

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

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

Your district had an overall Special Education Graduation Rate of **80.0%**.

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

**Analysis:** Bagley met this standard.

**Degree of Need:** Low

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

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

Your district had an overall Special Education Dropout Rate of **1.6%**.

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

**Analysis:** Bagley met this standard

**Degree of Need:** Low

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

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

**Section 1: Participation in Statewide Assessments**

Your district had an overall Special Education Participation Rate of **97.7%**

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

**Analysis:** Bagley met this standard

**Degree of Need:** Low

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

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

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 09-10**  
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**DistrictNbr/Type:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**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	No	Math	No	Reading
4	Yes	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	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:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**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 (7 years for grades 3, 5,10), 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 at all grade levels. 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, Bagley had 14% of their students with disabilities who were not proficient but made exceptional growth in the area of reading, 41% 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 ( 7 data points grades 3 & 5) 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, 7 and 8. Grade 5 indicated slight growth and grade 11 indicated a trend line sloping downward. Grade 6 proficiency rates remained flat showing no growth or decline. Using the growth model provided by MDE in the area of math, 29% of students with disabilities identified as not proficient made exceptional growth, 24% made some growth and 24% made low growth.

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 09-10**  
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**DistrictNbr/Type:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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

Bagley Elementary has a School Improvement Plan in place with goals to increase student achievement of all students, decrease number of special education students not meeting math proficiency, increase student achievement in reading of all students and decrease number of Native American students not meeting reading proficiency. The district needs assessment indicated needs in the area of staff training in mathematics and literacy, differentiation, how to collect, analyze and utilize student data, and parent involvement. The elementary school has adopted a new math series, Everyday Mathematics and has provided staff trainings to imbed new program into the school day. The multi-needs program at both elementary and high school researched math curriculum and purchased a curriculum that is aligned with state standards and is designed for students that may be eligible to take MTAS. Staff, including special education staff, has attended mathematics and literacy cohorts hosted by Northwest Service Cooperative to help staff engage in collective inquiry, design and integrate research based instructional practices into math and reading. Staff are currently involved with data retreats to learn how to collect, analyze and interpret student achievement data in designing effective classroom instruction.

**Degree of need:** High

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 09-10**  
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**DistrictNbr/Type:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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

Did your district make Adequate Yearly Progress? Yes

**Analysis:** No data available

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

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

Your district had an overall Special Education Suspension/Expulsion Rate of **1.1%**

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

**Analysis:** Bagley School district did not meet indicator for suspension and expulsion rate. Bagley Special Education student count was 177 according to district data profile. Two students with IEPs were suspended for more than 10 days in the school 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:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

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

Your district had an overall Instructional Setting Rate of **54.7%**.

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

**Analysis:** Trend data over the past five years indicates Bagley is consistently performing below state target for this indicator. Data from 06-07 SY indicate the percentage of students at Setting 1 (inside regular class 80% or more of the day) was at 48.1%. District has been working to move this indicator closer to statewide target. Instruction Setting 1 rate moved from 49.7% using 07-08 data to 54.7% using 08-09 data. Factors thought to be contributing to this trend remain similar to previous year including the rigors and demands increase as students move to the high school, students with mild disabilities may be dismissed from services prior to high school age, training and philosophy of pull-out services rather than accommodations/modifications in general education, and scheduling limitations. The district provided additional training on MARRS reporting at the beginning of the 2009-10 school year. The 08-09 data will not reflect this training on accuracy of data reporting. Differentiated instruction is included in future staff development plans for the 2009-2011 school year. Increased differentiation in general education settings will have a positive impact on this indicator with the expectation the percentage of students served at setting 1 to move closer to statewide target.

**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 **11.3%**

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

**Analysis:** Bagley district did not meet this indicator. Trend data from past five years indicate previous rates have been from 12.6% to 15.4%. 2008-09 data indicates the rate has decreased to 11.3% which is the lowest rate in the past five years. During the 08-09 school year, a neighboring district established their own multi-needs program. It was anticipated this would assist the Bagley district in moving closer to the statewide target on this indicator which did occur. In addition, the district has provided training to special education teachers and MARSS data recorders on importance of accurately reporting.

The district also notes that district 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 **1.3**

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

**Analysis:** Bagley district is performing below state target for this indicator.

**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:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**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 **52.4%**.

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

**Analysis:** The district rate dropped from 65% the previous year to 52.4% . While this is still above the state rate, the district is moving towards more inclusive programming. Bagley is a rural community with a limited number of early childhood slots in available community programs (Head Start, School Readiness and ECFE). During the 2009-10 school year, the district purchased 4 slots in the district's School Readiness program to increase the availability of specialized instruction in a less restrictive setting. Efforts will continue to provide special education services within the Head Start and School Readiness settings for eligible children enrolled in those programs.

**Degree of Need:** Medium

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

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

**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:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**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:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**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:** BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**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