

Program Evaluation

SPP Part Indicator

School Year 11-12

Report Year 11-12

DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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

DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

Your district had an overall Special Education Graduation Rate of **55.6%**.

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

Analysis: Blackduck School District did not meet special education graduation rate of 85%. The District had 100% graduation rate 5 of the last 7 years, however in the 2008-2009 data year the district slipped to 80% and during the 2009-2010 data year the district performed at a 55.6% rate. Slight changes in the small cell sizes impact the graduation percentages.

Degree of Need: High

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

DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

Your district had an overall Special Education Dropout Rate of **8.3%**.

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

Analysis: Blackduck's drop-out rate for students with IEPs has been climbing for the last three years from 3.0%, to 5.6%, to the current rate of 8.3% based on data year 09-10. The District has identified transition as an area of needed professional growth to help increase the graduation rate and thus decrease the drop-out rate. In addition, the District has had several 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. Some other students have continued to stay longer than four years due to continuing needs identified on the IEP.

Degree of Need: High

Program Evaluation
Student Achievement Rates
SPP Part B Indicator 3
School Year 11-12
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DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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: Blackduck's 100.0% participation rate was above the statewode Special Education Participation target of 95.0%.

Degree of Need: Low

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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	Yes	Math	Yes	Reading
4	No	Math	Yes	Reading
5	No	Math	No	Reading
6	Yes	Math	Yes	Reading
7	No	Math	Yes	Reading
8	No	Math	No	Reading
10	N/A	Math	Yes	Reading
11	Yes	Math	N/A	Reading

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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 some variability from year to year regarding percentage of students with disabilities meeting proficiency; however the data graphs show that the band is narrowing with less variability from one year to the next. 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. Both reading and math are showing upward trends for almost all grade levels. For school year 2010-11, 70 students with IEPs participated in statewide math assessments testing and 70 students participated in the statewide reading assessment which indicates 10 students on an average participated at each grade level. Two or three students not meeting proficiency could result in the district not meeting statewide targets. The district noted that the District on a whole when compared to non-metro scores indicate that the District is at the top 15% in math and the top 10% in reading in the state of Minnesota.

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 4, 5, 6, 7, and 10; with grades 3 and 8 showing a downward slope. 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, Blackduck Elementary had 3.1% of their students who were not proficient but made exceptional growth in the area of reading, 5.4% of the students not proficient in reading but made medium growth and 1.6% of the students not proficient made low growth. At Blackduck High School 4.9% of the students who were not proficient but made exceptional growth in the area of reading, 7.3% of the students not proficient in reading but made medium growth and 11.4% of students not proficient made low growth. This data would indicate that the majority of students at the Elementary 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, the story is not the same at the high school. In recognizing this need, the Blackduck District, in partnership with BRIC, implemented the Scholastic Read 180 Program during the 2011-12 school year. This program provided 90 minutes of intensive reading instruction to ten 8th grade students with disabilities who were identified as not meeting proficiency on MCA reading assessments. Analysis of the data shows that this group has struggled for 6 years to meet proficiency. The end of the year Read 180 gains showed a Mean Lexile Gain of 174 points for 9 students. One student had withdrawn from the program midyear per parent request. The impact on achievement scores of implementing Read 180 should be reported in next year's CIMP program evaluation as the lowest performing grade level was targeted for this intensive intervention.

In the area of math, 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 show an upward slope in grades 3, 5, 6, 7, 8, and 11. Grade 4 is the only grade level showing proficiency rates trending downward. Looking at the MDE growth model, Blackduck Elementary had 2.4% of their students who were not proficient but made exceptional growth in the area of math, 5.6 % of the

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students not proficient in math but made medium growth, and 0.8 % students who were not proficient made low growth. The high school had 13.5% of their students who were not proficient but made exceptional growth in the area of math, 15.3% of the students not proficient in math but made some growth and 6.3% 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 closing 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 the low growth rates in the area of reading for 8th grade students with disabilities not making proficiency, Blackduck district implemented Read 180 for students in grade 8 during the 2011-12 school year. Students were selected for these programs if they were receiving special education services, had a reading goal on their IEP, and had low Reading Lexile scores. Read 180, a highly effective, scientifically researched based program that provides a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers was used for 90 minutes a day for the 10 targeted students. This interactive reading program has increased active learning for students, improved student motivation and achievement. One special education teacher was trained to use the Read 180 Program. As mentioned earlier, end of year district data, showed an average Lexile growth of 174.

The district has been working on aligning curriculum to the standards in both reading and math. Special Education teachers and others providing reading and math instruction to students with disabilities are included in professional development to learn effective instructional strategies. In the past, students who received special education services did not have adequate access to grade-level standards since the students' IEPs have typically been more skill-based than standards-driven and these services have been in a more restrictive setting. Training has been provided on standards based IEPs and with additional training on the least restrictive environment and the continuum of services, the District should make progress in this area.

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

Did your district make Adequate Yearly Progress? Yes

Analysis: The Blackduck made AYP for the Special Educaiton Subgroup.