

Program Evaluation

SPP Part Indicator

School Year 11-12

Report Year 11-12

DistrictNbr/Type:

LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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

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

Analysis: No data available

Degree of Need: No data available

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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: Littlefork-Big Falls school district has performed below the state target for Special Education Dropout rate for 6 of the past 7 years with dropout rate of 0%. The cell size in Littlefork-Big Falls district is so small that one or two students can have a significant impact when calculating percentage of students with IEPs dropping out of high school.

Degree of Need: Low

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

Section 1: Participation in Statewide Assessments

Your district had an overall Special Education Participation Rate of **98.0%**

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

Analysis: Littlefork-Big Falls has consistently performed above the statewide Special Education Participation Statewide target of 95%.

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

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

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. Using data points from last six years, a trendline was added 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 grades 4, 6, 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, Littlefork-Big Falls District had 11.9% of their students who were not proficient but made exceptional growth in the area of reading, 4.4% of the students not proficient in reading but made some growth and 3.7% 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. Littlefork-Big Falls school 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 and will see if this translates to improvement in reading proficiency rates.

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, 4, 5, 7, and 8. Grade 6 and 11 proficiency rates are trending downward. Using the growth model provided by MDE in the area of math Littlefork-Big Falls, 7.9% of students identified as not proficient made exceptional growth, 5.7% made some growth and 5% made low growth suggesting the majority of students who are not proficient in math are making high growth.

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

To respond needs in the area of reading, Littlefork-Big Falls implemented Read 180 for students with disabilities not meeting proficiency during the 2011-12 school year. Grades 5 - 8 were prioritized for 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. Based on end of year district data, average growth in Lexile at Littlefork-Big Falls was 114.

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: District is making AYP for the Special Education group. No AYP plan in place for the special education subgroup.