

**Program Evaluation**

**SPP Part Indicator**

**School Year 11-12**

**Report Year 11-12**

**DistrictNbr/Type:**

KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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

**DistrictNbr/Type:** KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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:** The Kelliher district had a 100% graduation rate which exceeded the state target rate.

**Degree of Need:** Low

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

**DistrictNbr/Type:** KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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:** The Kelliher District had a Special Education Dropout Rate of 0.0%. The district performed below the state target of 4.3%.

**Degree of Need:** Low

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

**DistrictNbr/Type:** KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

**Section 1: Participation in Statewide Assessments**

Your district had an overall Special Education Participation Rate of **95.6%**

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

**Analysis:** The Kelliher School District performed above the Statewide Target rate.

**Degree of Need:** Low

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

**DistrictNbr/Type:** KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
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**DistrictNbr/Type:** KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

**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     | Yes               | Math            | No                | Reading         |
| 4     | No                | Math            | No                | 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            | Yes               | Reading         |
| 11    | No                | Math            | N/A               | Reading         |

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
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**Analysis - circumstance(s) that contributed to your district's proficiency rates:**

**Program Evaluation**  
**Student Achievement 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, 22 students with IEPs participated in statewide math assessments testing and 21 students participated in the statewide reading assessment which indicates only 3 students on an average participated 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 trend line 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 trend line is showing improvement in percentage of students with disabilities meeting proficiency in grades 5, 8, and 10; with grades 8 and 10 showing the largest upward slope. Grades 3, 4, 6, and 7 have shown a downward trend the biggest downward slide is in grade 7. 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, Kelliher Elementary had 14.3% of their students who were not proficient but made exceptional growth in the area of reading, 16.7% of the students not proficient in reading but made medium growth and 7.1% of the students not proficient made low growth. At Kelliher High School 9.3% of their students who were not proficient but made exceptional growth in the area of reading, 14.8% of the students not proficient in reading but made medium growth and 5.6% 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 and at the high school. Kelliher district is in its third year of implementing Read 180 and is providing 90 minutes of intensive reading instruction to students in general ed and to students with disabilities who are not meeting proficiency on MCA reading assessments. The sharp incline in the trend lines of the 8th and 10th graders are indicative of this instruction as these two groups of students received this intense intervention. During the 2011-12 school year the District, in partnership with BRIC, implemented the Scholastic System 44 program for special education students in need of remedial reading instruction. The mid-year System 44 data indicates that 29% of the elementary students significantly improved on their phonemic awareness. This percentage is projected to be higher once end of year data is available. The impact on achievement scores of implementing System 44 should be reported in next year's CIMP program evaluation.

In the area of math, it should again be noted that the high level of variability from year to year regarding percentage of students meeting proficiency impacts the data, as does the small cell size. Data points from the last six years were used to form a trend line to determine if the percentage of students meeting proficiency in the area of math was increasing over time. Trend lines showing improvement were in grades 3 and 11. Grade 4, 5, 6, 7, and 8 show proficiency rates are trending downward. Looking at the MDE growth model, Kelliher Elementary had 19.0% of their students who were not proficient but made exceptional growth in the area of math, 7.1 % of the students not proficient in math but made medium growth, and 4.8 % students who were not proficient made low



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growth. The high school had 51.1% of their students who were not proficient but made exceptional growth in the area of math, 42.6% of the students not proficient in math but made some growth and 6.4% of students not proficient made low growth. This data suggests that the majority of students who are not proficient in math are making adequate growth to facilitate accelerated 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, Kelliher district implemented Scholastic Read 180 three years ago for jr. and sr. high students who had low Reading Lexile scores. This highly effective, scientifically researched based program is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. This interactive reading program has increased active learning for the student, improved student motivation and achievement. One general education teacher and one special education teacher were trained to teach Read 180. The district, in partnership with BRIC, expanded the use of the Scholastic reading program during the 2011-2012 school year to using the Scholastic System 44 for elementary aged students with disabilities. This program is designed for students who are lacking in phonological decoding skills and are in need of foundational reading instruction. One elementary special education teacher was trained to provide this instruction and 7 students in grades 3-6 were instructed using this program. Based on end of the year district data, average Lexile growth over time for these 7 students was 61, however it should be noted that grade 3 students had an average Lexile growth of 211 and grade 4 had an average Lexile growth of 183. The results of grade 5 pulled the Lexile growth numbers down as the average growth was a -1. With the small cell numbers this skewed the Lexile growth data down. Scholastic Century 21 was also implemented as a general education curriculum in the district this year for jr. and sr. high students. This year the elementary K-6 adopted the McGraw-Hill reading basal called "Treasures" and a supplemental book, "Triumphs" for K-3 for those who need it.

In the area of math, it should be again noted that the majority of students not proficient are making medium to high growth at both the elementary and the secondary level. The district plan has a focus on math to improve the proficiency through rigorous instruction, coupled with high expectations using the current math curriculum. Supplemental instruction includes tutoring and remedial support within the RTI framework to provide differentiated instruction. Assess What Matters framework is used to provide one to two hours a week of assessment and instruction for students, especially those who are low performing. Data Drilling is utilized to inform staff members of the students in need of intervention and support strategies. Staff participate in Professional Learning Communities (PLCs) focused on the best practices in research-based strategies in Math instruction.

**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? Yes

**Analysis:** Kelliher School District made AYP for the Special Education subgroup.