

**Program Evaluation**

**SPP Part Indicator**

**School Year 11-12**

**Report Year 11-12**

**DistrictNbr/Type:**

BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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

**DistrictNbr/Type:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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:** Bagley district reached 100% graduation rate based on the 2009-10 school year data. Bagley did not meet the graduation rate for school year 2007-08 but improved to 91.7% and met state target for school year 2008-09. For the past eight data points, Bagley has had 100% graduation rate 6 out of eight years.

**Degree of Need:** Low

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

**DistrictNbr/Type:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Your district had an overall Special Education Dropout Rate of **2.1%**.

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

**Analysis:** Bagley school district has performed below the state target Special Education Dropout rate for seven of the past eight years. During the school year 2006-07 Bagley had a dropout rate of 4.8% but has been below the target for the past three 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:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**Section 1: Participation in Statewide Assessments**

Your district had an overall Special Education Participation Rate of **99.0%**

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

**Analysis:** Bagley has consistently met this indicator based on Special Education Participation rates for the past years and has exceeded the statewide target.

**Degree of Need:** Low

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

**DistrictNbr/Type:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 11-12**  
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**DistrictNbr/Type:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**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	No	Reading
5	No	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

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

**DistrictNbr/Type:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**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. Using data points from last six ? nine years, a trendline was added 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 for all grades (3, 4, 5, 6, 7, 8, and 10) participating in statewide assessments. 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, Bagley Elementary had 15.8% of their students who were not proficient but made exceptional growth in the area of reading, 13.1% of the students not proficient in reading but made some growth and 5.4% 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 Bagley High School, 6.4% of their students who were not proficient but made exceptional growth in the area of reading, 16% of the students not proficient in reading but made some growth and 14.4% of students not proficient made low growth. This would suggest, the students who are not proficient are not getting individualized instruction in reading to facilitate accelerated growth based on this data. Bagley High School 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 and will see if this translates to improvement in reading proficiency rates.

In the area of math, data points from last six - nine 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 which is an improvement over last year which indicated grade 5 & 11 was showing an slope indicating improvement. This year grade 11 proficiency trendline indicates it is starting to make a slight slope downward. Grades 4 and 6 continue to indicate a trendline sloping downward. Using the growth model provided by MDE in the area of math at Bagley Elementary, 7.2% of students identified as not proficient made exceptional growth, 16.3% made some growth and 12.7% made low growth. At Bagley High School, 14.4% of students identified as not proficient made exceptional growth, 17.4% made some growth and 16.8% made low growth. This would suggest that instruction needs to be improved to facilitate acceleration of growth for those students not meeting proficiency in math at both the elementary and high school building. Bagley Elementary is currently not making AYP in the area of mathematics for the groups of American Indian and Special Education and AYP plan has been developed to address this concern.

**Program Evaluation**  
**Student Achievement Rates**  
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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, Bagley district implemented Read 180 for students with disabilities not meeting proficiency during the 2011-12 school year. Grades 4 - 9 were prioritized for 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. Three teachers were trained and students were receiving the intervention for 60 ? 90 minutes per day. Based on end of year district data, average growth in Lexile at Bagley Elementary grades 4 ? 6 was 259 and at the High School grades 7 ? 9 was an average growth of 88 with the highest growth occurring at grade 7.

In 2010-11, special education teachers began to implement Everyday Mathematics and received professional development from a mathematics consultant. Students who receive special education services did not have adequate access to grade-level standards since the students IEPs have typically been more skill-based that standards-driven. Special Education teachers and others providing math instruction to students with disabilities will be included in all strategies identified in the school improvement plan to support improvement for students with disabilities in the area of mathematics.

**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 plan for 2011-12 indicates Bagley School District is currently not making AYP in reading for the American Indian group and the Free & Reduced group. The School District is on AYP Consequence Stage 1.1 ?Needing Improvement in Reading.

The Bagley Elementary School Improvement Plan for 2011-12 indicates Bagley Elementary is currently not making AYP in reading and mathematics. The areas of concern are in Mathematics for American Indian students and Special Education students. To address the needs at Bagley Elementary School, they will develop a job embedded professional development framework for analyzing and using formative and summative assessments, align curriculum and instruction horizontally and vertically, resulting in a culture and school-wide support system leading to high levels of learning in reading and mathematics. In addition, those teachers providing mathematics instruction will receive supports needed to implement Everyday Mathematics with fidelity and will use progress monitoring to ensure students are making progress in mathematics.