

**Program Evaluation  
Graduation Rates  
SPP Part B Indicator 1  
School Year 10-11  
Report Year 09-10**

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

Your district had an overall Special Education Graduation Rate of **91.7%**.

Your district performed **above** the state target for this indicator is **85.0%**. The state Special Education Graduation Rate is **85.3%**.

**Analysis:** Bagley district met this target.

**Degree of Need:** Low

**Program Evaluation**  
**Dropout Rates**  
**SPP Part B Indicator 2**  
**School Year 10-11**  
**Report Year 09-10**

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

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:** Bagley district met this target.

**Degree of Need:** Low

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 10-11**  
**Report Year 09-10**

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

**Section 1: Participation in Statewide Assessments**

Your district had an overall Special Education Participation Rate of **95.2%**

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

**Analysis:** Bagley met this target.

**Degree of Need:** Low

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 10-11**  
**Report Year 09-10**

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

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 10-11**  
**Report Year 09-10**

**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	No	Math	No	Reading
5	No	Math	No	Reading
6	No	Math	No	Reading
7	No	Math	Yes	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 10-11**  
**Report Year 09-10**

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

**Analysis - circumstance(s) that contributed to your district's proficiency rates:**

Bagley had goal to increase proficiency rates for students with disabilities in reading by 10% using 09-10 data. Bagley district increased proficiency rates by more than 10% in reading for grades 5 & 7. 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 eight 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 for all grades involved in MCA-II testing. 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 Elementary had 13% of their students with disabilities who were not proficient but made exceptional growth in the area of reading, 29% of the students not proficient in reading but made some growth and 13% of students not proficient made low growth. Bagley Secondary had 22% 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 25% of students not proficient made low growth. Both elementary and high school have the majority of their students making some growth but to close the achievement gap, the district would like to see the majority of students who are not proficient make exceptional growth. To respond to growth rates in the area of reading, Bagley district will be implementing Read 180 and System 44 for students with disabilities not meeting proficiency during the 2011-12 school year. Grades 4 - 8 will be 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. Four teachers have been trained to implement this program during the school year.

Bagley had goal to increase proficiency rates for students with disabilities in math by 10% using 09-10 data. Bagley district increased proficiency rates by more than 10% in math in grades 5 and 11. In the area of math, data points from last eight 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. Grades 6 and 11 show a trendline sloping downward or flat. Using the growth model provided by MDE in the area of math, Bagley Elementary had 11% of students with disabilities identified as not proficient made exceptional growth, 34% made some growth and 13% made low growth. Bagley Secondary had 27% of students with disabilities identified as not proficient made exceptional growth, 32% made some growth and 27% made low growth. As with the area of reading, math growth rates both elementary and high school have the majority of their students making some growth but to close the achievement gap, the district would like to see the majority of students who are not proficient make exceptional growth.

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 10-11**  
**Report Year 09-10**

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

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

According to School Level Improvement Plan students who received special education services lack access to a consistent mathematics curriculum and grade level, standards-based instruction. This student group will be supported in mathematics through more thorough training of teachers who teach special education in Everyday Mathematics curriculum. Bagley Elementary special education teachers will participate in multiple on-site trainings with a math expert for teachers of special education. The training will provide on-going, job embedded professional development, thus supporting efforts to implement the curriculum with fidelity. Teachers of special education will also be enrolled in the NWSC mathematics cohorts where they learn research-based strategies specific to students who receive special education services. In addition to this training, special education teachers providing services to students likely to take the MTAS will be expected to implement the Equals math curriculum. The Equals math curriculum three levels of instruction for students with mild, moderate, and severe disabilities and has been aligned to math standards.

In the area of reading, all groups will be supported through improved instructional strategies as a result of multiple on-site professional development opportunities with a reading expert. This professional development will focus on the strategies of guided reading, common assessments, independent reading, paired-reading, listening, small group instruction and interventions, word work and individualize texts at the student levels. Teachers will participate in monthly professional learning sessions that will focus on increasing knowledge for effective implementation of guiding reading. Bagley district will be implementing Read 180 and System 44 during the 2010-11 school year. Both intensive reading intervention programs are consistent with school level improvement plan. Teachers who will be implementing Read 180 and System 44 will have two days of training for Read 180 and one day of training for System 44 prior to implementation. In addition, the teachers will have a follow-up training 6 - 8 weeks after implementation as well as onsite coaching to assist with best practice and fidelity of implementation.

**Degree of need:** High

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 10-11**  
**Report Year 09-10**

**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:**

Bagley Elementary School is currently not making AYP in reading and math, specifically with four student groups. The areas of concern are in Math (Special Education); Reading (All, Special Education, American Indian, Free & Reduced). Bagley Elementary school is at Stage 2.1. The school level improvement plan identified goals to increase math and reading proficiency rates for the special education group. This goal will be accomplished through combination of data analysis, curriculum improvements and staff development for all teachers on best practices in reading and math.

**Program Evaluation**  
**Suspensions and Expulsions**  
**SPP Part B Indicator 4**  
**School Year 10-11**  
**Report Year 09-10**

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

Your district had an overall Special Education Suspension/Expulsion Rate of **2.6%**

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

**Analysis:** Bagley special education count was 154 according to district data profile and to obtain a percentage of 2.6% four students would have been suspended for more than 10 days. Suspensions for more than 10 days would typically be the result of significant violations of school rules including possession of weapons or drugs. 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 10-11**  
**Report Year 09-10**

**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 **57.5%**.

Your district performed **below** the state target for this indicator of **62.5%**. The state Instructional Setting Rate is **61.4%**.

**Analysis:** Trend data over the past five years indicates Bagley has consistently performed below the state target for this indicator, however, 2009-10 data shows a consistent trend of moving closer to statewide targets with current rate of 57.5%. Data from 2004-05 school year indicate a rate of 45.1%. 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 providing adaptations in general education, and scheduling limitations. The district provided additional training on MARRS reporting at the beginning of the 2009-10 school year and data from that year indicates improvement.

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 **9.8%**

Your district performed **below** the state target for this indicator of **8.8**. The state Instructional Setting Rate is **10.3**.

**Analysis:** Trend data indicates this setting rate has been declining from high of 15.4% to current rate of 9.8%, During the 08-09 school year, a neighboring district established their own multi-needs program which helped reduced the rate to 11.3%. The district has provided training to special education teachers and MARSS data recorders on importance of accurately reporting which also may have helped reduced the rate to current rate of 9.8%. 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 **0.7**

Your district performed **below** the state target for this indicator of **4.4%**. The state Instructional Setting Rate is **4.3%**.

**Analysis:** Bagley district met this target.

**Degree of Need:** Low

**Program Evaluation**  
**Federal Instructional Settings 3 - 5**  
**SPP Part B Indicator 6**  
**School Year 10-11**  
**Report Year 09-10**

**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 **30.0%**.

Your district performed **above** the state rate for this instructional setting of **22.7%**

**Analysis:** The district rate has dropped from 65% in 07-08, 52.4% in 08-09, and to 30% in 09-10. While this is still above the state rate on 22.7%, the district trends over the past three years demonstrates increasing alignment with the state rate. Bagley is a rural community with a limited number of early childhood slots in available community programs (Head Start, School Readiness and ECFE). The district continues to purchase 4 slots in the district's School Readiness program to increase the availability of specialized instruction in a less restrictive setting. Efforts also continue to provide special education services within the Head Start and School Readiness settings for eligible children enrolled in those programs. Additionally, the district has applied for a grant to extend early childhood center based opportunities to three year olds. If the district is awarded the grant, this will create an inclusive setting for three year olds, which will increase the availability of opportunities in the district for three year olds on IEPs.

**Degree of Need:** Medium

**Program Evaluation**  
**Natural Environment Birth - 3**  
**SPP Part C Indicator 2**  
**School Year 10-11**  
**Report Year 10-11**

**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 10-11 Natural Environment Setting Rate of **89.7%**.

Your district performed **below** the 10-11 state target for this indicator of **93.0%**. The preliminary 10-11 state Natural Environment Rate is **95.4%**

**Analysis:** BRIC is the special education administrative unit that serves 11 rural school districts across 8000 square miles. Total cell size is a factor (38 infants/ toddlers). Local data collected across all eleven districts indicates that during the 09-10 school year there was one toddler with a hearing impairment who participated in a toddler group for purposes of language development with same aged children. Two children were served in a school based setting: in both cases services at the school were initiated at parent request, one because of the transient nature of her housing situation and the other because she did not want non-family members coming into her home.

**Degree of Need:** Low

**Program Evaluation  
Child Find Birth - 1  
SPP Part C Indicator 5  
School Year 10-11  
Report Year 10-11**

**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 10-11 Child Find Rate of **1.08%**.

Your district performed **above** the 10-11 state target for this indicator of **0.85%**. The preliminary 10-11 state Child Find Rate is **0.88%**.

**Analysis:** above state target

**Degree of Need:** Low

**Program Evaluation**  
**Child Find Birth - 3**  
**SPP Part C Indicator 6**  
**School Year 10-11**  
**Report Year 10-11**

**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 10-11 overall Child Find Rate of **2.59%**

Your district performed **above** the 10-11 state target for this indicator of **2.30%**. The preliminary 10-11 state Instructional Setting Rate is **2.28%**.

**Analysis:** above state target

**Degree of Need:** Low

**Program Evaluation**  
**Part C Family Outcomes**  
**SPP Part C Indicator 4**  
**School Year 10-11**  
**Report Year 09-10**

**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 **90%**. The state Family Outcomes Rate is **82%**.

**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 **88%**. The state Family Outcomes Rate is **89%**.

**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 **96%**. The state Family Outcomes Rate of **92%**.

**Analysis:**

The BRIC survey response rate has moved from 13% in 07-08, to 14% in 08-09, and to 26% in 09-10. The 09-10 statewide survey response rate was 31%. A survey completion incentive program was initiated with parents in March of 2009 (upon return of the completed survey in a sealed envelope to ECSE staff, parents are provided with the incentive). Parent satisfaction rates for each survey areas remain high.

Early Intervention staff were reminded about Part C Family Outcomes Survey requirements throughout the 09-10 school year. This included site visits from the ECSE coordinator in October '09, January '10 and March '10. The Part C Family Outcomes Survey requirement was also reviewed on August 26 and 27, 2009 at new teacher training and staff in-service training as well as on January 23, 2009 at a BRIC ECSE staff in-service.

Throughout the 2009-10 year, ECSE staff were provided with a due process printout listing 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.

During the 09-10 school year, parents were offered an incentive to complete and return the Part C Family Outcomes Survey. The survey response rate increased from 14 % in 08-09 to 26% in 09-10, demonstrating the effectiveness of the incentives. Incentives will continue.

**Degree of Need:**

Medium