

Program Evaluation

SPP Part Indicator

School Year 11-12

Report Year 11-12

DistrictNbr/Type:

CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

Your district had an overall Special Education Graduation Rate of **80.0%**.

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

Analysis: Clearbrook-Gonvick did not meet the special education graduation rate of 85% based on 2009-10 data. Trend data indicates the district met this indicator with 100% graduation rate for the past three years. Clearbrook-Gonvick graduating class typically ranges from 25 - 35 students each year with four to five special education students in the class. The cell size has a significant impact on meeting the special education graduation rate for this district. One student can have an impact on whether the district meets the 85% target rate.

Degree of Need: High

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

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

Your district had an overall Special Education Dropout Rate of **3.9%**.

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

Analysis: Clearbrook-Gonvick had an overall special education dropout rate of 3.9% which is below the state target. The district has decreased percentage of students with IEPs dropping out from a high of 4.8% for SY 2007-08.

Degree of Need: Low

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

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

Section 1: Participation in Statewide Assessments

Your district had an overall Special Education Participation Rate of **94.7%**

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

Analysis: Clearbrook-Gonvick has consistently met or exceeded statewide target of special education participation rate. The rate of 94.7% is slightly below the statewide target rate of 95%. The district met statewide target in the area of math but fell below the target of reading. Due to cell size this can be impacted by one student not participating in statewide assessment.

Degree of Need: High

Program Evaluation
Student Achievement Rates
SPP Part B Indicator 3
School Year 11-12
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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	Yes	Math	Yes	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: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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, 27 students with IEPs participated in statewide for both reading and math which indicates 3 to 4 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, 5, 7 and 10. Grades 3 and 6 show a flat trendline and grade 8 is showing a declining trendline which indicates the percentage of students with disabilities meeting proficiency is not showing improvement over time. 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, Clearbrook-Gonvick School district had 12.9% of their students who were not proficient but made exceptional growth in the area of reading, 11.5% of the students not proficient in reading but made some growth and 9.1% 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.

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, 5, 7, and 11. Grade 4, 6 and 8 proficiency rates are trending downward. Using the growth model provided by MDE in the area of math for Clearbrook-Gonvick district, 15.7% of students identified as not proficient made exceptional growth, 13.6% made some growth and 8.4% made low growth suggesting the majority of students who are not proficient in math are making high growth.

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

To respond to low growth rates in the area of reading, Clearbrook-Gonvick has implemented Read 180 for all students including students in special education who are not meeting proficiency in the area of reading. The district implemented the System 44 during the 2011-12 school year, which is a tier three intervention for those students not making expected progress in reading and are lacking foundational skills in reading. In addition, the students in the district are being provided both individual teacher tutors as well as the opportunity to use various types of technological tools to help the students gain greater math skills consistent with the district improvement plan for math.

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 district's leadership team will work with NWSC conduct a needs assessment and data analysis process in order to provide instructional resources for math instructin and assessments that are aligned with 2007 MN Mathematics Standards.