

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

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



Presented to the
Board of Education
October 7, 2008

1st Quarterly Report

Table of Contents

Goal/Indicator/Measure	Page Number
<u>Goal 1: Improve Student Achievement</u>	
1.1 Meet or Exceed Adequate Yearly Progress (AYP) Performance Standards for Schools and the District	
1. Number of Schools and Subgroups Meeting or Exceeding AYP Performance Standards	6
1.2 Improve Student Performance in Communication Arts, Math, and Science	
1. Percent of Students Proficient/Advanced in State and District Measures of Achievement	26
<u>Goal 2: Improve Graduation Rate</u>	
2.4 Increase Student Attendance	
1. District Attendance Rate	34
<u>Goal 3: Ensure Effective and Efficient Use of Resources</u>	
3.2 Ensure a Safe and Nurturing Environment for Learning	
2. Percent of Lost Work Time (Workers Compensation Claims)	36
3.5 Provide and Maintain Facilities that are Conducive for Learning	
3. Percent Completion of a Systematic Facility Utilization/Boundary Review Process	39
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	41
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	42
2008-2009 1 st Quarterly Report	Springfield Public Schools 1

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	43
Appendix: Comparison of 20 Largest School Districts in Missouri, 2006-2007 School Year	44

Listing of Performance Measures, Figures, and Tables

Performance Measures, Figures, and Tables	Page Number
Performance Measure: Springfield Public Schools Adequate Yearly Progress (AYP), Number of All Schools, 2003-2008	6
Figure 1: Adequate Yearly Progress Expectations for 2002-2014	7
Figure 2: Percent of Schools in Comparable Districts Making Adequate Yearly Progress, 2003-2008	8
Performance Measure: Springfield Public Schools Adequate Yearly Progress (AYP), Communication Arts, Number of Subgroups, 2003-2008	10
Figure 3: Comparable Districts Communication Arts Subgroup Performance, Number of Groups Met/Not Met	11
Table 1: 2008 Communication Arts Subgroup Performance of Comparable Districts, Disaggregation of the Number of Groups Met/Not Met	12
Figure 4: SPS and Comparable Districts Communication Arts, African-American Students	13
Figure 5: SPS and Comparable Districts Communication Arts, Hispanic Students	14
Figure 6: SPS and Comparable Districts Communication Arts, Free/Reduced Priced Lunch Students	15
Figure 7: SPS and Comparable Districts Communication Arts, IEP (Special Education) Students	16
Figure 8: SPS and Comparable Districts Communication Arts, LEP (Limited English Proficiency) Students	17
Performance Measure: Springfield Public Schools Adequate Yearly Progress (AYP), Mathematics, Number of Subgroups, 2003-2008	18
Figure 9: 2008 Comparable Districts Mathematics Subgroup Performance, Number of Groups Met/Not Met	19
Table 2: 2008 Mathematics Subgroup Performance of Comparable Districts, Disaggregation of the Number of Groups Met/Not Met	20

Figure 10: SPS and Comparable Districts Mathematics, African-American Students	21
Figure 11: SPS and Comparable Districts Mathematics, Hispanic Students	22
Figure 12: SPS and Comparable Districts Mathematics, Free/Reduced Priced Lunch Students	23
Figure 13: SPS and Comparable Districts Mathematics, IEP (Special Education) Students	24
Figure 14: SPS and Comparable Districts Mathematics, LEP (Limited English Proficiency) Students	25
Performance Measure: Springfield Public Schools, MAP Communication Arts, Percent of Students in Top Two Levels, 2008	26
Figure 15: Springfield Public Schools, Elementary Communication Arts, Percent of Students at Each Level for 2006, 2007, and 2008	27
Figure 16: Springfield Public Schools, Secondary Communication Arts, Percent of Students at Each Level for 2006, 2007, and 2008	28
Table 3: MAP Communication Arts Percentages of Students Scoring On and Above Grade Level by 2007-2008 Grade Level Cohort	29
Performance Measure: Springfield Public Schools, MAP Mathematics, Percent of Students in Top Two Levels, 2008	30
Figure 17: Springfield Public Schools, Elementary Mathematics, Percent of Students at Each Level for 2006, 2007, and 2008	31
Figure 18: Springfield Public Schools, Secondary Mathematics, Percent of Students at Each Level for 2006, 2007, and 2008	32
Table 4: MAP Mathematics Percentages of Students Scoring On and Above Grade Level by 2007-2008 Grade Level Cohort	33
Performance Measure: Springfield Public Schools, Attendance Comparison, 2006-2007 to 2007-2008	34
Figure 19: Springfield Public Schools, Attendance Rate by Month, 2006-2007 and 2007-2008	35
Performance Measure: Springfield Public Schools, Workers Compensation Incident Rates, All Injury and Claim Types, 2002-2003 to 2007-2008	36

Figure 20: Springfield Public Schools, Workers Compensation Incident Rates, Injuries with Lost Workdays, 2002-2003 to 2007-2008	37
Figure 21: Springfield Public Schools, Workers Compensation Lost Workday Claims as a Percent of Total Claims, 2002-2003 to 2007-2008	38
Performance Measure: Springfield Public Schools, Percent Completion of a Systematic Facility Utilization/Boundary Review Process	39

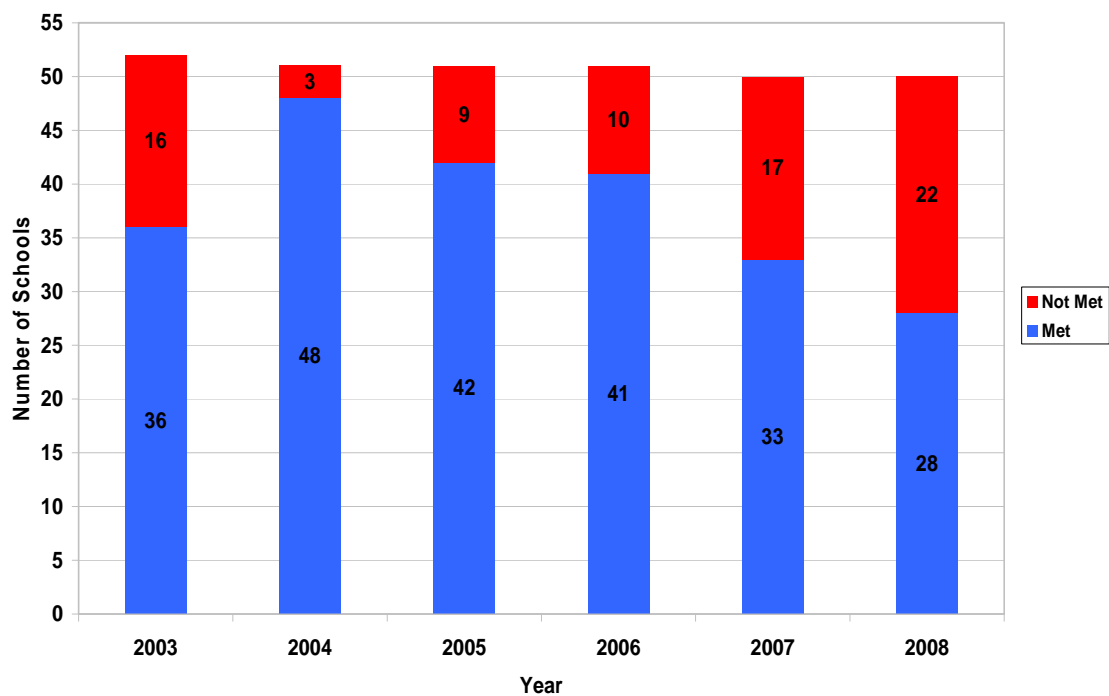
*The indicators/graphs highlighted in the listing of figures represent the strengths, opportunities for improvement, updates, and areas needing further study identified by the Superintendent's Cabinet of the Springfield R-XII School District.

Goal 1: Improve Student Achievement

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

I. Number of Schools and Subgroups Meeting or Exceeding AYP Performance Standards

**Springfield Public Schools Adequate Yearly Progress (AYP),
Number of All Schools, 2003-2008**



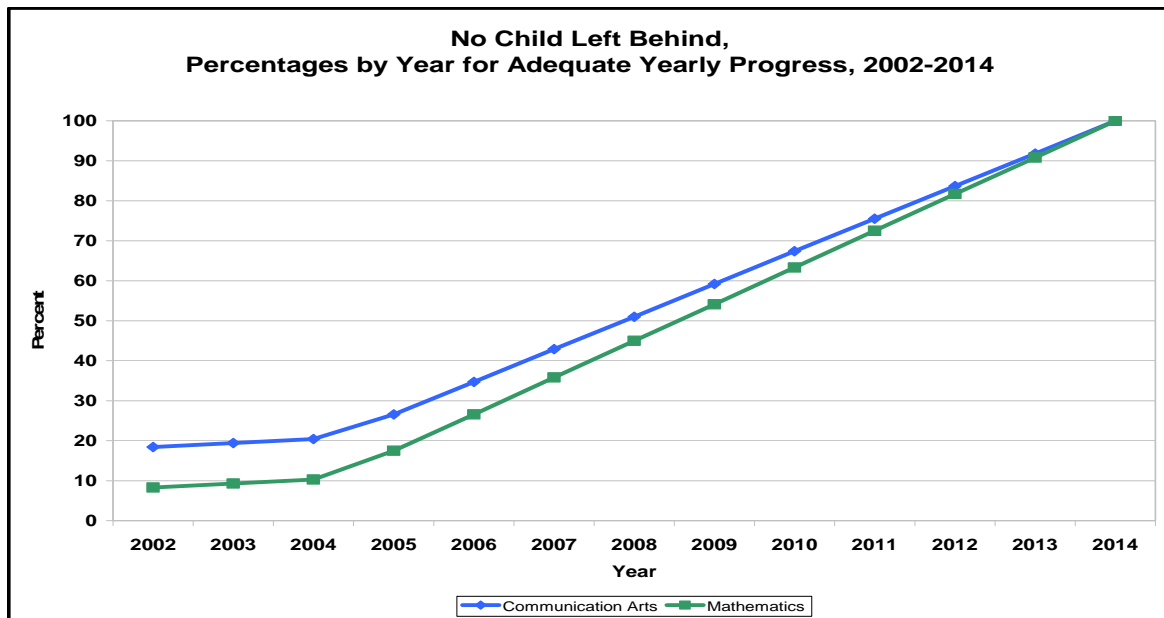
Source: Missouri Department of Elementary and Secondary Education (DESE)

Points:

- X-axis represents the year; Y-axis represents the number of schools.
- AYP is an acronym for Adequate Yearly Progress. Making Adequate Yearly Progress is an expectation for school districts as a requirement of the federal No Child Left Behind Act.

- A school building or school district makes Adequate Yearly Progress if they have met the minimum percentage of students scoring proficient and advanced for a given year. The annual percentage expectations increase from year to year. The percentage expectations for communication arts and mathematics are presented in Figure 1. The 2008 communication arts expectation was 51.0%. The 2008 mathematics expectation was 45.0%.

Figure 1: Adequate Yearly Progress Expectation for 2002-2014

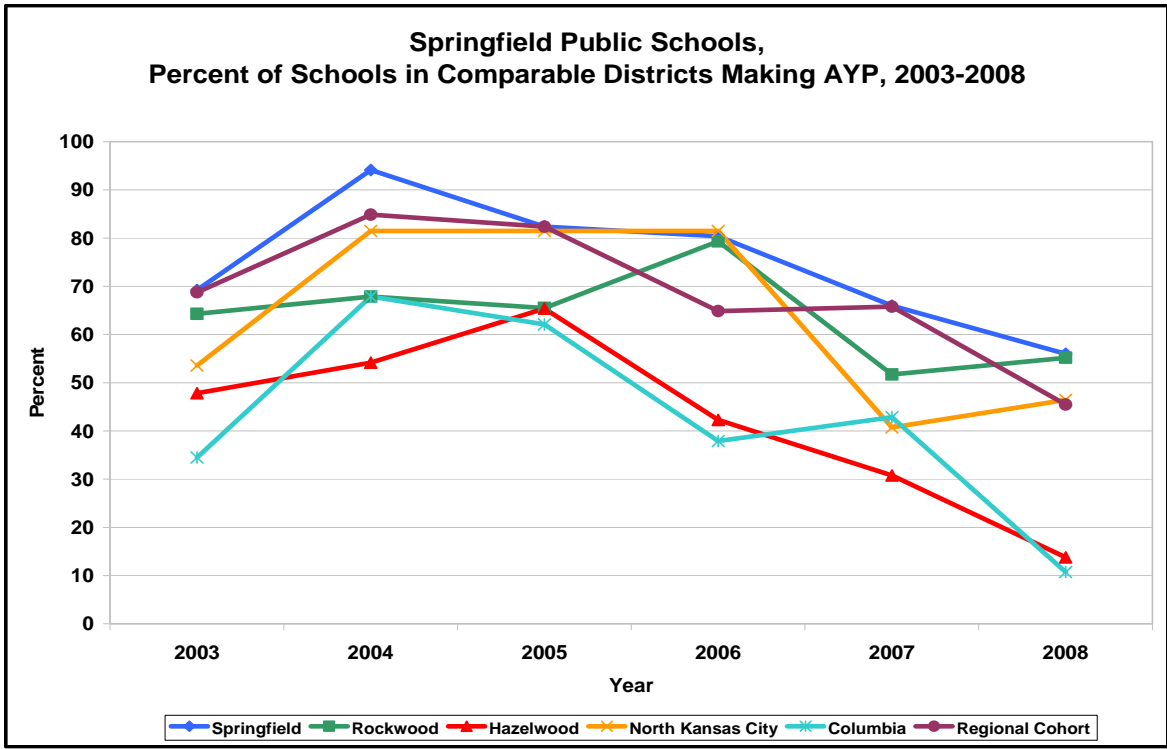


- 22 of the district’s 50 schools did not make Adequate Yearly Progress in 2008. Fifty-six percent of the district’s schools made Adequate Yearly Progress.
- The number of schools not making AYP has been identified as an opportunity for improvement for the Springfield R-XII School District.
- In the summer of 2008, the Missouri Department of Elementary and Secondary Education (DESE) received approval from the U.S. Department of Education to implement and apply a growth model when determining school and district AYP. The growth model provides an additional opportunity to meet AYP by measuring individual student growth over time.
 - The growth model adds the number of students “on track to proficient” to the number of students scoring proficient or advanced.
 - Individual growth targets are established for students who score basic or below basic based on MAP scale score results from the 2006-2007 school year, or the first time a student is assessed on the MAP or MAP-A in

communication arts and mathematics. From that baseline measure, individual growth targets are established to determine if each student is proficient or “on track to be proficient” within four years or by grade 8, whichever comes first.

- In this quarterly report, all percentages pertinent to Adequate Yearly Progress (AYP) are reported with the inclusion of the students “on-track” to proficiency.
- A comparison of the percent of schools making Adequate Yearly Progress for Springfield Public Schools and comparable districts from 2003-2008 is presented in Figure 2.

Figure 2: Percent of Schools in Comparable Districts Making Adequate Yearly Progress, 2003-2008



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

- The reader may note that the Columbia School District is provided in Figure 2. At this time, Springfield Public Schools may consider changing districts used for comparable purposes, with Columbia being a potential district that may be used in the future. Additional data on Columbia as it compares demographically to Springfield is provided in the appendix. The reader will see that where comparable data exists, Columbia is used throughout this first quarterly report.

SP5 TARGET

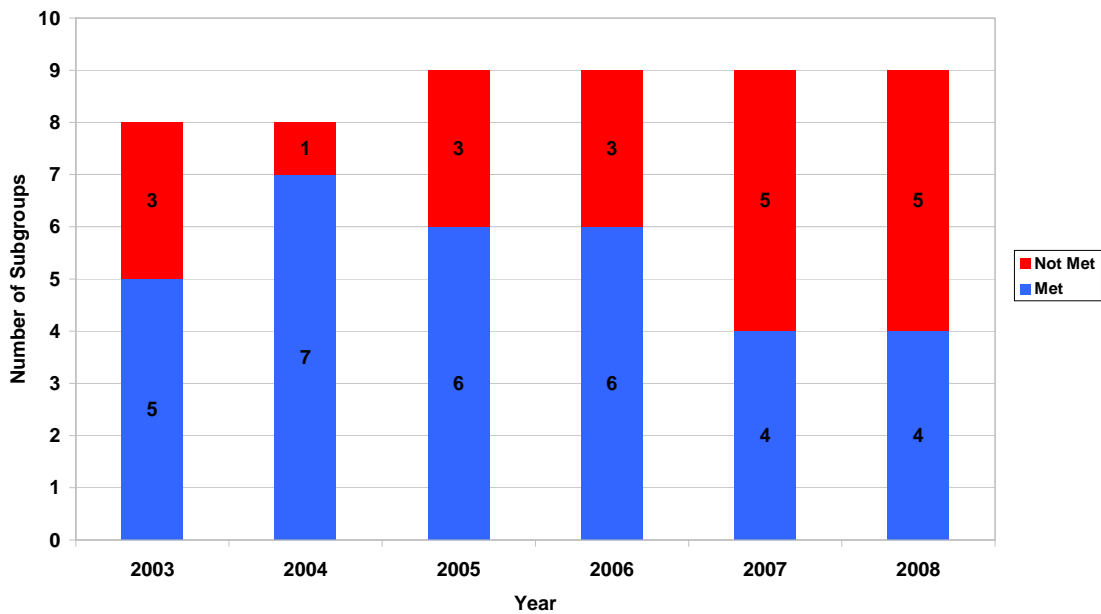
1.1.1.1 One hundred percent of all Springfield Public Schools will meet or exceed AYP each year as measured by the Missouri Department of Elementary and Secondary Education (DESE) communication arts and mathematics performance standards.

This target has not been met.

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

I. Number of Schools and Subgroups Meeting or Exceeding AYP
Performance Standards

Springfield Public Schools Adequate Yearly Progress (AYP),
Communication Arts, Number of Subgroups, 2003-2008



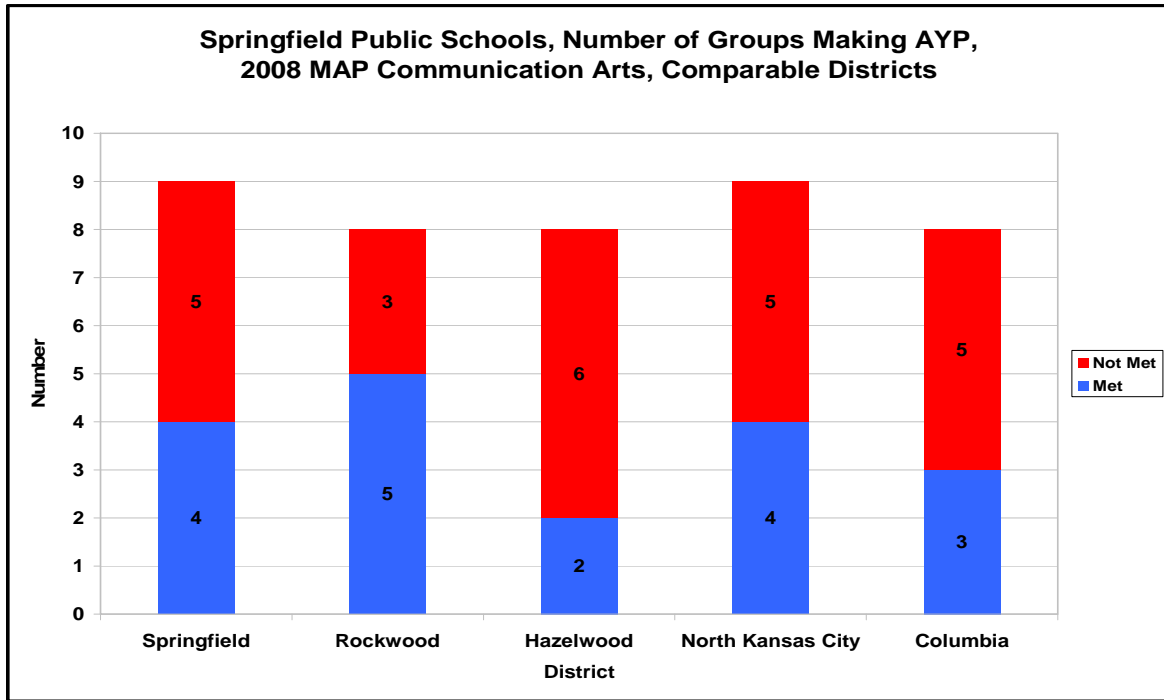
Source: Missouri Department of Elementary and Secondary Education (DESE)

Points:

- X-axis represents the year; Y-axis represents the number of subgroups accountable.
- In order for a cell/group to be reportable, there must be at least 30 students. In previous years, the cell size requirement for IEP students (special education) and LEP/ELL students (English Language Learners) was 50. Beginning with the 2008 results, there is now a uniform cell size of 30. The consistency of cell size was a condition of Missouri receiving federal approval for the use of the growth model. A “Total”, overall percent is reported as well.
- Springfield Public Schools had five of nine groups not meet in communication arts in 2007 and 2008.

- The number of groups meeting and not meeting for Springfield and comparable districts is presented in Figure 3. As shown in this figure, Rockwood had the highest number of groups meet Adequate Yearly Progress with five. Springfield and North Kansas City both had four.

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



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

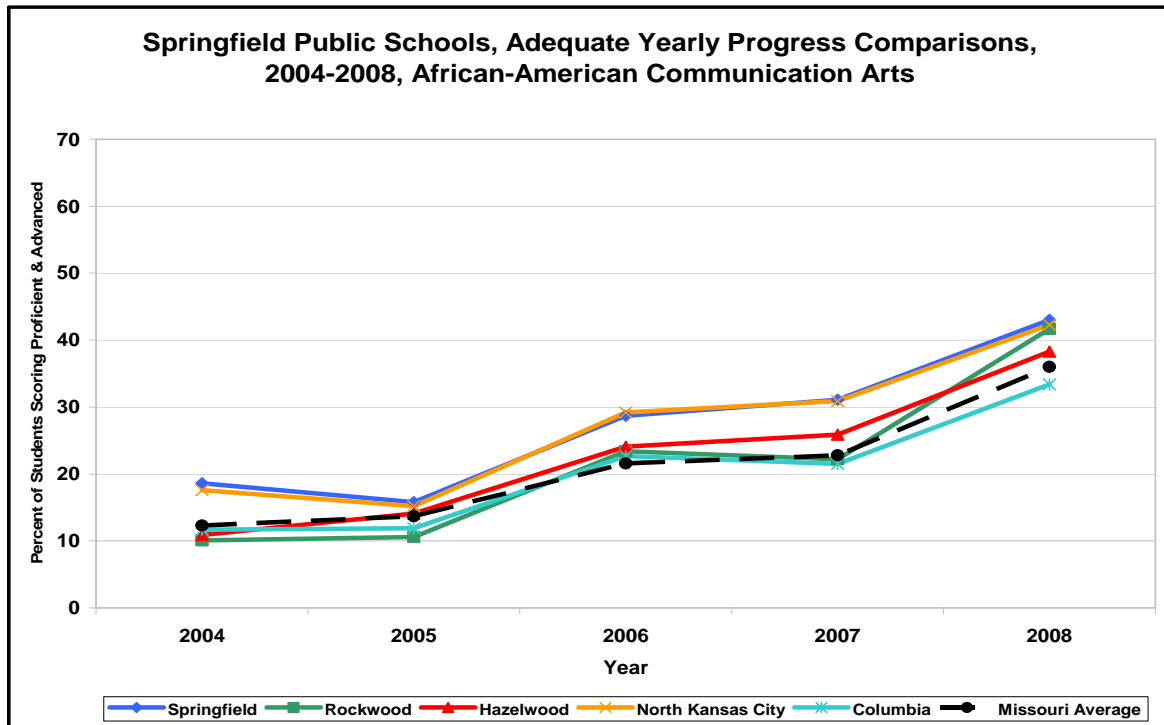
Table 1: 2008 Communication Arts Subgroup Performance of Comparable Districts, Disaggregation of the Number of Groups Met/Not Met

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

- Two of the groups Springfield did not meet on, Hispanic and LEP, Rockwood did. The remaining three groups Springfield did not meet on, Black, Free/Reduced Lunch, and IEP, were not met by any of the comparable districts.

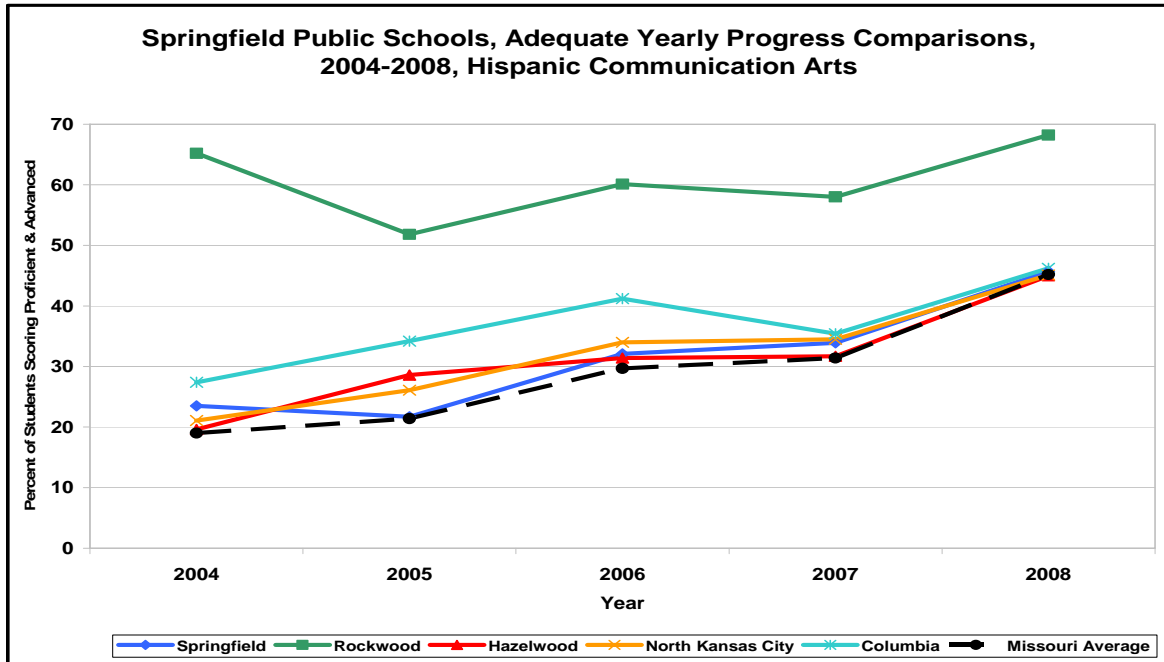
- Figures 4 through 8 present the performance of Springfield and the comparable districts across the last five years for each subgroup that did not make AYP. A Regional Cohort value is not provided, because for many of the subgroups, the members of the cohort have not had enough students (<30 or 50)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

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



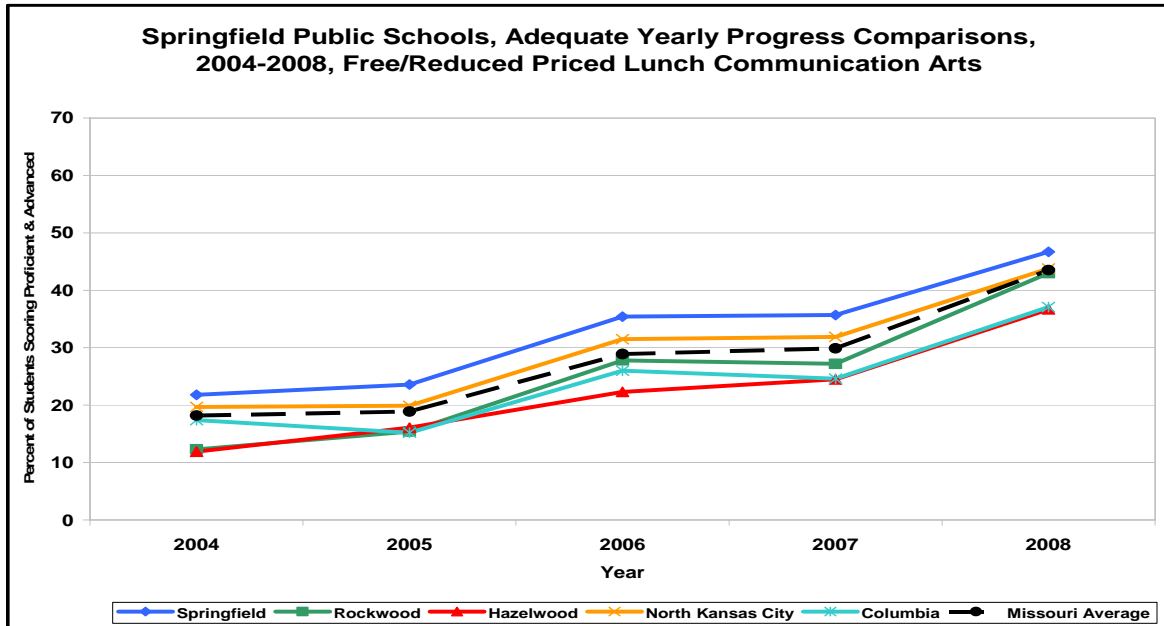
- Springfield and North Kansas City have had the highest percent of African-American students scoring proficient and advanced across the five year span.
- Springfield's 2008 percent of African-American students scoring proficient and advanced was 43.0%. This is the highest percent for Springfield over the five-year span.
- The comparable performance of African-American students in communication arts has been identified as a strength of the Springfield R-XII School District.

Figure 5: SPS and Comparable Districts Communication Arts, Hispanic Students



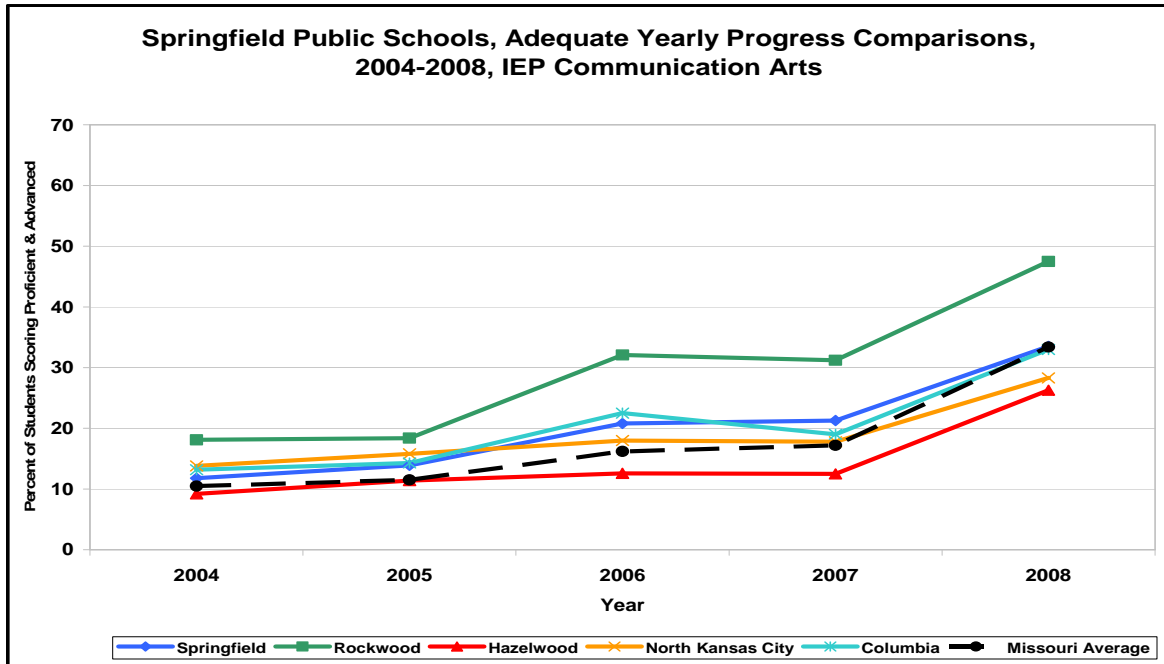
- Rockwood’s performance stands out across the five-year span with a markedly higher percent of students scoring proficient and advanced relative to the other units. All other districts averaged approximately 45% proficient and advanced.

Figure 6: SPS and Comparable Districts Communication Arts, Free/Reduced Priced Lunch Students



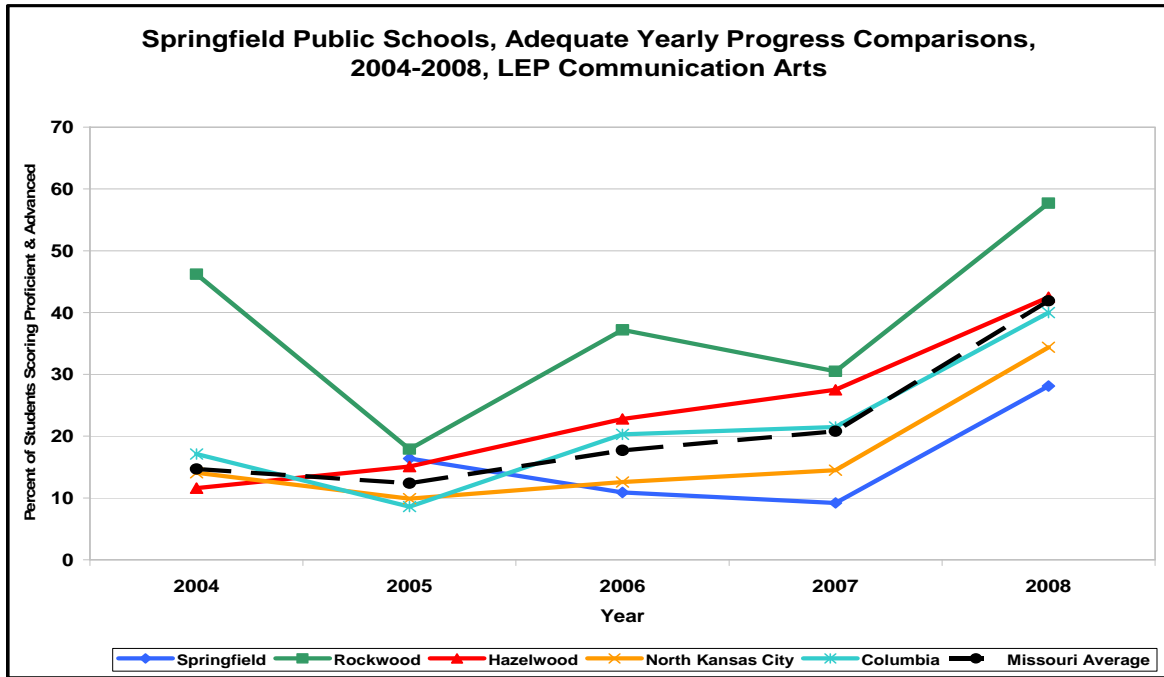
- Springfield has had the highest percent of free/reduced priced lunch students scoring proficient and advanced across the five-year span at 46.7%.
- North Kansas City, Rockwood, and Missouri scored approximately 43.0%, while Columbia and Hazelwood had similar percents in the 37.0% range.
- The comparable performance of students receiving a free/reduced priced lunch in communication arts has been identified as a strength of the Springfield R-XII School District.

Figure 7: SPS and Comparable Districts Communication Arts, IEP (Special Education) Students



- Rockwood’s performance stands out across the five-year span with a higher percent of students scoring proficient and advanced relative to the other units.
- Springfield, Columbia, and Missouri were similar with approximately 33% of students with an IEP scoring proficient and advanced.

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



- Springfield's performance was lowest of the districts and state averages presented, with 28.1% of the students scoring proficient and advanced. This percent was up from the 2007 value.
- The comparable performance of students who are English language learners (LEP) in communication arts has been identified as an opportunity for improvement of the Springfield R-XII School District.

SP5 TARGET

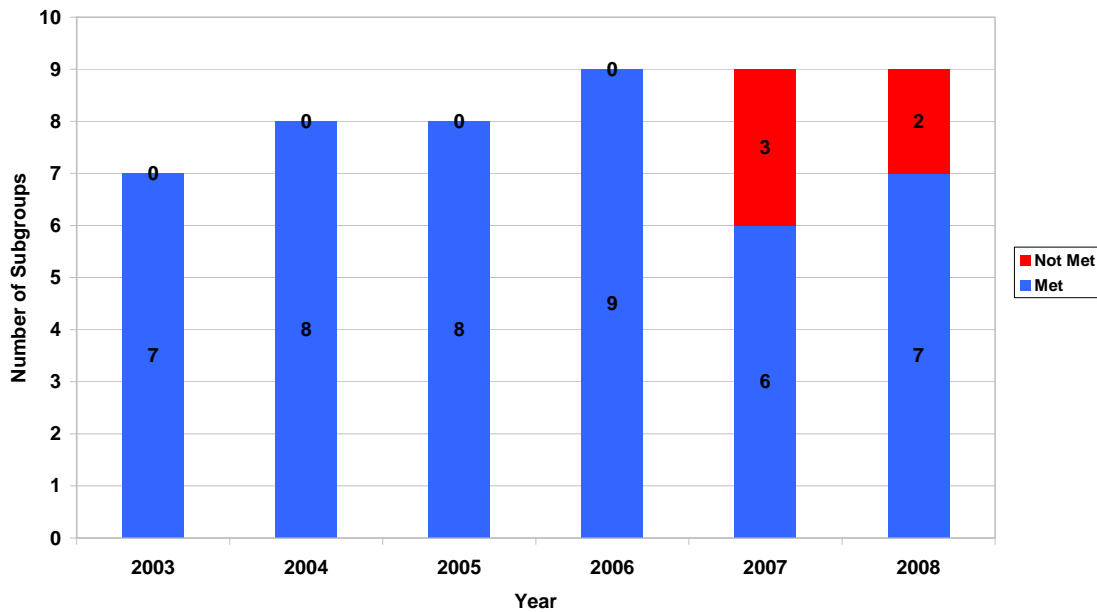
1.1.2.1 One additional subgroup will meet or exceed AYP each year until all subgroups meet or exceed AYP as measured by the Missouri DESE communication arts performance standards. All subgroups shall meet or exceed AYP as measured by the Missouri DESE communication arts performance standards by the year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

This target has not been met.

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

**1. Number of Schools and Subgroups Meeting or Exceeding AYP
Performance Standards**

**Springfield Public Schools Adequate Yearly Progress (AYP),
Mathematics, Number of Subgroups, 2003-2008**



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

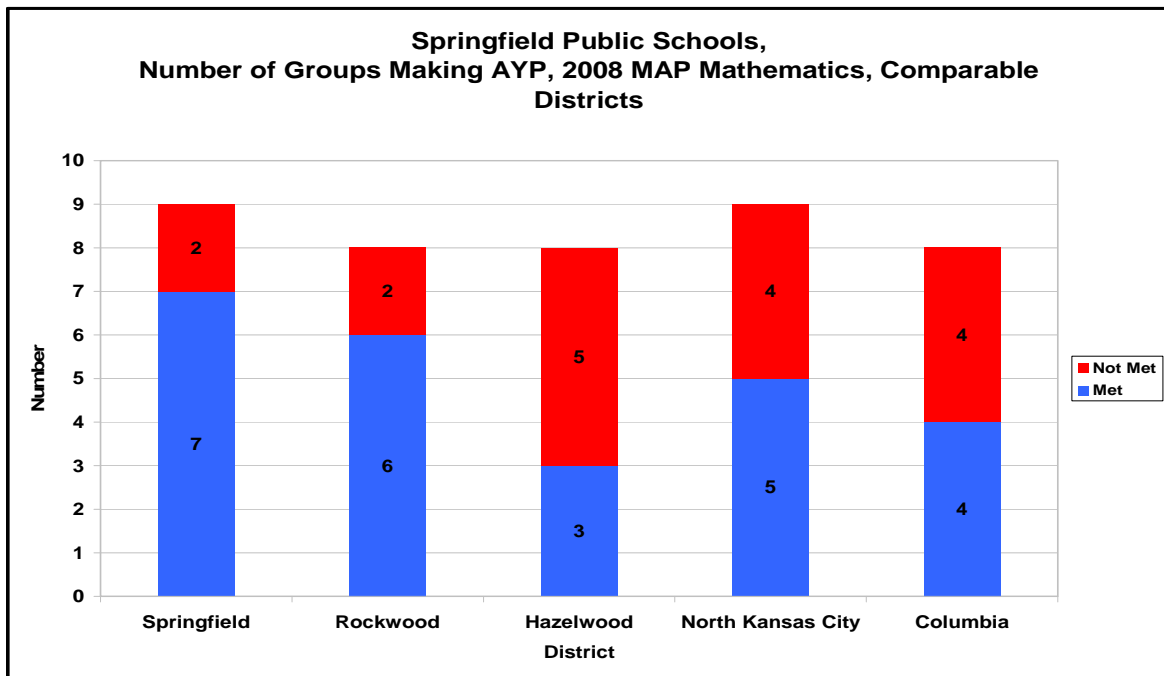
Points:

- X-axis represents the year; Y-axis represents the number of subgroups accountable.
- In order for a cell/group to be reportable, there must be at least 30 students. In previous years, the cell size requirement for IEP students (special education) and LEP/ELL students (English Language Learners) was 50. Beginning with the 2008 results, there is now a uniform cell size of 30. The consistency of cell size was a condition of Missouri receiving federal approval for the use of the growth model. A “Total”, overall percent is reported as well.
- Springfield had 7 of 9 groups met in mathematics in 2008, an increase of one subgroup from 2007. The two groups that Springfield did not meet for in mathematics were African-American and IEP (Special Education) students. The

group that met in 2008, but not in 2007, and subsequently provided the increase in the number of groups making from six to seven, was LEP (Limited English Proficiency) students.

- The increase in the number of subgroups making AYP in mathematics has been identified as an area to highlight for the Springfield R-XII School District.
- The performance of the comparable districts is presented in Figure 9. This figure shows that Springfield and Rockwood had comparable performance, with two groups not making Adequate Yearly Progress in math in 2008.

Figure 9: 2008 Comparable Districts Mathematics Subgroup Performance, Number of Groups Met/Not Met



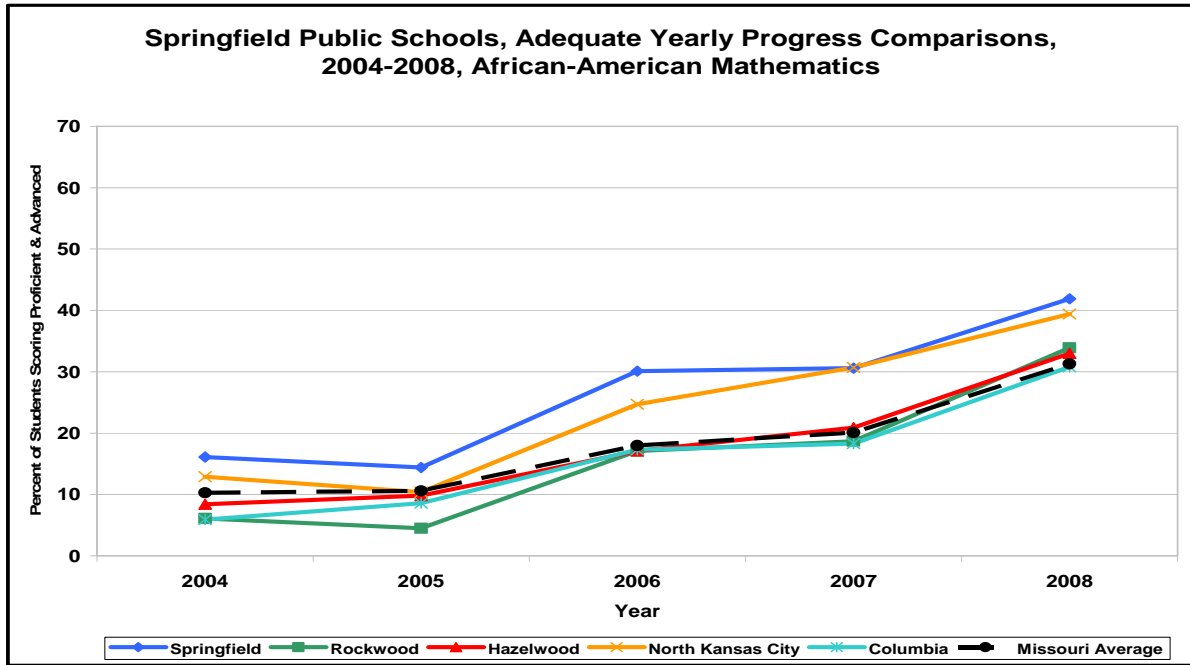
- A breakdown by group type and whether or not they met for Springfield and the comparable districts is provided in Table 2. The blue shading indicates the group met and red indicates the group did not meet. The spaces not shaded either blue or red represent a group that did not have a large enough cell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

Table 2: 2008 Mathematics Subgroup Performance of Comparable Districts, Disaggregation of the Number of Groups Met/Not Met

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

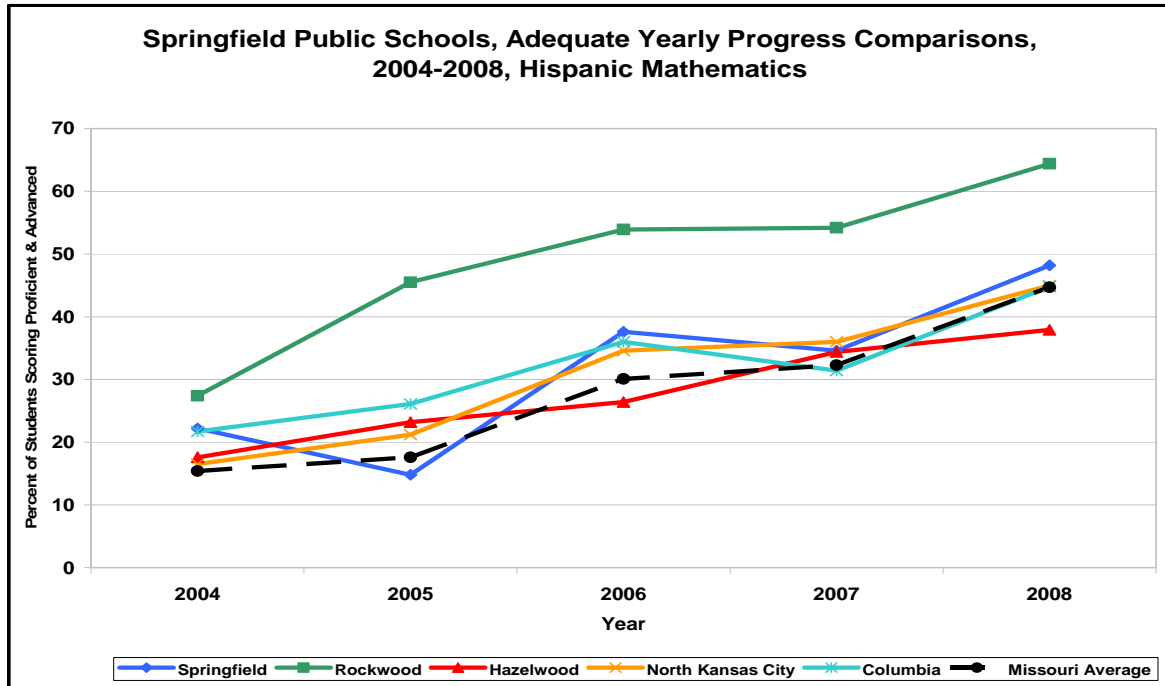
- The number of subgroups making AYP in mathematics has been identified as a strength of the Springfield R-XII School District.
- Figures 10 through 13 provide the performance of Springfield and the comparable districts across the last five years. A Regional Cohort value is not provided because for many of the subgroups the members of the cohort have not had enough students (<30 or 50) for a group to be accountable. The points for each figure follow the graph.

Figure 10: SPS and Comparable Districts Mathematics, African-American Students



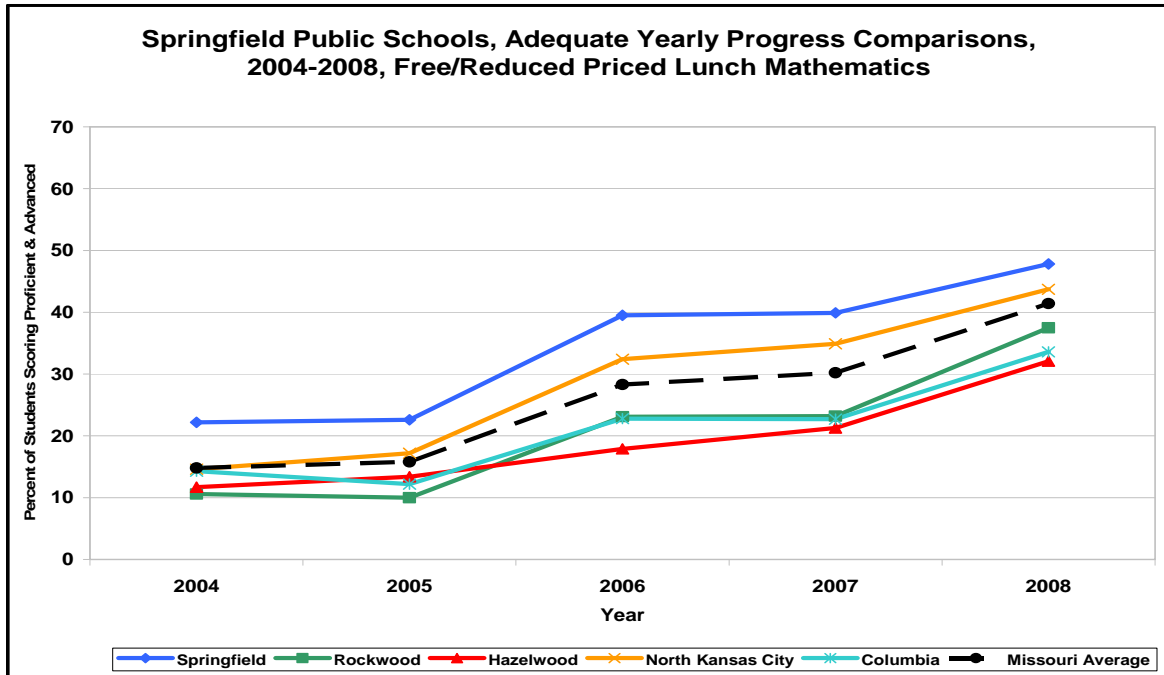
- Springfield has consistently been towards the top of this group with performance. Springfield’s percent of African-American students scoring proficient and advanced was 41.9%, making it the highest of the organizational units presented.
- The comparable performance of African-American students in mathematics has been identified as a strength of the Springfield R-XII School District.

Figure 11: SPS and Comparable Districts Mathematics, Hispanic Students



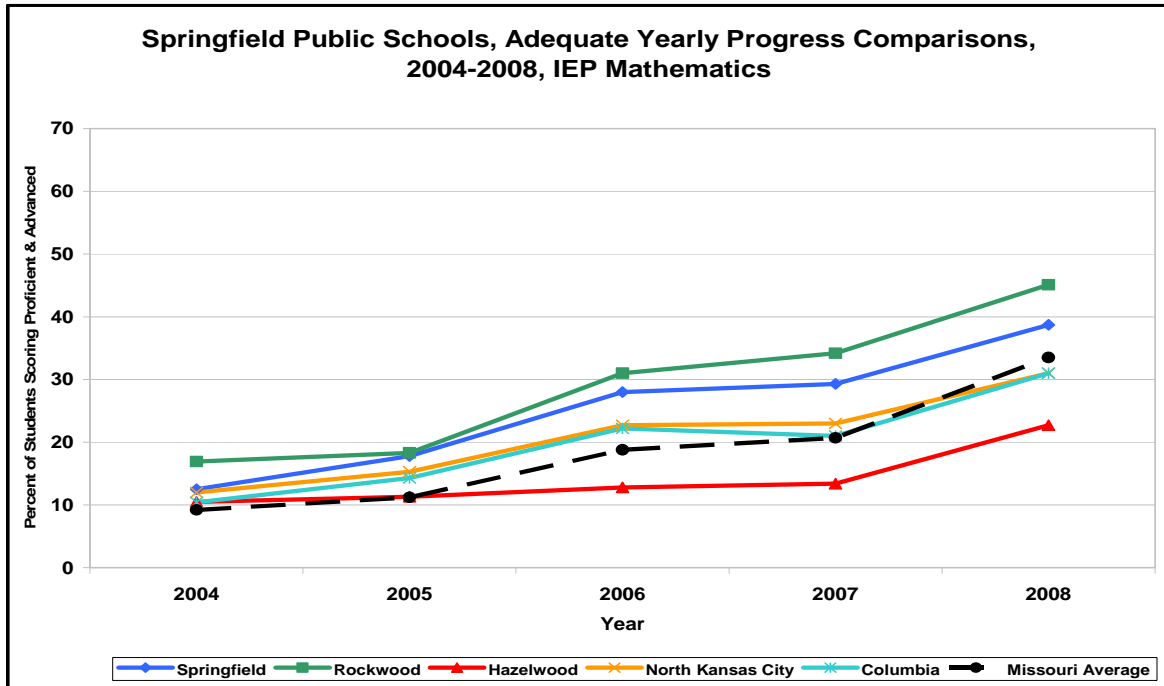
- Rockwood’s performance stands out across the five-year span with a markedly higher percent of students scoring proficient and advanced relative to the other units.
- Springfield had the second highest percent of students scoring proficient and advanced (48.2%) following Rockwood. North Kansas City, Columbia, and the Missouri average were right at 44.7%.
- The comparable performance of Hispanic students in mathematics has been identified as a strength of the Springfield R-XII School District.

Figure 12: SPS and Comparable Districts Mathematics, Free/Reduced Priced Lunch Students



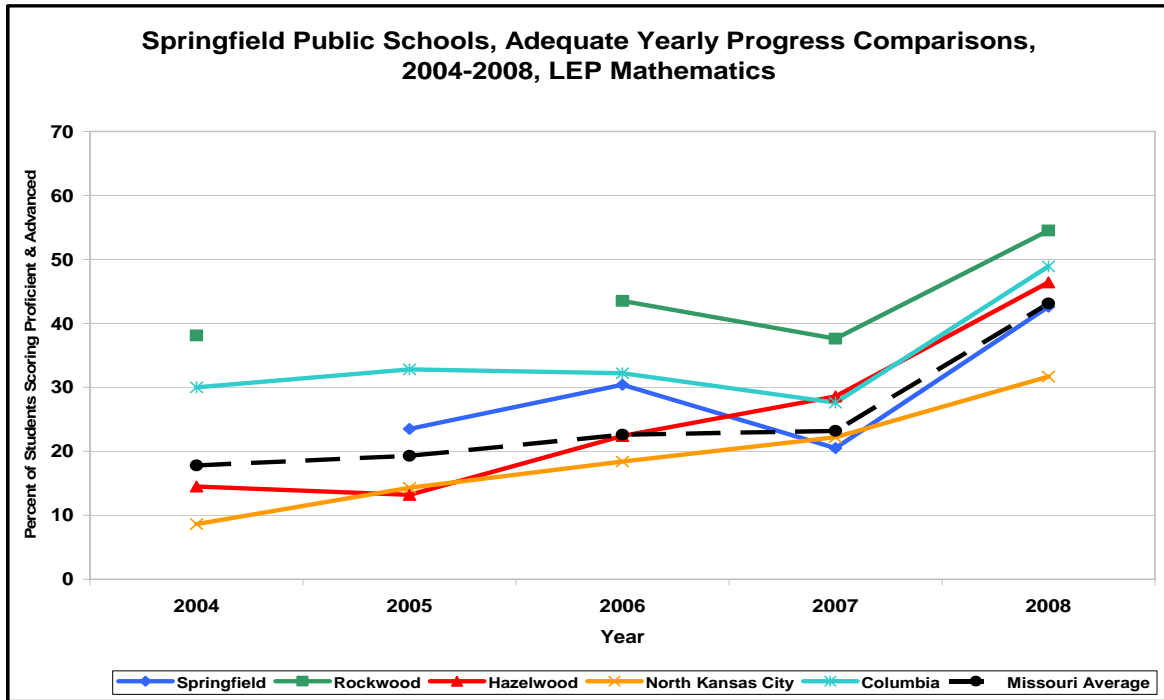
- Across the five-year span, Springfield has had the highest percent each year of free/reduced priced lunch students scoring proficient and advanced. The 2008 percent was 47.8%.
- Springfield was the only district of those presented in Figure 12 that made AYP in math for the subgroup of students receiving a free/reduced priced lunch.
- The comparable performance of students receiving a free/reduced priced lunch in mathematics has been identified as a strength of the Springfield R-XII School District.

Figure 13: SPS and Comparable Districts Mathematics, IEP (Special Education) Students



- Rockwood has had the highest performance across the five-year span, with Springfield consistently having the second highest. Springfield's performance has been just below Rockwood.
- The comparable performance of IEP students in mathematics has been identified as a strength of the Springfield R-XII School District.

Figure 14: SPS and Comparable Districts Mathematics, LEP (Limited English Proficiency) Students



- Rockwood held the highest percent of English Language Learners scoring at proficient and advanced.
- Springfield's performance improved to the state average in 2008.
- LEP/ELL is the group that met for Springfield in 2008 that did not meet in 2007.
- The comparable performance of LEP students in mathematics has been identified as an area to highlight for the Springfield R-XII School District.

SP5 TARGET

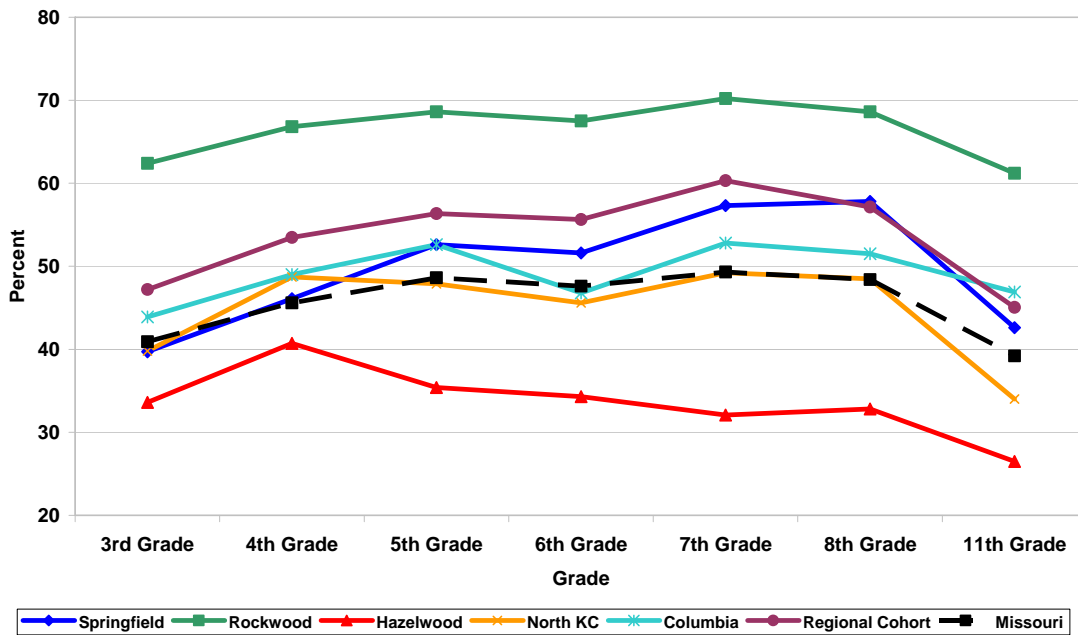
1.1.2.1 One additional subgroup will meet or exceed AYP each year until all subgroups meet or exceed AYP as measured by the Missouri DESE mathematics performance standards. All subgroups shall meet or exceed AYP as measured by the Missouri DESE communication arts performance standards by the year 2014.

Progress has been made toward this goal.

Performance Indicator 2:
Improve Student Performance in
Communication Arts, Math, and Science

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

Springfield Public Schools, MAP Communication Arts,
Percent of Students in Top Two Levels, 2008



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

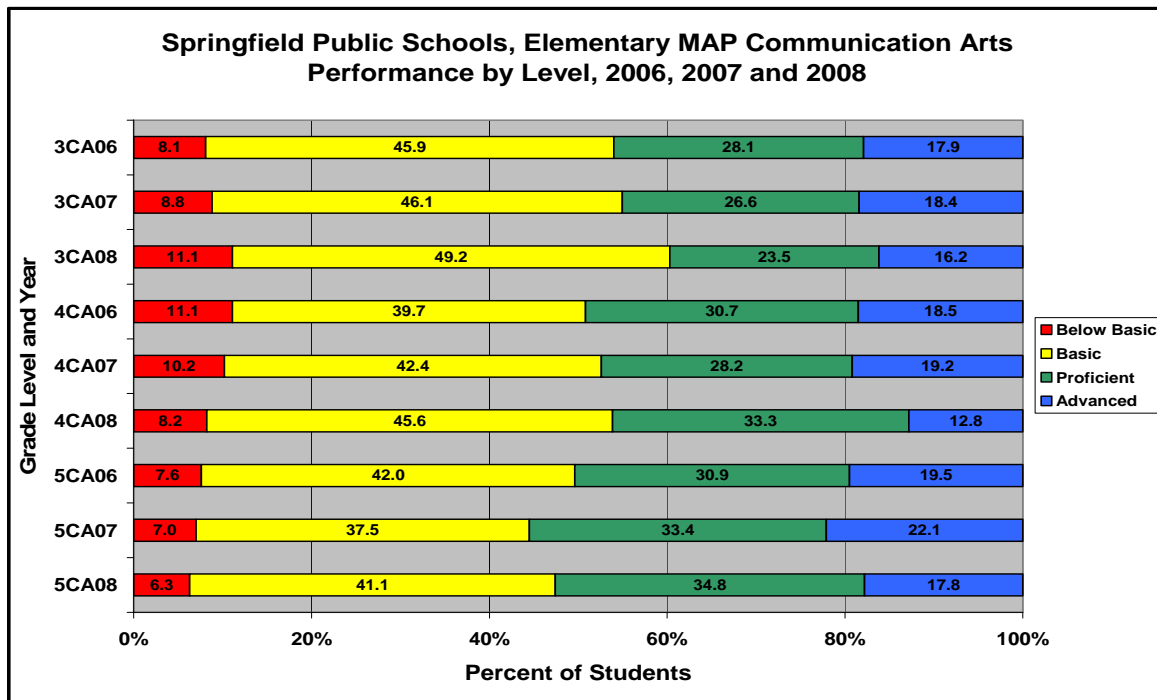
Points:

- X-axis represents the grade level and content area; Y-axis represents the percent of students scoring proficient and advanced on the MAP.
- The 2008 MAP Test has four achievement levels: Below Basic, Basic, Proficient, and Advanced.
 - This measure presents the percent of students scoring in the top two levels (proficient and advanced) as one value.
- In 2008, Springfield had a two level upward trend in grades 3 through 5 and from grades 6 through 8. Rockwood, Columbia, and the Regional Cohort had the same upward trend from grades 3 through 5, but did not have the two level trend at grades

6 through 8. Springfield and Hazelwood were the only units that increased from 7th to 8th grade.

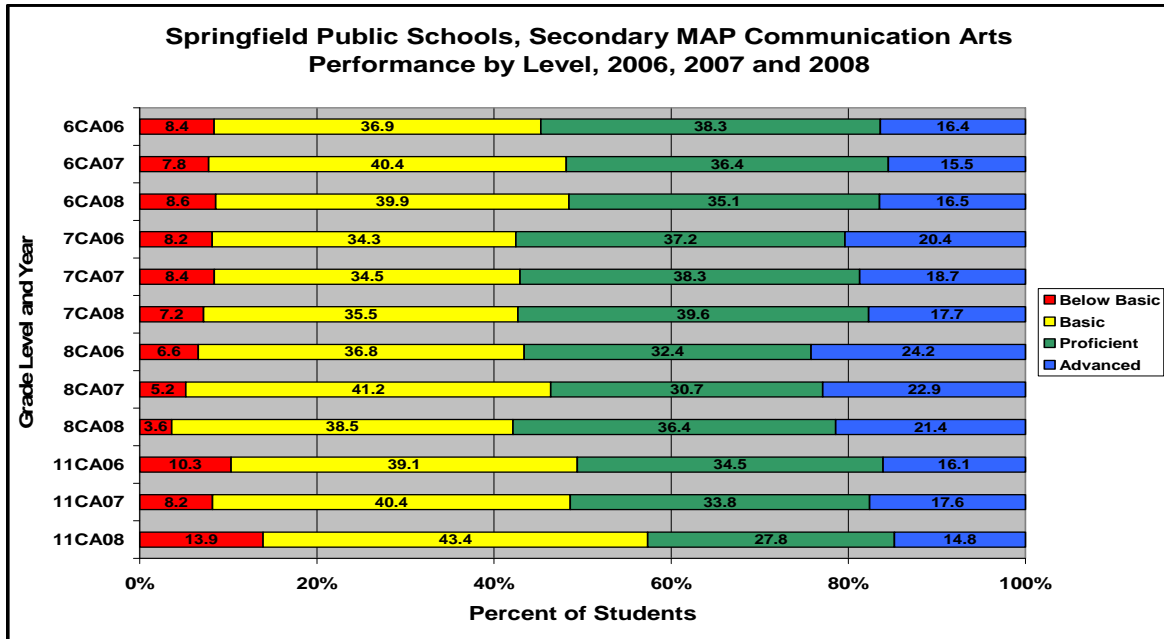
- All organizational units had a drop in the percent of students scoring proficient and advanced from grades 5 to 6.
- At the 11th grade, all organizational units presented were down from their 8th grade percents.
- Springfield's comparisons of the percent of students at each level (below basic, basic, proficient, and advanced) by grade level for 2006, 2007, and 2008 are provided in Figures 15 and 16.

Figure 15: Springfield Public Schools, Elementary Communication Arts, Percent of Students at Each Level for 2006, 2007, and 2008



- The most straightforward way to interpreting this type of graph is to examine the amount of blue (advanced) and green (proficient) across the three year span for each grade level. An increase in the total amount of blue and green represents an increase in the percent of students scoring proficient and advanced. Similarly, a reduction in red (below basic) and yellow (basic) represents a decrease in the percent of students scoring in the bottom two levels.

Figure 16: Springfield Public Schools, Secondary Communication Arts, Percent of Students at Each Level for 2006, 2007, and 2008



- The MAP Communication Arts data for the 2007-2008 grade level cohorts are provided below. The cohort data presented in Table 3 shows the percent of students scoring proficient and advanced by the 2007-2008 grade level cohort for grades 3 through 8. The table should be read by looking at each row as a cohort of students from the 2007-2008 school year. The percent in each column reflects the percent of students scoring proficient and advanced when that cohort was at that given grade level. For example, the 7th graders of 2007-2008 had 50.4 percent of students proficient/advanced as 5th graders, 51.9% as 6th graders, and 57.3% as 7th graders. The MAP test in the present form began in the 2005-2006 school year. Therefore, no cohort will have more than three years of scores.

Table 3: MAP Communication Arts Percentages of Students Scoring On and Above Grade Level by 2007-2008 Grade Level Cohort

	3 rd Grade Year	4 th Grade Year	5 th Grade Year	6 th Grade Year	7 th Grade Year	8 th Grade Year
3 rd Graders (2007-2008)	39.7					
4 th Graders (2007-2008)	45.2	46.1				
5 th Graders (2007-2008)	46.0	47.5	52.6			
6 th Graders (2007-2008)		49.2	55.7	51.6		
7 th Graders (2007-2008)			50.4	51.9	57.3	
8 th Graders (2007-2008)				54.7	57.1	57.8

- The trends are notably upward when looking at the cohorts across the three year span.

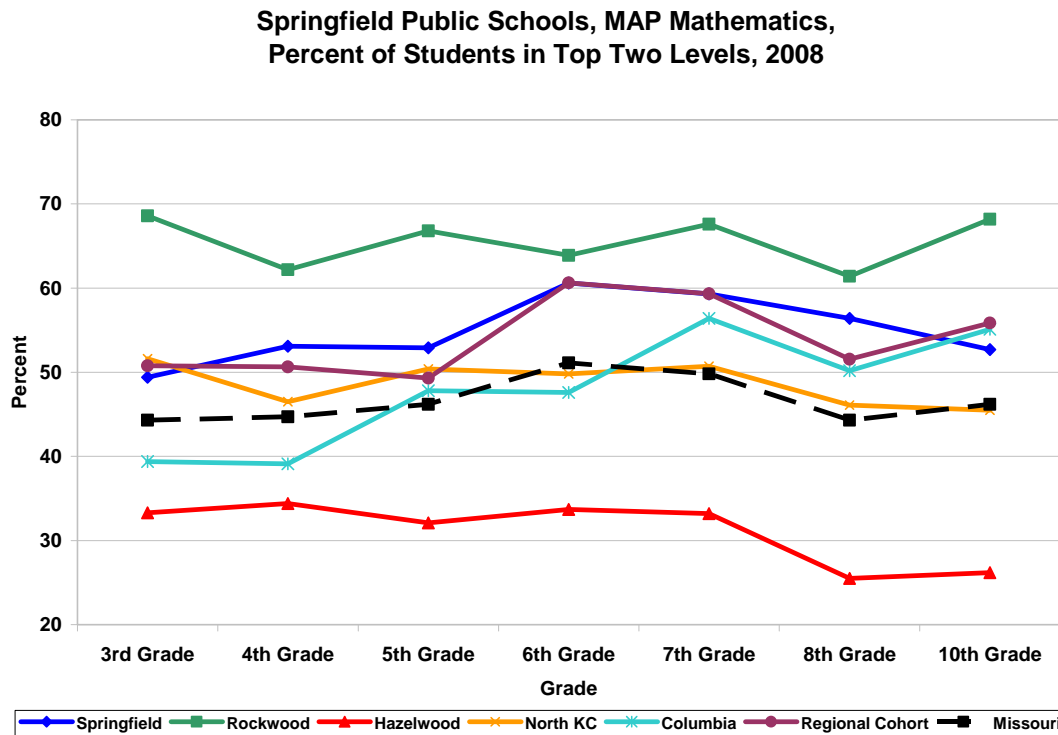
SP5 TARGET

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

This target has not been met.

Performance Indicator 2:
Improve Student Performance in
Communication Arts, Math, and Science

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



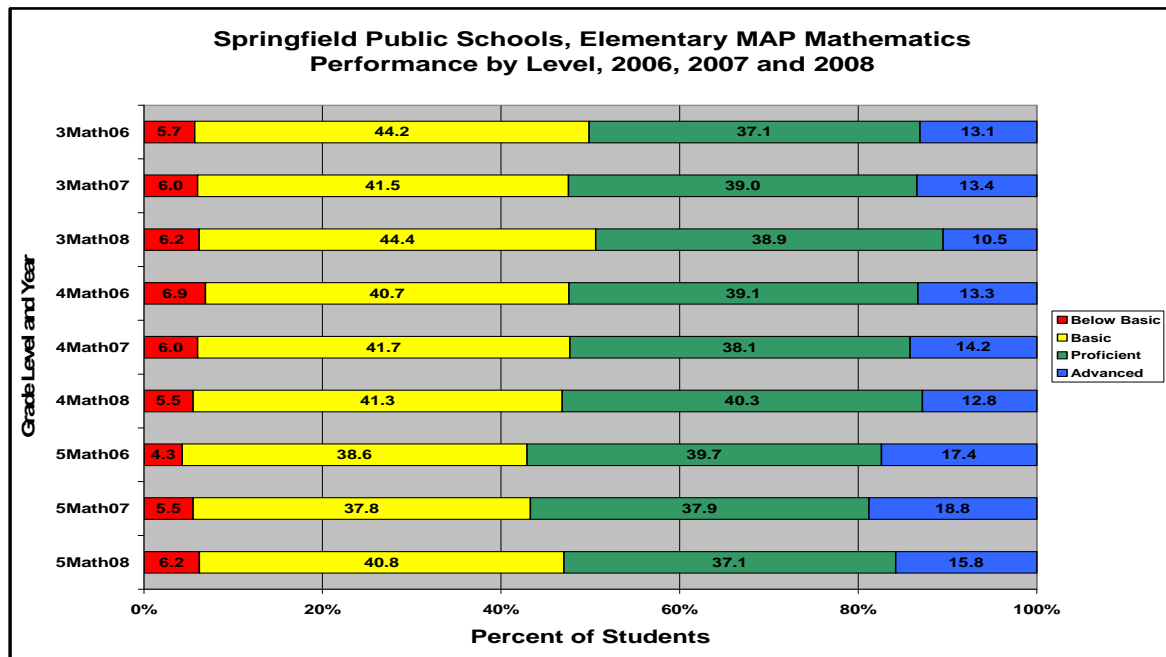
Source: Missouri Department of Elementary and Secondary Education (DESE)

Points:

- X-axis represents the grade level and content area; Y-axis represents the percent of students scoring proficient and advanced on the MAP.
- The 2008 MAP Test has four achievement levels: Below Basic, Basic, Proficient, and Advanced.
 - This measure presents the percent of students scoring in the top two levels (proficient and advanced) as one value.
- In 2008, Springfield increased from grades 3 to 4 and from grades 5 to 6. Sixth grade had the highest percent of the seven grades presented. Rockwood had the highest percents at all grade levels. Hazelwood had the lowest percents at all levels.

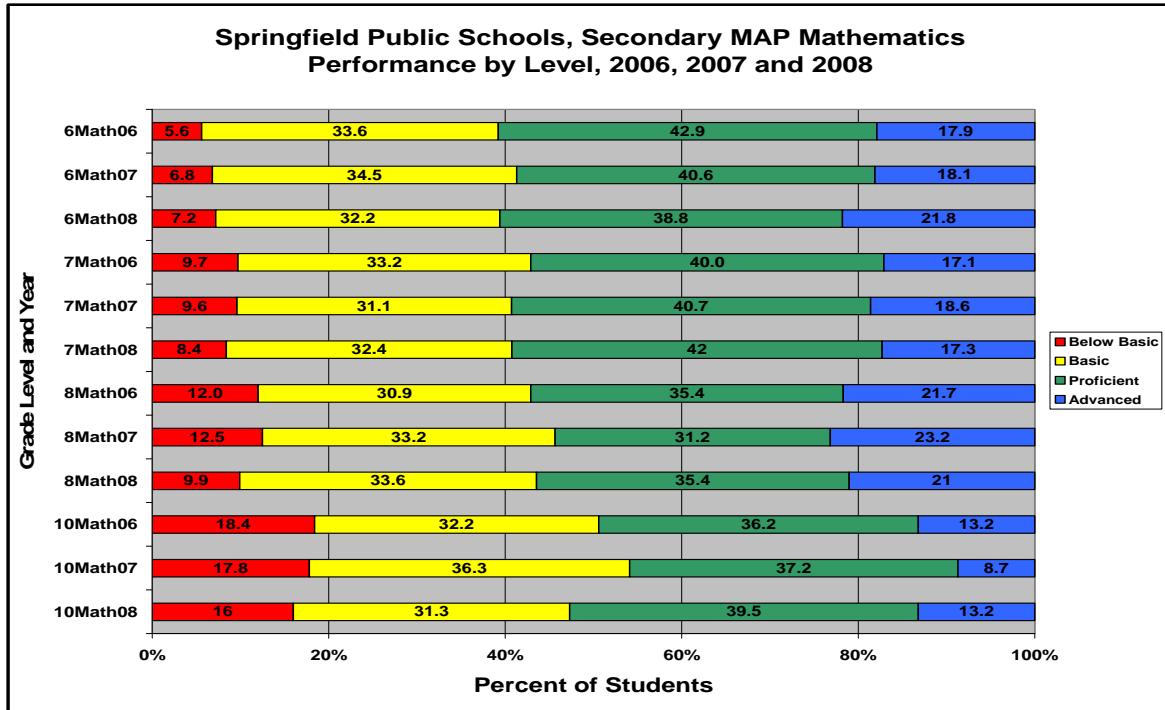
- All organizational units had a drop in the percent of students scoring proficient and advanced from grades 7 to 8.
- Springfield and North Kansas City had a lower percent of 10th graders scoring proficient and advanced in comparison to 8th grade percents, but all other units increased their percentages from 8th to 10th grade.
- Springfield's comparisons of the percent of students at each level (below basic, basic, proficient, and advanced) by grade level for 2006, 2007, and 2008 are provided in Figures 17 and 18.

Figure 17: Springfield Public Schools, Elementary Mathematics, Percent of Students at Each Level for 2006, 2007, and 2008



- The most straightforward way to interpreting this type of graph is to examine the amount of blue (advanced) and green (proficient) across the three year span for each grade level. An increase in the total amount of blue and green represents an increase in the percent of students scoring proficient and advanced. Similarly, a reduction in red (below basic) and yellow (basic) represents a decrease in the percent of students scoring in the bottom two levels.

Figure 18: Springfield Public Schools, Secondary Mathematics, Percent of Students at Each Level for 2006, 2007, and 2008



- The MAP Mathematics data for the 2007-2008 grade level cohorts are provided below. The cohort data presented in Table 4 shows the percent of students scoring proficient and advanced by the 2007-2008 grade level cohort for grades 3 through 8. The MAP test in the present form began in the 2005-2006 school year. Therefore, no cohort will have more than three years of scores.

Table 4: MAP Mathematics Percentages of Students Scoring On and Above Grade Level by 2007-2008 Grade Level Cohort

	3 rd Grade Year	4 th Grade Year	5 th Grade Year	6 th Grade Year	7 th Grade Year	8 th Grade Year
3 rd Graders (2007-2008)	49.4					
4 th Graders (2007-2008)	52.5	53.1				
5 th Graders (2007-2008)	50.2	52.5	52.9			
6 th Graders (2007-2008)		52.4	56.9	60.6		
7 th Graders (2007-2008)			57.1	58.8	59.3	
8 th Graders (2007-2008)				60.8	59.2	56.4

SP5 TARGET

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

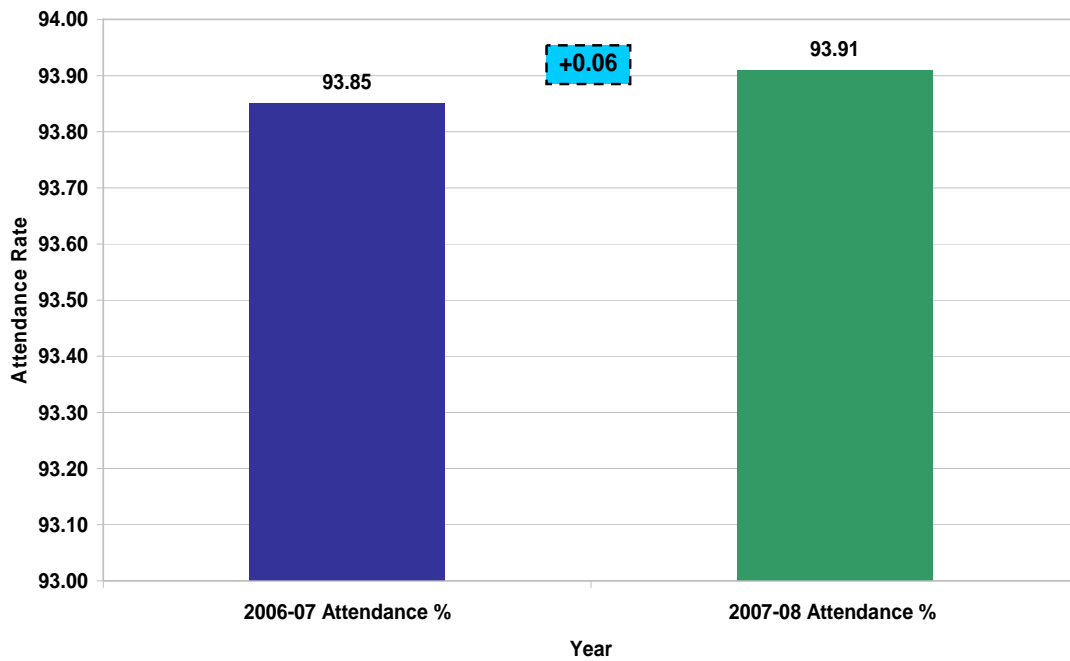
This target has not been met.

Goal 2: Improve Graduation Rate

Performance Indicator 4:
Increase Student Attendance

I. District Attendance Rate

Springfield Public Schools, Attendance Comparison,
2006-2007 to 2007-2008

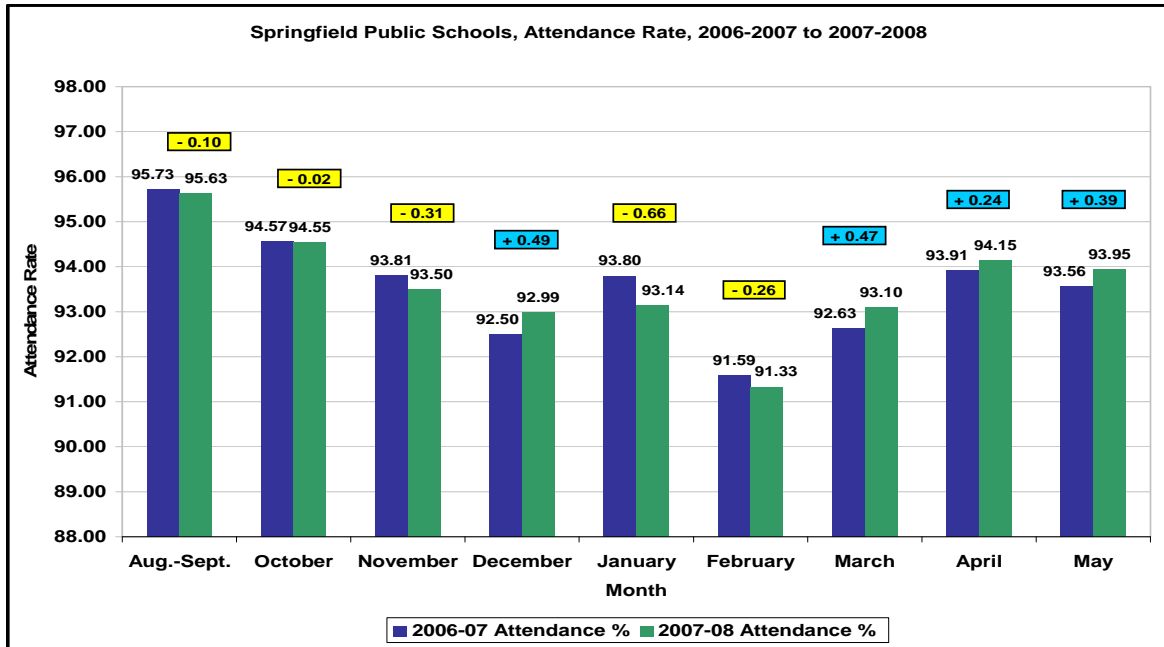


Source: Springfield Public Schools, Information Technology

Points:

- X-axis represents the year; Y-axis represents the attendance rate.
- Springfield Public Schools increased the attendance rate by 0.06 from 2006-2007 to 2007-2008.
- Figure 19 provides a month by month comparison of the attendance rates.
- In 2007-2008, Springfield had markedly higher rates in the months of December, March, April, and May.

Figure 19: Springfield Public Schools, Attendance Rate by Month, 2006-2007 and 2007-2008



SP5 TARGET

2.4.1.1 Incrementally improve the percent of students who demonstrate regular school attendance from 93.99 to 95.00 percent. The percentages would increase by 0.25 each year to the target goal identified.

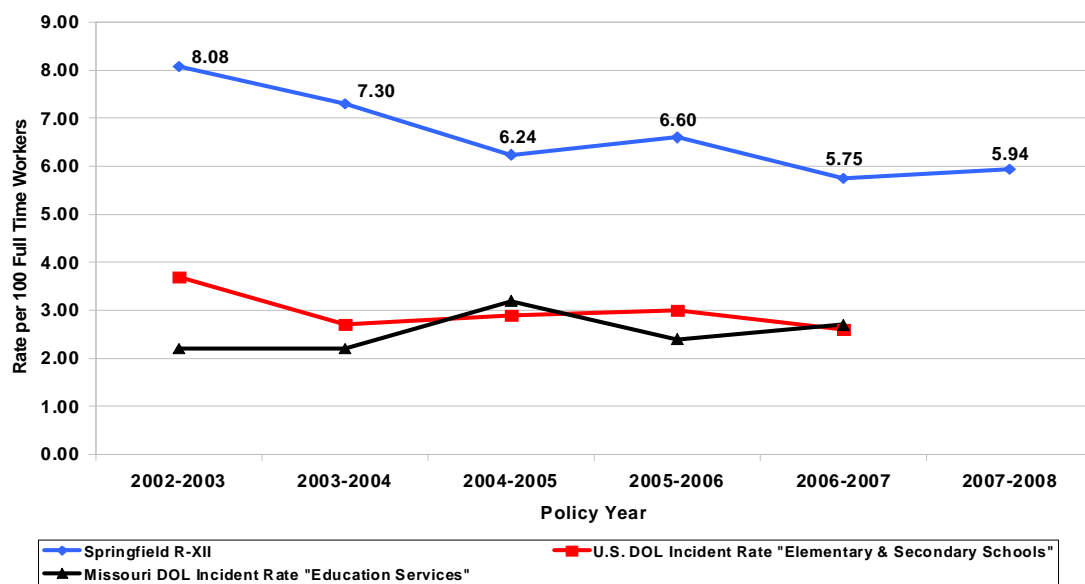
Progress has been made toward this goal.

Goal 3: Ensure Effective and Efficient Use of Resources

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

2. Percent of Lost Work Time
(Workers Compensation Claims)

Springfield Public Schools, Workers Compensation Incident Rates, All Injury and Claim Types, 2002-2003 to 2007-2008



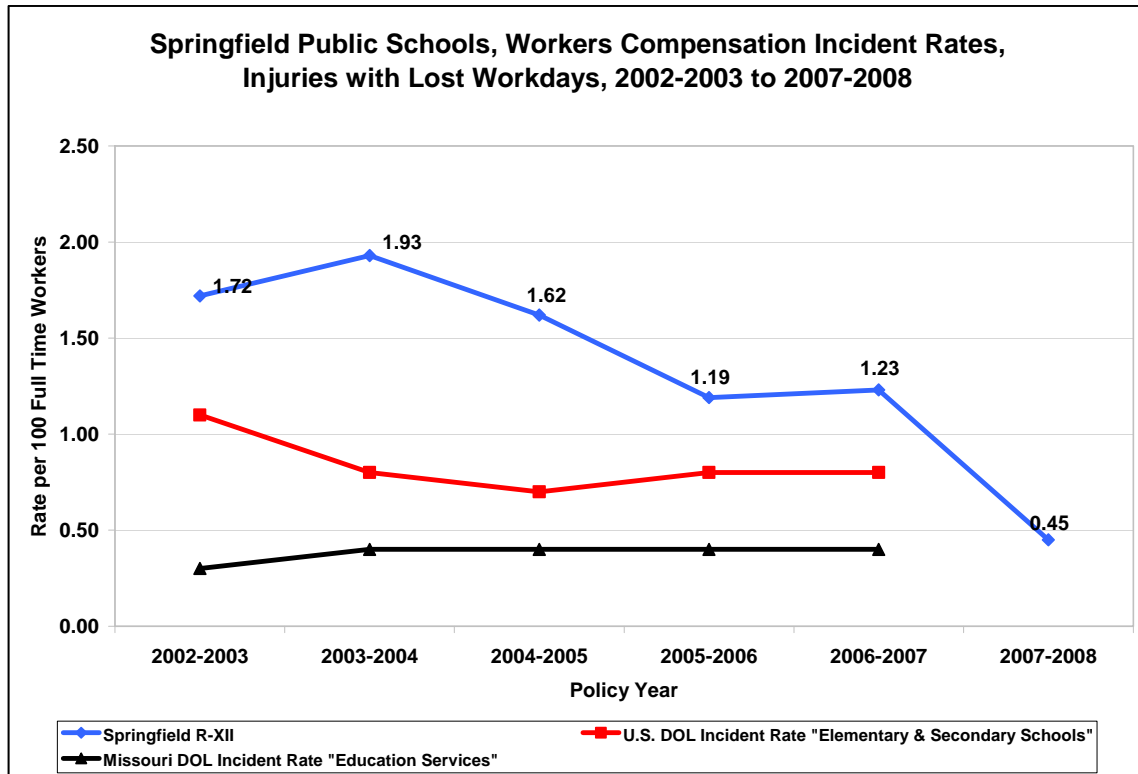
Source: Springfield Public Schools, Risk Management

Points:

- X-axis represents the school year; Y-axis represents the rate per 100 full time workers.
- Springfield Public Schools has a notable downward trend, which is positive for the district, across the six-year span. Springfield's rate remains above the U.S. and Missouri rates for similar educational organizations.

- Figure 20 presents the rate per 100 full time workers of injuries with lost workdays. In 2007-2008, Springfield's rate was noticeably lower than previous years, going from 1.23 to 0.45.

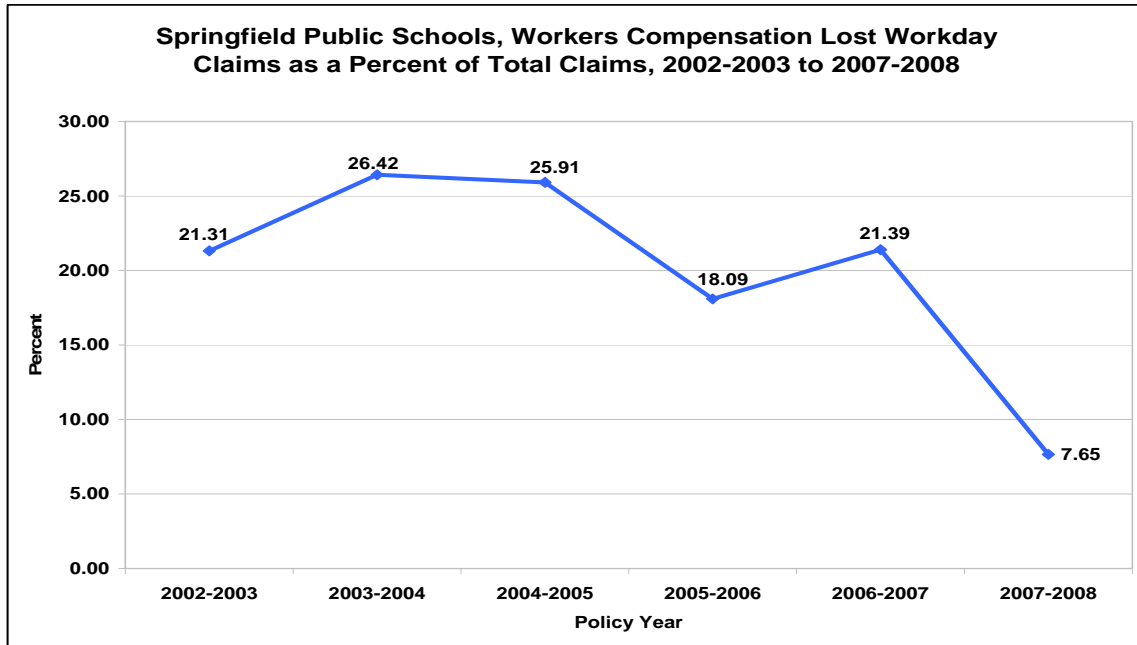
Figure 20: Springfield Public Schools, Workers Compensation Incident Rates, Injuries with Lost Workdays, 2002-2003 to 2007-2008



- With a reduction from 1.23 to 0.45, Springfield Public Schools has fallen well below the national rate and is slightly above the Missouri rate. Lost Work Day claims are considered a key driver of long-term workers compensation costs.

- Figure 21 presents the percent of lost workday claims as a percent of total claims. Similar to the findings in Figure 20, in 2007-2008 Springfield had a dramatic decrease in the percent (21.39 to 7.65).

Figure 21: Springfield Public Schools, Worker’s Compensation Lost Workday Claims as Percent of Total Claims, 2002-2003 to 2007-2008



- The worker’s compensation lost workdays claims have been identified as a highlight for the Springfield R-XII School District.

SP5 TARGET

3.2.3.1 Workers compensation incident rates for all injury types at or below 5 per 100 employees.

This target has not been met.

3.2.3.2 Workers compensation incident rates for injuries with job accommodation or lost workdays at or below 1.25 per 100 employees.

This target has been met.

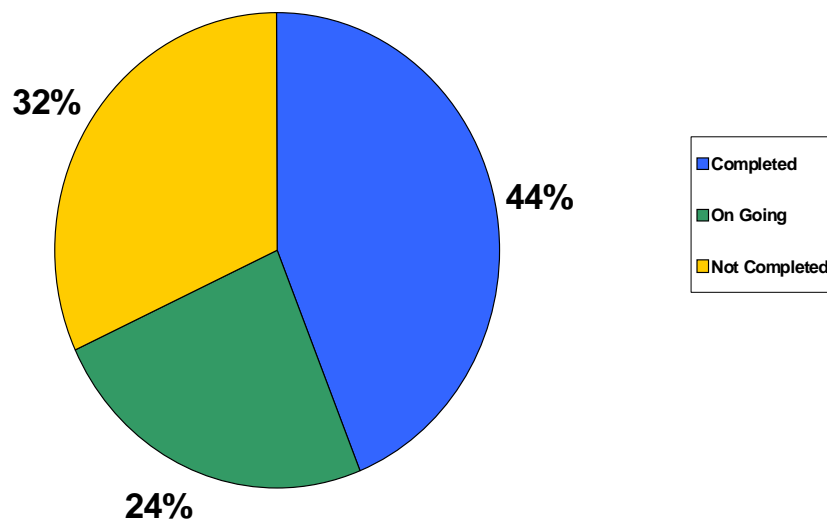
3.2.3.3 Lost workday claims costs at or below 18% of total claims.

This target has been met.

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

3. Percent Completion of a Systematic Facility Utilization/Boundary Review Process

Springfield Public Schools, Percent Completion of a Systematic Facility Utilization/Boundary Review Process



Source: Springfield Public Schools, Operations

Points:

- The pie chart consists of three areas related to activities associated with the boundary review process: completed, on going, and not completed.
- The activities classified as “not completed” reflect events scheduled to occur in October and early November.
- Resulting recommendations will be presented to the Board of Education on November 11, 2008.
- More information can be found on the Boundary and Facility Usage Review website at: <http://springfieldpublicschoolsmo.org/boundaryreview/index.htm>

- The percent completion of a systematic facility utilization/boundary review process has been identified as an update for the Springfield R-XII School District.

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
1st 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

**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

Appendix: Comparison of 20 Largest School Districts in Missouri, 2006-2007 School Year*

District	County or County Equivalent	Enrollment (Grades K-12)	Percent Free/Reduced Lunch	Percent Enrollment Minority (Race or Ethnicity)	Expenditure per Average Daily Attendance
St. Louis City	St. Louis City	32,135	80.2%	86.4%	\$13,680.13
Kansas City	Jackson	24,449	79.9%	85.9%	\$13,836.06
Springfield	Greene	24,257	43.5%	12.7%	\$7,683.76
Rockwood	St. Louis	22,245	13.1%	17.0%	\$7,980.28
Hazelwood	St. Louis	19,297	45.4%	69.2%	\$8,483.19
Ft. Zumwalt	St. Charles	18,776	12.9%	9.9%	\$7,688.27
Parkway	St. Louis	18,432	16.6%	29.3%	\$9,505.11
Francis Howell	St. Charles	18,124	10.3%	9.5%	\$8,546.07
North Kansas City	Clay	17,553	37.2%	26.7%	\$8,752.69
Lee's Summit	Jackson	16,742	12.9%	16.7%	\$8,681.13
Columbia	Boone	16,648	31.1%	31.2%	\$9,267.83
Blue Springs	Jackson	13,502	16.4%	17.2%	\$8,302.52
Ferguson-Florissant	St. Louis	12,231	60.3%	77.4%	\$9,572.32
St. Joseph	Buchanan	11,513	53.6%	15.4%	\$7,563.42
Fox	Jefferson	11,460	25.8%	3.8%	\$7,965.08
Mehlville	St. Louis	11,084	20.3%	14.3%	\$7,209.39
Independence	Jackson	10,718	45.7%	20.3%	\$9,069.32
Wentzville	St. Charles	10,508	17.7%	12.7%	\$7,779.72
Park Hill	Platte	9,765	19.3%	19.7%	\$9,093.26
Liberty	Clay	9,120	14.6%	12.0%	\$9,418.26

Source:

Missouri Department of Elementary and Secondary Education (DESE) School Data and Statistics. http://dese.mo.gov/schooldata/school_data.html

Compiled by Springfield Public Schools and available online at:

<http://springfieldpublicschoolsmo.org/assessment/stats/docs/20LargestDistricts2006-2007.pdf>

*The most recent data available are from 2006-2007.