

Program Evaluation

SPP Part Indicator

School Year 11-12

Report Year 11-12

DistrictNbr/Type:

LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

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

DistrictNbr/Type: LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

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: Lake of the Woods continues to exceed state target for Special Education Graduation rate with a graduation rate of 100%. Lake of the Woods has had 100% special education graduation rate for the past five years.

Degree of Need: Low

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

DistrictNbr/Type: LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

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: Lake of the Woods continues to perform much below state target for Special Education Dropout rate with a dropout rate of 0%. Lake of the Woods has had a 0% special education dropout rate for the past seven 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: LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

Section 1: Participation in Statewide Assessments

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

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

Analysis: Lake of the Woods has consistently exceeded the statewide target for Special Education Participation Rate.

Degree of Need: Low

Program Evaluation
Student Achievement Rates
SPP Part B Indicator 3
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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	No	Math	Yes	Reading
6	No	Math	No	Reading
7	Yes	Math	Yes	Reading
8	Yes	Math	No	Reading
10	N/A	Math	No	Reading
11	No	Math	N/A	Reading

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Student Achievement Rates
SPP Part B Indicator 3
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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, 34 students with IEPs participated in statewide testing and 30 students participated in the reading testing 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 all grade levels with 3rd grade showing the least growth 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, Lake of the Woods District had 16.4% of their students who were not proficient but made exceptional growth in the area of reading, 15.3% of the students not proficient in reading but made some growth and 7.3% 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. Lake of the Woods school district has implemented Read 180 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.

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 8. Grade 4, 6 and 11 proficiency rates are trending downward. Using the growth model provided by MDE in the area of math for Lake of the Woods district, 24.9% of students identified as not proficient made exceptional growth, 11.4% made some growth and 3.8% 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, Lake of the Woods district implemented Read 180 for students with disabilities not meeting proficiency during the 2011-12 school year. Grades 4 - 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 teachers was trained and 12 students were receiving the intervention for 90 minutes per day. Based on end of year district data, average growth in Lexile at Lake of the Woods obtained and an average Lexile growth of 49 with the highest growth occurring at grade 7 (196).

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:

Lake of the Woods Elementary and Lake of the Woods High School both made Adequate Yearly Progress (AYP) in all student groups for the 2010-2011 school year. Lake of the Woods School District did not make AYP in the 2010-11 student groups of: All, White, and Special Education, and Free/Reduced Lunch in reading. Lake of the Woods students in grades 3,4,6,7, and 8 in had a rate of proficiency on the MCA reading test at least 10% below state average. Trend data since 2007 confirms that Lake of the Woods classes are scoring below state average in grades 3-8 in the area of reading. A significant gap in the reading proficiency of children qualifying for free/reduced lunch 56.41% compared to children not qualifying 74.57% is an area of concern for the district.

Lake of the Woods will focus on two main goals in our efforts to increase percentage of students reading proficiently. Our first goal is to close the achievement gap between proficient and non proficient students through the use of research based best practice strategies and the use of formative assessment. We intend to achieve this goal through the expansion of Collaborative Communities of Practice (CCP's) with a primary focus of evaluating our reading programs and assuring that data is used to drive instructional practices. Our second goal focuses on is instruction: we will research and develop a Read Well Literacy Plan, establish a coherent data system, and implement the Read Well Literacy Plan in the 2012-2013 school year.