

Program Evaluation

SPP Part Indicator

School Year 11-12

Report Year 11-12

DistrictNbr/Type:

WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**Program Evaluation
Graduation Rates
SPP Part B Indicator 1
School Year 11-12
Report Year 10-11**

DistrictNbr/Type: WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

Your district had an overall Special Education Graduation Rate of **100.0%**.

Your district performed **above** the state target for this indicator is **85.0%**. The state Special Education Graduation Rate is **86.6%**.

Analysis: Waubun-Ogema-White Earth district reached 100% graduation rate based on the 2009-10 school year data. Waubun did not meet the graduation rate for school years 2006-07 and 2007-08 but improved to 100% graduation rate for the past two years.

Degree of Need: Low

Program Evaluation
Dropout Rates
SPP Part B Indicator 2
School Year 11-12
Report Year 10-11

DistrictNbr/Type: WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

Your district had an overall Special Education Dropout Rate of **0.0%**.

Your district performed **below** the state target for this indicator is **4.3%**. The state Special Education Dropout Rate is **4.2%**.

Analysis: Waubun-Ogema-White Earth school district has performed below the state target Special Education Dropout rate for three of the past five years. During the school year 2005-06 Waubun-Ogema-White Earth had a dropout rate of 9.5% but has had 100% graduation rate for the past two years

Degree of Need: Low

Program Evaluation
Student Achievement Rates
SPP Part B Indicator 3
School Year 11-12
Report Year 10-11

DistrictNbr/Type: WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

Section 1: Participation in Statewide Assessments

Your district had an overall Special Education Participation Rate of **93.8%**

Your district performed **below** the statewide Special Education Participation Statewide Target of **95.0%**

Analysis: Waubun-Ogema-White Earth met the statewide target for the percentage of students with disabilities who participated in statewide reading assessments but did not meet the statewide target for students with disabilities participating in the math assessment which resulted in a overall district rate below the statewide target. Attendance in school is a factor that contributes to the participation rate. The district improvement plan addresses school improving school attendance. As school attendance becomes more consistent it is expected participation in statewide assessments rates will also improve.

Degree of Need: High

Program Evaluation
Student Achievement Rates
SPP Part B Indicator 3
School Year 11-12
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DistrictNbr/Type: WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

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DistrictNbr/Type: WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

Section 2: Proficiency in Grades and Skills Assessed

Was your district at or above the Special Education Proficiency Target for grades and skills assessed?

Grade	State Target Met?	Skills Assessed	State Target Met?	Skills Assessed
3	No	Math	No	Reading
4	No	Math	Yes	Reading
5	No	Math	No	Reading
6	No	Math	No	Reading
7	No	Math	No	Reading
8	No	Math	No	Reading
10	N/A	Math	No	Reading
11	No	Math	N/A	Reading

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Student Achievement Rates
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DistrictNbr/Type: WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

Analysis - circumstance(s) that contributed to your district's proficiency rates:

Trend data for both reading and math have a high level of variability from year to year regarding percentage of students meeting proficiency. Factors that contribute to this variability of data are thought to be small cell size, varying disability related needs within each cell, and the change in statewide proficiency targets each year. For school year 2010-11, 37 students with IEPs participated in statewide math assessments testing and 43 students participated in the statewide reading assessment which indicates 4 to 5 students on an average participate at each grade level. One student not meeting proficiency could result in the district not meeting statewide targets.

Using data points from last six years, a trendline was developed to see if the percentage of students meeting proficiency at each grade level is showing improvement over time. In the area of reading the trendline is showing improvement in percentage of students with disabilities meeting proficiency for grades 4, 6, 7, 8, and 10. Trendline for grades 3 and 5 are showing a slight trend downward. MDE has created a growth model to help parents and educators track students' progress toward proficiency from year-to-year. Using district data from the MDE website, Waubun Elementary had 14.1% of their students who were not proficient but made exceptional growth in the area of reading, 10.9% of the students not proficient in reading but made some growth and 4.7% of students not proficient made low growth. At the high school had 10.7% of their students who were not proficient but made exceptional growth in the area of reading, 14% of the students not proficient in reading but made some growth and 14.9% of students not proficient made low growth. This data would indicate that those students who are performing in the non-proficient range are getting instruction to facilitate accelerated growth in the area of reading in order to close the achievement gap at the elementary level, however, students at the high school who are not proficient are not likely to accelerate their rate of skill improvement in the area of reading. Waubun district has implemented Read 180 and System 44 and is providing 90 minutes of intensive reading instruction to students with disabilities who are not meeting proficiency on MCA reading assessments. The initial data indicates lexile scores are improving for all grade levels receiving the reading intervention. Based on end of year data, the average lexile growth for grade 5 was 248 points, 6th grade increased 148 lexile points, 7th grade increased 295 lexile points and grade 8 increased 184 lexile points.

In the area of math, data points from last six years were used to form a trendline to determine if the percentage of students meeting proficiency in the area of math was increasing over time. Trendlines showing improvement were in grades 3, 4, 6, 7 and 8. Grade 5 and 11 proficiency rates are trending downward. Waubun-Ogema-White Earth District has 10.1% of their students who were not proficient but made exceptional growth in the area of math, 17.2% of the students not proficient in math but made some growth and 19.3% of students who were not proficient made low growth suggesting the majority of students who are not proficient in math are making not making adequate growth to close the achievement gap and reach standards in a reasonable period of time.

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Analysis - current activities and links that contribute to your district improvement efforts:

The district implemented Read 180 and System 44 for students with disabilities not meeting proficiency during the 2011-12 school year. Grades 5 - 8 were prioritized to obtain this intensive reading intervention which is consistent with data trends for reading proficiency rates and growth rates in the area of reading for special education students. One teacher was trained and 29 students were receiving the intervention for 90 minutes per day. Based on end of year district data, average growth in Lexile at Waubun-Ogema-White Earth obtained an average Lexile growth of 228 for grade 5 - 8 with the highest growth occurring at grade 7 (295).

Degree of need: High

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Section 3: Adequate Yearly Progress (AYP) in the Special Education Subgroup

Did your district make Adequate Yearly Progress? No

Analysis: The Waubun Elementary did not may AYP in special education in the area of reading. District plan indicates the intervention will be to provide Tier III interventions through the implementation of Read 180 and System 44 curriculum for Special Education Students.