

Program Evaluation

SPP Part Indicator

School Year 11-12

Report Year 11-12

DistrictNbr/Type:

CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

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

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Your district had an overall Special Education Graduation Rate of **47.4%**.

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

Analysis: Graduation
Analysis: Cass Lake ? Bena School District did not meet special education graduation rate of 85%. The District?s data for the past 9 years shows a great amount of variability with a high of 87.5 % in the school year 03-04 (Data Year 02-03) to a low of 44.0% in school year 06-07 (Data Year 05-06). The following year after this, the rate went back up to 70.6% but declined to 45.5% the next two years. Last year it bounced back to 77.8%; the highest point since the 03-04 school year. The current 11-12 school year rate of 47.4% (data year 10-11) is barely over half of the state target rate of 85%. A number of factors may impact this rate. CLBS has a large percentage of mobility among the student population with approximately 20% of the High School population in a transient situation. The higher than average rate of truancy within the district impacts the graduation rate as students with high truancy have a more difficult time of completing graduation requirements. Slight changes in the small cell sizes can also negatively impact the graduation percentages on any given year. It should be noted that the District?s High School SIG grant application does not list the graduation rate as an applicable area; however it is a concern for the CIMP leadership team. District has indicated that a number of other initiatives will positively impact the graduation rate. The following list outlines some of these initiatives: Revised Parent Involvement Plan effective July 1, 2011; Active Local Indian Education Committee (LIEC); Hired .2 FTE Parent Involvement Coordinator; Hired 1.0 FTE School Guidance Counselor; Hired a full time Site Administrative Manager (SAM) at the high school; Increased instructional time; and Increased professional development and Professional Learning Communities (PLC) opportunities for staff.

Degree of Need: High

Program Evaluation
Dropout Rates
SPP Part B Indicator 2
School Year 11-12
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DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Your district had an overall Special Education Dropout Rate of **21.5%**.

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

Analysis: Cass Lake ? Bena?s drop-out rate for students with IEPs has been climbing for the last three years from the lowest two data points in 8 years during school year 08-09 and 09-10 of 12.8% to the current rate of 21.5% in 2011-12 (data year 10-11). The District CIMP Leadership team 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
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Section 1: Participation in Statewide Assessments

Your district had an overall Special Education Participation Rate of **96.6%**

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

Analysis: The District performed at an overall Special Education Participation Rate of 96.6 %; above the statewide Special Education Participation Statewide 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	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

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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 all grade levels. For school year 2010-11, 159 students with IEPs participated in statewide math assessments testing and 153 students participated in the statewide reading assessment which indicates 22 or 23 students on an average participated at each grade level. Five or Six students 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 3, 4, 5, 6, 7, 8, and 10. No trend line shows a downward slope. The variability of data points, although still showing an up and down pattern, has narrowed the band of variability especially in grades 7, 8, and 10. 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, CLB Elementary had 13.9% of their students who were not proficient but made exceptional growth in the area of reading, 12.7% of the students not proficient in reading but made medium growth and 11.4% of the students who were not proficient made low growth. At CLB Middle School 11.7% of the students who were not proficient but made exceptional growth in the area of reading, 15.4% of the students not proficient in reading but made medium growth and 12.1% of students not proficient made low growth. At CLB Secondary School 5.3% of the students who were not proficient but made exceptional growth in the area of reading, 15.8% of the students not proficient in reading but made medium growth and 21.1% of students not proficient made low growth. This data would indicate that at least two thirds of the 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 middle school level. The data would indicate that at least half of the 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 high school level.

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 showing improvement were in grades 3, 4, 5, 6, 7, 8, and 10. No trend line shows a downward slope. 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 cell size. The width of the band is narrowing over time for grades 3-6, but continues to be broad for grades 7-11. Looking at the MDE growth model, CLB Elementary had 11.5% of their students who were not proficient but made exceptional growth in the area of math, 14.1 % of the students not proficient in math but made medium growth, and 2.6 % students who were not proficient made low growth. The middle school had 12.1% of

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their students who were not proficient but made exceptional growth in the area of math, 16.5% of the students not proficient in math but made some growth and 10.9% students not proficient made low growth. The high school had 12.8% of their students who were not proficient but made exceptional growth in the area of math, 5.1% of the students not proficient in math but made some growth and 23.1% students not proficient made low growth. This data suggests that the majority of students in the elementary and middle school 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. The high school has more students not making adequate progress to close the gap.

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Analysis - current activities and links that contribute to your district improvement efforts:

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In response to the District not making AYP, the district has implemented a number of initiatives at each building and some district wide.

CLB Elementary acknowledges the Native American cultural setting on Leech Lake Reservation. With this in mind the SchoolwideTeam selected "The Circle of Courage" as a unifying school wide reform theme when it began the Schoolwide Project in the 1999-2000 school year. Since then the District has continued to build upon the foundational researched based school wide reform effort which addresses traditional American Indian philosophies as well as the Circle of Courage values of belonging, mastery, independence and generosity, with the implementation of a comprehensive set of research based programs including: Reading First, Reading Recovery, Cognitively Guided Instruction (CGI), Responsive Classroom, Second Step, Ruby Payne Framework of Poverty, and Computer Assisted Instruction.

A variety of data sources are used to benchmark and monitor progress (AIMSweb, NWEA, MCA, etc...)towards goals and outcomes. Data driven decision making utilizes local, state and nationally normed assessment data as well as qualitative input from family and staff surveys, to continuously improve student achievement through supportive instructional strategies and programs that are based on research and effective practices. The 11-12 initiatives included continuing the framework of the Reading First Professional Learning Community (PLC) to encompass the main educational initiatives: Continued reading reform including ongoing using of Reading Recovery, Early Intervention in Reading (EIR), and Leveled Literacy Intervention (LLI) with the addition of Minnesota Reading Corps staff. Cognitive Guided Instruction (CGI) will be the main focus of improving mathematics instructional strategies. The elementary has continued to build on initial success of technology integration with the increased use of SMART boards, and the Sento system. AIMSweb, Viewpoint Data Warehouse, and NWEA including grades K-4 are tools used for staff data analysis and implications for instruction with the goals of improving achievement and streamlining the Response to Intervention process. Responsive Classroom components are reinforced by Second Step curriculum for all students, with the overall goals of increasing student engagement, improving student achievement, and building technology and information literacy skills.

CLB Middle School provides supplemental staff, services, and materials needed to attain the performance targets Teams review student assessments and progress towards benchmarks on a fall/winter/spring basis using NWEA and also uses AIMSweb to progress monitor. Students that are determined to be falling short of designated mastery levels participate in needs specific, multi-age enrichment and leveled academic support groups in the areas of Reading/Language Arts and Mathematics. Support groups occur within the framework of the school day, utilizing a variety of research based instructional methods. Optional after school academic support and enrichment groups are made available as well as extended year learning through a three week summer school enrichment program. To improve academic achievement and enhance learning environments, middle school teachers utilize Developmental Design, a research based program with a social skills component that has been proven to reduce the number of student discipline referrals and time out of the classroom for disciplinary concerns. In 2008-2009 CLBMS completed a

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comprehensive school reform effort, implementing Johns Hopkins Talent Development Middle School Model. Professional development in reading and math as well as supplemental curriculum was provided by Johns Hopkins University consultants. Ongoing professional development has focused on continuous improvement and included best practices reading coaching provided by the District Literacy Coordinator and participation of teachers in regional and state best practices workshops. In 2009-2010 district technology integration efforts were expanded to include CLBMS. CLBMS core teachers began technology integration to increase student engagement and provide differentiated and visual learning based instruction to meet the needs of struggling learners through the use of SMARTBoards. Ongoing technology integration support from a .5 Technology Integrationist provides on-going staff training. In 2010-2011 the middle school implemented weekly Second Step violence prevention instruction which is designed to improve academic achievement by creating a safer, more respectful learning environment. Continuous Improvement Plans for 2011-2012 included a review of the needs assessment, feedback from PLC surveys, and strategic with Consultant Harold Ott to determine the methods of academic interventions to fit under the umbrella of Response to Intervention (RTI). The RTI effort seeks to prevent academic failure through early interventions, frequent progress monitoring, and intensive research-based instructional interventions for students who continue to have difficulty. Data retreat days were attended and ongoing data mining days are provided to analyze data from the three screenings held in September, January, and May; as a result determinations about interventions were made. Professional Learning Communities are held with a focus on student academic services. Through the use of Sheltered Instruction Observation Protocol, staff used the Essential Outcomes that were developed to create learner and language objectives that serve as the base for classroom observations and peer coaching which aligns directly with the Charlotte Danielson Observation Framework used as the teacher evaluation rubric.

The CLB High School has implemented a number of changes including:

- *Extended Day Instructional Programming - The 2010-11 school schedule was increased by 20 minutes which resulted in 56 hours of extended instructional time per year and the 2011-12 school schedule included an additional 15 minutes of instructional time which allowed an additional class period to be added to the daily schedule. These minutes count towards the SIG requirement of an additional 170 hours of instruction time. The additional class period allowed students to enroll in elective classes and/or credit recovery instruction during the shortened period (4th hour) as all core classes are scheduled during the other periods which have more time allowed.

- *Extended Day Professional Development

- *Use of Teacher Preparation Time for 90 minute per week PLCs to allow for additional training time.

- *Alternative or extended school-year calendars to allow for additional training and district/building planning.

- *Extended Year Summer School in the summer to provide additional hours of instructional time in the four core content areas, credit recovery, and advanced placement based on student needs.

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BRIC and Region 1& 2 also provide on-going support to the member districts in such things as Standards Based IEPs, Differentiated Instruction, and Effective Special Education Programming. Special education staff from the District attend these trainings on a regular basis.

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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 the school year 2012-13, student data will be used by PLCs to embed targeted instructional strategies. The district will use MCA substrand data along with NWEA scores and AIMSweb data to identify student strengths and weakness in math and reading, along with classroom-based assessment data. Continued PLCs will be used to analyze the data and to increase effectiveness of instructional strategies. This will be supported through the Char Danielson model of teacher evaluation to guide teachers towards more effective instruction strategies. The use of extended day to provide additional instruction in the areas of identified needs will be used as will the use of the extended school year. In August of 2012, students will have the opportunity to get a Jump Start on the school year by attending summer programming offered by the District.