

Program Evaluation

SPP Part Indicator

School Year 11-12

Report Year 11-12

DistrictNbr/Type:

LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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

DistrictNbr/Type: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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 100.0% Special Educaiton Graduation Rate exceeds the state target rate.

Degree of Need: Low

Program Evaluation
Dropout Rates
SPP Part B Indicator 2
School Year 11-12
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DistrictNbr/Type: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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 Laporte School District had a 0.0% Special Education Rate which is below the state target.

Degree of Need: Low

Program Evaluation
Student Achievement Rates
SPP Part B Indicator 3
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DistrictNbr/Type: LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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: The Laporte School District Special Education Participation Rate of 100.0% exceeded the statewide target.

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	No	Reading
6	No	Math	Yes	Reading
7	Yes	Math	No	Reading
8	Yes	Math	No	Reading
10	N/A	Math	Yes	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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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; with grades 6 and 10 showing the largest upward slope. No trend line shows 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, Laporte Elementary had 17.8% of their students who were not proficient but made exceptional growth in the area of reading, 22.2% of the students not proficient in reading but made medium growth and 8.9% of the students not proficient made low growth. At Laporte High School 16.3% of the students who were not proficient but made exceptional growth in the area of reading, 20.9% of the students not proficient in reading but made medium growth and 11.6% of students not proficient made low growth. This data would indicate that the majority of 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. Laporte district, in partnership with BRIC, is in its first year of implementing Read 180 and is providing 90 minutes of intensive reading instruction to ten 6-10th grade students with disabilities who are not meeting proficiency on MCA reading assessments. Implemented of the the Scholastic System 44 program for special education students in need of remedial reading instruction is also in its first year. This program is being used with 7 students in grades 3-5. The mid-year System Read 180 gains showed a Mean Lexile Gain of 86. Scores ranged from -192 to a +337. Looking at this data further, 4 students gained 199-337 lexile points, two gained from 7-47, and two of the remaining three that did not make gains were originally not identified as meeting the criteria for entry into the program due to their individual needs of their disability. System 44 data indicates that mean change of 129. End of year data was not included at this point as a review of designated testing dates are needed to be made in order to compile accurate data. Percentages are projected to be higher once end of year data is available. The impact on achievement scores of implementing Read 180 and 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, 4, 6, and 8. Grades 5, 7, and 11 show proficiency rates are trending downward, with grade 11 having 0% proficiency 4 out of 6 years. Looking at the MDE growth model, Laporte Elementary had 22.7% of their students who were not proficient but made exceptional growth in the area of math, 15.9 % of the students not proficient in math but made medium growth, and 6.8 % students who were not proficient made low growth. The high school had 15.9% of their students who were not proficient but made exceptional growth in the area of math, 11.4% of the students not proficient in math but made some growth and 4.5% 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:

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Through continued curriculum mapping and the utilization of state standards, the Laporte District has worked on aligning mathematics curriculum and instruction and establishing grade level benchmark assessment system to address identified deficits in the District's mathematics curriculum. Curriculum mapping enables teachers to identify instructional gaps and redundancies as well as increase professional conversations pertaining to instruction. Dr Heidi Jacobs explains, "Curriculum mapping is ultimately targeted to the outcomes of measurable improvement in student performance and a process for ongoing curriculum and assessment review". This mapping will increase student achievement, especially those in the special education student group by establishing a seamless curriculum. This process will give all teachers, including those who teach special education students, the opportunity to evaluate the curriculum and utilize ongoing assessments.

The District has been implementing common instructional practices following Marzano's "Classroom Instruction That Works." Common instructional strategies are needed in all content areas so that all Laporte teachers support all students in mathematics concepts, including students that receive special education services. The District began by focusing on Marzano's instructional practice of Identifying Similarities and Differences. "Representing similarities and differences in graphic or symbolic form enhances students' understanding of and ability to use knowledge." (Marzano 2001). The district is using Marzano's Six Steps to Effective Vocabulary Instruction. Education researcher Robert J. Marzano suggests "we can help close the achievement gap by explicitly teaching subject-specific academic vocabulary to those students who are lacking the background knowledge to succeed in school".

The AYP team agreed to focus on teaching strategies and mathematics across the content areas and providing increased instructional time through a vocational mathematics intervention for students that receive special education services in mathematics, using Key Train. This Internet-based program provides an opportunity for students to work at their instructional level in the area of applied mathematics. The program creates reports that indicate what areas/concepts need additional teacher instruction. Research indicates that use of KeyTrain results in increased performance not only on state exams, but also increased understanding of mathematics concepts, increasing students' preparedness for post-secondary education and the work force.

An intervention team meets monthly to track student progress in mathematics and determines necessary interventions. RTI (Response to Intervention) math assessments and interventions, a multi-tiered problem-solving model of intervening with low-performing students (The St. Croix River Education District Model), have been incorporated kindergarten through the 11th grade. Interventions are provided by a team of staff members trained directly by RTI instructors.

District provides opportunities for teachers to engage in job-embedded collaboration to research best-practices, and share knowledge to determine the best path to increase student achievement in mathematics. This time is used to develop grade-level benchmarking assessments system, and continue alignment of curriculum and instruction. "An effective, high functioning team regularly engages in

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collaboration through job-embedded opportunities that build upon and extend the shared knowledge of team members.? (DuFour, 2006). During the 2011-12 school year ten staff development days were embedded into the calendar for professional development. Of these days, seven half-day staff development days are dispersed throughout the school year, which facilitated opportunities for staff to have collegial discussions focusing on increasing student achievement in math, more effective use of assessment data, and common instructional strategies.

Besides the above described activities described, the District has also implemented additional reading programming to respond to low proficiency for students with disabilities. The Laporte District, in partnership with BRIC, implemented Scholastic Read 180 and System 44 during the 2011-12 school year with selected students. 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 10 targeted students in grades 6-10. This interactive reading program has increased active learning for students, improved student motivation and achievement. The Scholastic System 44 targeted 7 students with disabilities in grades 3-5. This 45 minute a day program is designed for students who are lacking in phonological decoding skills and are in need of foundational reading instruction. One special education teacher was trained to instruct both the Read 180 and the S44 students.

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:

Laporte School District did not make AYP in Mathematics for Special Education student group. Additional instructional time will be provided for students who receive special education services in mathematics. Special Education teachers will incorporate a vocational math program for students who receive service in mathematics or demonstrate a need through the 2011 MCAs. Elementary teachers and secondary math teachers will continue to align curriculum, assessments and instruction to the state math standards and develop grade level benchmarking assessments system. The District will develop common instructional strategies and integrate academic mathematics vocabulary into all content areas so that all Laporte teachers are supporting students in mathematics concepts.

The teachers are involved in ongoing training in using data to identify student?s individual learning needs and in the use of this information to develop differentiated instruction using best practices. The District is focusing on strengthening academic rigor and enhancing student learning through the use of data driven decision making. Data will be used to develop interventions for all students, including students who receive special education services. In cooperation with the Bemidji Regional Interdistrict Council, the District surveyed parents of students who are in the special education student group. This information will be used to better meet the needs of students who receive special education services.

All district teachers will engage in job-embedded professional development as they focus on research based instructional strategies in mathematics during scheduled staff development days. Some of the characteristics of job embedded professional development are:

- ? sustained, intensive, and content-focused.
- ? aligned with and directly related to state academic standards, student achievement, and assessments.
- ? improves and increases teachers? knowledge of subjects they are teaching.
- ? advances teachers? understanding of effective evidenced based instructional strategies

The District will accomplish this by using ten staff development days that are embedded into the calendar. Of these days, seven half-day staff development days are dispersed throughout the school year, which will facilitate opportunities for staff to have collegial discussions around instructional practices.