

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

Your district had an overall Special Education Graduation Rate of **75.0%**.

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

**Analysis:** For the 08-09 school year, the federal Office of Special Education Programs (OSEP) requires that states report selected data for the previous year in order to align special education data with required data postings for the Elementary and Secondary Education Act (ESEA), Title I. The affected areas include graduation (Indicator 1). Waubun-Ogema School district did not meet special education state target for graduation rates based on 07-08 data. Trend data for the past five years indicate Waubun-Ogema has exceeded statewide rate and target with 100% graduation rates for students with disabilities for three out of five years. The trend data has variability due to small cell size and mobility rates. Other factors identified by the leadership team that impact graduation rate and variability from year to year are family/student circumstances that interfere with graduation including chemical dependency, legal matters, issues related to poverty, and some students at Waubun take longer than 4 years to graduate.

**Degree of Need:** Low

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

Your district had an overall Special Education Dropout Rate of **7.4%**.

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

**Analysis:** For the 08-09 school year, the federal Office of Special Education Programs (OSEP) requires that states report selected data for the previous year in order to align special education data with required data postings for the Elementary and Secondary Education Act (ESEA), Title I. The affected areas include dropout (Indicator 2). Waubun-Ogema School district did not meet special education state target for dropout rates based on 07-08 data. Trend data for the past five years indicate Waubun-Ogema School district has variability in rates due to small cell size and mobility in the district. Dropout rates for the past five years have been as low as 0% to as high as 9.7%. Three out of the past five years the district has met statewide target rates. Factors contributing to variability of dropout rate are similar to factors related to graduation rate. The district will continue to analyze individual student data to intervene early when factors contributing to dropping out of school are present in the student profile.

**Degree of Need:** Low

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**Section 1: Participation in Statewide Assessments**

Your district had an overall Special Education Participation Rate of **98.2%**

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

**Analysis:** Waubun-Ogema-White Earth School district exceeded statewide target.

**Degree of Need:** Low

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 09-10**  
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**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

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

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 09-10**  
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**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**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, 5, 7, 8 and 10. Trendline for reading shows downward slope for grade 4 and is relatively flat for grade 6. 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, Waubun-Ogema-White Earth had 21% of their students with disabilities who were not proficient but made exceptional growth in the area of reading, 31% of the students not proficient in reading but made some growth and 15% of students not proficient made low growth. Percentages of students making medium to high growth were higher when compared to state special education growth rates.

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 and 8. Grades 7 and 11 indicate a trend line sloping downward. Using the growth model provided by MDE in the area of math, 18% of students with disabilities identified as not proficient made exceptional growth, 21% made some growth and 37% made low growth. The percentage of students making low growth in the area of math was high than state special education percentage.

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 09-10**  
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**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

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

Activities and strategies identified in district level improvement plan to improve reading and math achievement include:

- \*Staff will develop a common ground understanding of the PLC model as define by DuFour model
- \*Professional Learning Communities, with the support of the Literacy Coach/Data Coach, will meet to develop instructional reading strategies in all content areas
- \*Gather information from Dr. Olivia Melrose about supporting Native American student learning
- \*Monitoring student performance and providing individual interventions to ensure student success

**Degree of need:** High

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
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**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

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

Did your district make Adequate Yearly Progress? No

**Analysis:**

Reading goals for special education group for 2010 is to increase from 46 index rate points to 51 and for 2011 goal is to increase from 51 index rate points to 56. Math goal for 2010 for special education group is to increase from 44 to 48 index rate points in SY 2010 and increase from 48 to 53 in 2011. A data retreat in math and reading will occur each summer, facilitated by the NWSC and the District Test Coordinator, evaluating the results from the MCA II tests in mathematics and reading to track progress on the district goals. Staff development time will be committed to establish Professional Learning Communities, district wide, to address school culture, curriculum and instruction needs. Northwest Service Coop will sponsor math cohorts in an effort to improve instructional strategies, best practices, and alignment of standards. Reading instruction across all grade levels and content areas will be addressed through PLC's focusing on reviewing student data and reading in the content area, formative assessment and designing instructional plans to improve student achievement. Comprehension and vocabulary have been identified as growth areas for students.

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

**DistrictNbr/Type:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

Your district had an overall Special Education Suspension/Expulsion Rate of **1.6%**

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

**Analysis:** Waubun-Ogema-White Earth school district did not meet indicator for suspension and expulsion rate. Waubun Special Education student count was 126 according to district data profile. The count suspended for more than 10 days in the school year was not report on district data profile because the district did not have a minimum of 20 students. Trend data for previous five years indicate the district was at 0% on three of five years and as high as 4% one year. Due to small cell size, the district will need to monitor this indicator and determine if trend data supports an ongoing concern.

**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:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

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

Your district had an overall Instructional Setting Rate of **57.3%**.

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

**Analysis:** Trend data for past five years indicate Waubun-Ogema district is consistently performing below state target for this indicator, however, the 2008-09 data indicates the percentage of students served inside the regular class 80% or more of the day has increased to 57.3% which is the closest it has been to state target. The percentage has increased by 13.1% since 2007-08 data. The district has been working to improve accuracy of reporting federal settings and IEP teams are considering least restrictive options when determining the amount of services needed to meet IEP goals. Factors identified by the leadership team as having a continued impact on this indicator are thought to be related to training needs of staff regarding differentiation in general education settings rather than pull-out services and scheduling limitations.

**Degree of Need:** Medium

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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 **11.7%**

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

**Analysis:** The district made improvements in this indicator moving from 16.3% using 07-08 data to 11.7% using 08-09 data. The district has variability in data over the past five years with percentages ranging from 10% to 16.3%. The district rate for students served in separate schools, residential facilities, or homebound/hospital placements continues to be below state rates and state targets. The district continues to work to serve their students within their school district rather than consider more restrictive settings which may contribute to an increased percentage of students served inside the regular class less than 40% of the school day.

**Degree of Need:** Medium

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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 **1.0**

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:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**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 **0.0%**.

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:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**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:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**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:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**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:** WAUBUN PUBLIC SCHOOL DISTRICT (0435-01)

**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