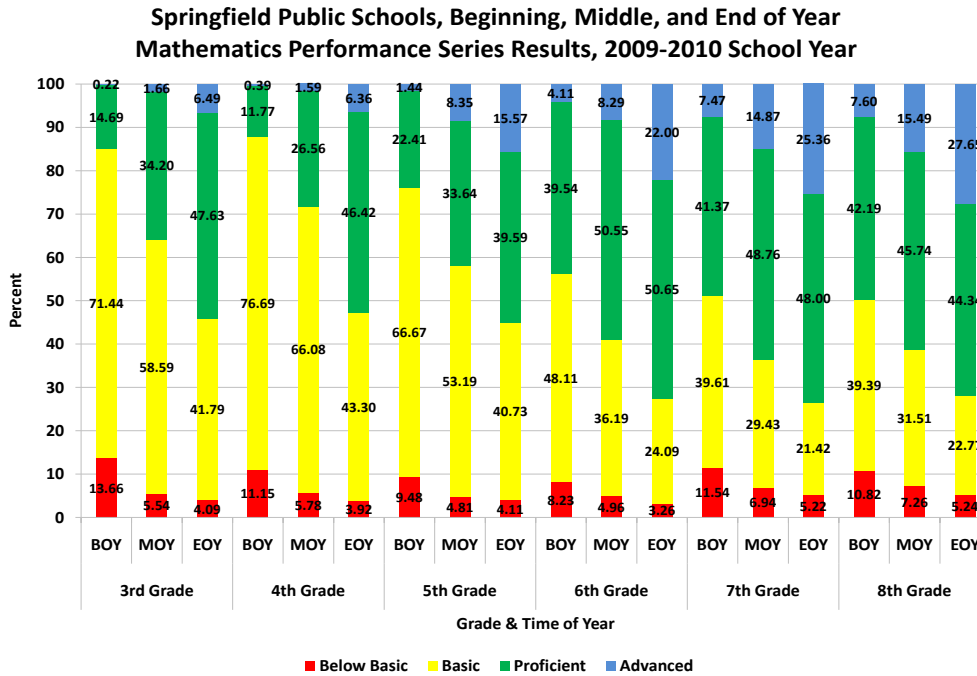
Figure 29: Springfield Public Schools, Partial Comparable Districts, and Regional Cohort, Middle School Students' Perceptions of Environment by Question	41
Figure 30: Springfield Public Schools, Partial Comparable Districts, and Regional Cohort, High School Students' Perceptions of Environment by Question	41
Figure 31: Springfield Public Schools, Student Perceptions of Environment in Aggregate, Spring 2008 to Spring 2010	42
Figure 32: Springfield Public Schools, Elementary Students' Perceptions of Environment by Question, Spring 2008 to Spring 2010	42
Figure 33: Springfield Public Schools, Middle School Students' Perceptions of Environment by Question, Spring 2008 to Spring 2010	43
Figure 34: Springfield Public Schools, High School Students' Perceptions of Environment by Question, Spring 2008 to Spring 2010	43
Performance Measure: Springfield Public Schools, Percent of Satisfied Frequent Voters in the Area of District Financial and Bond Management, as Measured by the Question, "The district spends tax dollars wisely." 2003-2010	45
Figure 35: Springfield Public Schools, Satisfaction with the Springfield School District Spending Tax Dollars Wisely by Level by Year	46
Figure 36: Springfield Public Schools, Frequent Voter Satisfaction in the Area of District Financial and Bond Management, Actual and Targets, 2003 to 2013	46
Performance Measure: Community Satisfaction with Springfield Public Schools, Question, "Overall how satisfied are you with the Springfield Public School District?"	48
Figure 37: Springfield Public Schools, Overall Satisfaction with the Springfield School District by Level	49
Figure 38: Springfield Public Schools, Community Satisfaction with District Performance, Actual and Targets, 2006-2013	49

*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

I. Improve Student Performance in Mathematics

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



Source: Springfield Public Schools, Quality Improvement & Accountability

Points:

- X-axis represents the grade level and time of year (BOY, Beginning of Year; MOY, Middle of Year, and; EOY, End of Year); Y-axis represents the percent of students scoring in each achievement level on the Performance Series assessment.
- The four achievement levels on the Performance Series assessment are in alignment with the achievement levels of the MAP assessment.

- The following positive trends are evident when comparing Middle of Year (MOY) to End of Year (EOY):
 - A decrease at all grade levels in the percent of students scoring below basic and basic.
 - An increase at grades three through six in the percent of students scoring proficient and advanced (independent levels not aggregated).
 - An increase at grades seven and eight in the percent of students scoring advanced.
- A compilation of the actual percentages for each achievement level, as well as the percent of students scoring in the top two levels (proficient & advanced) is provided in table 1.

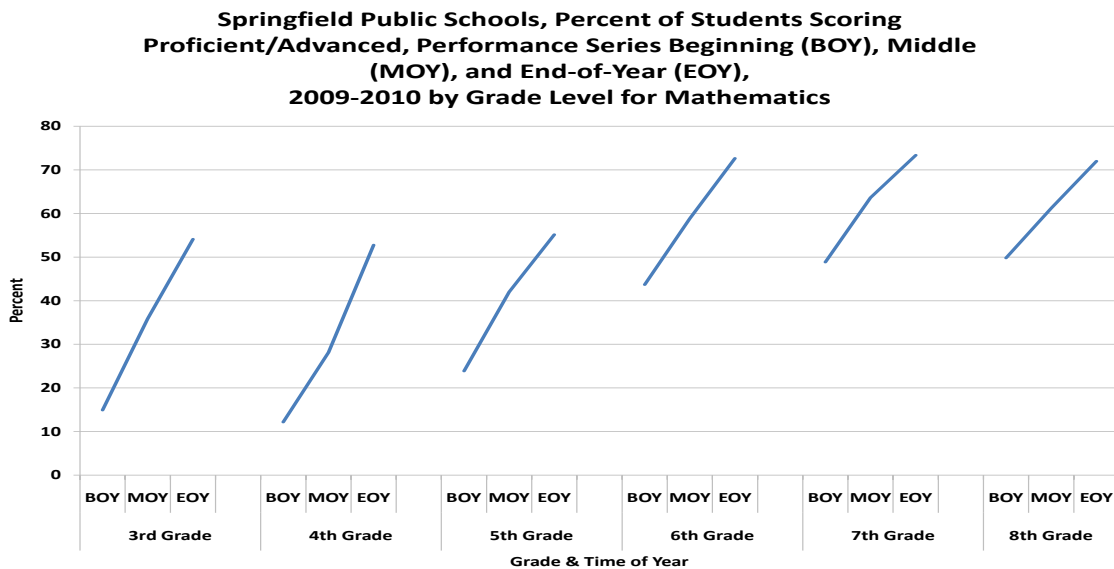
Table 1: Percent of Students in each Achievement Level by Grade Level for Mathematics

	Below Basic			Basic			Proficient			Advanced			Top Two		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
3 rd Grade	13.66	5.54	4.09	71.44	58.59	41.79	14.69	34.20	47.63	0.22	1.66	6.49	14.91	35.86	54.12
4 th Grade	11.15	5.78	3.92	76.69	66.08	43.30	11.77	26.56	46.42	0.39	1.59	6.36	12.16	28.14	52.78
5 th Grade	9.48	4.81	4.11	66.67	53.19	40.73	22.41	33.64	39.59	1.44	8.35	15.57	23.85	42.00	55.16
6 th Grade	8.23	4.96	3.26	48.11	36.19	24.09	39.54	50.55	50.65	4.11	8.29	22.00	43.66	58.84	72.65
7 th Grade	11.54	6.94	5.22	39.61	29.43	21.42	41.37	48.76	48.00	7.47	14.87	25.36	48.85	63.66	76.36
8 th Grade	10.82	7.26	5.24	39.39	31.51	22.77	42.19	45.74	44.34	7.60	15.49	27.65	49.79	61.22	71.99

(Where B = Beginning of Year; M= Middle-of-Year, and; E = End-of-Year)

- The percent of students scoring in the top two levels (proficient & advanced) of the Performance Series math assessment is closely aligned to the Missouri expectation of the MAP assessment for Adequate Yearly Progress (AYP). The beginning, middle, and end of year percent of students scoring in the top two levels for Springfield Public Schools in math is provided in Figure 1.

Figure 1: Springfield Public Schools, Percent of Students Scoring Proficient/Advanced, Performance Series Beginning (BOY), Middle (MOY), and End-of-Year (EOY), 2009-2010 by Grade Level for Mathematics



- The 2009-2010 school year was the first full year the Performance Series assessments were given in grades 3-8 to all students. The process for deployment in the 2008-2009 school year was previously shared in the 4th Quarterly Report for 2008-2009 (p.9).
- The end of year, 2009-2010, represents the first time Springfield Public Schools has had a comparable internal point (2008-2009) at the same time of year for all students taking the Performance Series assessments.
- The presentation of these results is provided in Figures 2 and 3. Figure 2 shows the comparison of the end of year percents by achievement level for 2008-2009 vs. 2009-2010. Figure 3 charts the difference in these percents for each grade.
- Figure 3 provides a comparison of the differences in mathematics Performance Series percents by achievement levels for the end of year for 2008-2009 vs. 2009-2010. In this figure, improvements in performance are evident when below basic (red) and basic (yellow) bars are below the zero line and proficient (green) and advanced (blue) are above the zero line. Results of this sort would indicate that there was a lower percentage of students scoring below basic and basic and a higher percentage of students scoring proficient and advanced for 2009-2010 when compared to 2008-2009. The smaller the percentage on the bar, or the closer the bar is to zero, means that performance in 2009-2010 was similar to performance in 2008-2009 for that achievement level at that grade level.

Figure 2: Springfield Public Schools, Comparison of EOY Performance Series Percents by Grade Level for 0809 and 0910, Mathematics

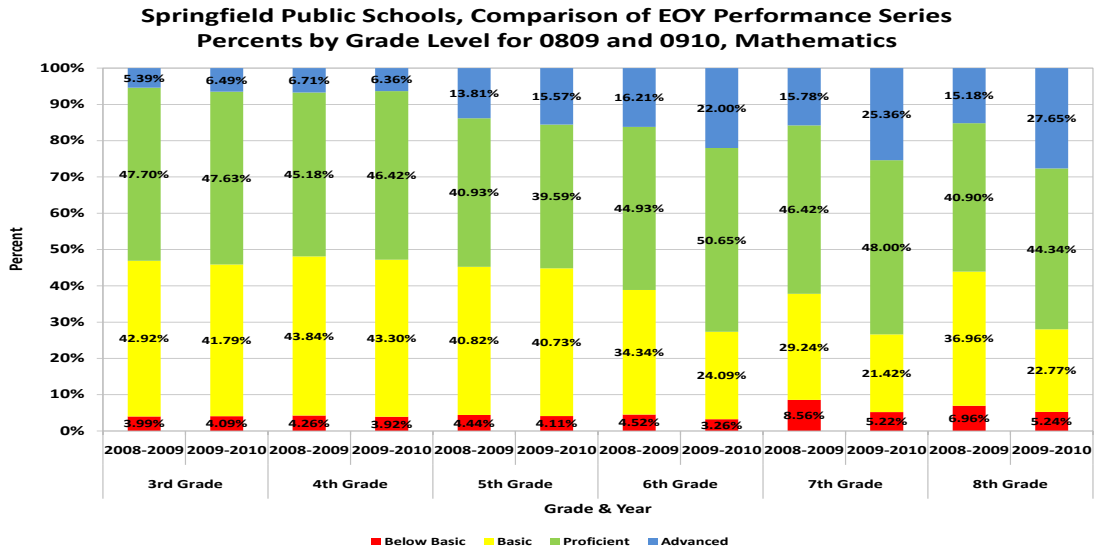
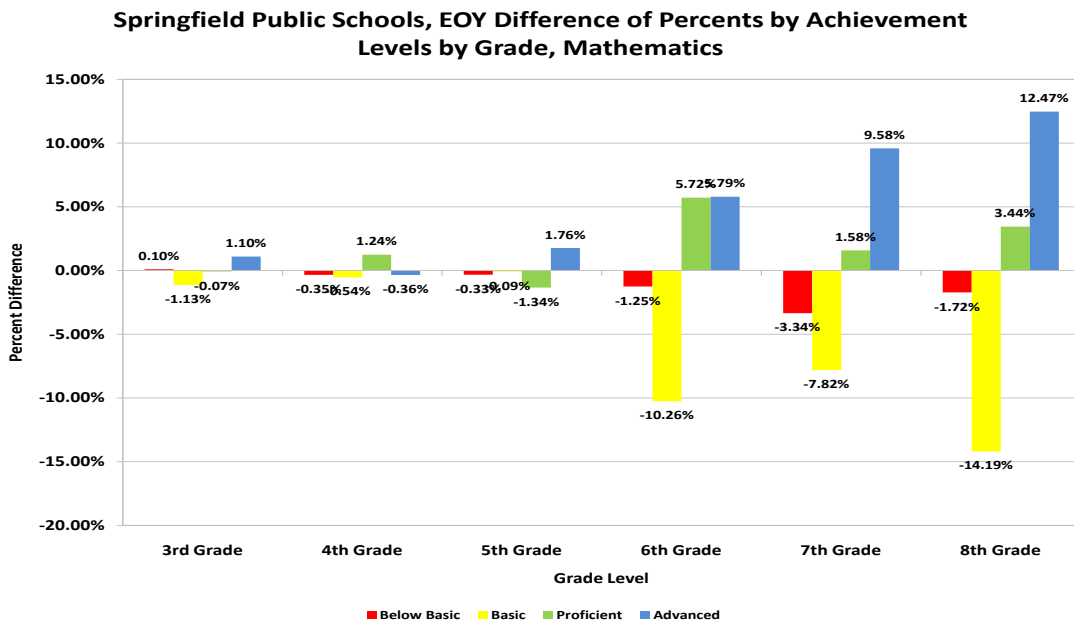


Figure 3: Springfield Public Schools, EOY Difference of Percents by Achievement Levels by Grade, Mathematics



- The following differences are evident from an examination of Figure 3:
 - 3rd Grade—small change (approximately 1%) for basic and advanced
 - 4th Grade—small change (approximately 1%) for proficient
 - 5th Grade—small change (approximately 1.5%) for proficient and advanced
 - 6th Grade—large changes in the decrease of basic (10%) and the increase of proficient and advanced (5%), small change in the decrease of below basic (1%)
 - 7th Grade—noticeable changes for all achievement levels, where below basic and basic decreased (3% and 7% respectively), and proficient and advanced increased (1% and 9% respectively).
 - 8th Grade—noticeable changes for all achievement levels, where below basic and basic decreased (1% and 14% respectively), and proficient and advanced increased (3% and 12% respectively).

- The percent of students scoring proficient and advanced for the end of year Performance Series mathematics has been identified as an update for the Springfield R-XII school district.

NOTE TO THE READER:

School level mathematics results by grade level by school are available by following the link below.

<http://springfieldpublicschoolsno.org/docs/Quarterly%20Reports/documents/PSMATHBOYEOY0910.pdf>

District level disaggregated mathematics results by AYP subgroups are available by following the link below.

<http://springfieldpublicschoolsno.org/docs/Quarterly%20Reports/documents/MathSupplementalLink.pdf>

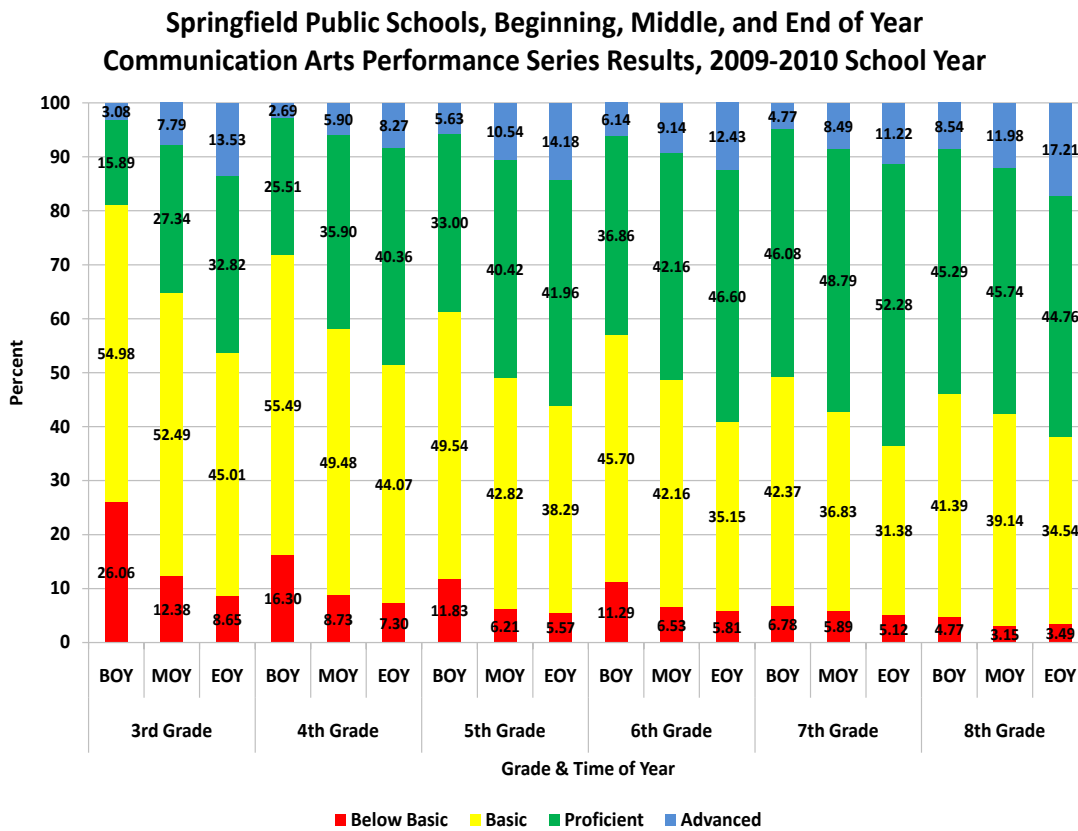
SP5 TARGET

1.1.1.1 Annual improvement in the percentage of students scoring proficient or advanced as measured by the Missouri DESE performance standards.

Progress has been made toward this goal.

2. Improve Student Performance in Communication Arts

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



Source: Springfield Public Schools, Quality Improvement & Accountability

Points:

- X-axis represents the grade level and time of year (BOY, Beginning of Year; MOY, Middle of Year, and; EOY, End of Year); Y-axis represents the percent of students scoring in each achievement level on the Performance Series assessment.
- The four achievement levels on the Performance Series assessment are in alignment with the achievement levels of the MAP assessment.
- The following positive trends are evident when comparing Middle of Year (MOY) to End of Year (EOY):
 - A decrease at grades 3 through 7 in below basic
 - A decrease at all grades in basic

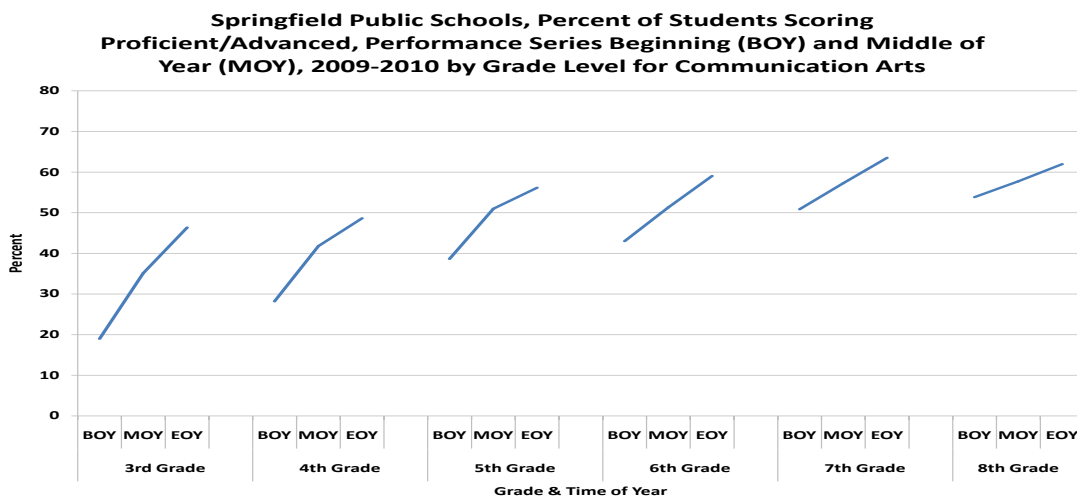
- An increase at grades 3 through 7 in proficient
- An increase at all grade levels in advanced
- A compilation of the actual percentages for each achievement level, as well as the percent of students scoring in the top two levels (proficient & advanced) is provided in table 2.

Table 2: Percent of Students in each Achievement Level by Grade Level, Communication Arts

	Below Basic			Basic			Proficient			Advanced			Top Two		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
3 rd Grade	26.06	12.38	8.65	54.98	52.49	45.01	15.89	27.34	32.82	3.08	7.79	13.53	18.97	35.13	46.34
4 th Grade	16.30	8.73	7.30	55.49	49.48	44.07	25.51	35.90	40.36	2.69	5.90	8.27	28.20	41.79	48.63
5 th Grade	11.83	6.21	5.57	49.54	42.82	38.29	33.00	40.42	41.96	5.63	10.54	14.18	38.63	50.97	56.14
6 th Grade	11.29	6.53	5.81	45.70	42.16	35.15	36.86	42.16	46.60	6.14	9.14	12.43	43.01	51.31	59.04
7 th Grade	6.78	5.89	5.12	42.37	36.83	31.38	46.08	48.79	52.28	4.77	8.49	11.22	50.85	57.28	63.50
8 th Grade	4.77	3.15	3.49	41.39	39.14	34.54	45.29	45.74	44.76	8.54	11.98	17.21	53.83	57.72	61.97

- The percent of students scoring in the top two levels (proficient & advanced) of the Performance Series math assessment is closely aligned to the Missouri expectation of the MAP assessment for Adequate Yearly Progress (AYP). The beginning, middle, and end of year percent of students scoring in the top two levels for Springfield Public Schools in communication arts is provided in Figure 4.

Figure 4: Springfield Public Schools, Percent of Students Scoring Proficient/Advanced, Performance Series Beginning (BOY), Middle (MOY), and End-of-Year (EOY), 2009-2010 by Grade Level for Communication Arts



- The presentation of the comparative results for end of year 0809 vs. 0910 is provided in Figures 5 and 6. Figure 5 shows the comparison of the end of year percents by achievement level for 2008-2009 vs. 2009-2010. Figure 6 charts the difference in these percents for each grade.
- For an explanation of how to interpret Figure 6 the reader is referred to the guidance provide on page 10 for the similar mathematics chart.

Figure 5: Springfield Public Schools, Comparison of EOY Performance Series by Grade Level for 0809 and 0910, Communication Arts

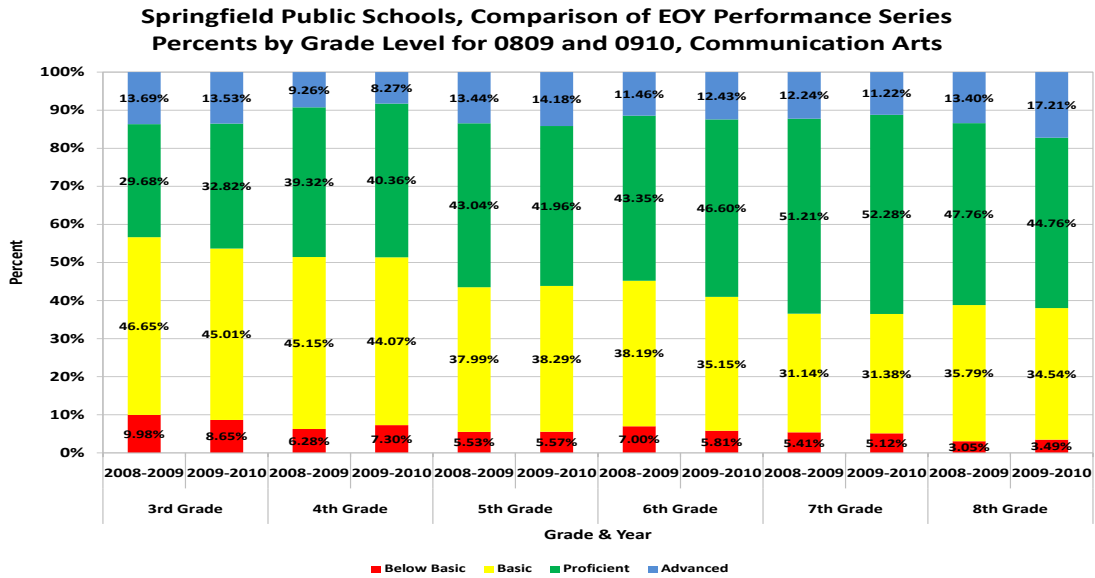
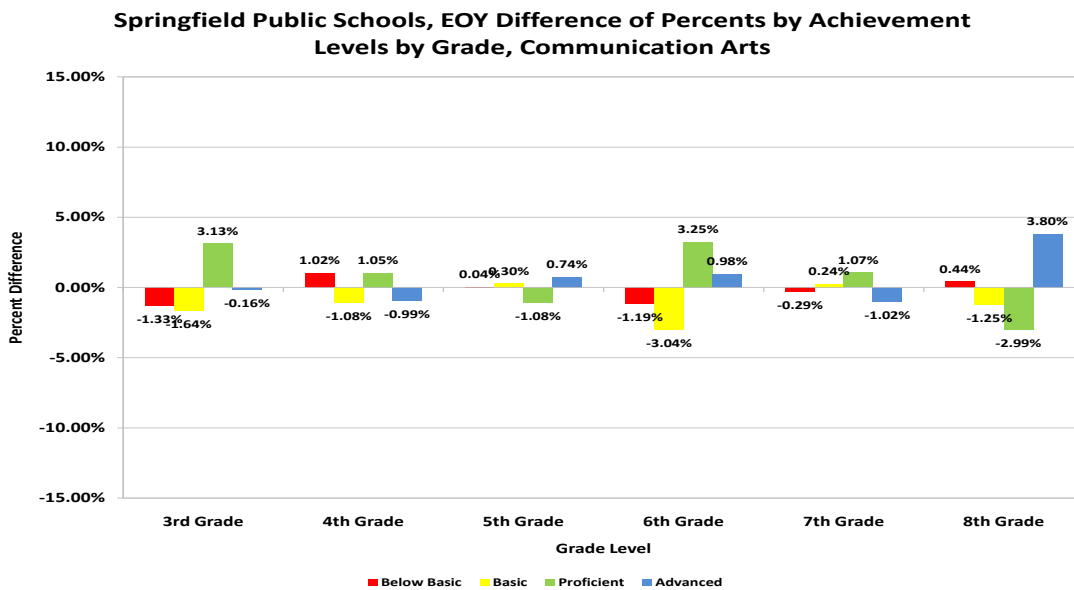


Figure 6: Springfield Public Schools, EOY Difference of Percents by Achievement Levels by Grade, Communication Arts



- The following differences are evident from an examination of Figure 6:
 - 3rd Grade—small change (approximately 1%) for below basic and basic with a larger difference for proficient (3%)
 - 4th Grade—small changes (1%) for each achievement level
 - 5th Grade—small changes (less than 1%) for below basic, basic, and advanced; 1% change for proficient
 - 6th Grade—changes in the decrease of below basic and basic (1% and 3% respectively), and the increase of proficient and advanced (3% and 1% respectively)
 - 7th Grade—small changes (less than 1%) for below basic and basic and changes around 1% for proficient and advanced
 - 8th Grade—small change (less than 1%) for below basic, 1% change for basic, and approximately 3% change for proficient and advanced

- The percent of students scoring proficient and advanced for the End of Year Performance Series communication arts has been identified as an update for the Springfield R-XII school district.

NOTE TO THE READER:

School level communication arts results by grade level by school are available by following the link below.

<http://springfieldpublicschools.mo.org/docs/Quarterly%20Reports/documents/PSCABOYEYO910.pdf>

District level disaggregated communication arts results by AYP subgroups are available by following the link below.

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

SP5 TARGET

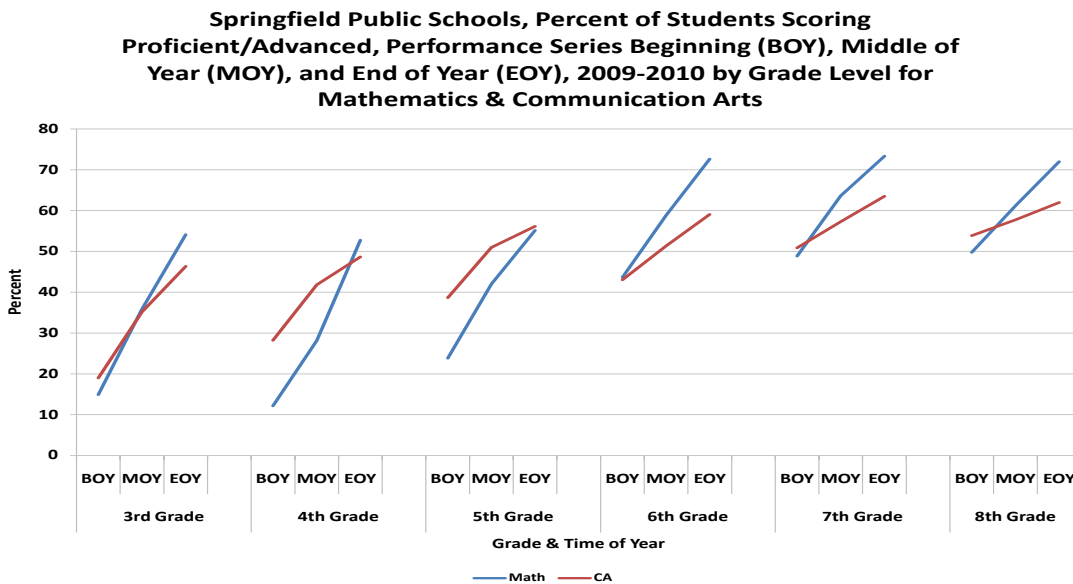
1.2.1.1 Annual improvement in the percentage of students scoring proficient or advanced as measured by the Missouri DESE performance standards.

Progress has been made toward this goal.

Presentation of Performance Series Results for Both Content Areas, Percents by Level and Actual Scale Score Differences EOY 0809 vs. 0910

- Figure 7 provides a compilation of the mathematics and communication arts results that were previously shared (percent top two) on pages 10 and 14 in a form that presents both in comparison.

Figure 7: Springfield Public Schools, Percent of Students Scoring Proficient/Advanced, Performance Series Beginning (BOY), Middle (MOY), and End-of-Year (EOY), 2009-2010 by Grade Level for Mathematics & Communication Arts



- The primary metric for the Performance Series assessments is the scaled score. The scaled score ranges from 1300-3700 and is consistent across all of the Performance Series assessments. The scaled score can be used to track progress over time, whether that be fall to spring or year to year. The scale scores from the Reading and Language Arts Performance Series assessments are averaged to obtain the CA Calculated scale score which Springfield Public Schools uses as the score to report performance in communication arts.
- Figure 8 (page 18) provides the beginning, middle, and end of year scale score averages by grade level for the 2009-2010 school year.
- Figure 9 (page 18) presents the scaled score average by content area for 2008-2009 (solid line) and 2009-2010 (dashed line). Points from this figure include the following:
 - Reading performance is similar across the two years.
 - Language Arts is similar at the elementary level and up slightly at the middle school level.

- Mathematics is similar at the elementary level and up markedly at the middle school level.

Figure 8: Springfield Public Schools, Performance Series Scale Score Average by Grade and Time of Year, 2009-2010

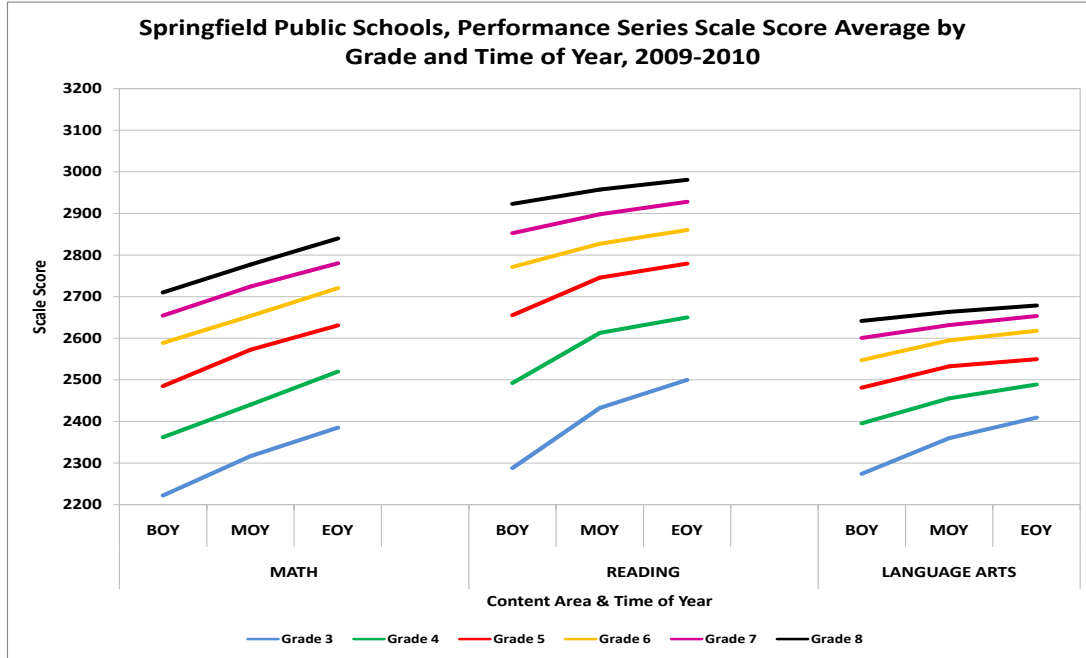
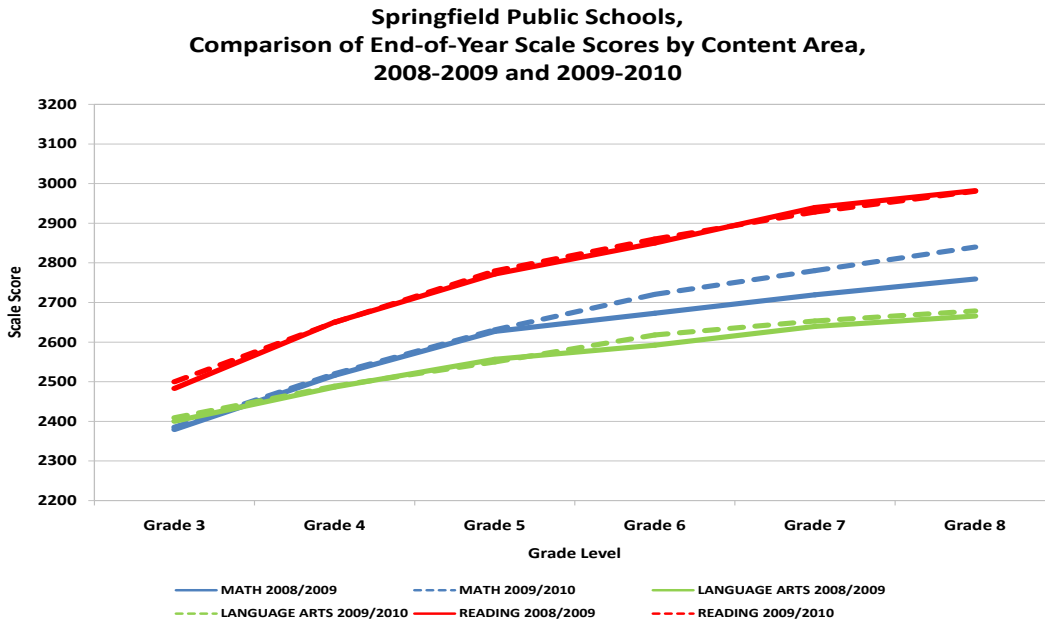


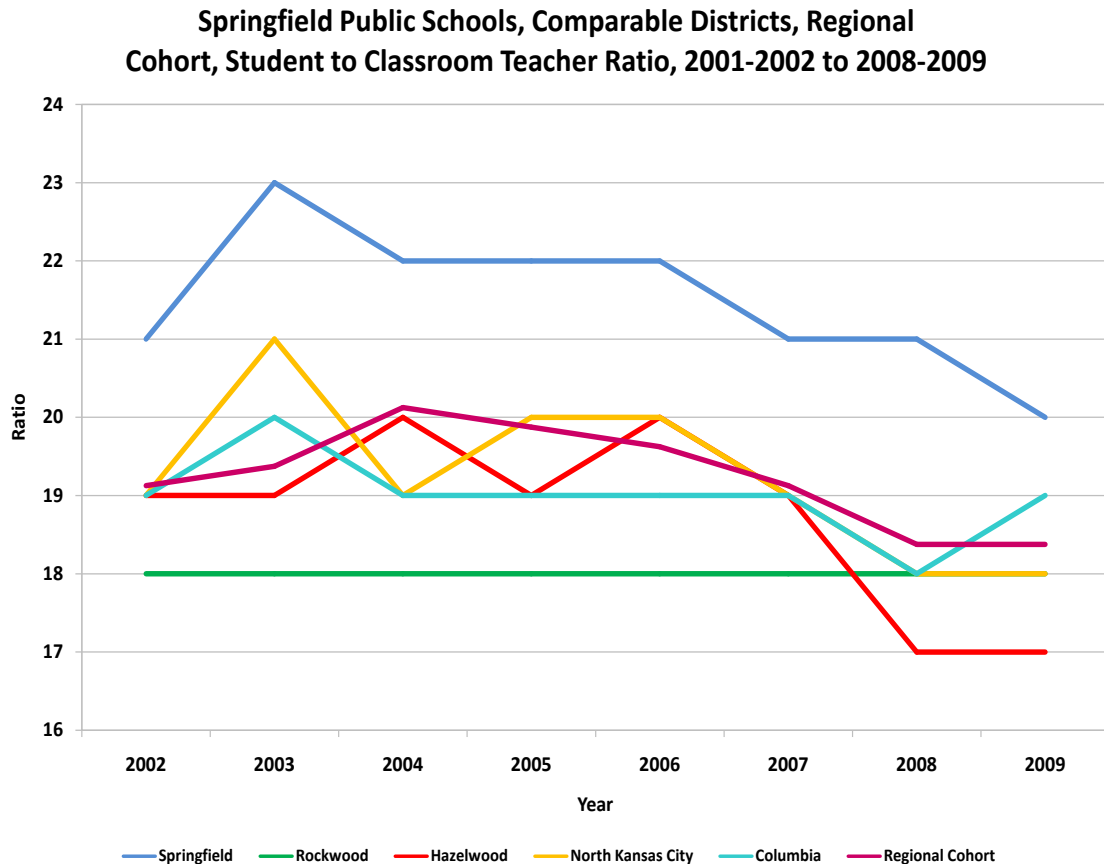
Figure 9: Springfield Public Schools, Comparison of End-of-Year Scale Scores by Content Area, 2008-2009 and 2009-2010



Goal 2: Improve Graduation Rate

2. Reduce Student/Teacher Ratios

1. Student/Teacher Ratios as Measured by MSIP Standards



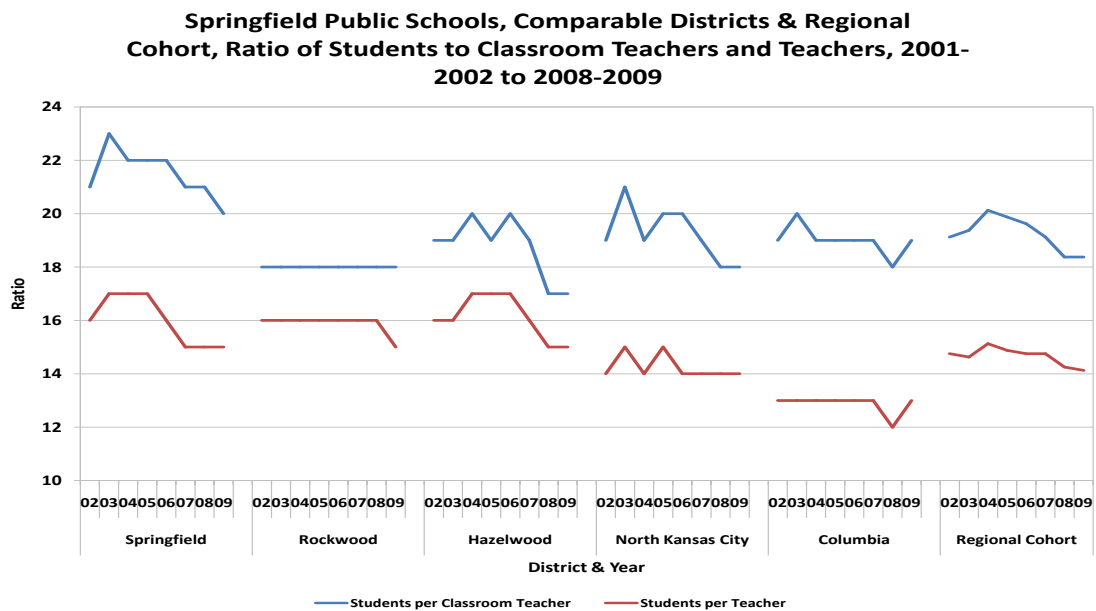
Source: Missouri Department of Elementary & Secondary Education (MODESE)

Points:

- X-axis represents the school year, where the year is the spring of the year, so 2009 represents the 2008-2009 school year; Y-axis represents the ratio of students to classroom teachers.
- The goal for this measure is for the ratio to decrease, therefore a decline in the measure is preferred with a target of being lower than previous years.

- Springfield's student to classroom teacher ratio continues to decrease from the high of 2003. However, this ratio remains the highest out of all the comparable districts.
- The Missouri Department of Elementary and Secondary Education provide the student to classroom teacher ratio as well as the student to teacher ratio. The compilation of the student to classroom teacher ratio presented above in conjunction with the student to teacher ratio is provided in Figure 10.

Figure 10: Springfield Public Schools, Comparable Districts & Regional Cohort, Ratio of Students to Classroom Teachers and Teachers, 2001-2002 to 2008-2009



Source: Missouri Department of Elementary and Secondary Education (MODESE), Annual Reporting of School District Data FTP Downloading Site, Student Staff Ratios, District Files

- Figure 10 demonstrates that the student to teacher ratio (red line) is more similar to comparable districts than the student to classroom teacher ratio (blue line).
- The student to classroom teacher ratio has been identified as an update to a previously identified opportunity for improvement for the Springfield R-XII school district.

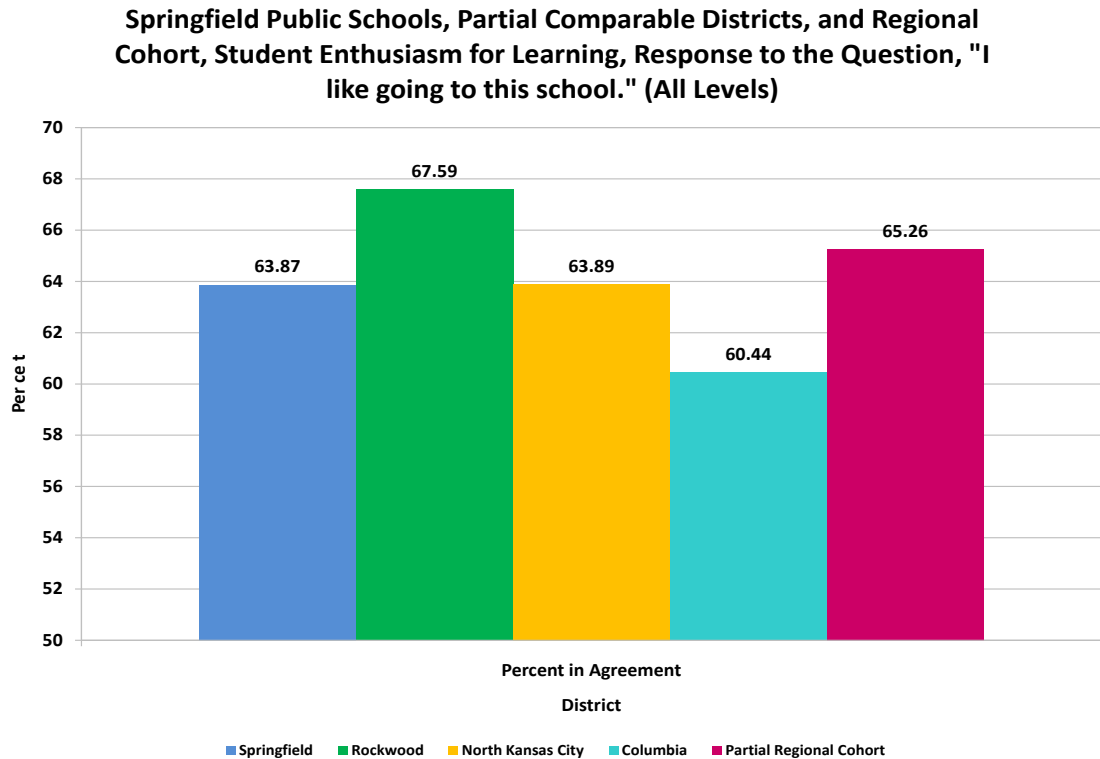
SP5 TARGET

2.2.1.1 Student to classroom teacher ratio is equal to or less than the MSIP desirable standard for all grade levels than the previous year.

Progress has been made toward this goal.

3. Increase Student Engagement and Responsibility for Learning

1. Percent of Students Enthusiastic About Learning



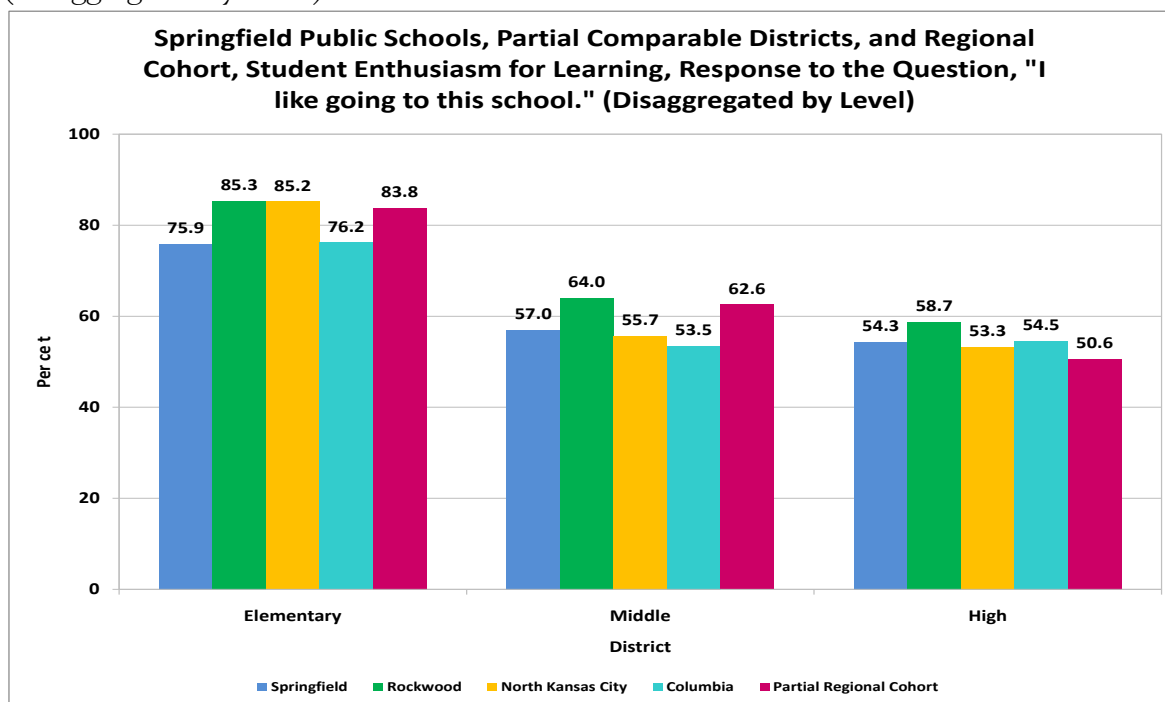
Source: Springfield Public Schools, Quality Improvement & Accountability, Office of Social and Economic Data Analysis (OSEDA) at the University of Missouri-Columbia, and the Missouri Department of Elementary & Secondary Education (MODESE)

Points:

- X-axis represents the districts used for comparing student enthusiasm for learning; Y-axis represents the percent of students at all levels (elementary, middle, and high) in agreement (sum of agree and strongly agree percents).
- The 4th cycle MSIP student survey results for the regularly used comparable districts and all members of the regional cohort were unavailable for the purposes of comparison. However, Rockwood, North Kansas City, Columbia, and five members of the Regional Cohort (Fair Grove, Strafford, Ozark, Nixa, and Pleasant Hope) did have data available. Generally, the surveys administered as part of the formal MSIP process are done in the fall of the school year. Springfield elects to administer the student and faculty surveys in the spring. *For this, and all other measures in this 4th Quarterly Report relying on 4th cycle MSIP survey data (faculty and student) these units will be those reported for comparability.*

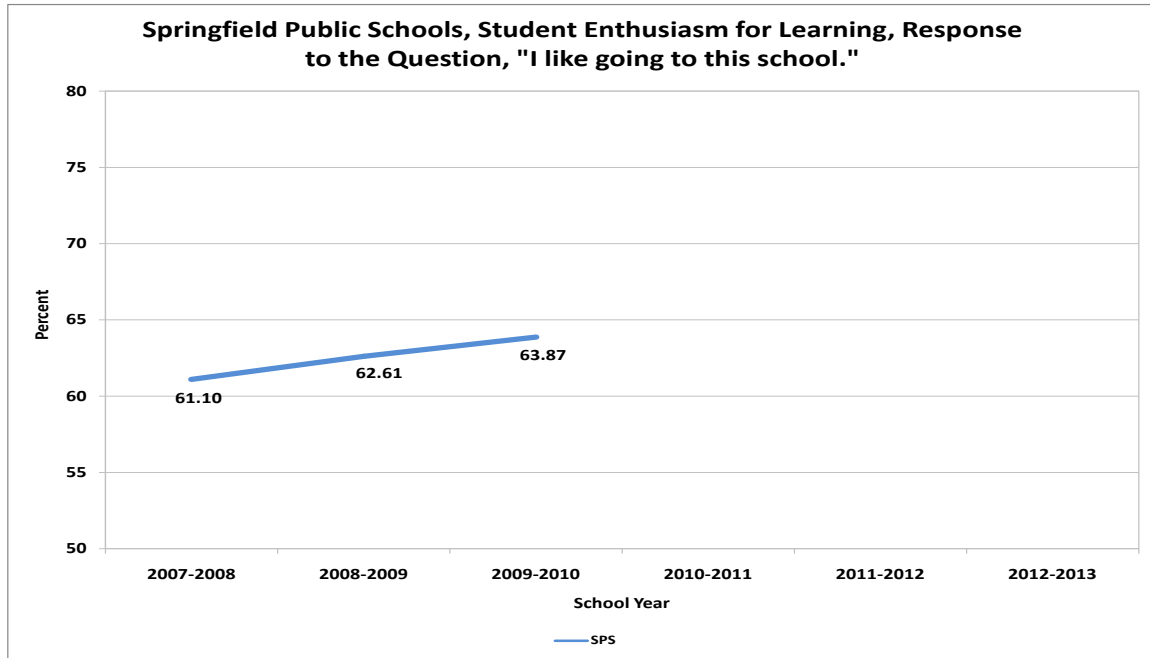
- The student enthusiasm measure combines the student survey results for all levels (elementary, middle, and high) into one aggregated value. The percentage was obtained by summing agree and strongly agree counts and then dividing by total counts across all response categories (strongly agree, agree, neutral, disagree, and strongly disagree) for all levels to arrive at a total.
- All districts presented had an average above 60% in agreement.
- A disaggregated presentation of the percentages by level is provided in Figure II.

Figure II: Springfield Public Schools, Partial Comparable Districts, and Regional Cohort, Student Enthusiasm for Learning, Response to the Question, "I like going to this school." (Disaggregated by Level)



- The percent of students in agreement for the past three years is presented in Figure 12. Figure 12 shows an increase for SPS of 2.77% (61.10 to 63.87) from 2008 to 2010. The SP5 Target calls for an annual increase in this percentage.

Figure 12: Springfield Public Schools, Student Enthusiasm for Learning, Response to the Question, "I like going to this school."



- The percent of students enthusiastic about learning has been identified as a strength for the Springfield R-XII school district because of the trend of improvement.

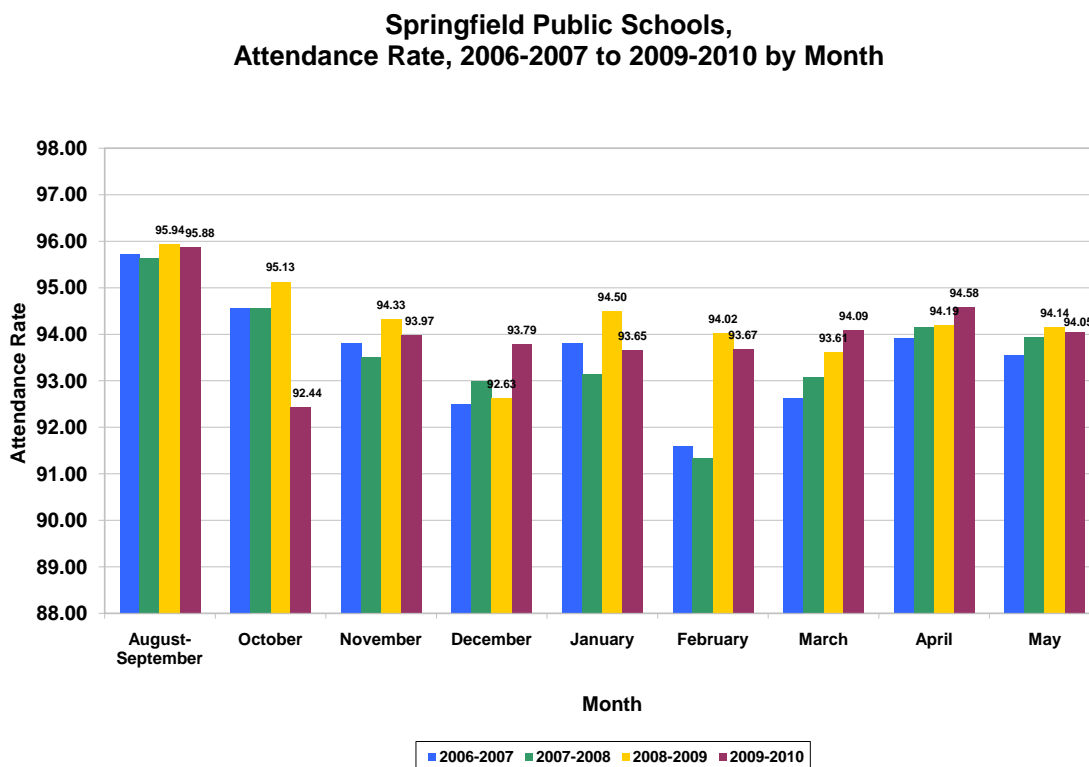
SP5 TARGET

2.3.1.1 Annual increase of all students who agree or strongly agree with MSIP survey questions associated with student enthusiasm, engagement.

This target has been met.

4. Increase Student Attendance

1. District Attendance Rate

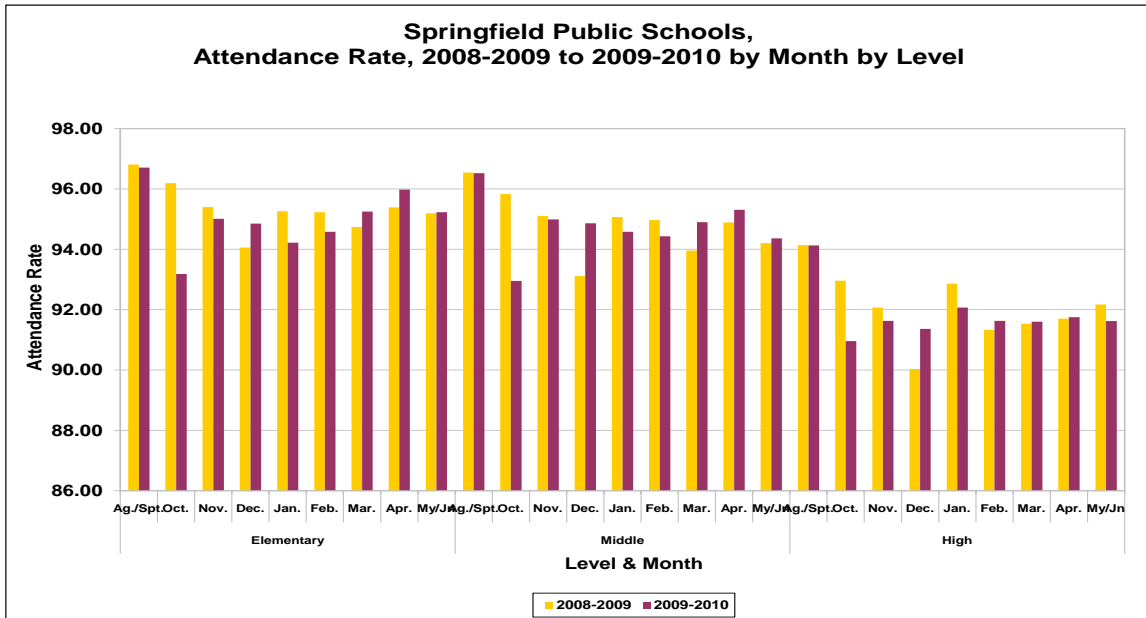


Source: Springfield Public Schools, Information Technology

Points:

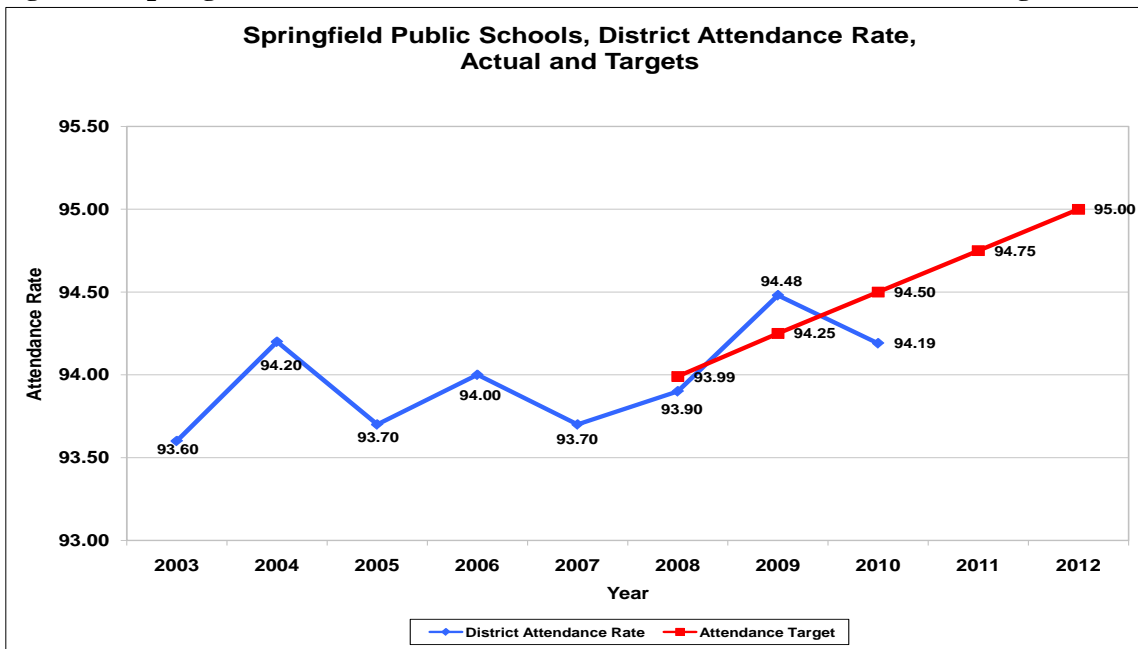
- X-axis represents the month; Y-axis represents the monthly attendance rate.
- Springfield 2009-2010's monthly rate was lower than 2008-2009 rate for the following months: August-September, October, November, January, February, and May.
- Springfield 2009-2010's monthly rate was higher than 2008-2009 rate for the following months: December, March, and April.
- A further disaggregated presentation by month and building level type is provided in Figure 13 (page 25).

Figure 13: Springfield Public Schools, Attendance Rate, 2008-2009 to 2009-2010 by Month by Level



- A trend perspective of Springfield’s attendance rate with the SP5 Targets is presented in Figure 14. Figure 14 shows that the target for the 2009-2010 school year was not met.

Figure 14: Springfield Public Schools, District Attendance Rate, Actual and Targets



NOTE TO THE READER:

Two additional linked documents related to attendance data are provided below.

1. The differences in attendance rate by month for the 2009-2010 school year.

http://springfieldpublicschoolsno.org/docs/Quarterly%20Reports/documents/AttendanceDifferencesCompiled_1.pdf

2. The attendance rate data by building for the last two years by month with the differences.

http://springfieldpublicschoolsno.org/docs/Quarterly%20Reports/documents/AttendancebyMonthCompiled_2.pdf

SP5 TARGET

2.4.1.1 To improve the percent of students who demonstrate regular school attendance from 94.25 to 94.50 percent. The percentages would increase by 0.25 percent each year to the target goal identified.

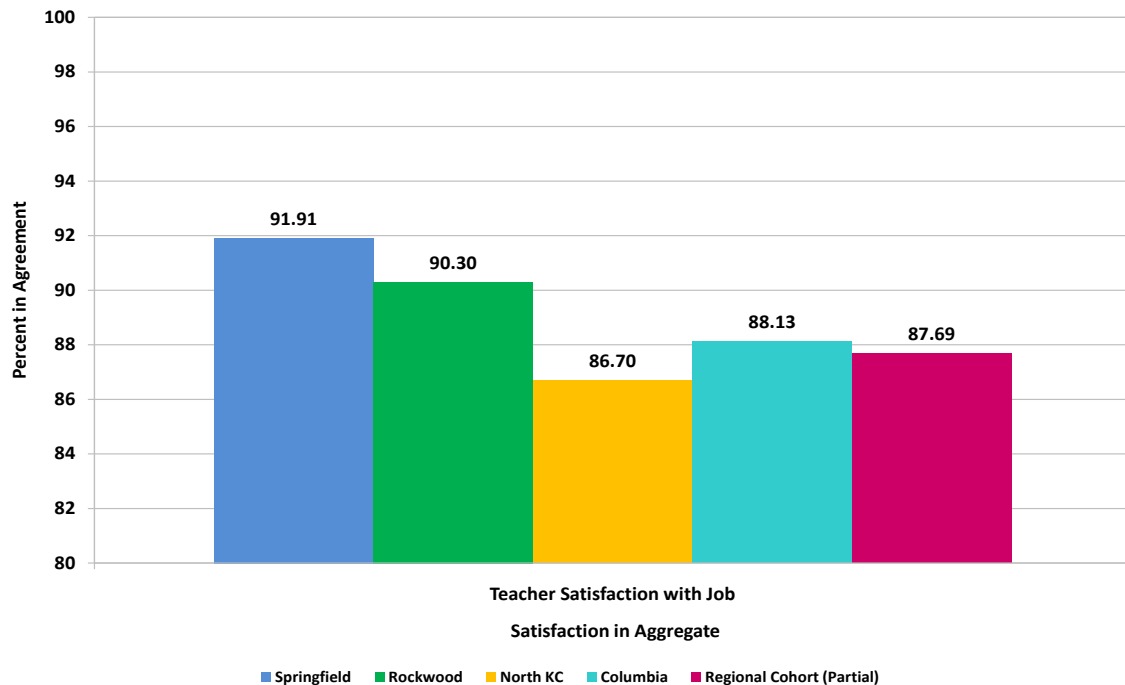
The target of 94.50 was not met for the 2009-2010 school year.

Goal 3: Ensure Effective and Efficient Use of Resources

I. Recruit, Develop, and Retain High Quality Staff

1. Percent of Staff Satisfied with Job

Springfield Public Schools, Comparable Districts and Regional Cohort, Teacher Satisfaction with Job
(4th Cycle MSIP Only)



Source: Springfield Public Schools, Quality Improvement & Accountability, Office of Social and Economic Data Analysis (OSED) at the University of Missouri-Columbia, and the Missouri Department of Elementary & Secondary Education (MODESE)

Points:

- X-axis represents the satisfaction within the school districts; Y-axis represents the percent in agreement (sum of agree and strongly agree).
- The “teacher satisfaction with job” measure was calculated by taking the number of teachers that agreed and strongly agreed to two questions: 1) I usually look forward to each working day as a teacher, and 2) If I had a chance to choose all over again, I

would still choose teaching as a career, and then dividing by the total number of respondents to the two questions.

- Springfield had the highest percentage of teachers in agreement of all the comparable units.
- Figure 15 presents the percent of responses across all answer choices for the aggregated satisfaction measure.
- Figures 16 and 17 present the percent of respondents across all answer choices for the two questions separately.

Figure 15: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Teacher Satisfaction with Job, Aggregate Questions

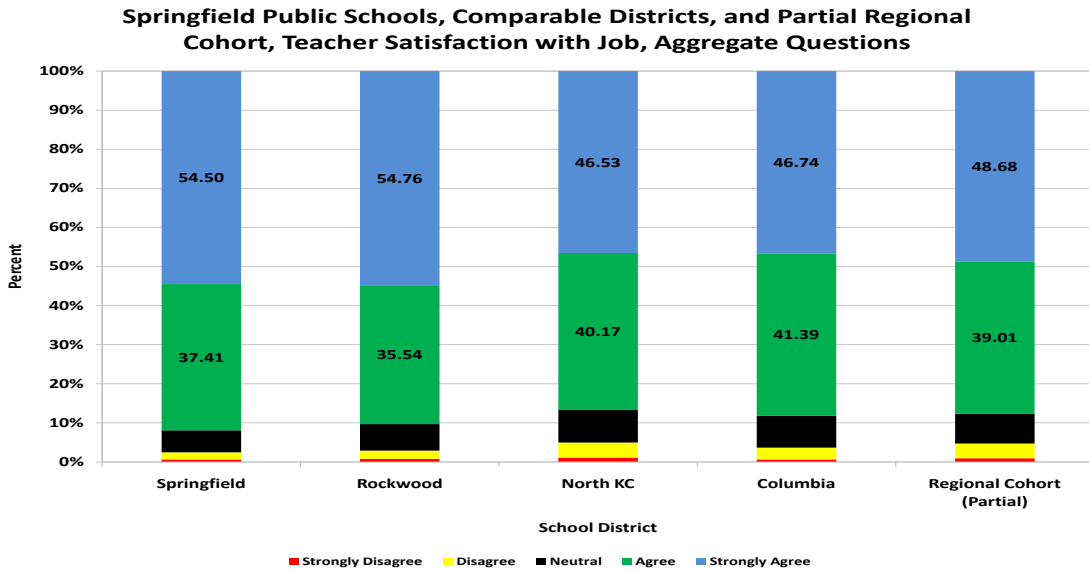


Figure 16: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, "I usually look forward to each working day as a teacher."

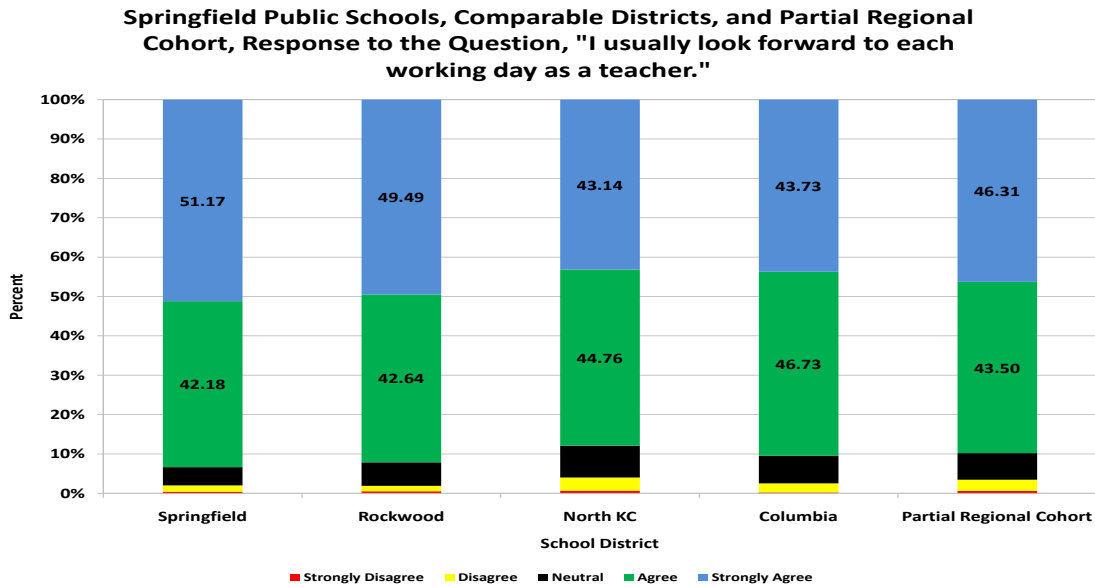
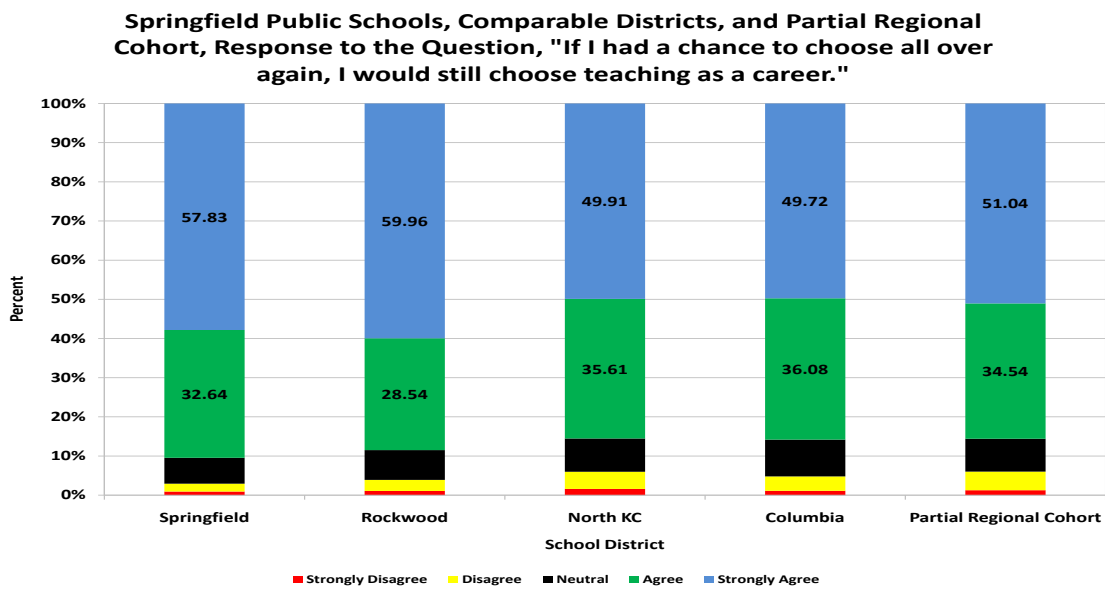
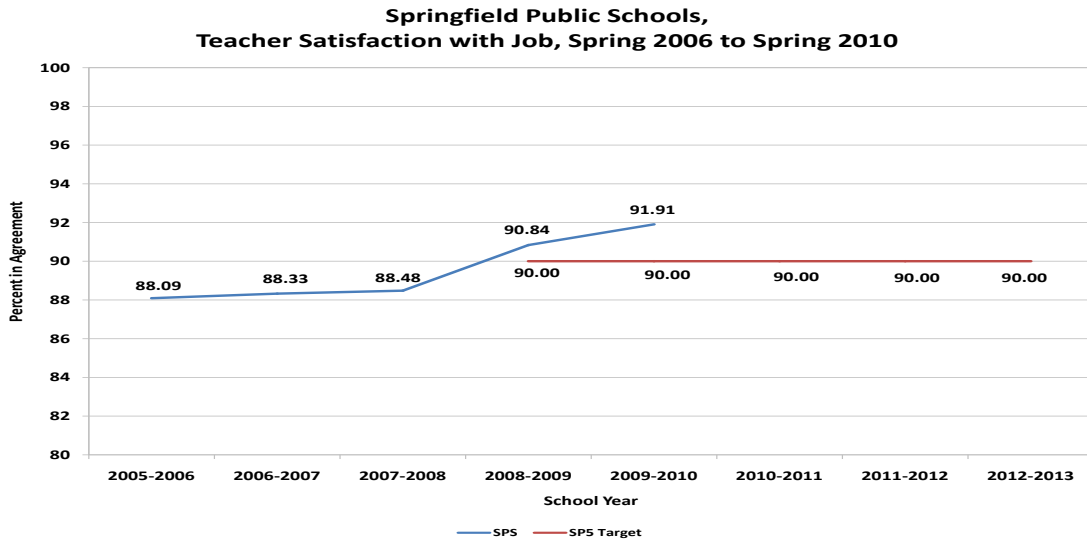


Figure 17: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, "If I had a chance to choose all over again, I would still choose teaching as a career."



- Figure 18 presents the trend of the percent of teachers in agreement in aggregate as well as the SP5 Targets. Springfield has maintained an upward trend across the five year span.

Figure 18: Springfield Public Schools, Teacher Satisfaction with Job, Spring 2006 to Spring 2010



- The percent of staff satisfied with job has been identified as a strength for the Springfield R-XII school district.

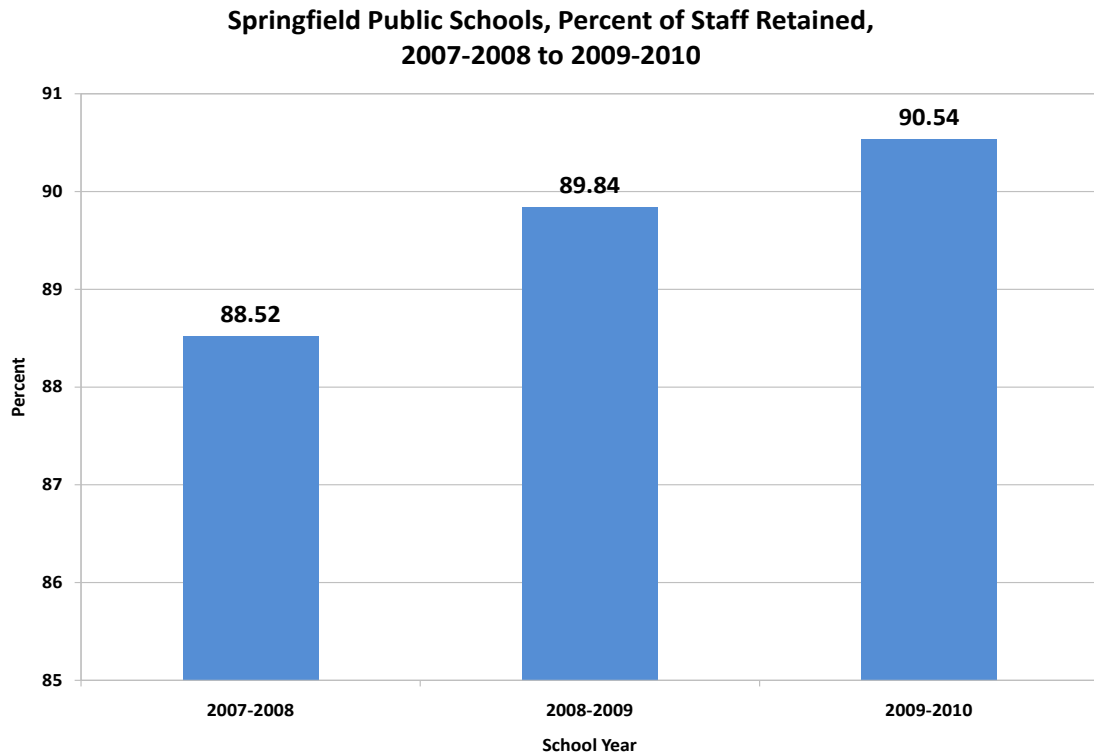
SP5 TARGET

3.1.1.1 Annual increase of staff satisfied with job with goal of 90% satisfaction.

This target has been met.

1. Recruit, Develop, and Retain High Quality Staff

2. Percent of Staff Retained

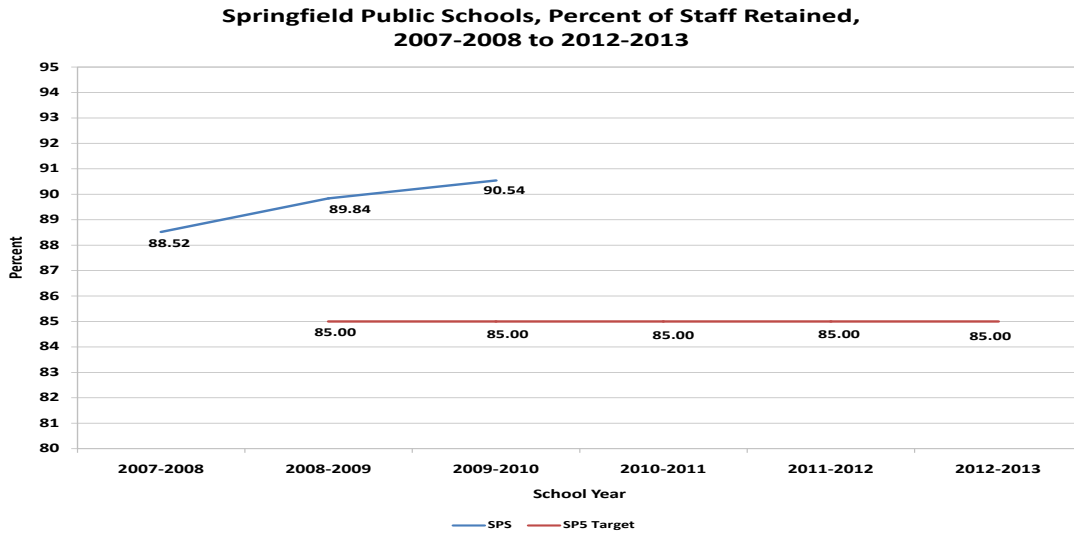


Source: Springfield Public Schools, Quality Improvement & Accountability

Points:

- X-axis represents the school year (June to July); Y-axis represents the percent of all staff retained, which includes certified and classified employees.
- The percent of staff retained is calculated by taking the number of retirements and terminations and dividing by the total count of employees (117 retirements + 204 terminations = 321/3394 total employees, multiplying by 100 and then subtracting that value from 100).
- For the 2009-2010 school year, Springfield increased the percent of staff retained by 0.70% (89.84 to 90.54).
- Figure 19 presents the percent of staff retained and the SP5 Target of 85%. For the third consecutive year, Springfield surpassed the 85% target established for this measure.

Figure 19: Springfield Public Schools, Percent of Staff Retained, 2007-2008 to 2012-2013



- The percent of staff retained has been identified as a strength for the Springfield R-XII school district because of the trend of improvement.

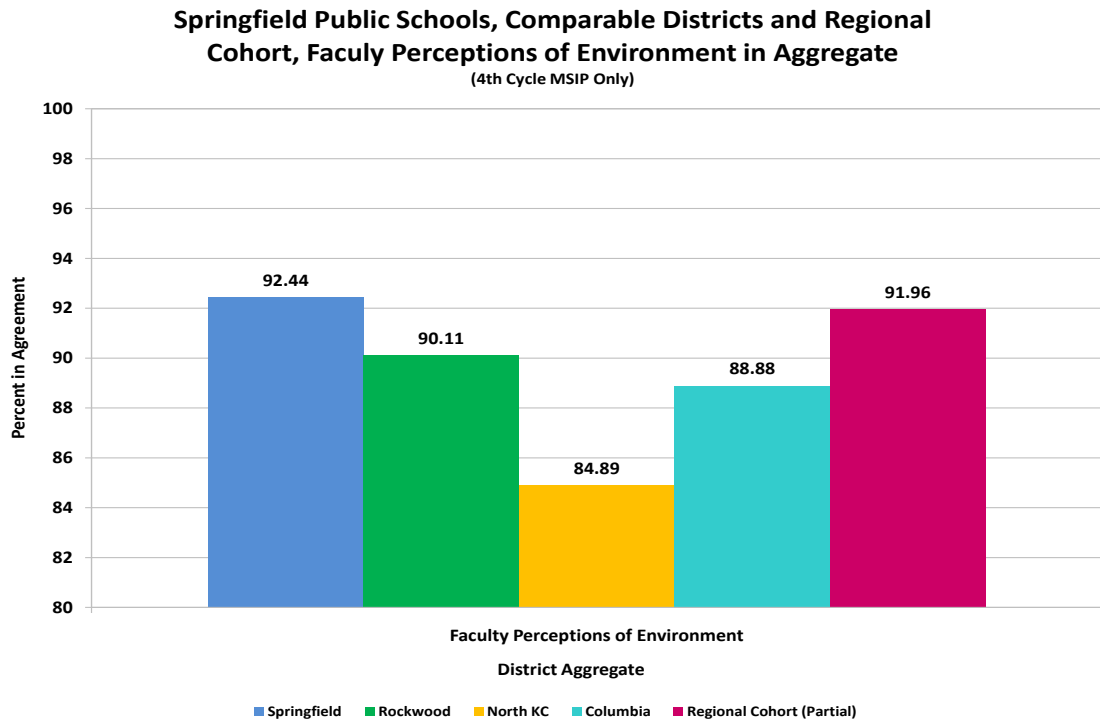
SP5 TARGET

3.1.2.1 Meet or exceed 85% retention rate of staff.

This target has been met and exceeded.

2. Ensure a Safe and Nurturing Environment for Learning

1. Percent of Students and Staff with Positive Perceptions of the Environment



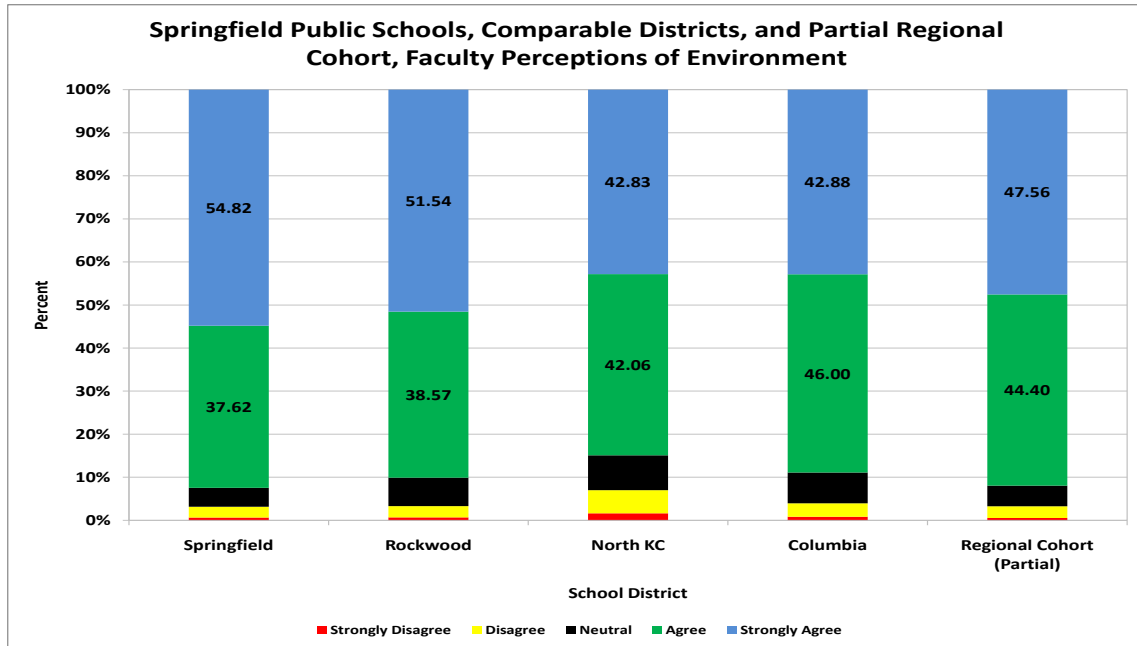
Source: Springfield Public Schools, Quality Improvement & Accountability, Office of Social and Economic Data Analysis (OSEDA) at the University of Missouri-Columbia, and the Missouri Department of Elementary & Secondary Education (MODESE)

Points:

- X-axis represents the faculty by district to environment-related questions; Y-axis represents the percent in agreement in aggregate (all questions).
- The environment aggregation consists of taking the number that agreed and strongly agreed to six questions and then dividing by the total number of responses to all six questions. The questions making up this measure are:
 - Clear rules that promote good behavior are enforced in our school.
 - Our school teaches and reinforces student self-discipline and responsibility.
 - Our school promotes an environment of mutual respect among students.
 - I feel safe at this school.
 - Students are treated fairly in this school.
 - This school makes students feel they belong.

- Springfield had the highest percentage of the units presented.
- Figure 20 presents the percent of responses across all answer choices for the aggregated faculty environment measure.

Figure 20: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Faculty Perceptions of Environment



- Figures 21 through 26 present the percent of respondents across all answer choices for the six questions separately.

Figure 21: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, "Clear rules that promote good behavior are enforced in our school."

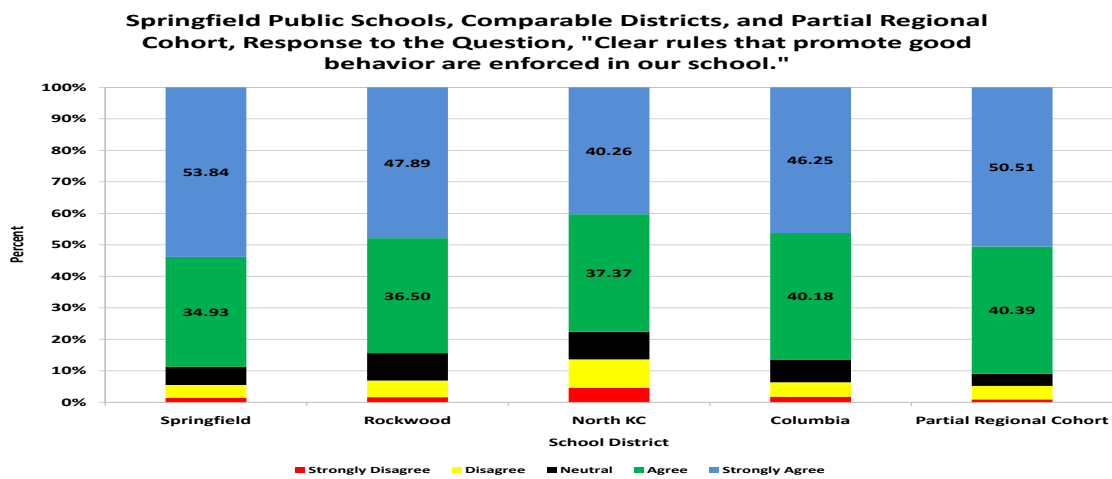


Figure 22: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “Our school teaches and reinforces student self-discipline and responsibility.”

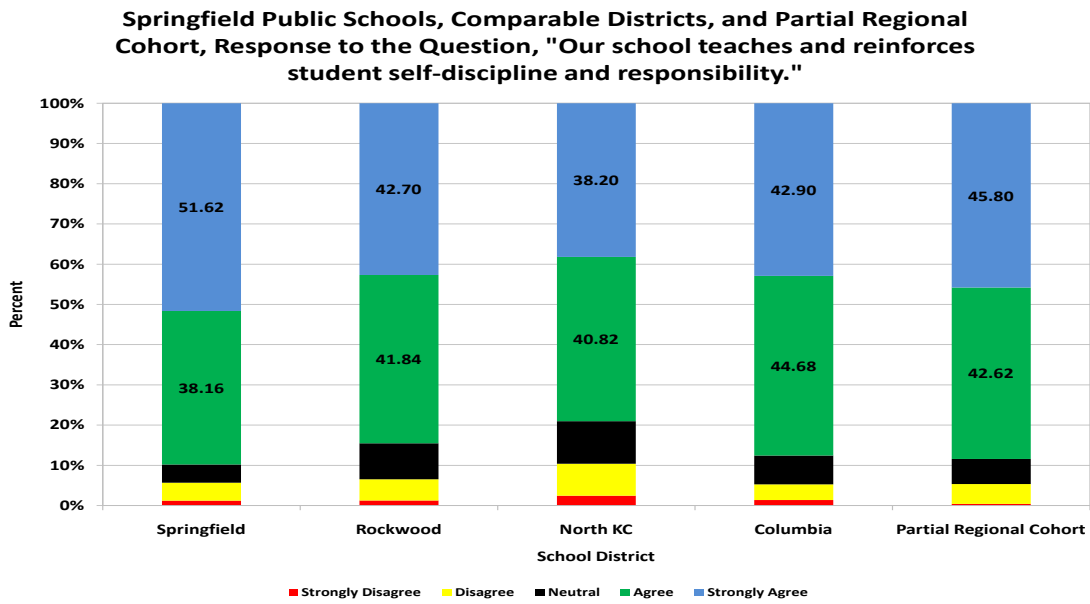


Figure 23: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “Our school promotes an environment of mutual respect among students.”

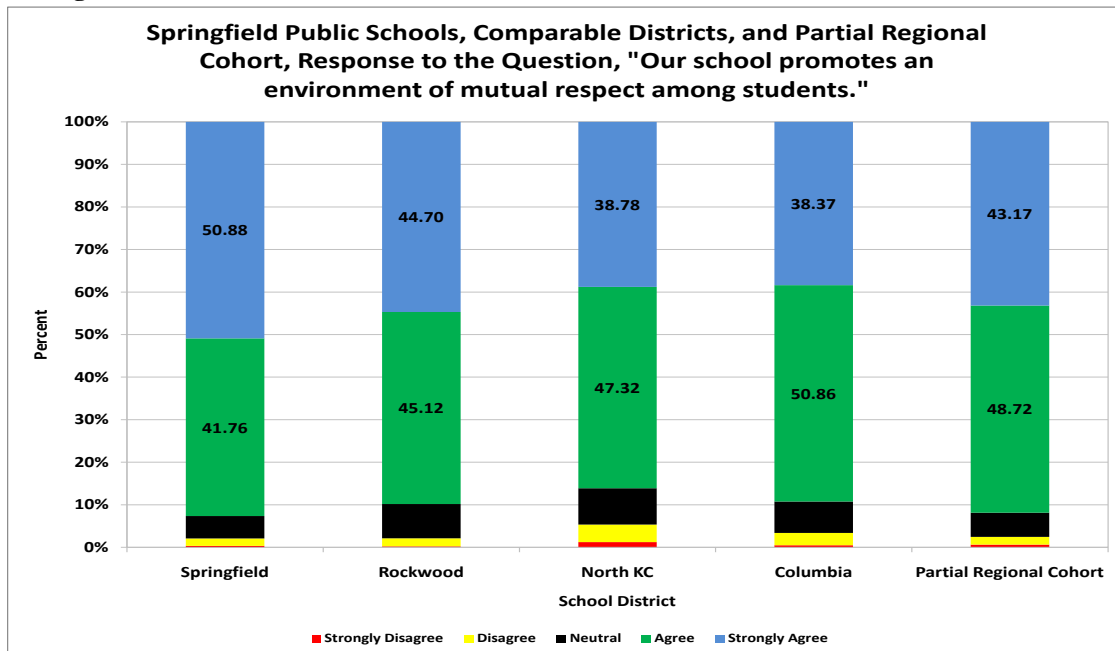


Figure 24: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, "I feel safe at this school."

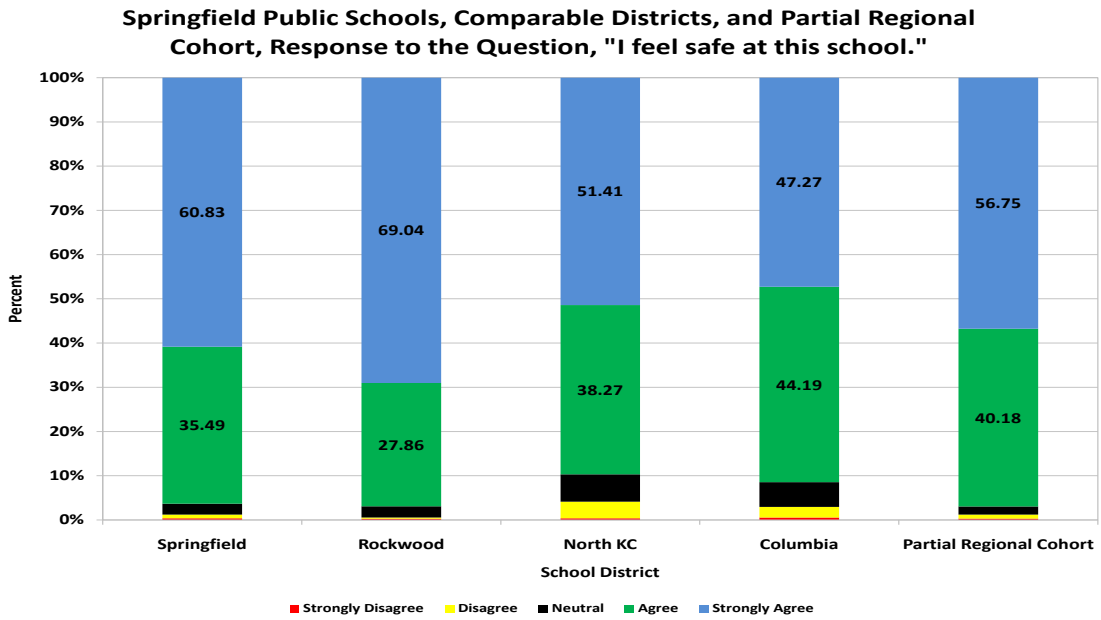


Figure 25: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, "Students are treated fairly in this school."

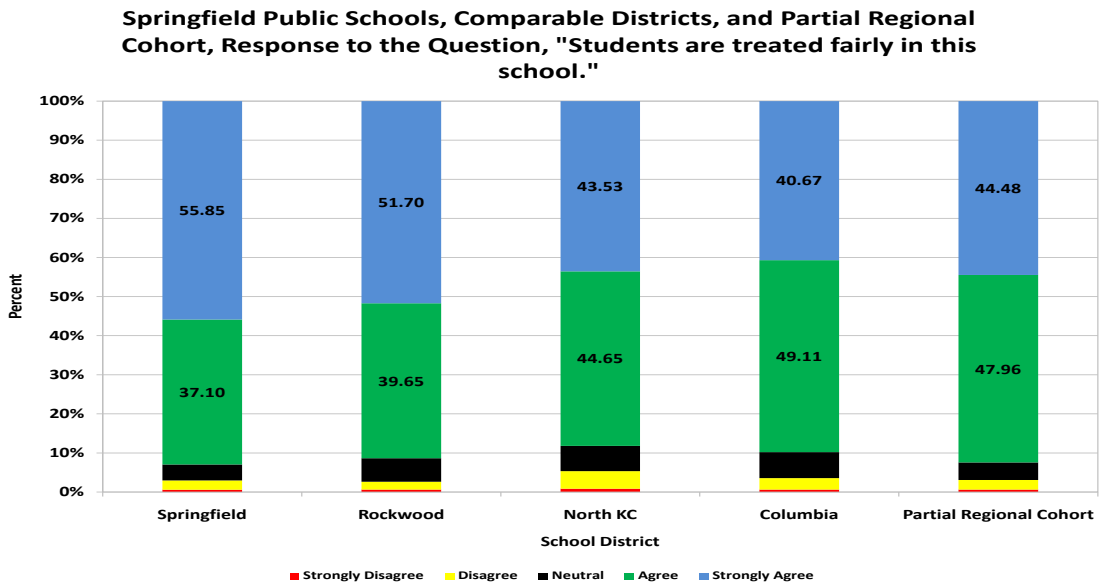
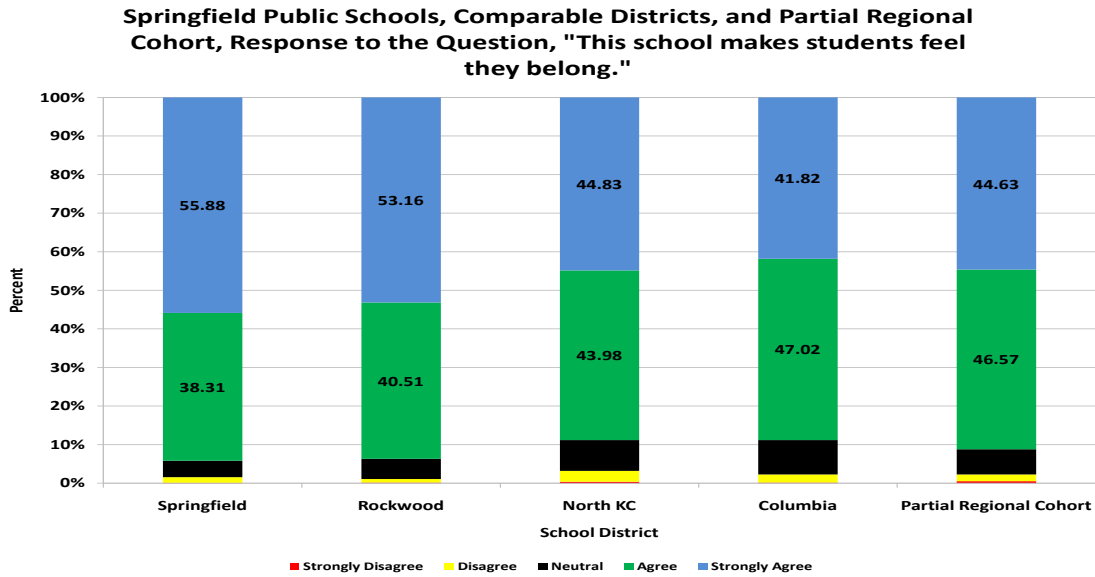
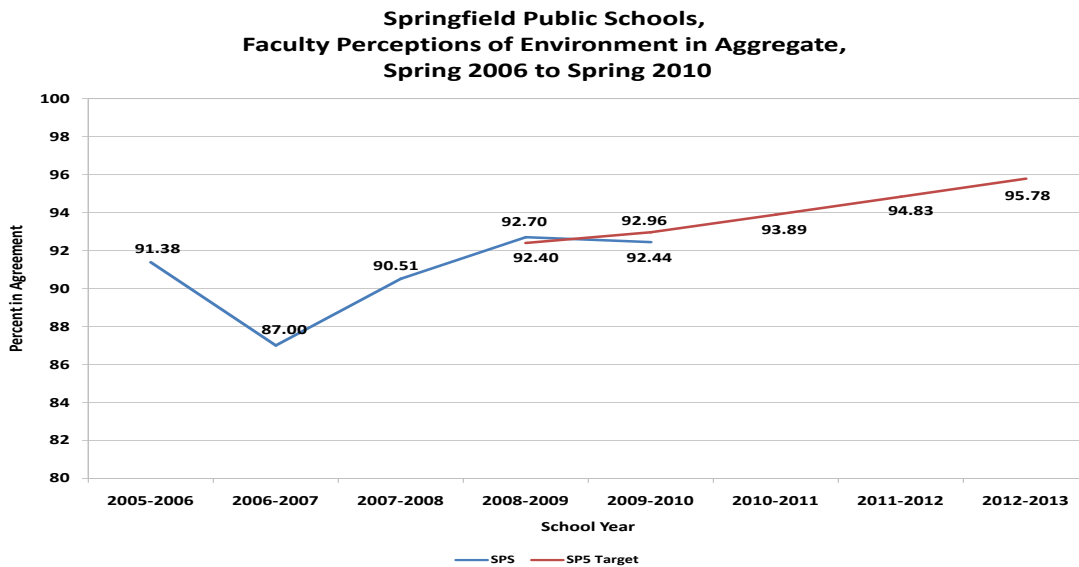


Figure 26: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, "This school makes students feel they belong."



- Figure 27 provides the aggregate percent in agreement for multiple years as well as the targets. The figure shows a slight decrease from 2009 to 2010 (92.70 to 92.44).

Figure 27: Springfield Public Schools, Faculty Perceptions of Environment in Aggregate, Spring 2006 to Spring 2010



- The percent of staff with positive perceptions about the learning environment has been identified as a strength for the Springfield R-XII school district because performance exceeds the majority of comparable districts.

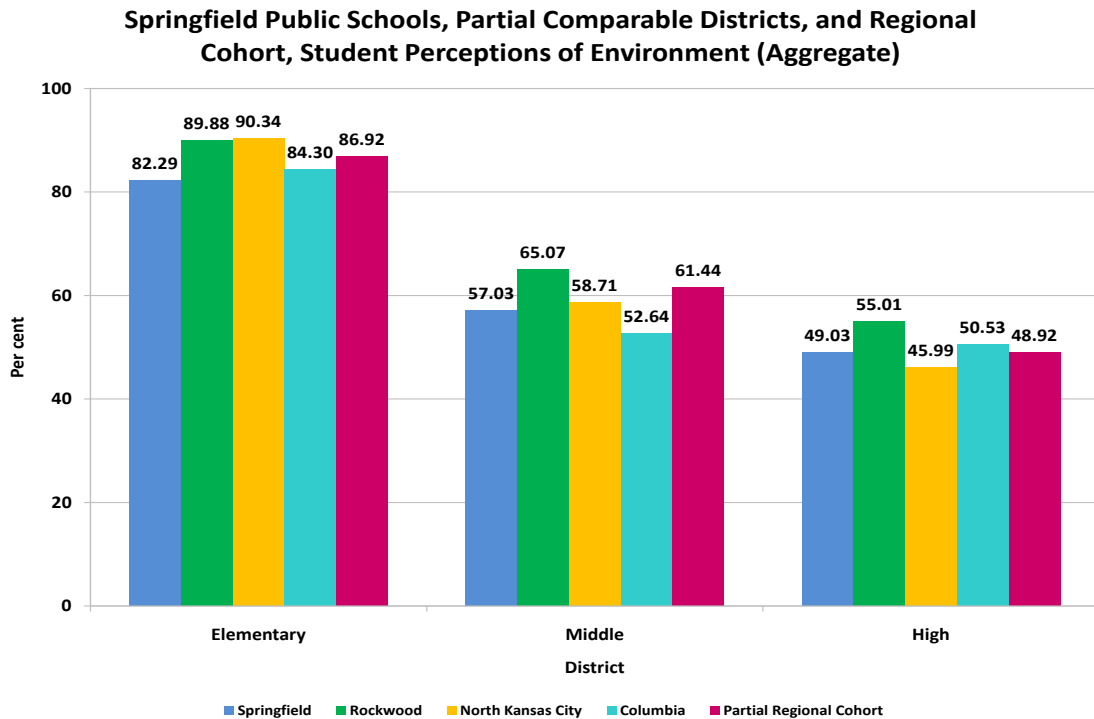
SP5 TARGET

3.2.1.1 Improve annually students and staff who agree or strongly agree on MSIP perceptions of environment related survey items identified in the Quarterly Report.

The 2009-2010 target was not met.

2. Ensure a Safe and Nurturing Environment for Learning

1. Percent of Students and Staff with Positive Perceptions of the Environment



Source: Springfield Public Schools, Quality Improvement & Accountability, Office of Social and Economic Data Analysis (OSEDA) at the University of Missouri-Columbia, and the Missouri Department of Elementary & Secondary Education (MODESE)

Points

- X-axis represents the school level and district student responses; Y-axis represents the percent of students in agreement in aggregate (all questions).
- The environment aggregation for the student questions consists of taking the number that agreed and strongly agreed to three questions, that are different for elementary and secondary, and then dividing by the total number of responses to all three questions for a given level. The questions that make up this measure are:
 - Elementary
 - Teachers in my school really care about me.
 - If a student has a problem there are teachers who will listen and help.
 - Discipline is handled fairly in my school.

- Middle & High (Same Questions)
 - There is a feeling of belonging at my school.
 - Teachers in my school really care about me.
 - I feel safe at school.
- A comparative presentation of the questions by level by comparable units are provided in figures 28-30.

Figure 28: Springfield Public Schools, Partial Comparable Districts, and Regional Cohort, Elementary School Students' Perceptions of Environment by Question

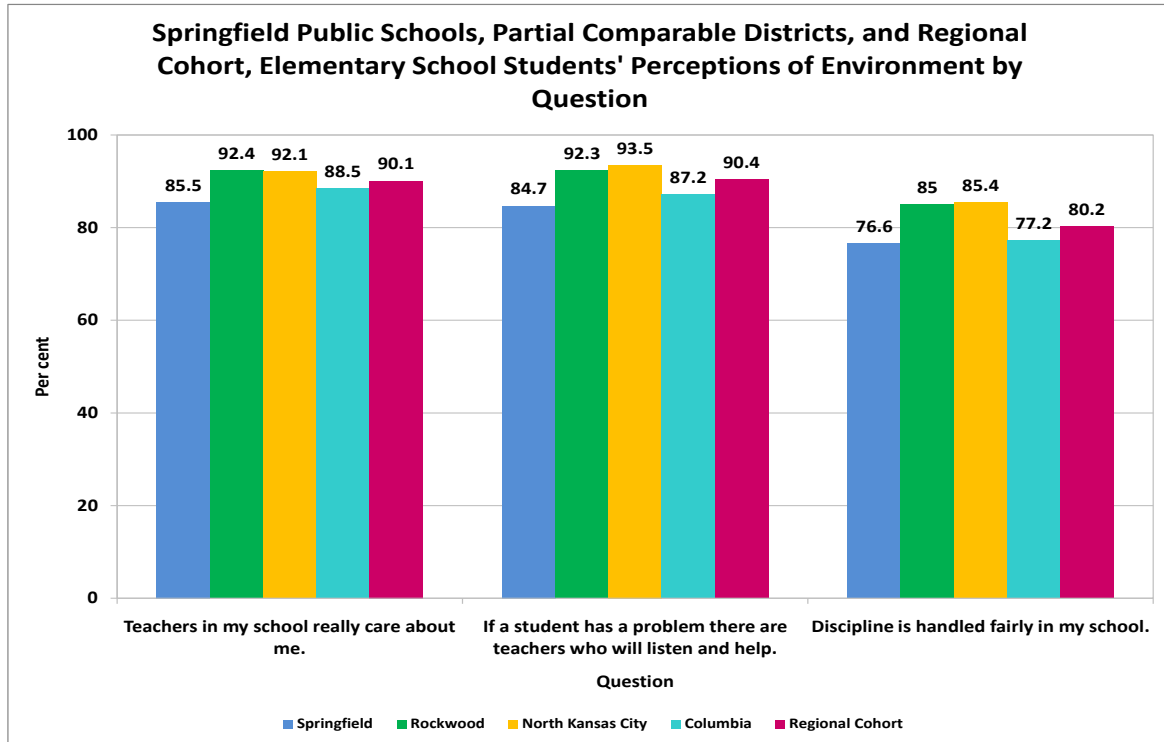


Figure 29: Springfield Public Schools, Partial Comparable Districts, and Regional Cohort, Middle School Students' Perceptions of Environment by Question

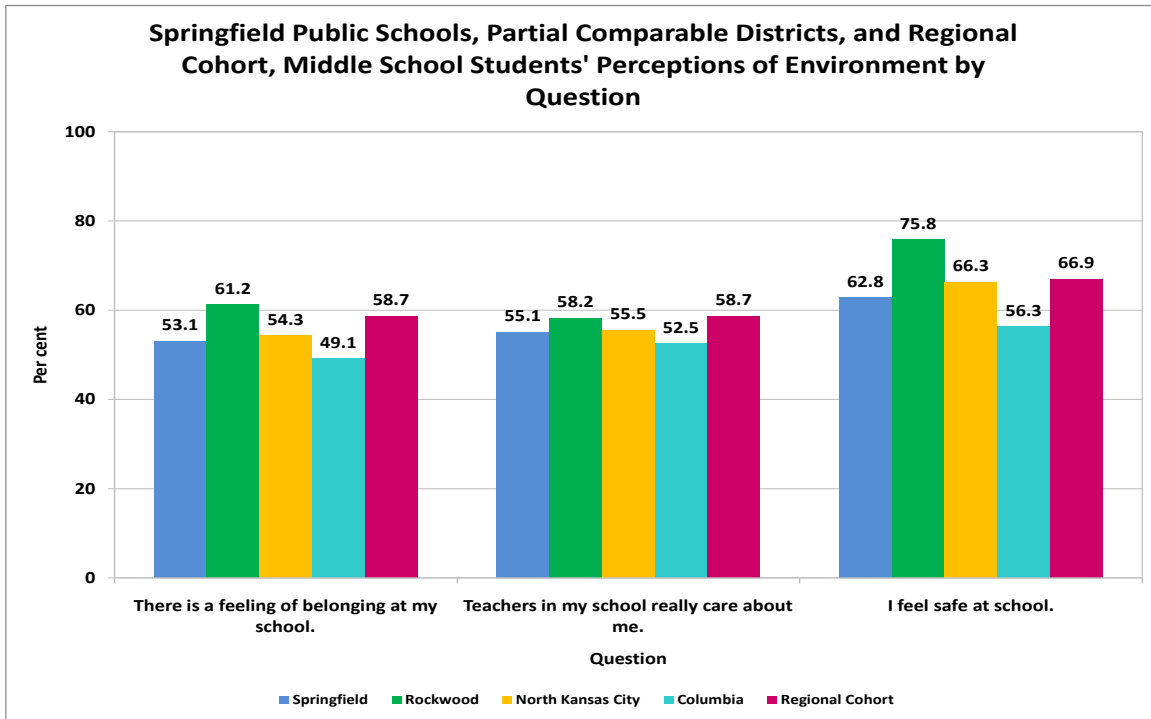
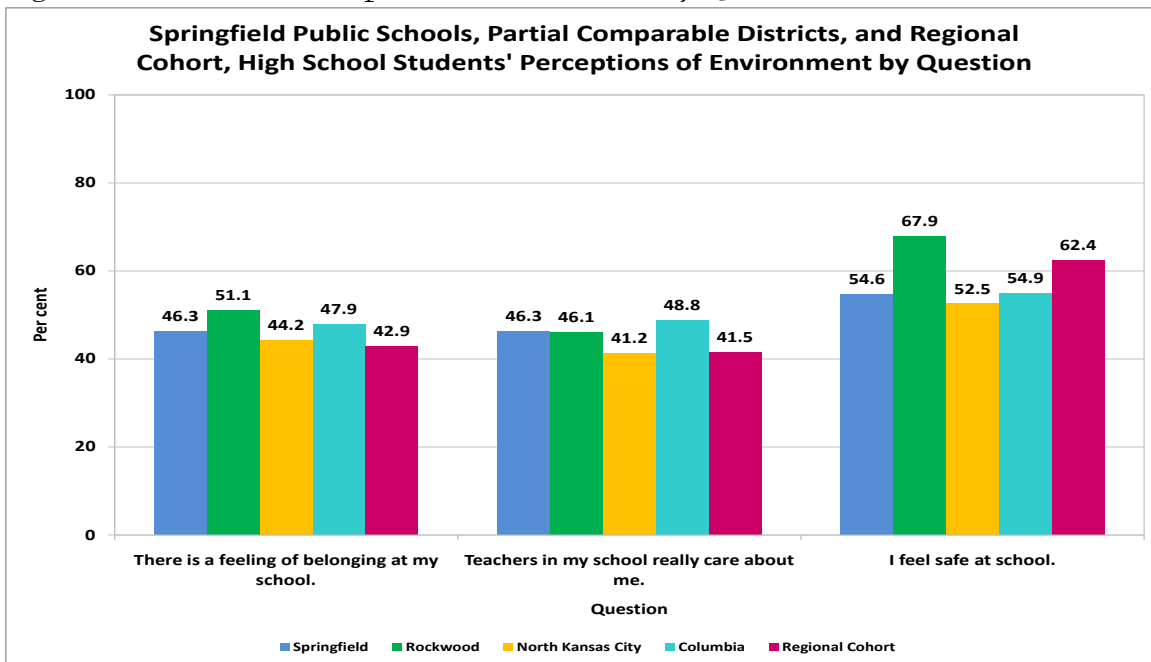
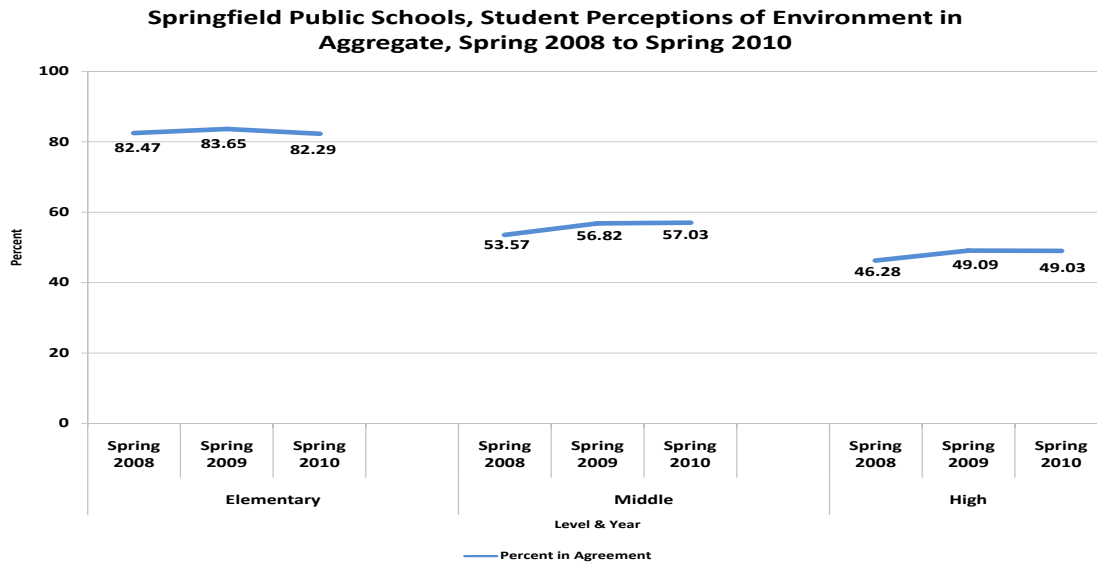


Figure 30: Springfield Public Schools, Partial Comparable Districts, and Regional Cohort, High School Students' Perceptions of Environment by Question



- Aggregate data for three years for each level are provided in Figure 31. Figure 31 shows an increase for middle school and slight decreases for elementary and high. The SP5 Target calls for an annual increase in this percentage.

Figure 31: Springfield Public Schools, Student Perceptions of Environment in Aggregate, Spring 2008 to Spring 2010



- The results for the three years by level by question are presented in Figures 32-34.

Figure 32: Springfield Public Schools, Elementary Students' Perceptions of Environment by Question, Spring 2008 to Spring 2010

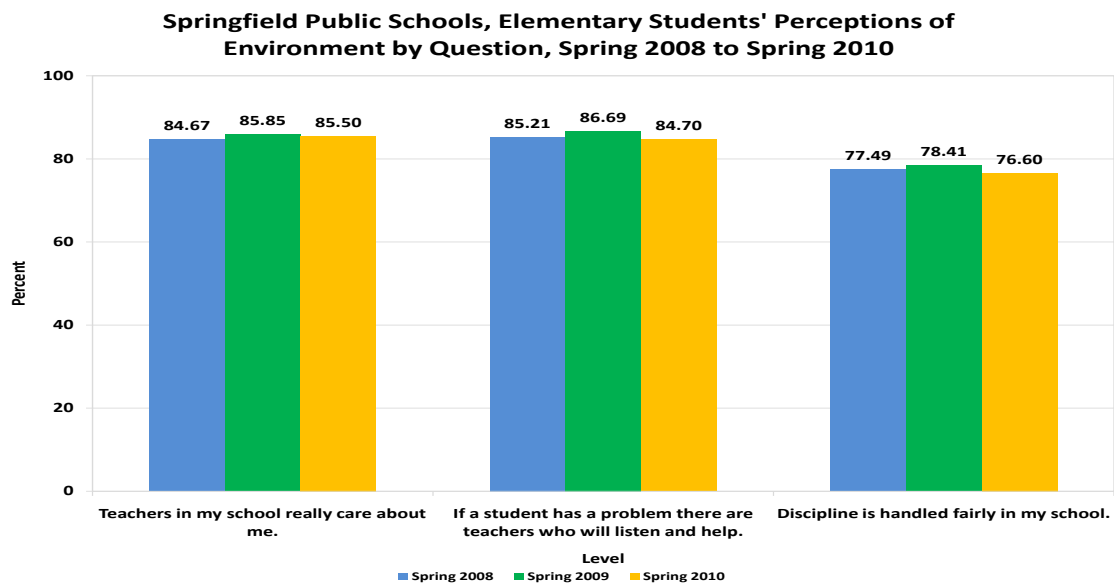


Figure 33: Springfield Public Schools, Middle School Students' Perceptions of Environment by Question, Spring 2008 to Spring 2010

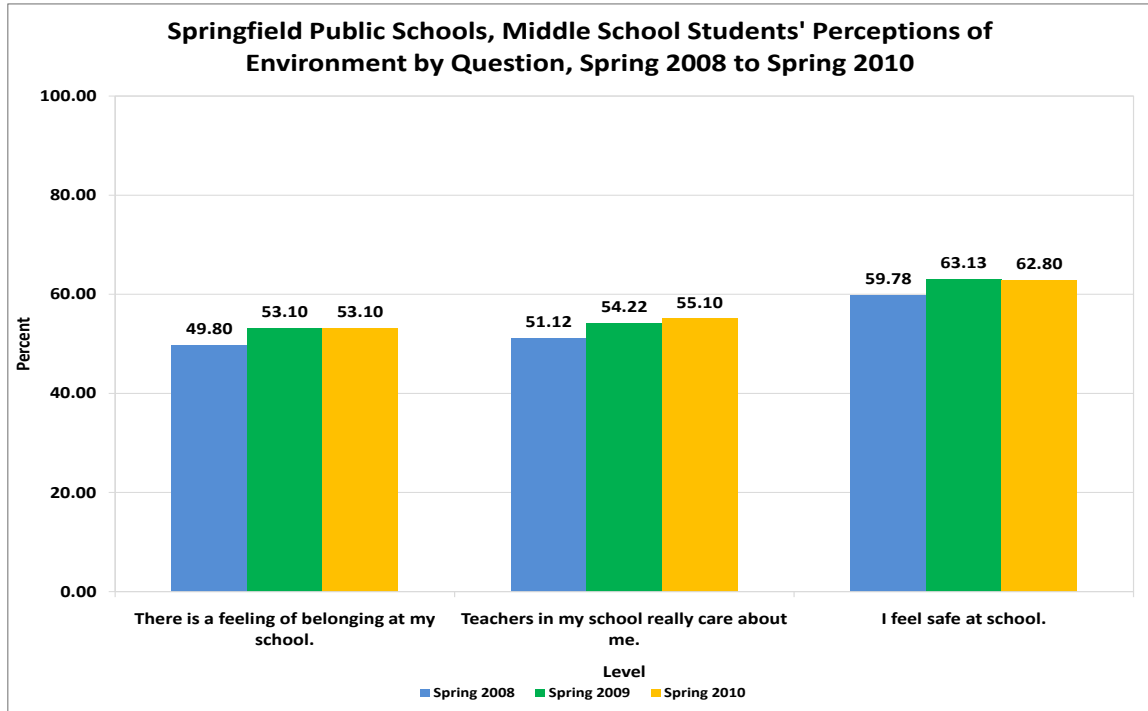
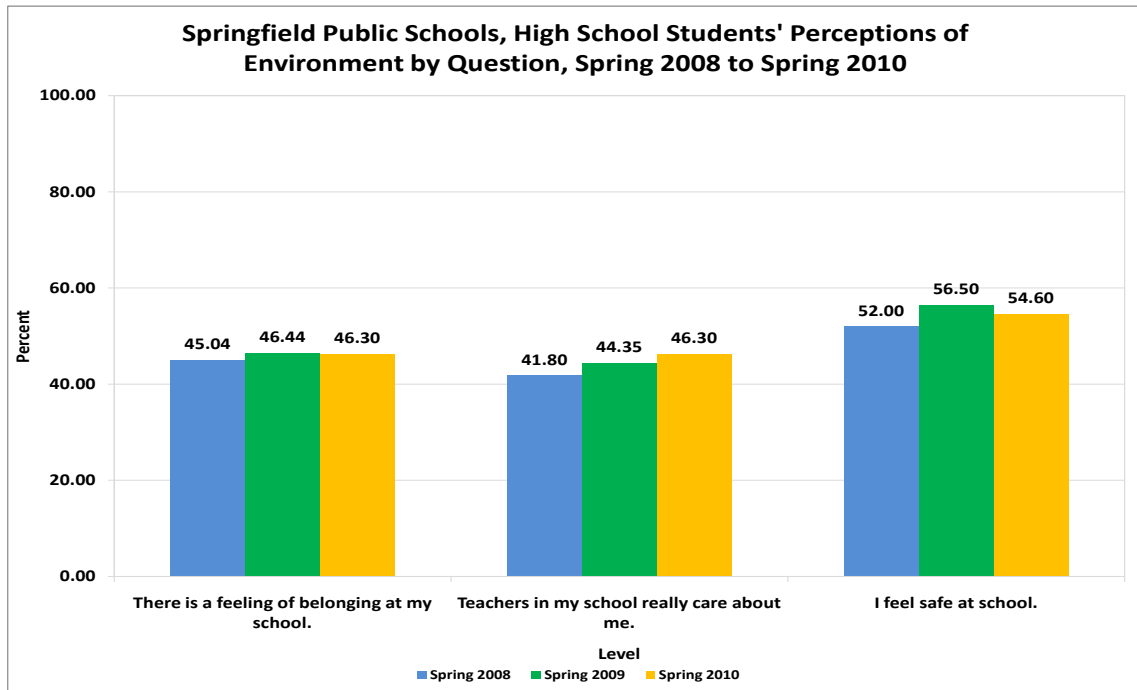


Figure 34: Springfield Public Schools, High School Students' Perceptions of Environment by Question, Spring 2008 to Spring 2010



- The percent of students with positive perceptions about the learning environment has been identified as an update for the Springfield R-XII school district.

SP5 TARGET

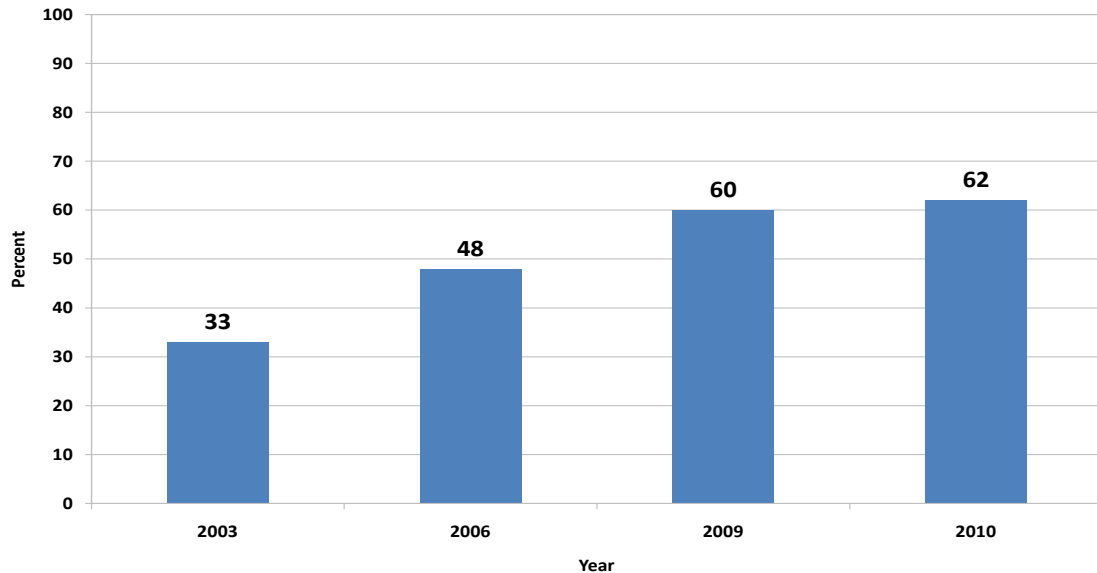
3.2.1.1 Improve annually students and staff who agree or strongly agree on MSIP perceptions of environment related survey items identified in the Quarterly Report.

This target has not been met for elementary and high school students. The target has been met for middle school students (Figure 31).

3. Attain High Levels of Customer Satisfaction

1. Percent of Satisfied Frequent Voters in the Area of District Financial and Bond Management

Springfield Public Schools, Percent of Satisfied Frequent Voters in the Area of District Financial and Bond Management, as Measured by Agreement to the Question, "The district spends tax dollars wisely." 2003-2010

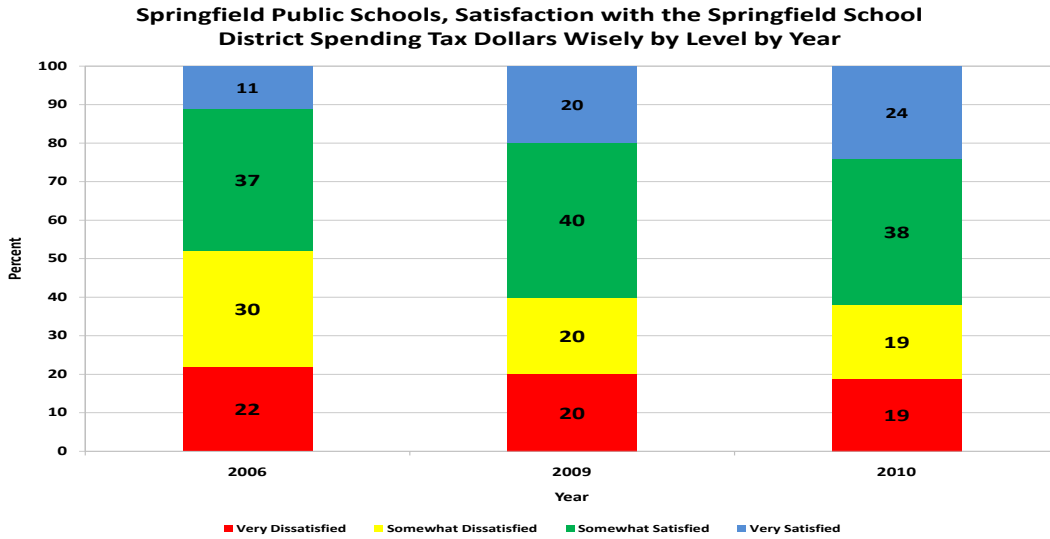


Source: Springfield Public Schools, Frequent Voter Survey, Community Relations and Strategic Planning

Points:

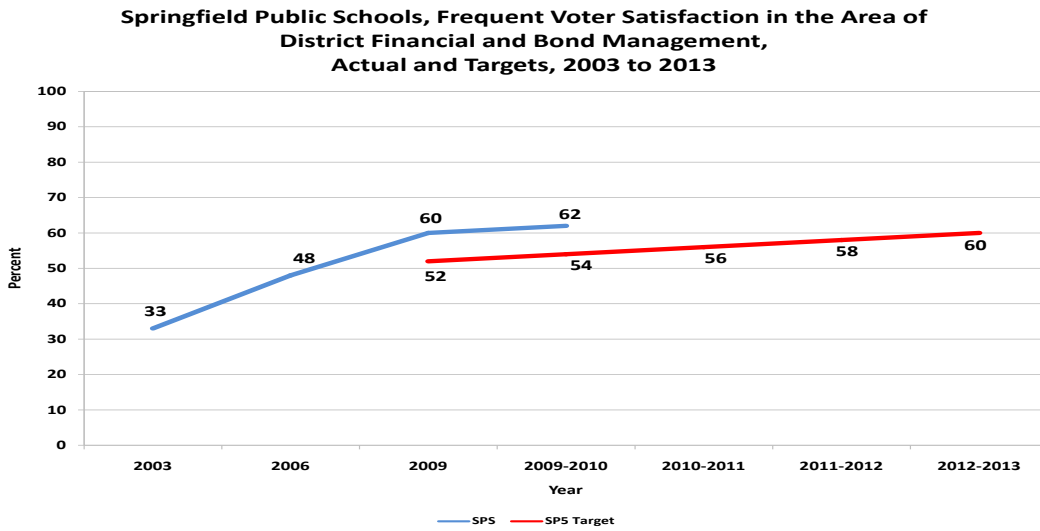
- X-axis represents the year; Y-axis represents the percent of frequent voters that were satisfied.
- Springfield's 2010 results continue an upward trend from 2003 and were up 2% from 2009.
- Figure 35 presents the disaggregated results by all response categories for the past three years. Results by answer type include:
 - Decrease in "Very Dissatisfied" from 22% to 19% and "Somewhat Dissatisfied" from 30% to 19%.
 - Increase in "Very Satisfied" from 11% to 24%.

Figure 35: Springfield Public Schools, Satisfaction with the Springfield School District Spending Tax Dollars Wisely by Level by Year



- Figure 36 provides the trend and targets for satisfaction with the district spending tax dollars wisely.

Figure 36: Springfield Public Schools, Frequent Voter Satisfaction in the Area of District Financial and Bond Management, Actual and Targets, 2003 to 2013



- The percent of frequent voters indicating satisfaction with district financial and bond management has been identified as a strength for the Springfield R-XII school district.

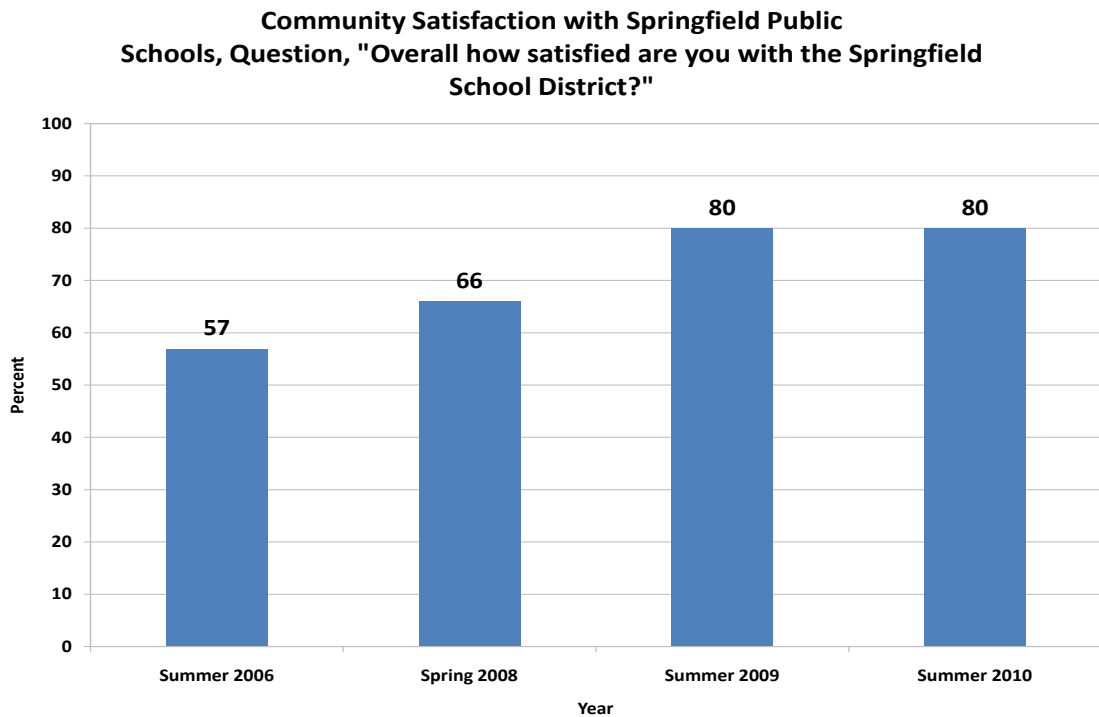
SP5 TARGET

3.3.1.1 Increase annually frequent voters indicating satisfaction on the statement “the district spends tax dollars wisely.”

This target has been met.

3. Attain High Levels of Customer Satisfaction

2. Percent of Stakeholders Satisfied with Overall District Performance

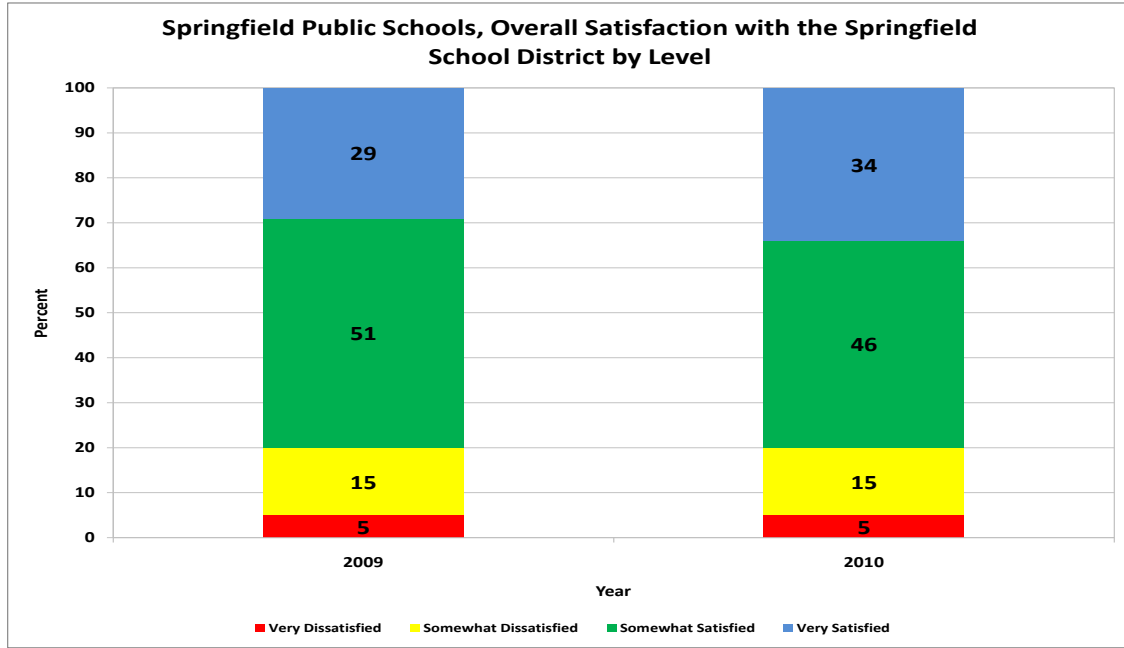


Source: Springfield Public Schools, Frequent Voter Survey, Community Relations and Strategic Planning

Points:

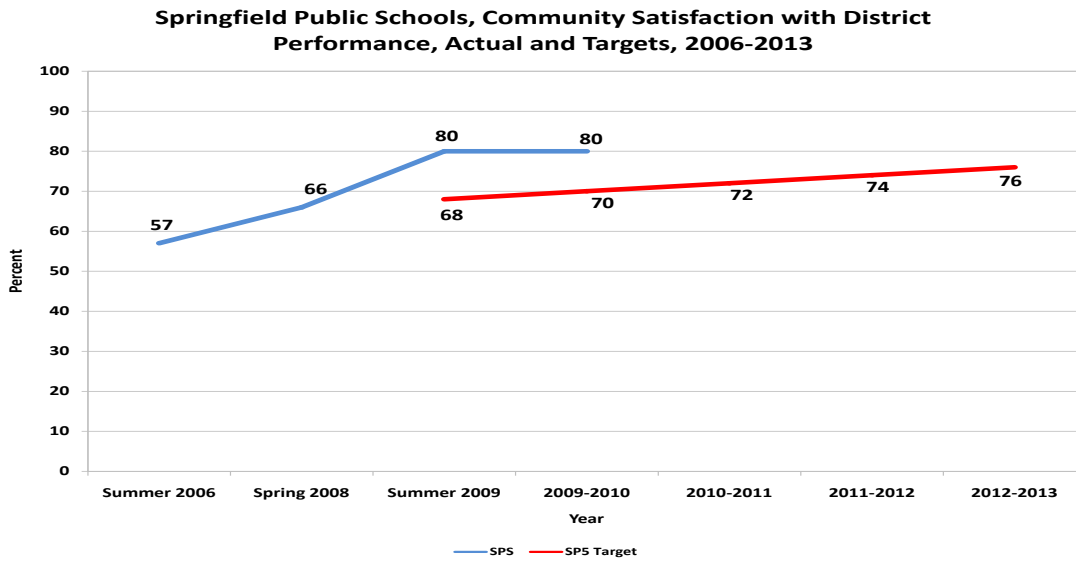
- X-axis represents the year; Y-axis represents the percent of frequent voters satisfied with the district.
- Springfield maintained the 2009 percent in 2010 at 80%.
- Figure 37 presents the disaggregated responses by answer choices for the past two years, and shows that when comparing these years the percent in "Very Dissatisfied" and "Somewhat Dissatisfied" remained the same, while the percent in "Very Satisfied" increased by 5%.

Figure 37: Springfield Public Schools, Overall Satisfaction with the Springfield School District by Level



- Figure 38 provides the trend and targets for overall satisfaction with the district.

Figure 38: Springfield Public Schools, Community Satisfaction with District Performance, Actual and Targets, 2006-2013



- The percent of frequent voters indicating satisfaction with overall district performance has been identified as a strength for the Springfield R-XII school district.

SP5 TARGET

3.3.2.1 Maintain an annual level of 78% or higher of frequent voters satisfied with overall district performance.

This target has been met.

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

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

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 th Quarterly Report	<ul style="list-style-type: none"> • Student Enthusiasm for Learning • Teacher Satisfaction with Job • Staff Retained • Faculty Perceptions of Environment • Satisfied Frequent Voters in the Area of District Financial and Bond Management • Community Satisfaction with the District 			<ul style="list-style-type: none"> • Performance Series Math & CA End of Year • Student to Classroom Teacher Ratio • Student Perceptions of Environment

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

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

**Strengths, Opportunities for Improvement, 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 & Highlights
1st 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
2nd Quarterly Report		<ul style="list-style-type: none"> • Beginning-of-Year SRI • Student to Classroom Teacher Ratio • District Attendance 		<ul style="list-style-type: none"> • Demographics for Comparable Districts • ACT, Composite & Percent of Graduates Taking
3rd Quarterly Report	<ul style="list-style-type: none"> • Beginning-of-Year Star Math, Grades 3 & 7 • Beginning-of-Year DRA, Grade 1 • Per Pupil Instructional Spending 			<ul style="list-style-type: none"> • Number of Combination Classrooms at the Elementary Level
4th Quarterly Report	<ul style="list-style-type: none"> • Implementation of Student Centered Practices 		<ul style="list-style-type: none"> • SRI and Star Math Beginning and End of Year Performance 	<ul style="list-style-type: none"> • Percent of Community Members Satisfied with Overall District Performance • Percent of Stakeholders Utilizing District Information Sources • Percent of Community Members Indicating the District Welcomes Citizen Involvement

**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
1st Quarterly Report	<ul style="list-style-type: none"> • Math AYP by Subgroups (MAP) • Upward trends by grade level for communication arts and math (MAP) • ACT Composite • Content Standard performance above state average (MAP) for Algebra and Reading Standards • Community Satisfaction with School District 	<ul style="list-style-type: none"> • Graduation Rate • Student Enthusiasm for Learning <ul style="list-style-type: none"> ○ Gap between elementary & secondary • Parent Satisfaction with Facilities and Community Financial Support 	
2nd Quarterly Report	<ul style="list-style-type: none"> • Performance of Free/ Reduced Lunch Subgroup on 7th grade communication arts and 8th grade math (MAP) • Teacher Satisfaction with Professional Development • Principal Satisfaction with Custodial/ Maintenance 	<ul style="list-style-type: none"> • Explore Test Performance by Subgroup • Plan Test Performance by Subgroup 	
3rd Quarterly Report	<ul style="list-style-type: none"> • SRI, Number of Students by Level • Instructional Practices Index Average 	<ul style="list-style-type: none"> • SRI, Number of Students by Level • Teacher Salary Rank • Workers Compensation Claims 	<ul style="list-style-type: none"> • Percent of Students not Receiving ISS/OSS