

**Complete End of Year
District Demographics
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Race/Ethnicity	Total Enrollment 186	
	Count	Percent
American Indian	66	35.5%
Asian	1	0.5%
Black	3	1.6%
Hispanic	3	1.6%
White	113	60.8%

	Part B Special Ed Enrollment 184	
	Count	Percent
American Indian	66	35.5%
Asian	1	0.5%
Black	3	1.6%
Hispanic	3	1.6%
White	111	59.7%

	Part C Special Ed Enrollment 2	
	Count	Percent
White	2	1.1%

Gender	Total Enrollment 186	
	Count	Percent
F	60	32.3%
M	126	67.7%

	Part B Special Ed Enrollment 184	
	Count	Percent
F	60	32.3%
M	124	66.7%

	Part C Special Ed Enrollment 2	
	Count	Percent
M	2	1.1%

Disability	Total Enrollment 186	
	Count	Percent
ASD	20	10.8%
DCD Mild	12	6.5%
DCD Severe	3	1.6%
DD	29	15.6%
DHH	4	2.2%
EBD	30	16.1%
OHD	17	9.1%
S/LI	21	11.3%
SLD	48	25.8%
SMI	2	1.1%

	Part B Special Ed Enrollment 184	
	Count	Percent
ASD	20	10.8%
DCD Mild	12	6.5%
DCD Severe	3	1.6%
DD	27	14.5%
DHH	4	2.2%
EBD	30	16.1%
OHD	17	9.1%
S/LI	21	11.3%
SLD	48	25.8%
SMI	2	1.1%

	Part C Special Ed Enrollment 2	
	Count	Percent
DD	2	1.1%

**Complete End of Year
General District Information
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Date of next MDE validation:

**Complete End of Year
General District Information
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Significant District Changes:

Bagley Independent School District (ISD) #162 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council (BRIC). This report summarizes data specific to Bagley ISD #162. Bagley School District was scheduled for MDE Compliance Review in March 2009. As part of the 2008-2009 Special Education Compliance Review, Bagley School district submitted the following data elements: parent stakeholder surveys, file review of student records, longitudinal record reviews and the special education director interview. Parent surveys were mailed during April, 2009. The record review was completed April 6, 2009. The district has submitted corrections to MDE and has been notified the district is at 100% correction status.

Trends within the District:

The district's total enrollment has increased from 1005 students Dec. 1 2008 to 1032 students Dec. 1, 2009. Special Education has increased from 17.81% (179 students) to 18.41% (190 students) as of 12/1/2009. Disability categories that have shown increases include Developmental Delay (DD), Other Health Disabilities (OHD), and Speech/Language Impairment (S/LI).

Bagley Elementary is currently not making AYP in reading and math, specifically with two student groups. Bagley Elementary is at stage 1.1. Staff development activities designed to address instructional needs during the 2009-2011 include: Math and Literacy Cohorts, Differentiation Training, Two-day data retreat, Looking at Learning: Supporting Native American Students modular training, Analyzing and interpreting data to inform instruction, Researching new Language Arts/Reading program, Everyday Mathematics Training.

Significant Events/Programs in the District:

*The Bagley school district participates in the Early Childhood Initiative along with Head Start and other community partners. As part of the initiative, District Programs (ECSE, ECFE, SR) have participated in community family fun nights, provided new baby packets to new births in the district outlining community resources, and sponsored continuing ed for area child care providers.

*The local Help Me Grow committee supported the Family Toy Box, a multiple family group therapy program for young children beginning at age 2 and their parents. Families participate in activities focused on building stronger relationships, learning skills in limit setting, communicating and structuring activities to promote success.

*The Family & Community Involvement Committee was formed in the fall of 2007 and remains active in the school. The committee was developed with the goal of encouraging parents, families and community members to get involved with our school and develop an active partnership which works toward continued improvement in the district's educational programming.

*Summer School is offered grades 4 - 12 for students identified "at risk" of drop out or delayed graduation due to attendance concerns and lack of academic progress. The program provides for credit recovery and skill instruction.

*Bagley School District has a multi-needs functional based program that provides services to students with multiple disabilities at both the elementary and high school buildings. Both programs have been provided

math curriculum that is aligned to state standards and designed for students who are eligible to take the MTAS. Full implementation of math curriculum will occur during the 2010-11 school year.

*Success for the Future Grant: Bagley High School is working to improve achievement, attendance and graduation rates for Native American students providing services with the Success for the Future grant. The grant supports the addition of a program coordinator and 2 paraprofessionals. The program activities include parent involvement, academic supports and remediation, cultural activities, career awareness and assistance with establishing post-secondary goals, and transportation. Success for the Future supports a unique and effective after-school peer tutoring program in which paid student tutors provide academic support for other students who are struggling academically. The program is available to students two days per week for two hours. School district provides transportation home for students participating in this program.

*District offered Math and Reading lab after school for grades 3 - 12. The purpose of the labs were to provide support and remediation for those students identified as at risk for not meeting proficiency on MCAs.

*Title VII: A Title VII interventionist and paraprofessional provide services to Native American students to improve achievement, attendance and graduation rates. District data indicates this program has had significant results in assisting Native American students. Results show increases in attendance, achievement, graduation rates and attending post-secondary institutions. The Title VII interventionist works with Native American students and families providing academic assistance, supports parent/student at IEP meetings and will provide transportation as needed to increase parent involvement in IEP meetings.

*Building problem-solving teams are well established at both Bagley High School and Bagley Elementary. Bagley High School team meets weekly to review academic, behavioral and attendance patterns of students. Team members include building administrators, high school counselor, liaison officer, truancy tracker, Title VII interventionist, and Success for Future coordinator.

*The Bagley Elementary team meets one time per month to review referrals. Data indicates the elementary problem solving team is effective in reducing the number of referrals to special education by intervening early to assist students with academic, behavioral and attendance concerns. Data from 08-09 school year indicate 60% of referrals for special education evaluation result in student meeting eligibility requirements and receiving special education services. Data from 09-10 school year indicates 76% of students referred met eligibility which is an improvement from last year and closer to typical rate for Bagley Elementary school.

*Bagley School District is working toward implementing a tiered intervention model to improve their problem solving team process. Teachers from both elementary and high school have had training on Response to Intervention (RTI).

*The Bagley has in place the School-Based Intervention Program (SBIP) and Reading Recovery (RR) programs which are designed to serve the District's at-risk population including students who are low-performing and who have not been identified as needing special education or related services. These students; however, are in need of academic and/or behavioral support in the general education environment and who, without such support, may be in need of formal special education evaluation and service.

*The Reading Recovery Program is based in the elementary school and serves students in grade one with an emphasis on early identification and intervention focusing on phonemic awareness, phonics, vocabulary, fluency, and oral/written comprehension.

*The Bagley SBIP targets K-6 and provides in-classroom support including the Interventionist implementing sessions in the kindergarten, 1st, and 3rd grade classrooms weekly, assisting the teacher with classroom support, modeling, and redirecting. The Interventionist also conducts four kindergarten groups, consisting of students with emerging behavioral concerns, which focus on social skills, good choices,

and positive behaviors. The Interventionist's work in the preK classroom includes helping prepare those students who are considered "at risk" to be successful in their transition into kindergarten.

*Bagley School District is a participant in the Clearwater County Collaborative. The collaborative members include representatives from Clearwater County Human Services, White Earth Indian Child Welfare, Clearwater County Courts, White Earth Tribal Court, and Bagley School District. Collaborative funds are used to support the Truancy Tracker program is an intervention program at both the high school and elementary used to improve attendance rates. The collaborative also supports on-site mental health services and a limited chemical dependency treatment.

*Bagley School District uses the NWEA MAP testing to obtain benchmarks on student progress in reading and math in grades 2 - 6 and at the high school. The data generated assists the district in identifying students in need of intervention for remediation and skill building.

*Accelerated reading and math is used at both elementary and high school to supplement general education and special education curriculum in reading and math.

*The District is a school wide Title I district with 55.51% of student eligible for free and reduced lunch (FARL)School-wide. Title 1 services are provided to students at the elementary level who are in need of supplemental services in the area of reading and math. Title 1 staff includes licensed teachers and paraprofessionals. Full time licensed teachers have been provided training on best practices in reading and math and incorporate these practices into the supplemental reading and math program.

*After school programming is provided at the elementary school to provide supplemental support for students with academic concerns two times per week.

*Bagley Elementary School has implemented weekly truancy checks for students. This works well to improve attendance patterns for elementary students.

*Native American Education meeting is held monthly to discuss intervention strategies, new program initiatives, current data trends, political venues and cultural sensitivity. Membership consists of building principals from both elementary and high school, Home-School Interventionists from both elementary and high school, District Superintendent, White Earth Director of Indian Education, members of the Title VII parent committee, community education director and the athletic director.

*Looking at Learning: Supporting Native American Students is a modular training for teachers designed to reduce referral rates of Native American students to special education, increase the academic success of Native American students and support teachers who work with Native American students to meet the academic needs of Native American students and to better understand the significance of the culture and history. Bagley School district incorporated the training into staff development schedule. Bagley Elementary received 4 of 6 training modules this year and is scheduled for the remaining two modules during the 2010-11 school year. Bagley High School participated in Module 1 & 2 training which focused on the significance of the culture and history. Feedback indicated staff awareness of cultural issues increased from 2.75 to 5.39 on a 7 point rating scale of pre and post training awareness/knowledge of cultural issues and impact on learning.

Process to develop the Mission and Belief statements:

The BRIC CIMP mission, beliefs and goal statements were originally identified as part of the IDEA implementation planning process in 1999. A group consensus process was used to develop them. In addition, they are reviewed each year by the Leadership team with input from the field on an annual basis.

Mission:

Pursuing educational excellence for all: In partnership with parents and community, Bagley Public Schools will support, challenge, and empower students to become responsible, productive citizens.

Has your Mission Statement changed?

N

Rationale for changing the Mission Statement:

No data.

Belief Statements:

Everyone can learn. Learning is for everyone.

All learners need to be educated in the least restrictive environment, regardless of race, culture, environment, socioeconomic status or disability.

All learners have unique instructional needs.

Rights of parents and learners must be assured.

A multi-disciplinary approach best meets the unique needs of learners.

Interagency services should be encouraged as needed.

Continuous evaluation of special education services is necessary so the corrective action can be taken when appropriate.

Process to develop the goal statements:

The BRIC CIMP mission, beliefs and goal statements were originally identified as part of the IDEA implementation planning process in 1999. A group consensus process was used to develop them. In addition, they are reviewed each year by the Leadership team with input from the field on an annual basis.

Goal statements:

**Complete End of Year
General District Information
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Leadership Team Selection Process:

The Leadership Team was identified as part of the original IDEA implementation planning process in February 1999. Team members were selected by their member districts and change as deemed appropriate by the member district. BRIC membership includes the director of special education, the coordinator and the State peer monitors. Additional team members were added during 2008-09 school year including building principals, special education teachers, and school psychologist. Native American support staff were added this year to provide Native American community and family perspective in the analysis of data and planning process.

Leadership Team Membership:

<u>Last</u>	<u>First</u>	<u>Position</u>	<u>Length</u>	<u>Responsibility</u>
Ulmer	Denny	Special Education Director	103	Guide process; ensure completion
Williams	Kim	Early Childhood Coordinator	3	Scheduling; data analysis; report writing
Gulbranson	Linda	Special Education Coordinator - Due P	3	Scheduling; data analysis; report writing
Engebretson	Nancy	Special Education Teacher	3	Development, implementation, evaluation of process
Schmidt	Linda	Principal	3	Review AYP data; align CIMP w/ School Improvement
Cairns	Steve	Principal	3	Review AYP data; align CIMP w/ School Improvement
Sloan	Kathi	Special Education Teacher	4	Review data, make recommendations
Dryburgh	Lorin	Special Education Teacher	4	review data, make recommendations
McLean	Dawn	Early Childhood Special Education Tea	4	review data, make recommendations
Nelson	Heather	Psychologist	3	review & analyze information, develop goals
Ronning	Deb	Support Staff	5	Native American Perspective Analysis & Planning
Goodwin	Stacy	Support Staff	5	Native American Perspective Analysis & Planning

**Complete End of Year
General District Information
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

How parents and community are involved in the MNCIMP:SR planning and analysis:

The MNCIMP:SR Leadership team will present the SR report to the Bagley Parent/Community Involvement committee and the Title VII committee during the 2010-11 school year to review the CIMP report. Parents and community members are part of both teams. Data analysis will be shared with these groups and input will be sought relative to action planning. Native American support staff were added to the leadership team this year to provide Native American community and family perspective in the analysis of data and planning process.

How the MNCIMP:SR status is communicated to parents and the community:

CIMP activities are reported to the BRIC board on a regular basis. MN CIMP information and reports are posted on the BRIC website for anyone in the community can view. Membership districts of BRIC are encouraged to provide a link from district website to BRIC website to provide for more efficient access to MNCIMP status.

**Complete End of Year
Current Action Plan
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**Complete End of Year
Current Action Plan
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Current Action Plans

Goal Statement:

To increase parental response rate in completion and return of the Part C Family Outcomes Survey.

Desired Outcome:

The BRIC schools will increase the parental return rate on MDE's Part C Family Outcomes Survey from a rate of 14% to a rate of 50% for infants and toddlers exiting Part C.

Strategies:

1)Early Intervention staff will be reminded quarterly to provide families with infants/toddlers exiting early intervention with the Part C Family Outcomes Survey 2)Early Intervention Staff will be provided with a due process printout quarterly listing the child's current age in years and months to better anticipate children exiting Part C. 3)Parents will be offered a children's book for their child as an incentive to complete the survey. When a completed survey is returned to the Early Intervention teacher in a sealed envelope addressed to MDE, the family will be provided with a children's book.

Collected Data:

Annual Part C Family Outcomes Response Rate provided by MDE.

Progress and Results Analysis:

1)Early Intervention staff were reminded about Part C Family Outcomes Survey requirements throughout the 08-09 school year. This included site visits from the ECSE coordinator in September '08, October '08, February '09 and April 09. The Part C Family Outcomes Survey requirement was also reviewed on August 26 and 27, 2009 at new teacher training and staff inservice training as well as on January 23, 2009 at a BRIC ECSE staff inservice. 2) Beginning in March, 2009 ECSE staff were provided with a due process printout that lists the child's current age in years and months to increase identification of children approaching their third birthday and in need of a Part C Family Outcomes Survey. The printouts were provided monthly for the remainder of the 08-09 school year, and throughout the 09-10 school year. 3) Throughout the 09-10 school year, parents have been offered an incentive to complete and return the Part C Family Outcomes Survey. The BRIC expects the positive results of this incentive program to be evident in the survey response rate for 09-10, as ECSE staff are reporting an increase in survey returns with the incentive.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

The data available does not reflect the response rate following full implementation of the strategies for increased Part C Family Outcomes Survey Response. In addition, the cell size continues to be a contributing factor. An additional 1-2 years of data is needed to determine if the strategies in place are successful.

**Complete End of Year
Current Action Plan
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Current Action Plans

**Complete End of Year
Current Action Plan
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Current Action Plans

Goal Statement:

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with notice of evaluation, evaluation report, LRE, PLEP, goals& objectives, progress reporting, content of notice on IEP, parent consent, and secondary transition.

Desired Outcome:

100% compliance

Strategies:

Submit evidence of corrections to MDE by June 2010. Staff development training on due process procedures and guidelines Share compliance updates at regular staff meetings Conduct informal self-review of records on random basis

Collected Data:

100% compliance on Self-Review 2011-12

Progress and Results Analysis:

Evidence of corrections were submitted to MDE. 100% correction status was achieved. All special education staff attended training on due process procedures and guidelines held August, September and October. Training focused on areas most frequent areas of citation across the cooperative which included areas specific to Bagley including: notice of evaluation, evaluation report, LRE, PLEP, goals& objectives, progress reporting, content of notice on IEP, parent consent, and secondary transition.

Goal Met? (met, not met, continue)

Yes : M

**Complete End of Year
Current Action Plan
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Current Action Plans

Goal Statement:

Increase percentage of students being served in the regular class 80% or more of the day to be consistent with statewide target of 61.5%.

Desired Outcome:

Increase percentage by 5% using 08-09 SY data and 10% using 09-10 SY data

Strategies:

Training on full continuum of services and placement decisions based on identified special education needs. Build awareness on best practice for providing differentiated instruction in general education settings to promote inclusion of students with disabilities in the general education classroom setting. Encourage research approached, data-driven decisions regarding instructional setting for students with disabilities

Collected Data:

District overall instructional setting rate using 08-09 data and 09-10 data

Progress and Results Analysis:

District data profiles for SY 08-09 indicate Bagley district increased percentage of students served inside regular class 80% or more of the day from 49.7% to 54.7%. The district met it's goal for the 08-09 school year with an increase of 5%.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

The district increased 5% using the 08-09 data and will continue to move percentage of students receiving service inside the regular class 80% or more of the day closer to state targets using 09-10 data.

**Complete End of Year
Current Action Plan
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Current Action Plans

Goal Statement:

Increase proficiency levels of students with disabilities in the areas of reading and math

Desired Outcome:

Increase proficiency rates of students with disabilities by 5% in areas of reading and math based on SY 08-09 data and again by 5% based SY 09-10 data.

Strategies:

Review MCA scores Implement Aimsweb progress monitoring for students with disabilities not meeting proficiency

Collected Data:

MCA-II proficiency rates

Progress and Results Analysis:

Using 2008-09 district data profiles grades 4 proficiency rate increased by 47% from 36% to 83%; grade 7 increased from 36% to 50% (14% increase) and grade 8 increased from 23% to 56% (33% increase). Trendlines indicate improvement in proficiency rates for all grade levels in the area of reading. With small cell size at each grade level, the trendline may be a more accurate indicator of growth. In the area of math, proficiency rates increased for Grades 4, 7, and 8. Trendlines indicate improvement in proficiency rates for grades 3, 4, 5, 7, and 8.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

District goal was to increase proficiency rates by 5% using 08-09 data and again by 5% using 09-10 data. District will continue to work on improving proficiency rates for students with disabilities at all grade levels.

**Complete End of Year
Future Action Plan
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT(0162-01)

Goal Statement:

To increase parental response rate in completion and return of the Part C Family Outcomes Survey.

Desired Outcome:

The BRIC schools will increase the parental return rate on MDE's Part C Family Outcomes Survey from a rate of 14% to a rate of 50% for infants and toddlers exiting Part C.

Strategies:

1)Early Intervention staff will be reminded quarterly to provide families with infants/toddlers exiting early intervention with the Part C Family Outcomes Survey 2)Early Intervention Staff will be provided with a due process printout quarterly listing the child's current age in years and months to better anticipate children exiting Part C. 3)Parents will be offered a children's book for their child as an incentive to complete the survey. When a completed survey is returned to the Early Intervention teacher in a sealed envelope addressed to MDE, the family will be provided with a children's book.

Collected Data:

Annual Part C Family Outcomes Response Rate provided by MDE.

Need Assistance:

N

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT(0162-01)

Goal Statement:

Increase percentage of students being served in the regular class 80% or more of the day to be consistent with statewide target of 62%.

Desired Outcome:

Increase percentage by 5% using 09-10 SY data and again by 5% using 10-11 SY data

Strategies:

Ongoing training / discussion on full continuum of services and placement decisions based on identified special education needs. Bagley district has staff development identified with focus on differentiation training to be held during 2010-11 school year. The purpose of the training is to increase knowledge/awareness for differentiation and promote inclusion of students with disabilities in the general education classroom setting. Encourage research approached, data-driven decisions regarding instructional setting for students with disabilities

Collected Data:

District overall instructional setting rate using 09-10 data and 10-11 data

Need Assistance:

N

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT(0162-01)

Goal Statement:

Increase proficiency levels of students with disabilities in the areas of reading and math

Desired Outcome:

Increase proficiency rates of students with disabilities by 10% in areas of reading and math based on SY 09-10 data and again by 10% based SY 10-11 data.

Strategies:

Review MCA scores Review Aimsweb progress monitoring results for students with disabilities not meeting proficiency Elementary needs assessment indicated needs in area of staff training in mathematics and literacy, differentiaion, how to collect, analyze, and utilize student data and parent involvement. Staff development will focus on these need areas during 2009-2011 school year. Special education teachers will participate in these training opportunities.

Collected Data:

MCA-II proficiency rates

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 09-10
Report Year 08-09

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Please refer to the "Program Evaluation Section Report" for your district's performance and analysis related to SPP/APR indicators.

**Complete End of Year
Post Secondary Follow-up Survey
School Year 09-10**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

-Nothing to report