

“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 12, 2011

4th Quarterly Report

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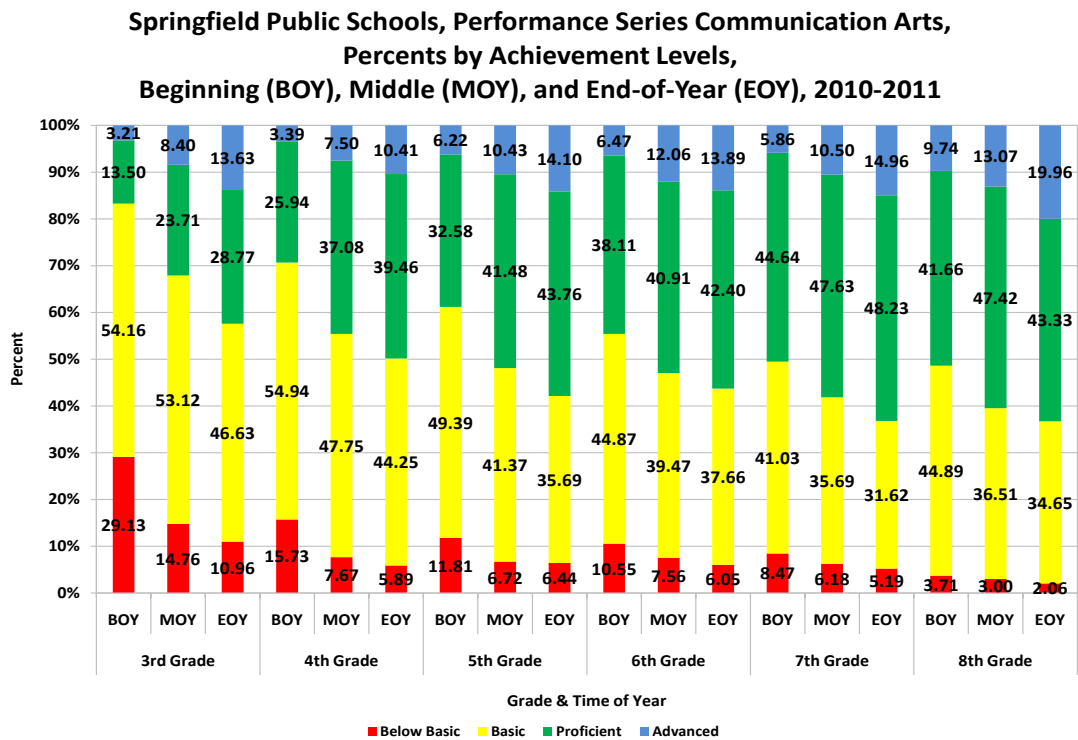
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*The indicators/graphs highlighted in the listing of figures represent the strengths, opportunities for improvement, updates, and areas needing further study identified by the Superintendent’s Cabinet of the Springfield R-XII School District.

Goal 1: Improve Student Achievement

I. Improve Student Performance in Communication Arts

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



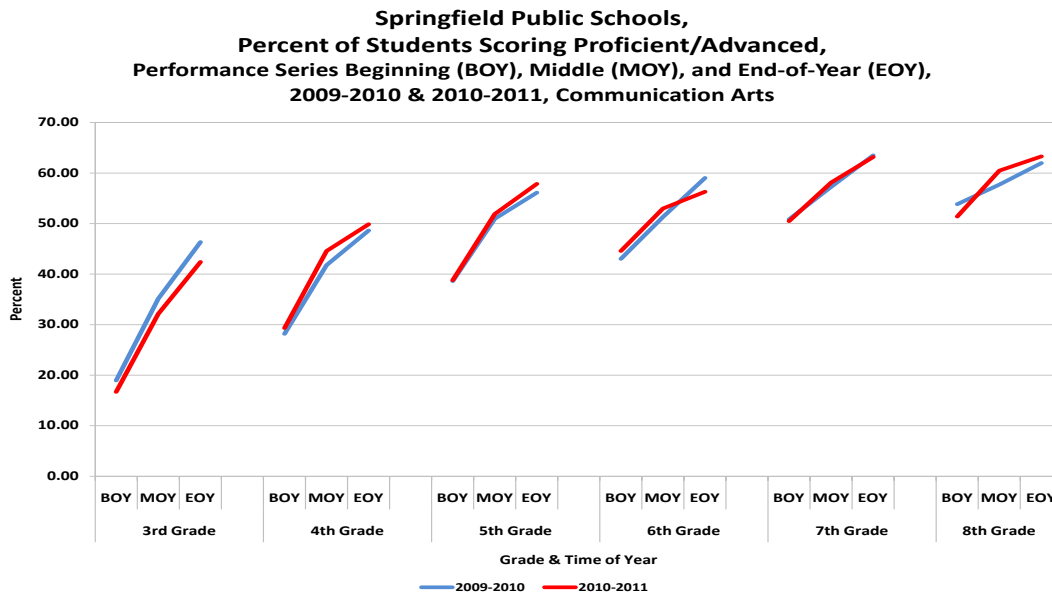
Source: Springfield Public Schools, Quality Improvement & Accountability

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. *Because the Performance Series assessment and the predicted achievement levels are reflective of the entire grade level's content, it is expected that student performance (shown by lower percents in the top two levels) will be lower at the beginning of the year than it would be at middle of year or lower at middle of year than it would be at the end of year.*

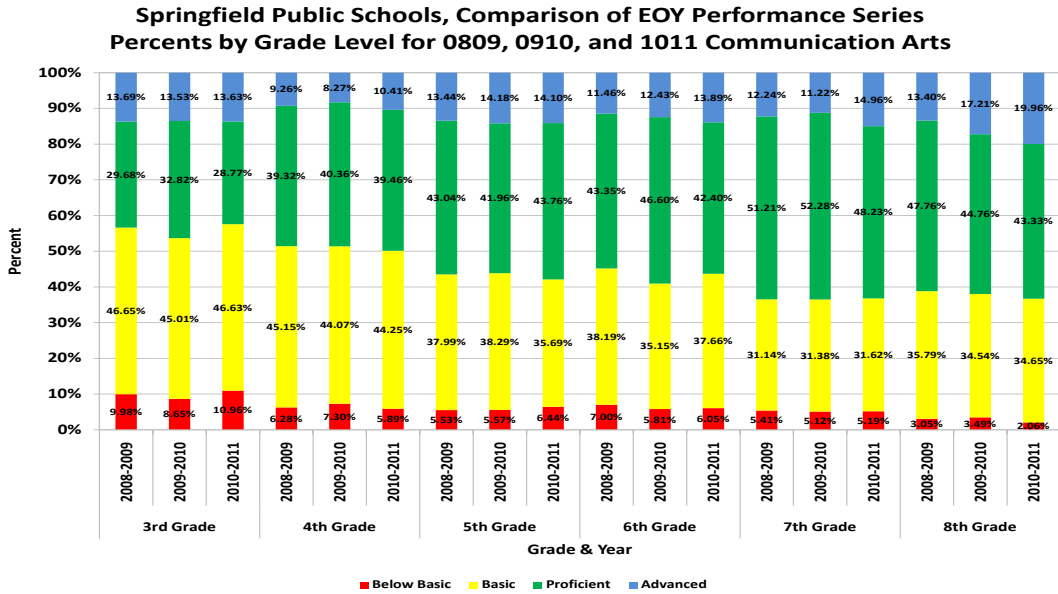
- The percent of students scoring in the top two levels (proficient & advanced) of the Performance Series reading/language arts assessment is closely aligned to the Missouri expectation of the MAP assessment for Adequate Yearly Progress (AYP). The beginning, middle, and end of year percent of students scoring in the top two levels for Springfield Public Schools in communication arts is provided in Figure 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 and 2010-2011 by Grade Level for Communication Arts



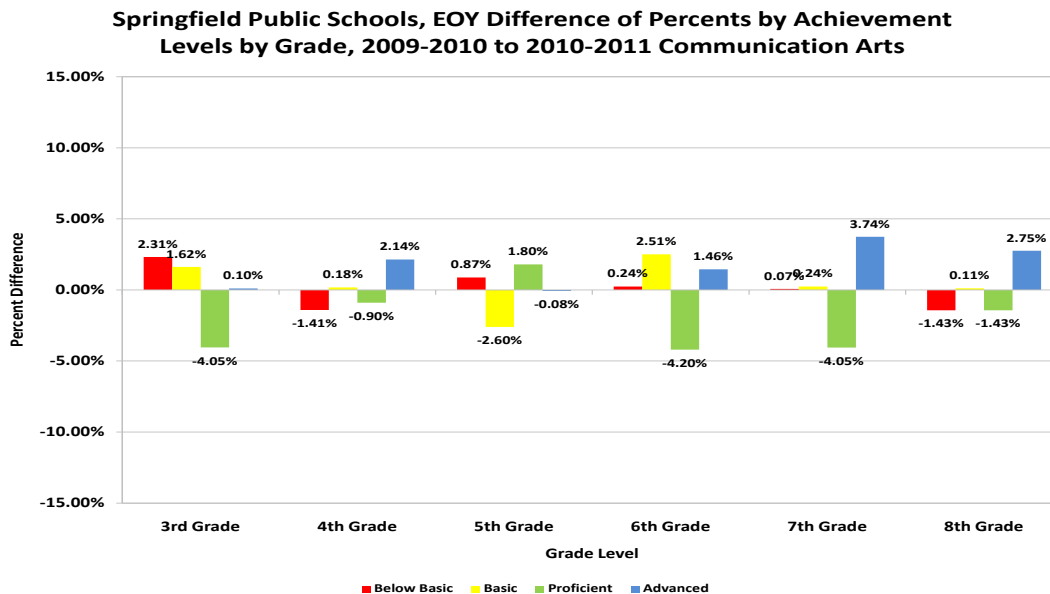
- Student performance in 2010-2011 in grades five and seven was comparable to 2009-2010. Third grade student performance was lower in 2010-2011 compared to 2009-2010, while fourth grade and eighth grade was higher. Sixth grade provided an unusual set of results as the beginning and middle of year were higher than the previous year, but the end of year was lower.
- A comparison of the end of year percentages across all achievement levels for the last three years is provided in Figure 2. Findings of interest include:
 - Very consistent results across the achievement levels at all elementary grades.
 - The middle school grades (6 through 8) had improvements in the percent of students scoring advanced.

Figure 2: Springfield Public Schools, Comparison of EOY Performance Series Percents by Grade Level for 0809, 0910, and 1011 Communication Arts



- Figure 3 provides a comparison of the differences in mathematics Performance Series percents by achievement levels for the end of year for 2009-2010 vs. 2010-2011. 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 type indicate a lower percentage of students scoring below basic and basic and a higher percentage of students scoring proficient and advanced for 2010-2011 when compared to 2009-2010. The smaller the percentage on the bar, or the closer the bar is to zero, means that performance in 2010-2011 was similar to performance in 2009-2010 for that achievement level at that grade level.

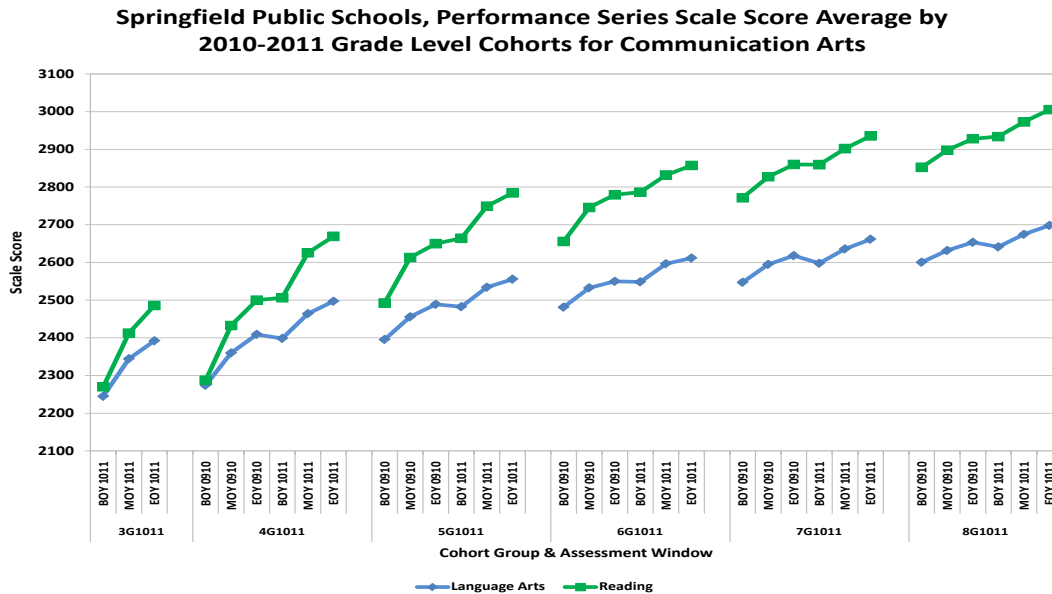
Figure 3: Springfield Public Schools, EOY Difference of Percents by Achievement Levels by Grade, Communication Arts



- The following differences are evident from an examination of Figure 3:
 - 3rd Grade—increases in Below Basic and Basic; decrease of 4% in Proficient.
 - 4th Grade—decreases in Below Basic and Proficient; increase of 2% in Advanced.
 - 5th Grade—decrease in Basic; increase in Below Basic and Proficient.
 - 6th Grade—increases in Basic and Advanced; decrease of 4% in Proficient.
 - 7th Grade—decrease in Proficient of 4% accompanied by an increase in Proficient of 3%.
 - 8th Grade—decrease in Below Basic and Proficient; increase in Advanced of almost 3%.

- Figure 4 provides the scale score average for the Performance Series assessment by 2010-2011 grade level cohorts. This figure shows the performance across the testing windows for language arts and reading, as both constitute Communication Arts, from the fall of the 2009-2010 school year (BOY0910-4th through 8th grade) to spring of the 2010-2011 school year (EOY1011).

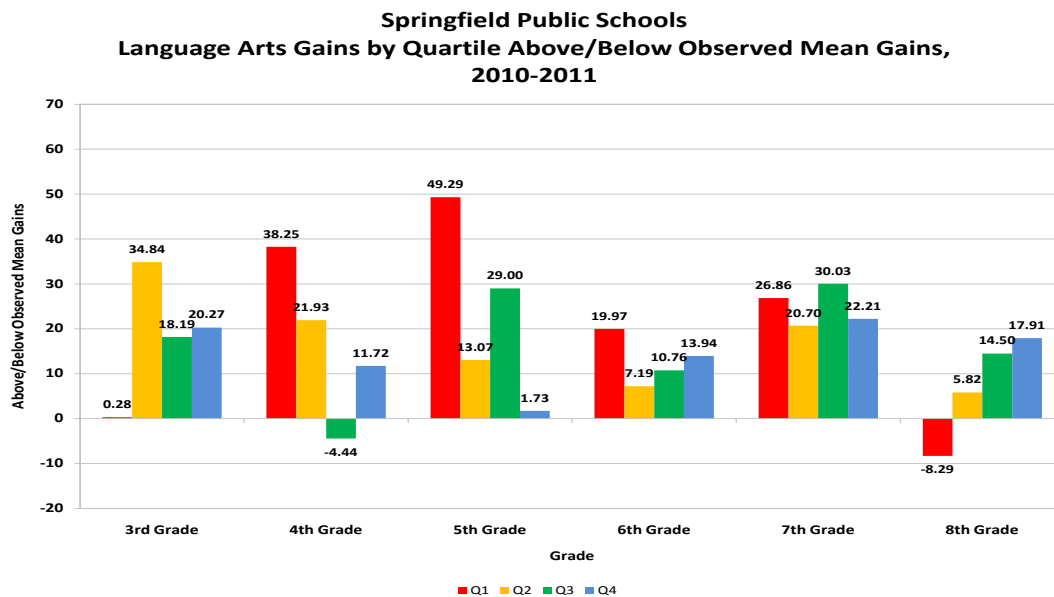
Figure 4: Springfield Public Schools, Performance Series Scale Score Average by 2010-2011 Grade Level Cohorts for Communication Arts



Performance Series Results Relative to Observed Mean Gains

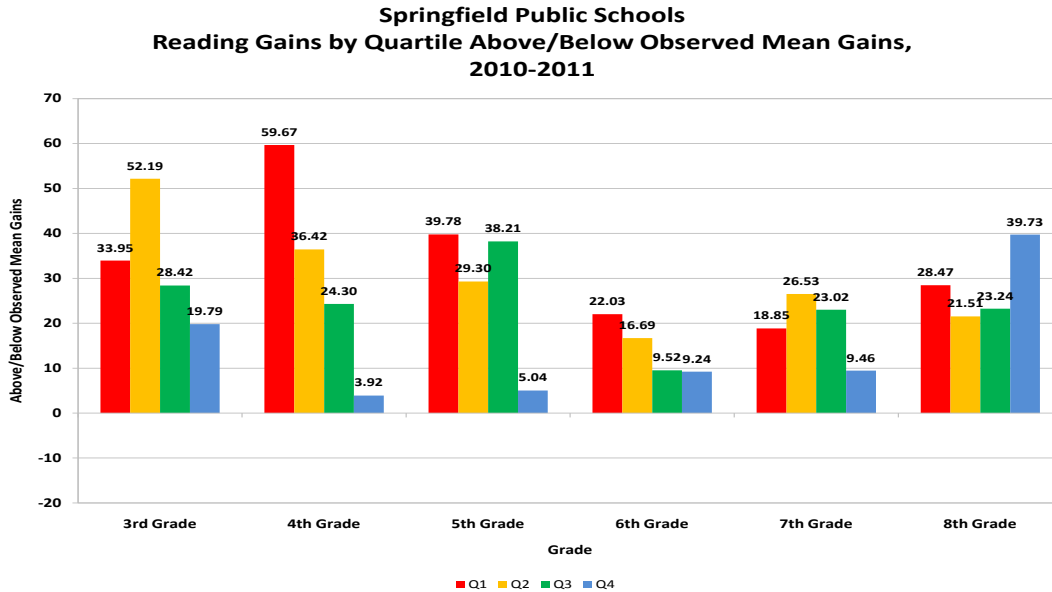
- The 2010-2011 3rd Quarterly Report (p.9) provided an overview for thinking about gains in student learning with the Performance Series assessments. The reader is referred to that section of the report for more information on student growth.
- The 2010-2011 4th Quarterly Report represents the first time Springfield Public Schools has presented the district averages relative to the Observed Mean Gains documented from Scantron, the proprietor of the Performance Series assessments.
- Figure 5 provides the average amounts above/below the Observed Mean Gains amount expected for a given quartile at a given grade level for language arts, while Figure 6 provides similar results for reading. When interpreting these figures, the “zero line” is an important concept to keep in mind. This figure displays the results after accounted for what the expected amounts of gains were. Therefore, when interpreting the chart the reader can look at the results relative to zero, where any quartile at any grade level exceeds zero, that means the district exceeded the expectation, conversely, where a quartile at a grade level is below zero (i.e., a negative value), this reflects where the district did not meet expectation.

Figure 5: Springfield Public Schools Language Arts Gains by Quartile Above/Below Observed Mean Gains, 2010-2011



- The following observations are evident from a review of Figure 5:
 - Only two quartiles did not meet the observed mean gains: quartile 3 at 4th grade and quartile 1 at 8th grade.
 - Four of six grade levels (3rd, 5th, 6th, and 7th) met the observed mean gains for all quartile groups.
 - The three highest amounts above expectation were the quartile 1 at 5th and 4th grades and quartile 2 at 3rd grade.
- The language arts gains by quartile have been identified as an update for the Springfield R-XII school district.

Figure 6: Springfield Public Schools Reading Gains by Quartile Above/Below Observed Mean Gains, 2010-2011



- All quartile groups met/exceeded the observed mean gains at all grade levels in reading.
- The reading gains by quartile have 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://springfieldpublicschoolsmo.org/accountability/documents/PSCABOYEOY1011.pdf>

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

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

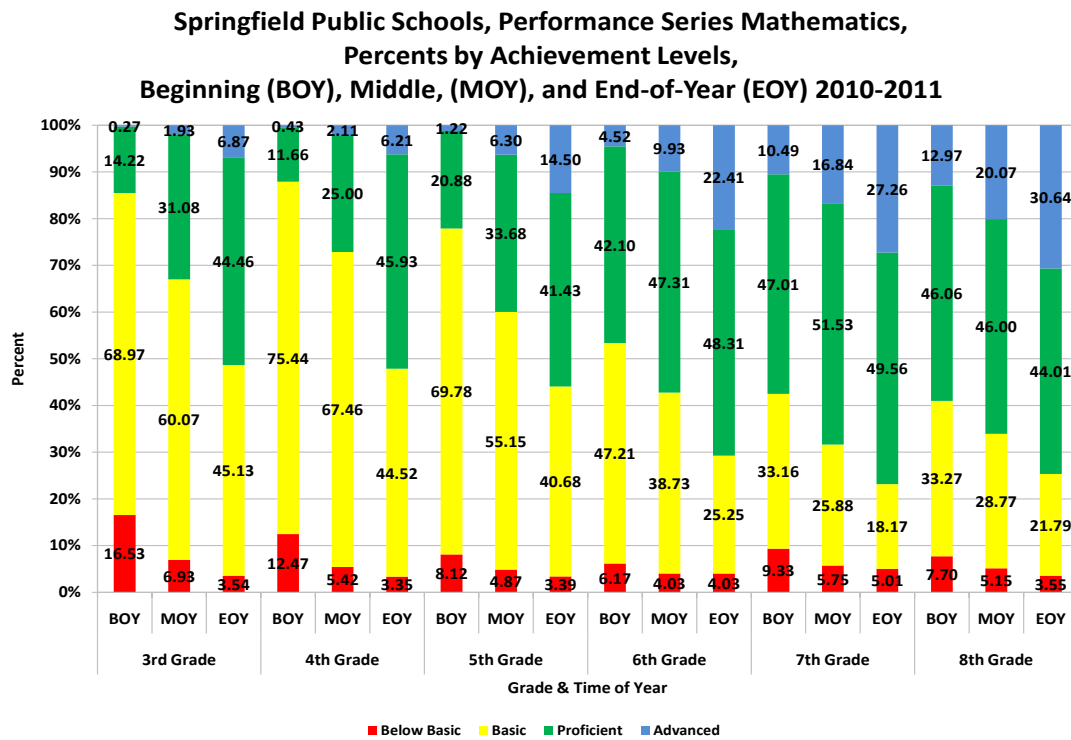
SP5 TARGET

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 Mathematics

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



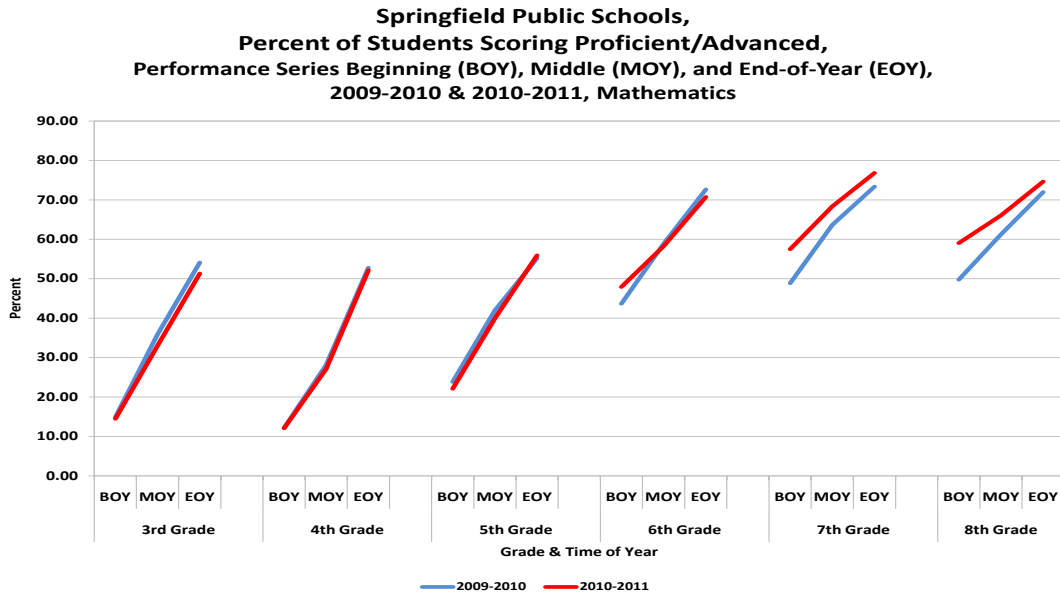
Source: Springfield Public Schools, Quality Improvement & Accountability

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. *Because the Performance Series assessment and the predicted achievement levels are reflective of the entire grade level's content, it is expected that student performance (shown by lower percents in the top two levels) will be lower at the beginning of the year than it would be at middle of year or lower at middle of year than it would be at the 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,

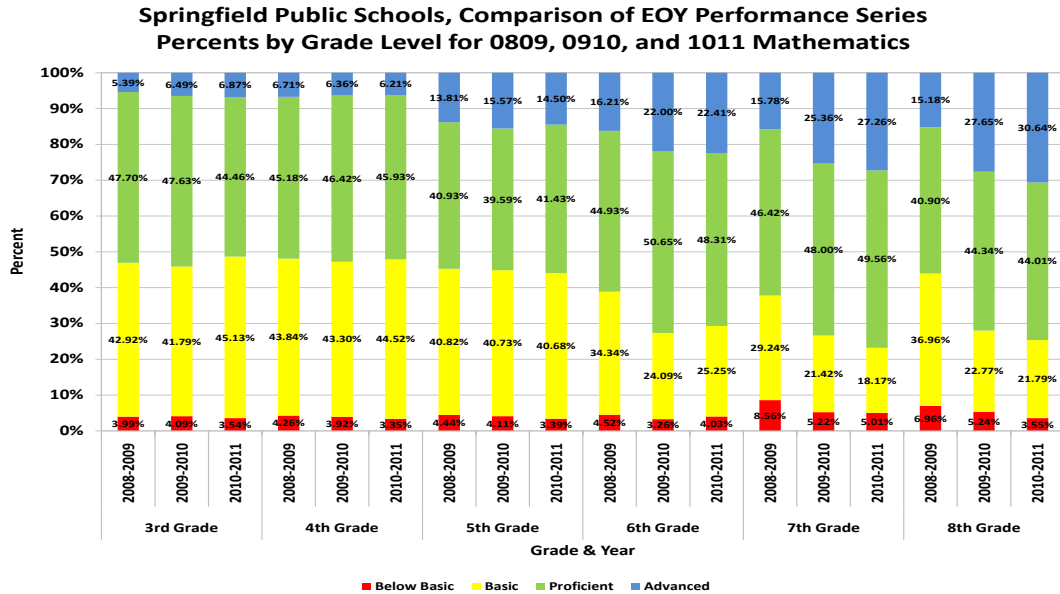
and end of year percent of students scoring in the top two levels for Springfield Public Schools in math for the 2009-2010 and 2010-2011 school years are provided in Figure 7.

Figure 7: Springfield Public Schools, Percent of Students Scoring Proficient/Advanced, Performance Series Beginning (BOY), Middle (MOY), and End-of-Year (EOY), 2009-2010 and 2010-2011 by Grade Level for Mathematics



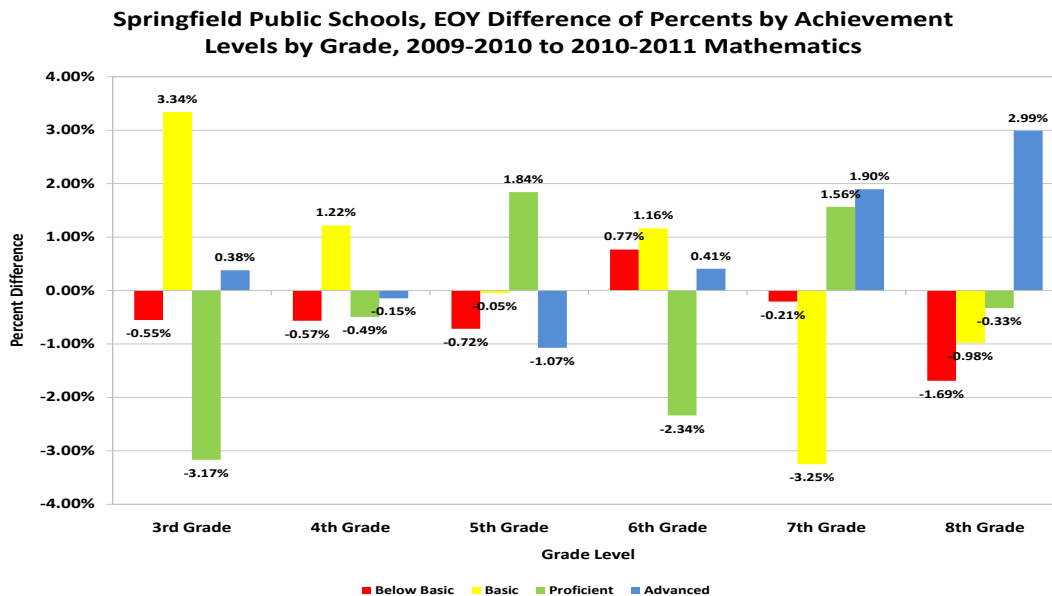
- Student performance in 2010-2011 was comparable to 2009-2010 in grades three through six, while grades seven and eight were higher across all three periods (BOY/MOY/EOY).
- A comparison of the end of year percentages across all achievement levels for the last three years is provided in Figure 8. Findings of interest include:
 - Below Basic was the lowest of the three years in 2010-2011 at all grade levels, with the exception of sixth grade.
 - The middle school grades (6 through 8) have had consecutive year increases at the Advanced level, with eighth grade having the most dramatic increases, with a doubling in the percent of students scoring advanced.

Figure 8: Springfield Public Schools, Comparison of EOY Performance Series Percents by Grade Level for 0809, 0910, and 1011 Mathematics



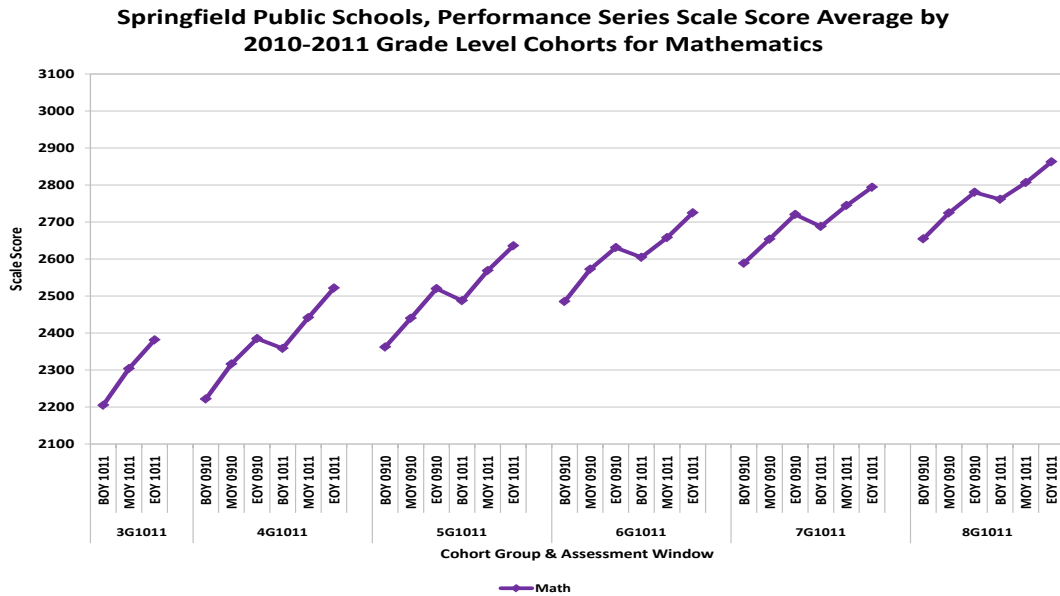
- Figure 9 provides a comparison of the differences in mathematics Performance Series percents by achievement levels for the end of year for 2009-2010 vs. 2010-2011. In this figure, improvements in performance are evident when below basic (red) and basic (yellow) bars are below the zero line and proficient (green) and advanced (blue) are above the zero line. Results of this type indicate a lower percentage of students scoring below basic and basic and a higher percentage of students scoring proficient and advanced for 2010-2011 when compared to 2009-2010. The smaller the percentage on the bar, or the closer the bar is to zero, means that performance in 2010-2011 was similar to performance in 2009-2010 for that achievement level at that grade level.

Figure 9: Springfield Public Schools, EOY Difference of Percents by Achievement Levels by Grade, 2009-2010 to 2010-2011 Mathematics



- The following differences are evident from an examination of Figure 9:
 - 3rd Grade—3% difference in Basic/Proficient; slight decrease in Below Basic and a slight increase in Advanced.
 - 4th Grade—1% increase in Basic; slight decreases in Below Basic, Proficient, and Advanced.
 - 5th Grade—almost a 2% increase in Proficient while Advanced decreased by 1%; slight decreases in Below Basic and Basic.
 - 6th Grade—increases in Below Basic, Basic, and Advanced; 2% decrease in Proficient.
 - 7th Grade—decreases in Below Basic and Basic; increases in Proficient and Advanced.
 - 8th Grade—decreases in Below Basic, Basic, and Proficient; nearly a 3% increase in Advanced.
- Figure 10 provides the scale score average for the math Performance Series assessment by 2010-2011 grade level cohorts. This figure shows the performance across the testing windows from the fall of the 2009-2010 school year (BOY0910-4th through 8th grade) to spring of the 2010-2011 school year (EOY1011).

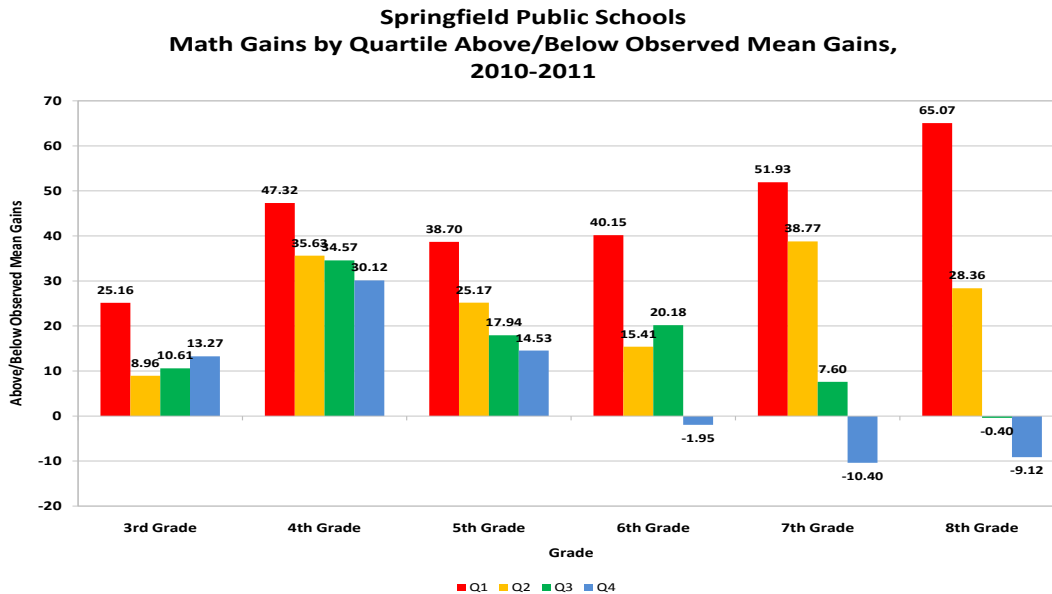
Figure 10: Springfield Public Schools, Performance Series Scale Score Average by 2010-2011 Grade Level Cohorts for Mathematics



Performance Series Results Relative to Observed Mean Gains

- The 2010-2011 3rd Quarterly Report (p.9) provided an overview for thinking about gains in student learning with the Performance Series assessments. The reader is referred to that section of the report for more information on student growth.
- The 2010-2011 4th Quarterly Report represents the first time Springfield Public Schools has presented the district averages relative to the Observed Mean Gains documented from Scantron, the proprietor of the Performance Series assessments.
- Figure 11 provides the average amounts above/below the Observed Mean Gains amount expected for a given quartile at a given grade level for mathematics. When interpreting this figure, the “zero line” is an important concept to keep in mind. This figure displays the results after accounted for what the expected amounts of gains were. Therefore, when interpreting the chart the reader can look at the results relative to zero, where any quartile at any grade level exceeds zero, that means the district exceeded the expectation, conversely, where a quartile at a grade level is below zero (i.e., a negative value), this reflects where the district did not meet expectation.

Figure 11: Springfield Public Schools Math Gains by Quartile Above/Below Observed Mean Gains, 2010-2011



- The following observations are evident from a review of Figure 11:
 - At all grade level, quartile 1 students had the largest amount of gains beyond the observed mean gains.
 - All quartile groups at all of the elementary grade levels exceeded the expected amounts of gain.
 - The quartile four students at grades six, seven, and eight did not meet the observed mean gains.
 - The quartile three students at grade eight technically did not meet the observed mean gains expectation. However, it is important to recognize that the results were within a half of a scale score point, on a scale that ranges from 1300 to 3700, of meeting expectation.
- The mathematics gains by quartile have 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/accountability/documents/PSMATHBOYEOY1011.pdf>

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

<http://springfieldpublicschoolsno.org/docs/Quarterly%20Reports/documents/PSMathDisagg.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.

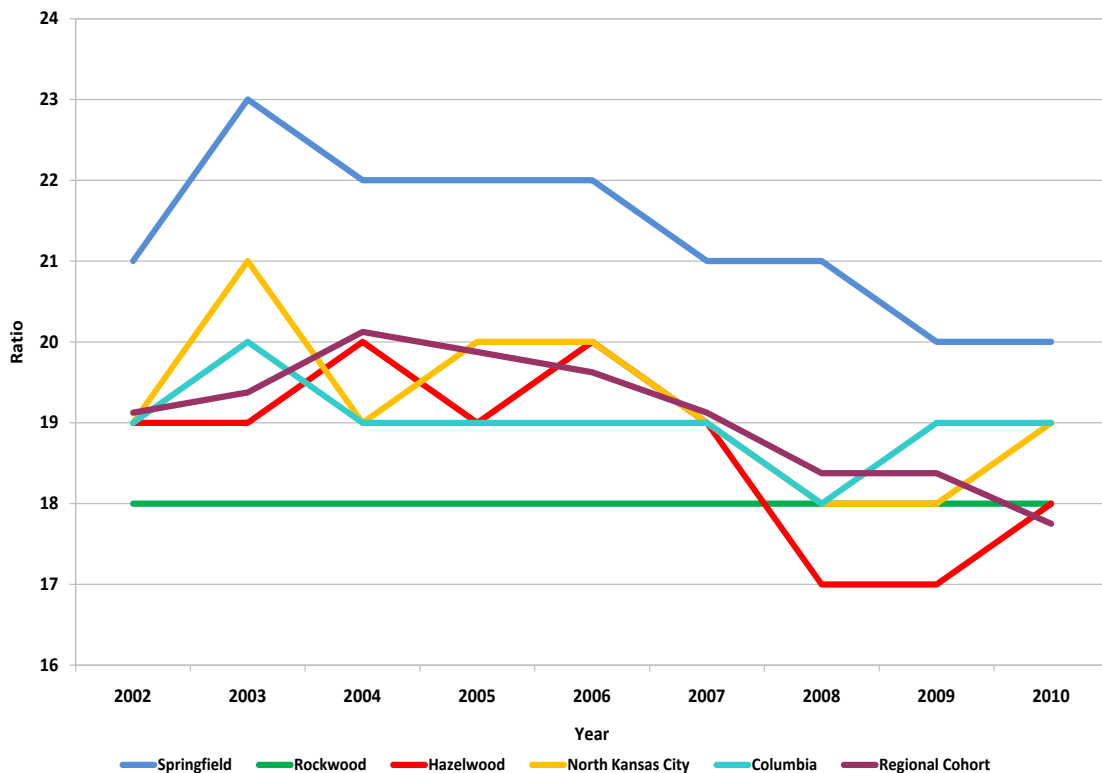
Progress has been made toward this goal.

Goal 2: Improve Graduation Rate

2. Reduce Student/Teacher Ratios

1. Student/Teacher Ratios as Measured by MSIP Standards

**Springfield Public Schools, Comparable Districts and Regional Cohort,
Student to Classroom Teacher Ratio, 2001-2002 to 2009-2010**



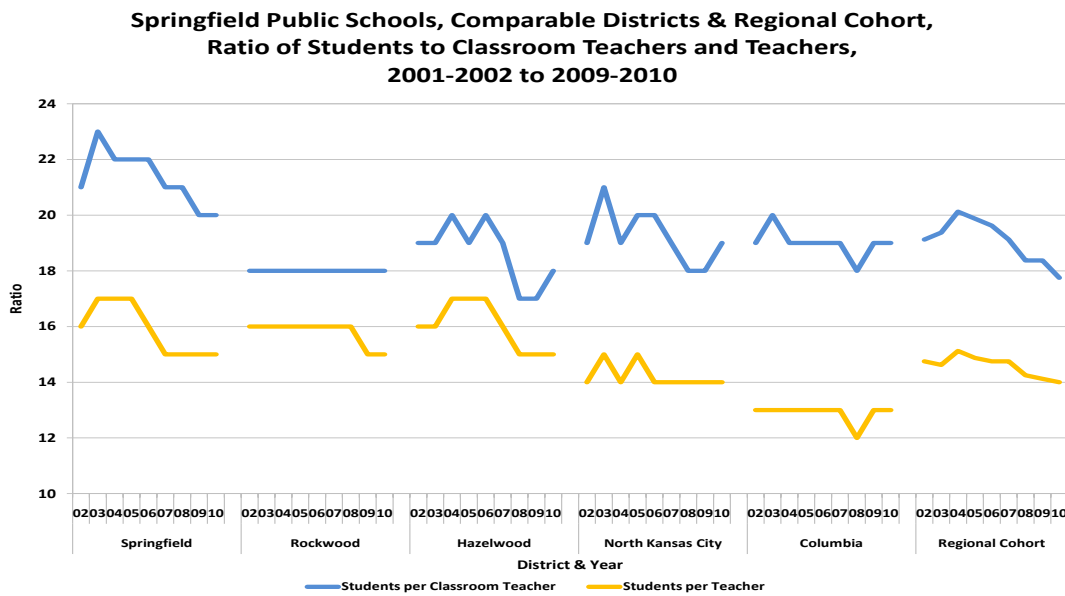
Source: Missouri Department of Elementary & Secondary Education (MODESE)

Points:

- X-axis represents the school year, where the year is the spring of the year, so 2010 represents the 2009-2010 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 from above is presented in conjunction with the student to teacher ratio in Figure 12.

Figure 12: Springfield Public Schools, Comparable Districts & Regional Cohort, Ratio of Students to Classroom Teachers and Teachers, 2001-2002 to 2009-2010



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

- The student to teacher ratio has been identified as an update to a previously identified opportunity for improvement for the Springfield R-XII school district.

SP5 TARGET

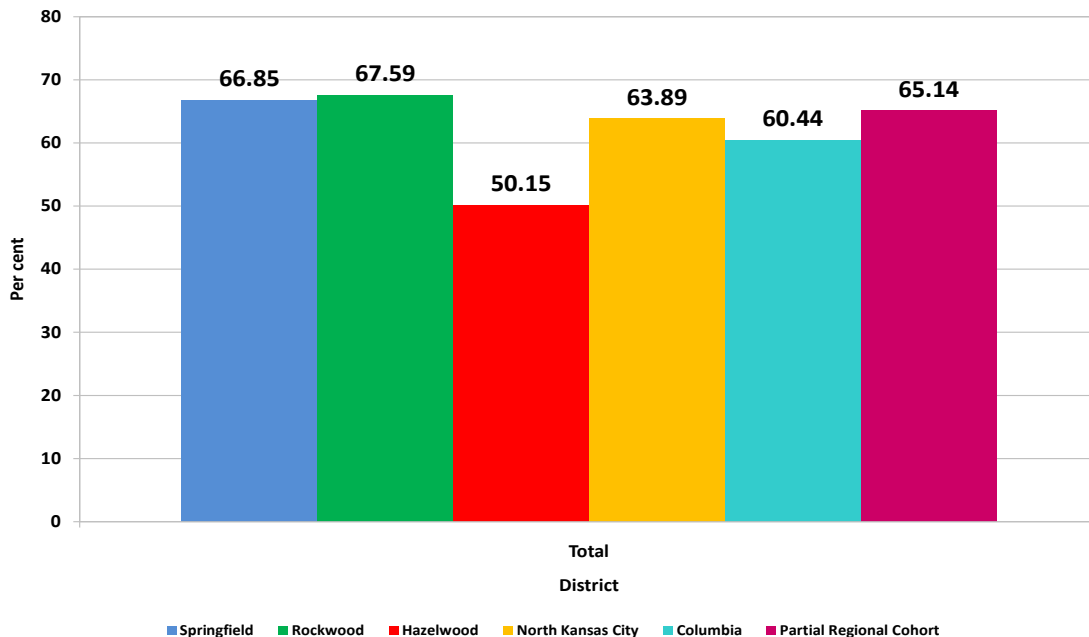
2.2.1.1 Student to classroom teacher ratio is equal to or less than the MSIP desirable standard for all grade levels than the previous year.

District performance maintained previous performance levels.

3. Increase Student Engagement and Responsibility for Learning

1. Percent of Students Enthusiastic About Learning

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)



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 comparable districts and all members of the regional cohort were unavailable for the purposes of comparison. However, Rockwood, Hazelwood, North Kansas City, Columbia, and seven members of the Regional Cohort (Fair Grove, Strafford, Logan-Rogersville, Ozark, Nixa, Republic, and Pleasant Hope) did have data available. 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.

- Generally, the surveys administered as part of the formal MSIP process are done in the fall of the school year. Historically, Springfield has elected to administer the student and faculty surveys in the spring. However, because 2010-2011 was Springfield's formal MSIP review year, the district was required to administer the surveys in the Fall per the DESE protocol for MSIP review.
- 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.
- A disaggregated presentation of the percentages by level is provided in Figure 13.

Figure 13: 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)

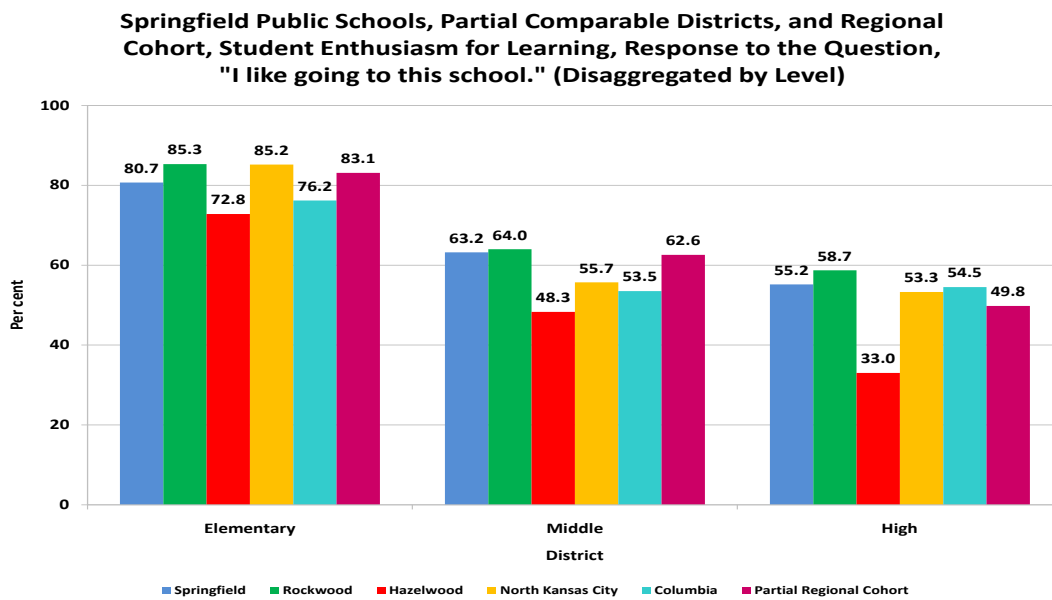
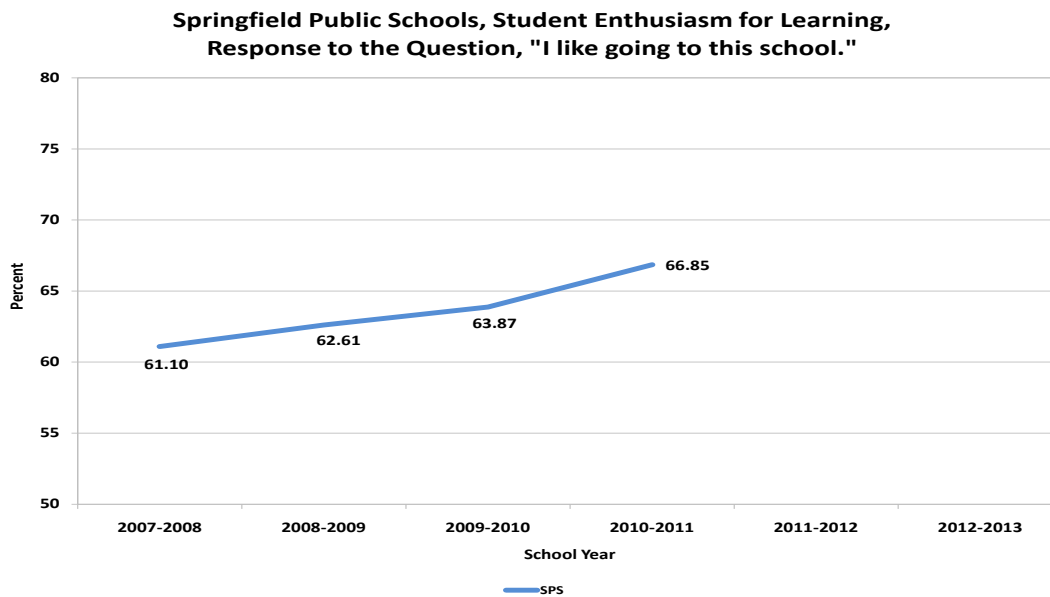


Figure 14: Springfield Public Schools, Student Enthusiasm for Learning, Response to the Question, "I like going to this school."



- Student enthusiasm for learning has been identified as a strength for the Springfield R-XII school district because of the performance relative to comparable districts and the upward trend of improvement.

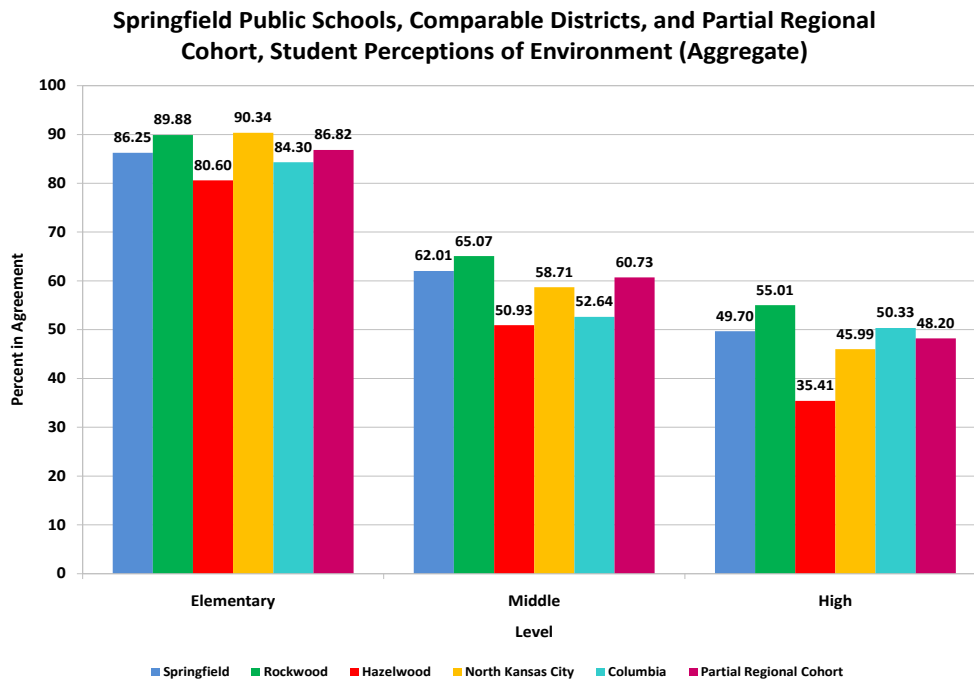
SP5 TARGET

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.

3. Increase Student Engagement and Responsibility for Learning

4. 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 (OSED) 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 and 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 is provided in Figures 15 to 17.

Figure 15: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Elementary School Students' Perceptions of Environment by Question

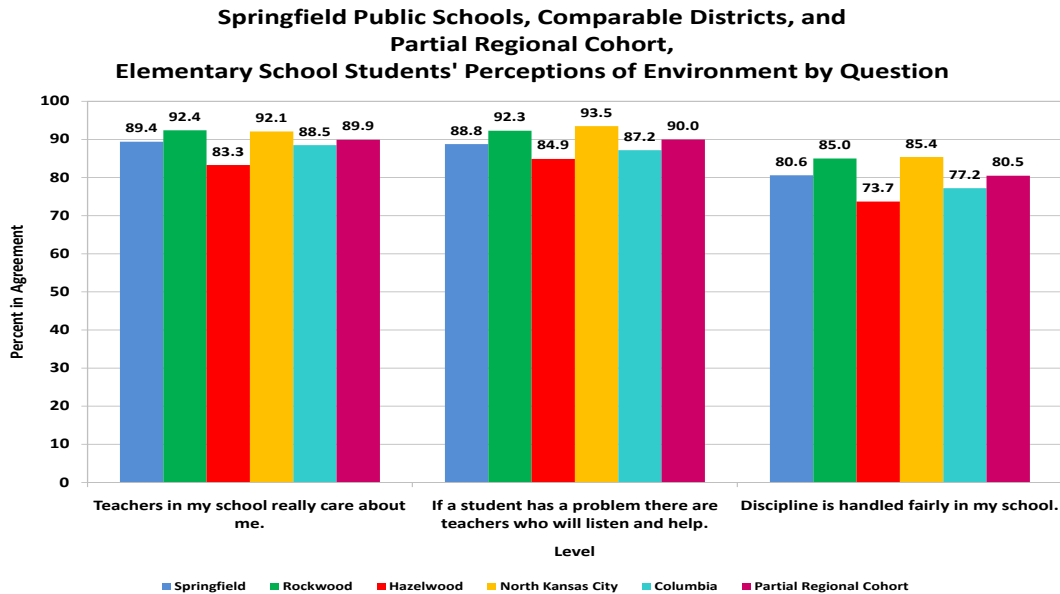


Figure 16: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Middle School Students' Perceptions of Environment by Question

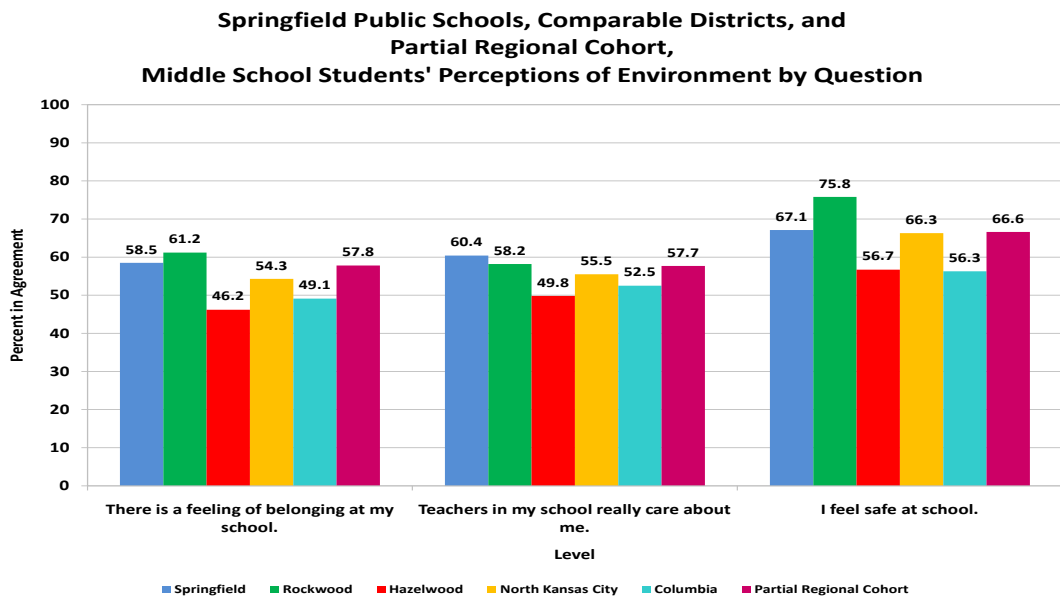
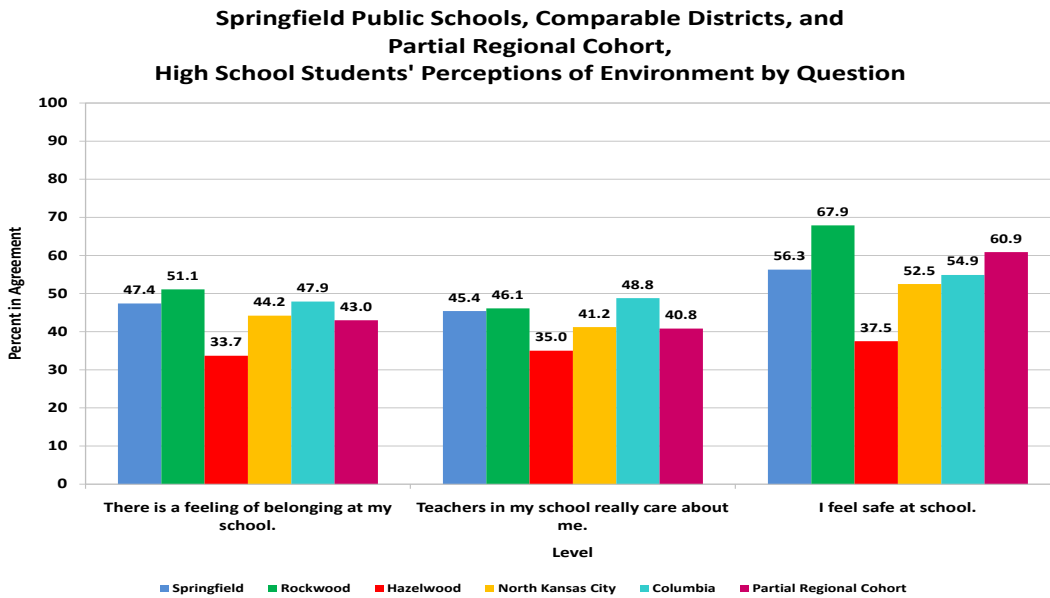
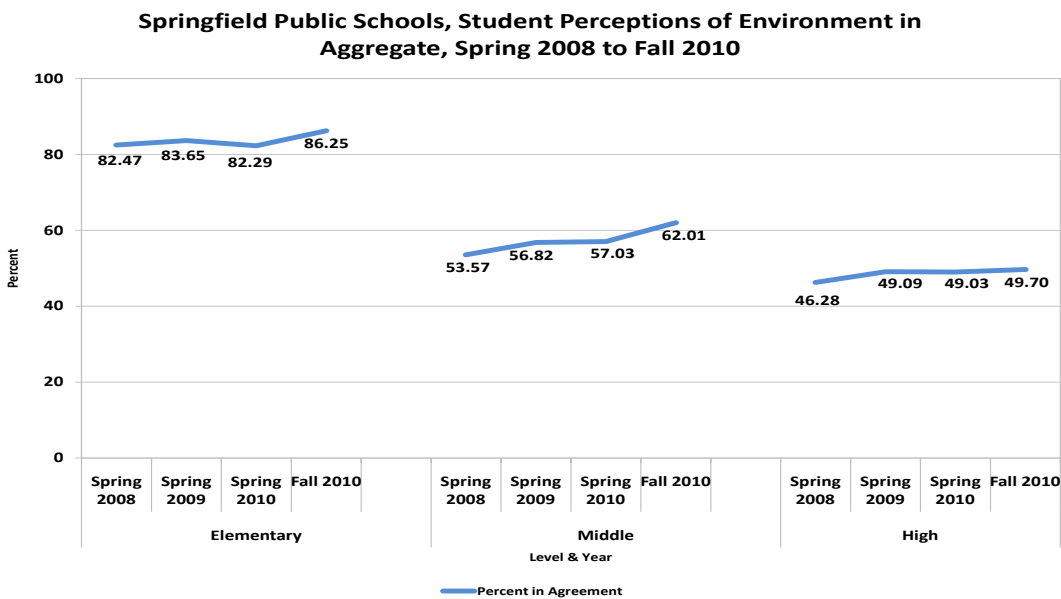


Figure 17: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, High School Students' Perceptions of Environment by Question



- Aggregate data for three years for each level are provided in Figure 18. Figure 18 shows an increase for all three levels with elementary and middle school up almost four and five percent respectively. The SP5 Target calls for an annual increase in this percentage.

Figure 18: Springfield Public Schools, Student Perceptions of Environment in Aggregate, Spring 2008 to Fall 2010



- The results for the four years by level by question are presented in Figures 19 to 21.

Figure 19: Springfield Public Schools, Elementary Students' Perceptions of Environment by Question, Spring 2008 to Fall 2010

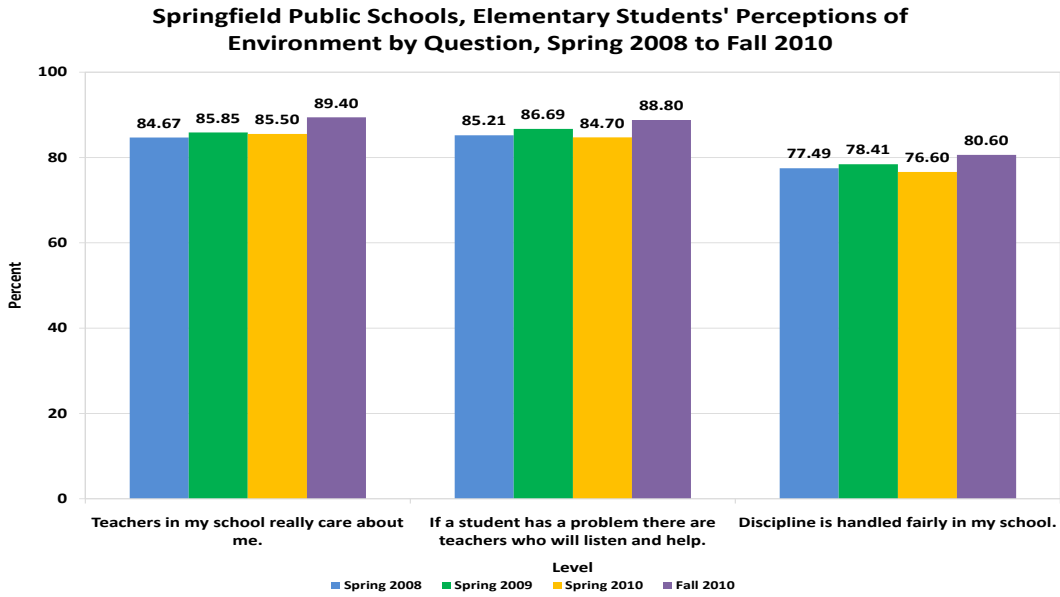


Figure 20: Springfield Public Schools, Middle Schools Students' Perceptions of Environment by Question, Spring 2008 to Fall 2010

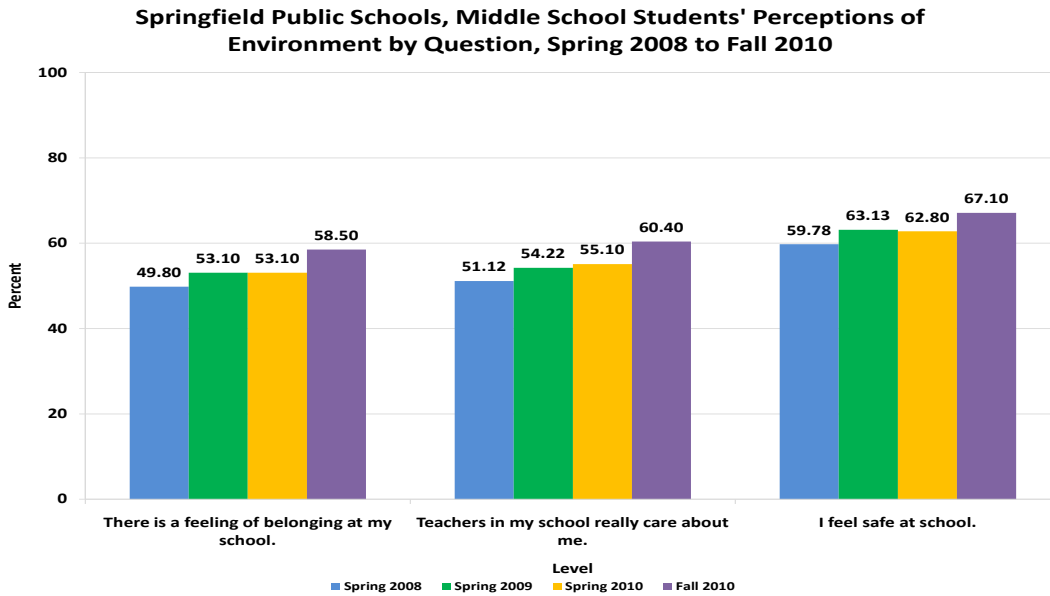
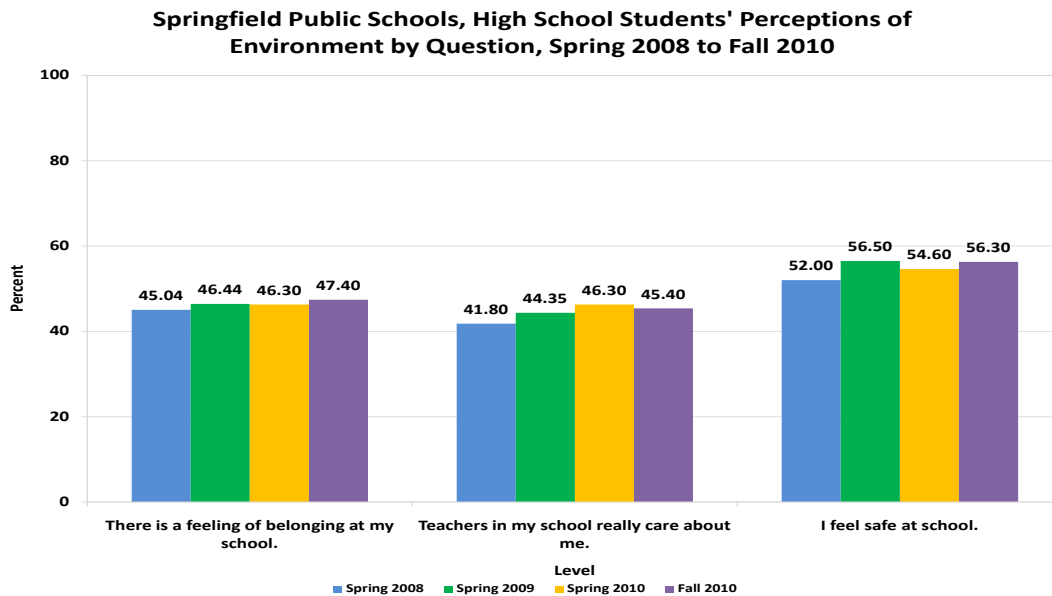


Figure 21: Springfield Public Schools, High School Students' Perceptions of Environment by Question, Spring 2008 to Fall 2010



- Student perceptions of the environment have been identified as a strength for the Springfield R-XII school district because of the trend of improvement across all level.

SP5 TARGET

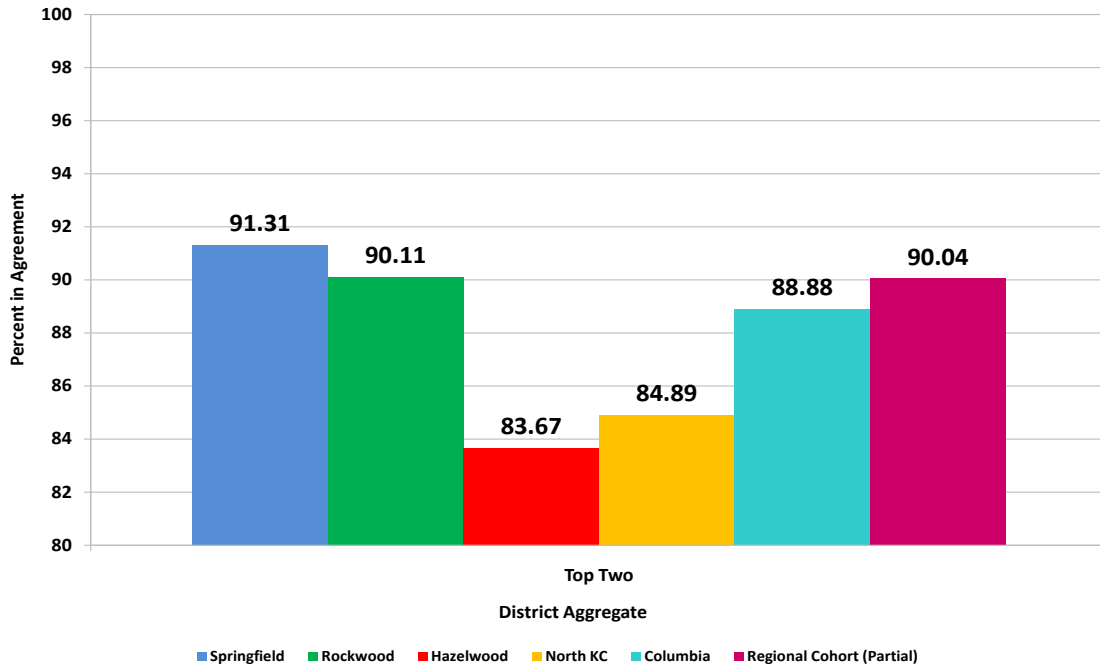
2.2.3.4 Improve annually students and staff who agree or strongly agree to MSIP perceptions of environment related survey items identified in the Quarterly Report.

This target has been met.

3. Increase Student Engagement and Responsibility for Learning

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

**Springfield Public Schools, Comparable Districts and Regional Cohort,
Faculty Perceptions of Environment in Aggregate**
(4th Cycle MSIP Only)



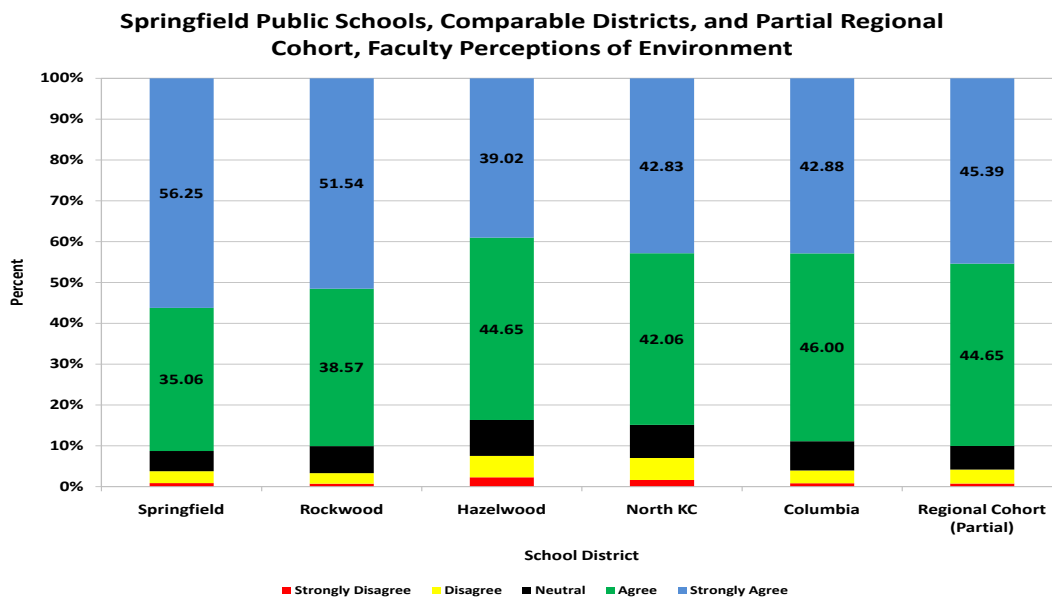
Source: Springfield Public Schools, Quality Improvement & Accountability, Office of Social and Economic Data Analysis (OSED) at the University of Missouri-Columbia, and the Missouri Department of Elementary & Secondary Education (MODESE)

Points:

- X-axis represents the faculty by district to environment related questions 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 percent of the units presented.
 - Figure 22 presents the percent of responses across all answer choices for the aggregated faculty environment measure.

Figure 22: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Faculty Perceptions of Environment



- Figures 23 through 28 present the percent of respondents across all answer choices for the six questions separately.

Figure 23: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “Clear rules that promote good behavior are enforced in our school.”

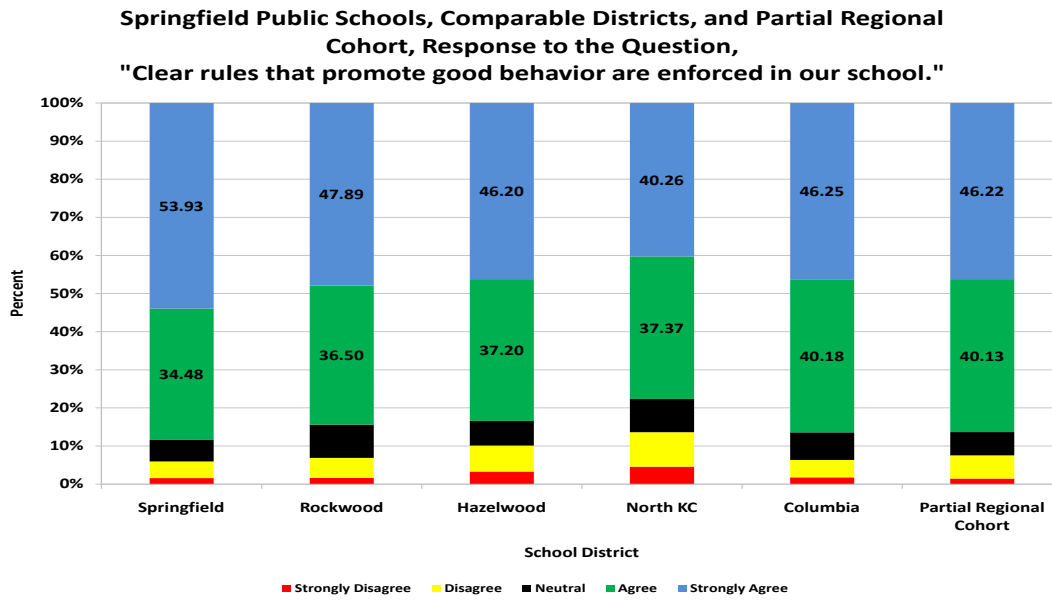


Figure 24: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “Our school teaches and reinforces student self-discipline and responsibility.”

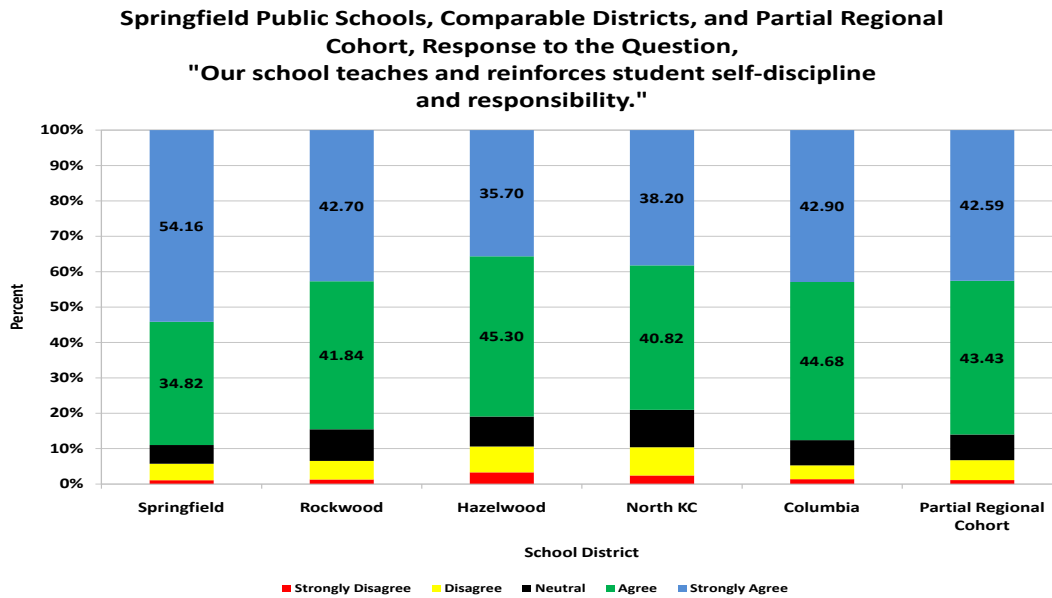


Figure 25: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “Our school promotes an environment of mutual respect among students.”

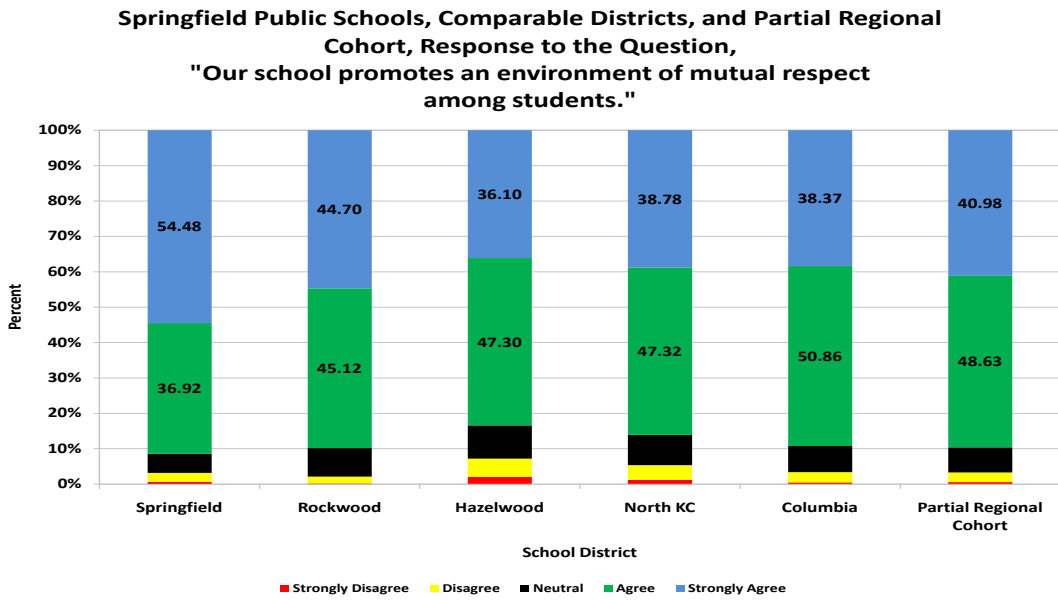


Figure 26: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “I feel safe at this school.”

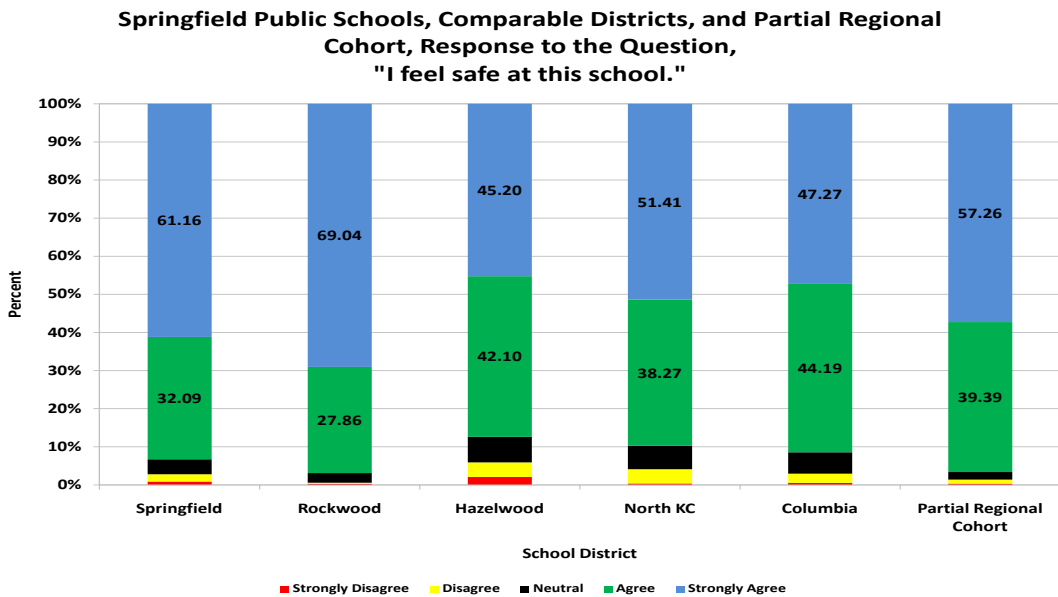


Figure 27: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “Students are treated fairly in this school.”

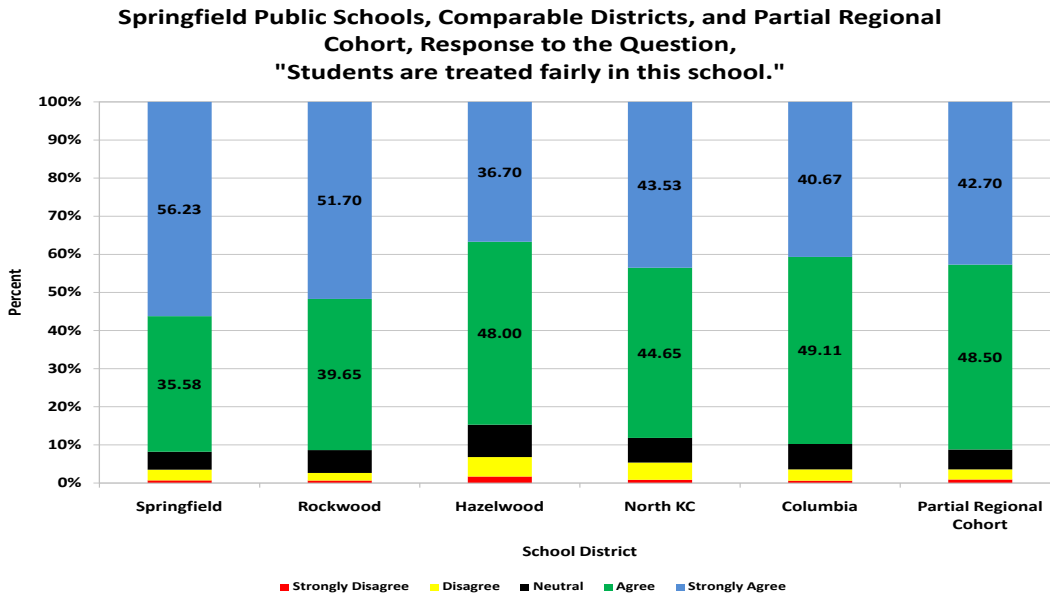
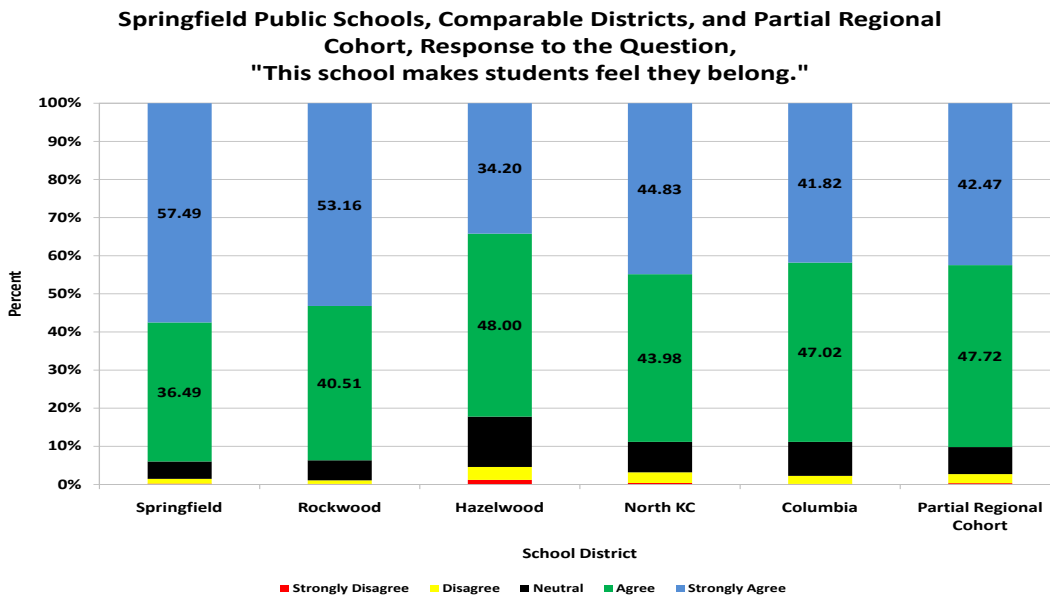
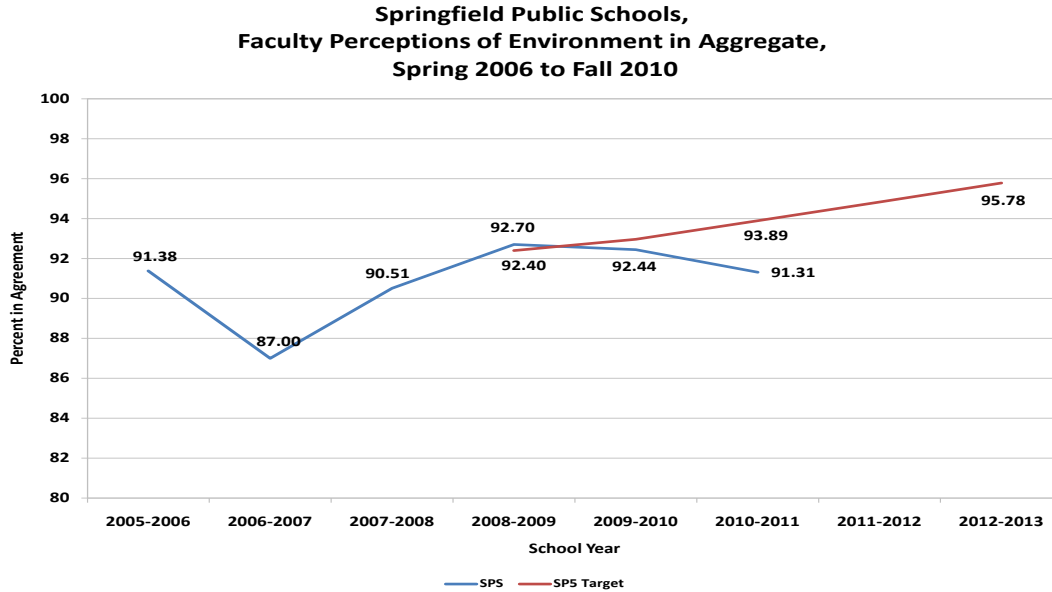


Figure 28: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, “This school makes students feel they belong.”



- Figure 29 provides the aggregate percent in agreement for multiple years as well as the targets. The figure shows a slight decrease for the past two years (-1.39%).

Figure 29: Springfield Public Schools, Faculty Perceptions of Environment in Aggregate, Spring 2006 to Fall 2010



- Faculty perceptions of the environment have been identified as a strength of the Springfield R-XII school district because performance exceeds all comparable districts.

SP5 TARGET

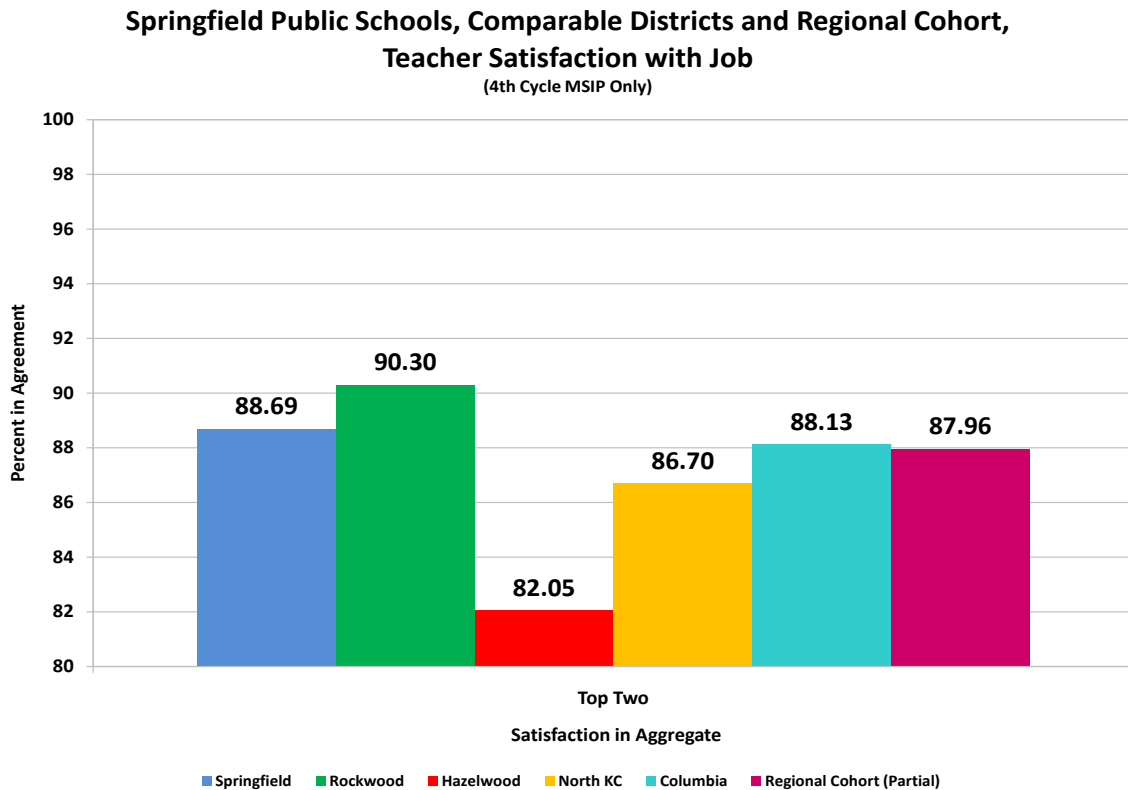
2.2.3.4 Improve annually students and staff who agree or strongly agree to MSIP perceptions of environment related survey items identified in the Quarterly Report.

This target has not been met.

Goal 3: Ensure Effective and Efficient Use of Resources

I. Recruit, Develop, and Retain High Quality Staff

1. Percent of Staff Satisfied with Job



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 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 second highest percent of teachers in agreement of all the comparable units.
- Figure 30 presents the percent of responses across all answer choices for the aggregated satisfaction measure.
- Figures 31 and 32 present the percent of respondents across all answer choices for the two questions separately.

Figure 30: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Teacher Satisfaction with Job, Aggregate Questions

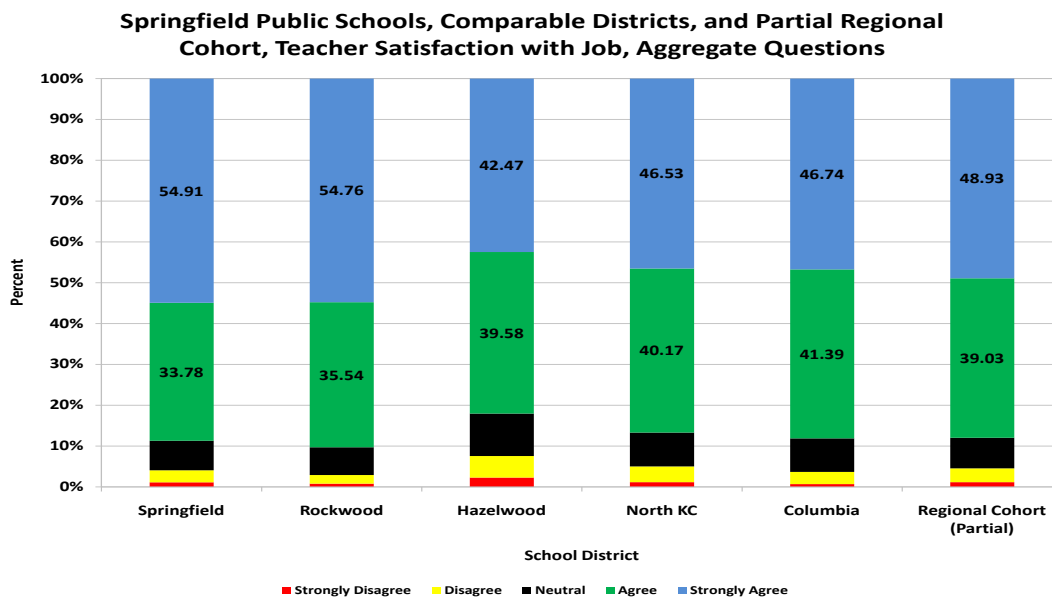


Figure 31: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, "I usually look forward to each working day as a teacher."

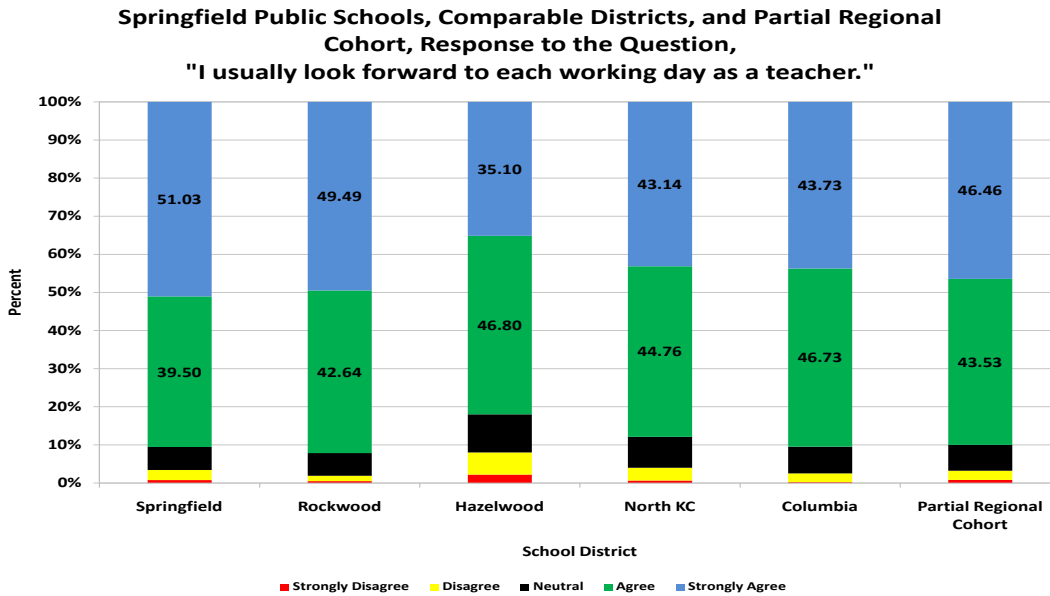
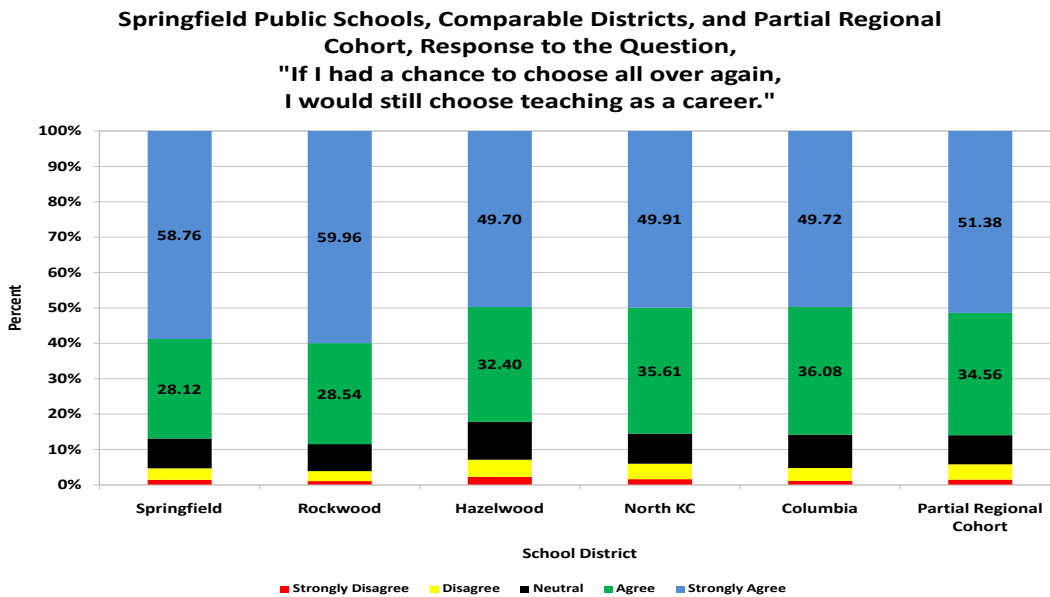
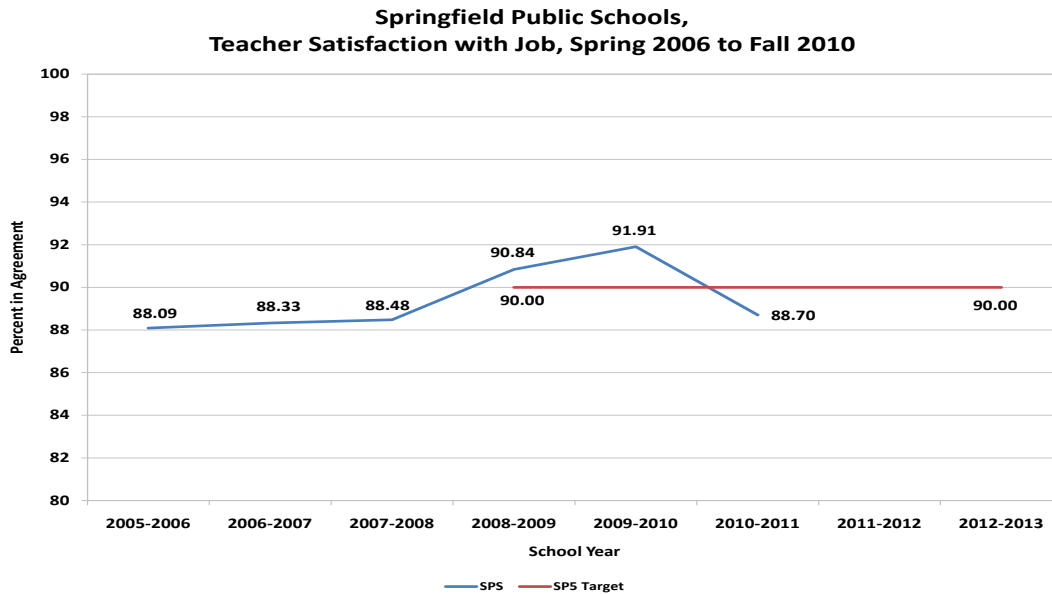


Figure 32: Springfield Public Schools, Comparable Districts, and Partial Regional Cohort, Response to the Question, "If I had a chance to choose all over again, I would still choose teaching as a career."



- Figure 33 presents the trend of the percent of teachers in agreement in aggregate as well as the SP5 targets. 2010-2011 was the first year where an increase was not present from the previous year, across the six year span.

Figure 33: Springfield Public Schools, Teacher Satisfaction with Job, Spring 2006 to Fall 2010



- Teacher satisfaction with job has been identified as a strength for the Springfield R-XII school district because performance exceeds the majority of comparable districts.

SP5 TARGET

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

This target has not been met.

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

	Strengths	Opportunities for Improvement	Areas Needing Further Study	Updates & Highlights
1st Quarterly Report	<ul style="list-style-type: none"> Math, Percent of students scoring proficient/ advanced, Comparable Performance 	<ul style="list-style-type: none"> CA, English II End of Course assessment, Comparable Performance Science, Percent of students scoring proficient/ advanced, Comparable Performance 		<ul style="list-style-type: none"> CA, Percent of students scoring proficient/ advanced Math, Algebra I End of Course Assessment
2nd Quarterly Report	<ul style="list-style-type: none"> ACT, Comparable Performance: Composite, English, Reading, Math, Science 	<ul style="list-style-type: none"> Graduation Rate, Comparable Performance Attendance Rate, Comparable Performance 	<ul style="list-style-type: none"> Performance Series Cohort Performance, Language Arts/ Reading Gap ACT Reading 	<ul style="list-style-type: none"> Performance Series Baseline Results, Placement Indicators for Language Arts, Reading, and Math Performance Series Cohort Results for Language Arts, Reading, and Math Workers Compensation Incident Rates, Injuries with Lost Work Days
3rd Quarterly Report	<ul style="list-style-type: none"> Percent of Students Engaged in Choice Offerings 		<ul style="list-style-type: none"> Percent of Students Meeting College Readiness Benchmark by Content Area, ACT 	<ul style="list-style-type: none"> Gains by Quartile and Expected Amounts, Language Arts, Reading, and Math

Strengths, Opportunities for Improvement, Areas Needing Further Study, and Updates
 Identified by the Springfield R-XII School District for the 2010-2011 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 • Student Perceptions of Environment • Faculty Perceptions of the Environment • Teacher Satisfaction with Job 			<ul style="list-style-type: none"> • Gains by Quartile (Language Arts, Reading, and Math) • Student to Classroom Teacher Ratio

**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