

Program Evaluation

SPP Part Indicator

School Year 11-12

Report Year 11-12

DistrictNbr/Type:

MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Your district had an overall Special Education Graduation Rate of **64.7%**.

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

Analysis: Mahnomen School district did not meet special education graduation rate of 85%. In 2007-08 the district rate was at 58.8% so has shown some improvement since then. The district is working on graduation rate for the district due to not making AYP in attendance or graduation rate. The district improvement plan for 2011-12 indicates the district attendance was at 90.11% and graduation rate rose to 68.4% , above Mahnomen's target of 64.20%. Mahnomen continues to focus on attendance and graduation rates with support from parent and community partnerships.

Degree of Need: High

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Your district had an overall Special Education Dropout Rate of **8.5%**.

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

Analysis: Mahnomen dropout rate for students with IEPs is at 8.5% which is higher than state targets, however, Mahnomen dropout rate has been steadily decreasing since 2004-05 school year. Dropout rate reached its peak during the 2007-08 school year when it was at 15.9%. Through the district improvement plan, Mahnomen has been working to improve attendance and graduation rates for all students. The district has been seeing increases in attendance and graduation rates which will result in decreased dropout rates. In addition, the leadership team indicated many students with IEPs graduate but take longer than 4 years to complete due to factors interfering with school attendance and accruing credits needed for graduation requirements. A full-time special education teacher was assigned to the Mahnomen ALC to provide special education services and supports to those students with disabilities who choose the ALC option. The district is seeing more students stay in school but may not complete the graduation requirements in four years.

Degree of Need: High

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Section 1: Participation in Statewide Assessments

Your district had an overall Special Education Participation Rate of **94.3%**

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

Analysis: Mahnomen 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 and Mahnomen has seen an improvement in attendance both at the high school and the elementary school. As school attendance becomes more consistent it is expected participation in statewide assessments rates will also improve.

Degree of Need: High

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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 | Yes | Reading |
| 4 | No | Math | Yes | 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 |

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

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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, 51 students with IEPs participated in statewide math assessments testing and 55 students participated in the statewide reading assessment which indicates 5 to 6 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 7th and 8th 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, Mahnomen Elementary had 10.9% of their students who were not proficient but made exceptional growth in the area of reading, 21% of the students not proficient in reading but made some growth and 8.4% of students not proficient made low growth. At the high school had 6.8% of their students who were not proficient but made exceptional growth in the area of reading, 13.5% of the students not proficient in reading but made some growth and 19.5% 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. Mahnomen 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 especially at the 7th and 8th grade. Based on end of year data, the average lexile growth for 7th grade was 353 points and 8th grade had a lexile point increase of 188.

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. Mahnomen Elementary had 4.2% of their students who were not proficient but made exceptional growth in the area of math, 17.8% of the students not proficient in math but made some growth and 17.8% of students who were not proficient made low growth. At the high school had 5.4% of their students who were not proficient but made exceptional growth in the area of math, 20.1% of the students not proficient in math but made some growth and 19.6% of students 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:

To respond to low growth rates in the area of reading, Mahnomen district implemented Read 180 and System 44 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 teacher was trained and 22 students were receiving the intervention for 90 minutes per day. Based on end of year district data, average growth in Lexile at Mahnomen obtained an average Lexile growth of 126 grade 5 - 8 with the highest growth occurring at grade 7 (353).

In the area of math, the district plan has a focus on math to improve proficiency and align curriculum, instruction and assessments with the 2007 Mathematics Standards. In 2010-11 the district adopted Saxon as its new math curriculum to improve the core curriculum. The district is continuing to work toward effective implementation of math curriculum including the technology components.

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

Did your district make Adequate Yearly Progress? No

Analysis:

In math, as a district will be changing focus in math to improve proficiency and align curriculum, instruction and assessments with the 2007 Mathematics Standards.

In the school years 2011-13, student data will be used by PLCs to embed targeted instructional strategies. The district will use MCA substrand data along with NWEA scores and STAR scores to identify student strengths and weakness in math and reading, along with classroom-based assessment data. Obtaining accurate, valid test data is a first step in the process of continuous improvement of teaching and learning. Using these data to guide efforts that promote student growth is a critical step in providing staff with the support needed to be successful in selecting appropriate strategies.