

**Program Evaluation**  
**Graduation Rates**  
**SPP Part B Indicator 1**  
**School Year 09-10**  
**Report Year 08-09**

**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Your district had an overall Special Education Graduation Rate of **58.8%**.

Your district performed **below** the state target for this indicator is **80.0%**. The state Special Education Graduation Rate is **84.9%**.

**Analysis:** Mahnomen district has been identified 2nd year AYP for graduation rate. The district's graduation rate is at 72% based on 2008-09 data. In the district improvement plan the district identified mobility, attendance and proximity to other districts as factors contributing to the graduation rate. The graduation rate for students with IEPs is at 58.8%, which is much below the state target and lower than district overall graduation rate. Trend data for past six years has much variability from year to year ranging from 49.4 to 100%. Prior to data gather during 2007-08, the graduation rates were at state targets. The leadership team determined factors contributing to graduation rate are consistent with district improvement plan. In addition, small cell size may contribute to the range of graduation rates from year to year.

**Degree of Need:** Medium

**Program Evaluation**  
**Dropout Rates**  
**SPP Part B Indicator 2**  
**School Year 09-10**  
**Report Year 08-09**

**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Your district had an overall Special Education Dropout Rate of **15.9%**.

Your district performed **above** the state target for this indicator is **4.4%**. The state Special Education Dropout Rate is **4.5%**.

**Analysis:** Mahnomen district has a dropout rate higher than state special education dropout rate of 4.4%. Dropout rates for students with IEPs in Mahnomen district have fluctuated over the past five years but the trend is showing dropout rates are increasing and have been consistently above state target rates. According to district level improvement plan, attendance historically has been an issue within the district due to lack of enforcement of truancy laws by governmental entities, lack of concern by school district and lack of parent involvement. Attendance continues to be a goal for improvement in District Improvement plan and the district is working to improve attendance rates for all students with many initiatives in place to promote increased attendance. Improved attendance will have an impact on dropout rate for Mahnomen district. Factors that contribute to the high dropout rate identified by the leadership team include attendance, mobility rates, cell size, changes in family structure and teenage pregnancy.

**Degree of Need:** Medium

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 09-10**  
**Report Year 08-09**

**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

**Section 1: Participation in Statewide Assessments**

Your district had an overall Special Education Participation Rate of **89.2%**

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

**Analysis:** District reviewed participation rate as part of District improvement plan. During testing window for the 2008-09 school year 7 students "disappeared" for three weeks in April and were considered truant. Mahnomen missed AYP participation rates by 3 students which impacted AYP in several subgroups including the special education subgroup.

**Degree of Need:** Low

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 09-10**  
**Report Year 08-09**

**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
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**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

**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            | Yes               | Reading         |
| 4     | No                | Math            | Yes               | 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**  
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**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

**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, district mobility rate, and the change in statewide proficiency targets each year. Using data points from last four years, a trend line 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 trend line is showing improvement for grades 3, 4, 5, 6, 8, and 10. Trend line for reading is relatively flat for grade 7. MDE has created a growth model to help parents and educators track students' progress toward proficiency from year-to-year. Using special education subgroup data from the MDE website, Mahnomen had 14% of their students with disabilities who were not proficient but made exceptional growth in the area of reading, 20% of the students not proficient in reading but made some growth and 16% of students not proficient made low growth.

In the area of math, data points from last four 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 and 8. Grade 11 indicated a trend line sloping downward. Using the growth model provided by MDE in the area of math, 11% of students with disabilities identified as not proficient made exceptional growth, 26% made some growth and 28% made low growth.

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**Student Achievement Rates**  
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**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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

Mahnomen district has district level improvement plan in place. District improvement efforts include:  
NWEA and MCA-II sub-strand analysis: I

Identification of student strengths and weaknesses will allow us to target student populations that are deficient and provide appropriate instruction in a timely manner.

In school year 2009-10 data information is being used by grade level advisors at the high school to target specific instructional needs of students through bi-weekly advisor/advisee. Elementary grade level teams will embed targeted instructional strategies based on evidence of student data.

Professional Learning Communities (PLCs): PLCs will be formed in the district to look at strategies to improve reading achievement among students and free and reduced lunch (FRP) students using resources such as Learner Outcomes, Robert Marzano's curriculum information, Bloom's Taxonomy, and learning styles.

Alternative Education Center for grades 9-12 provides after school and extended year programs aimed at credit recovery. This allows students to stay on track towards graduation by making up needed credits.

Homework Club for grades 7-12 provides after school assistance for students desiring additional help with academics. The Homework Club allows students to receive additional help on assignments so they can be successful in school.

Homework Club for grades K-6 provides assistance with academics. The Homework Club provides students with additional help and work time so students can be successful in school.

Learning Readiness for preK provides incoming Kindergartners with a two-week summer opportunity to become familiar with the school setting. This helps prepare students for Kindergarten.

Summer programming for Special Education birth to three and for students with extended services on their IEP.

Summer Reading Program encourages summer reading for K-8 students using Accelerated Reader and mailbox readers.

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 09-10**  
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**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

**Degree of need:** High

**Program Evaluation**  
**Student Achievement Rates**  
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**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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

Did your district make Adequate Yearly Progress? No

**Analysis:** Special education subgroup did not make AYP in participation but did make AYP in reading and math proficiency. District reviewed participation rate as part of District improvement plan. During testing window for the 2008-09 school year 7 students "disappeared" for three weeks in April and were considered truant. Mahnomen missed AYP participation rates by 3 students which impacted AYP in several subgroups including the special education subgroup. District improvement plan has goal to improve attendance for all students including students with disabilities.

**Program Evaluation**  
**Suspensions and Expulsions**  
**SPP Part B Indicator 4**  
**School Year 09-10**  
**Report Year 08-09**

**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Your district had an overall Special Education Suspension/Expulsion Rate of **0.0%**

Your district performed **below** the Suspension/Expulsion rate among general education students of **0.2%**

**Analysis:** Mahnomen met this standard.

**Degree of Need:** Low

**Program Evaluation**  
**Federal Instructional Settings 6 - 21**  
**SPP Part B Indicator 5**  
**School Year 09-10**  
**Report Year 08-09**

**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

**Inside the regular class 80% or more of the day, Part B Indicator 5A:**

Your district had an overall Instructional Setting Rate of **40.9%**.

Your district performed **below** the state target for this indicator of **62.0%**. The state Instructional Setting Rate is **60.8%**.

**Analysis:** Mahnomen district rates have fluctuated over the past five years. Current percentage of students served inside the regular class 80% or more of the day have decreased and are at the lowest percentage rate in the past five years. Factors thought to be contributing to an increase of services in special education may be related to attendance, scheduling limitation, and staff awareness of adaptations needed in general education settings.

During the 2009-10 school year, the district provided an additional staff person to work with general education teachers using inclusion model of service delivery. Activities included providing direct instruction to students in area of study skills, test taking skills, self-advocacy skills; coordination of academic supports through general education options such as Title VII, tutor room, homework club; and consulting with classroom teachers to design differentiation within the general education classroom.

**Degree of Need:** High

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**Inside the regular class less than 40% of the day, Part B Indicator 5B:**

Your district had an overall Instructional Setting Rate of **12.6%**

Your district performed **below** the state target for this indicator of **9.1**. The state Instructional Setting Rate is **10.3**.

**Analysis:** Percentage of students served inside the regular classroom less than 40% of the day increase from 7.9% to 12.6%. There is variability from year to year. Over the past five years the percentage of students served inside the regular classroom less than 40% or the school day has ranged from 18.5% to 7.9%. Leadership team determined student mobility has an impact on this indicator because students move into the district with an IEP indicating high level of service. The district also notes the rate for students served in separate schools, residential facilities, or homebound/hospital placements are below state and target rates. The district continues to work to serve their students within their school district rather than consider more restrictive settings which may contribute to an increase percentage of students served inside the regular class less than 40% of the day.

**Degree of Need:** Low

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**Served in separate schools, residential facilities, or homebound/hospital placements, Part B Indicator 5C:**

Your district had an overall Instructional Setting Rate of **0.0**

Your district performed **below** the state target for this indicator of **4.7%**. The state Instructional Setting Rate is **4.3%**.

**Analysis:** The district met this standard.

**Degree of Need:** Low

**Program Evaluation**  
**Federal Instructional Settings 3 - 5**  
**SPP Part B Indicator 6**  
**School Year 09-10**  
**Report Year 08-09**

**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

**Special education and services in settings with typically developing peers, Part B Indicator 6:**

A district's overall performance on this indicator can be improved by working to reduce the number of children who do not participate in regular early childhood programs. Your district rate for children who attended a special education program in a class with less than 50% children without disabilities was **14.3%**.

Your district performed **below** the state rate for this instructional setting of **23.6%**

**Analysis:** No data available

**Degree of Need:** Low

**Program Evaluation**  
**Natural Environment Birth - 3**  
**SPP Part C Indicator 2**  
**School Year 09-10**  
**Report Year 09-10**

**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

**Early Intervention Services at home or in community settings, Part C Indicator 2:**

Your district had an overall preliminary 09-10 Natural Environment Setting Rate of **90.0%**.

Your district performed **below** the 09-10 state target for this indicator of **92.5%**. The preliminary 09-10 state Natural Environment Rate is **95.5%**

**Analysis:** BRIC is the special education administrative unit that serves 11 rural school districts across 8000 square miles. Total cell size is a factor (37 infants/ toddlers). Local data collected across all eleven districts indicates that during the 08-09 school year there were 2 toddlers with hearing impairments and 1 toddler on the autism spectrum that were served in school based settings to better meet the children's unique instructional needs. For 2008-09, BRIC is one tenth of a percent below the statewide target.

**Degree of Need:** Low

**Program Evaluation**  
**Child Find Birth - 1**  
**SPP Part C Indicator 5**  
**School Year 09-10**  
**Report Year 09-10**

**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

**Children Birth to Age 1 with Individual Family Service Plans (IFSPs), Part C Indicator 5:**

Your district had an overall preliminary 09-10 Child Find Rate of **1.32%**.

Your district performed **above** the 09-10 state target for this indicator of **0.85%**. The preliminary 09-10 state Child Find Rate is **0.76%**.

**Analysis:** No data available

**Degree of Need:** Low

**Program Evaluation**  
**Child Find Birth - 3**  
**SPP Part C Indicator 6**  
**School Year 09-10**  
**Report Year 09-10**

**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

**Children Birth to Age 3 with Individual Family Service Plans (IFSPs), Part C Indicator 6:**

Your district had an preliminary 09-10 overall Child Find Rate of **2.69%**

Your district performed **above** the 09-10 state target for this indicator of **2.25%**. The preliminary 09-10 state Instructional Setting Rate is **2.18%**.

**Analysis:** No data available

**Degree of Need:** Low

**Program Evaluation**  
**Part C Family Outcomes**  
**SPP Part C Indicator 4**  
**School Year 09-10**  
**Report Year 08-09**

**DistrictNbr/Type:** MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

**Know their rights, Part C Indicator 4A:**

Your Administrative Unit had an overall Family Outcomes Rate of **100%**

Your Administrative Unit performed **above** the state target for this indicator of **85%**. The state Family Outcomes Rate is **81%**.

**Effectively communicate their children's needs, Part C Indicator 4B:**

Your Administrative Unit had an overall Family Outcomes Rate of **100%**

Your Administrative Unit performed **above** the state target for this indicator of **86%**. The state Family Outcomes Rate is **87%**.

**Help their children develop and learn, Part C Indicator 4C:**

Your Administrative Unit had an overall Family Outcomes Rate of **100%**

Your Administrative Unit performed **above** the state target for this indicator is **93%**. The state Family Outcomes Rate of **90%**.

**Analysis:**

The BRIC survey response rate moved from 13% in 07-08 to 14% in 08-09. Local cooperative data estimates that there were 7 children who met criteria for survey completion during the 08-09 year, making cell size a contributing factor. ECSE teachers were reminded quarterly during 08-09 about the Part C Family Outcomes Survey requirement. Completion of the Part C Family Outcomes Survey was a training item for ECSE staff in January, 2009. Subsequent to this training, ECSE staff due process quarterly printouts reflected the child's age in years and months to better anticipate exit from Part C. A survey completion incentive program was initiated with parents during the 2009-10 school year. The results of this incentive program should be reflected in the 2009-10 data profile. Anecdotal reports from ECSE staff indicate that the incentive program is meeting with success.

**Degree of Need:**

High