

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

**DistrictNbr/Type:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

Your district had an overall Special Education Graduation Rate of **100.0%**.

Your district performed **above** 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). This means that for this report Blackduck school district's 100% graduation rate once again exceeds the statewide special education graduation rate and the statewide target.

**Degree of Need:** Low

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

**DistrictNbr/Type:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

Your district had an overall Special Education Dropout Rate of **3.0%**.

Your district performed **below** 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 dropouts (Indicator 2). Once again the Blackduck district Special Education Dropout Rate of 3% is lower than the Statwide rate and the 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:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

**Section 1: Participation in Statewide Assessments**

Your district had an overall Special Education Participation Rate of **95.8%**

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

**Analysis:** Blackduck district exceeded the statewide target for Special Education Participation Rate.

**Degree of Need:** Low

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

**DistrictNbr/Type:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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

**DistrictNbr/Type:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

**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	Yes	Math	Yes	Reading
5	No	Math	No	Reading
6	No	Math	Yes	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**  
**SPP Part B Indicator 3**  
**School Year 09-10**  
**Report Year 08-09**

**DistrictNbr/Type:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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

In the Blackduck district, trend line data for both math and reading 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 the 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 math, trend lines showing improvement were in grades 3, 4, 7, 8, and 11. Grades 5 and 6 indicate a trendline sloping downward. Using the growth model provided by MDE in the area of math, 22% of students with disabilities identified as not proficient made exceptional growth, 13% made some growth and 20% made low growth.

In the area of reading the trend line is showing improvement for grades 4, 5, 7, and 10. Grades 6 and 8 trend line shows a slow decline while grade 3 has a more significant drop. 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, Blackduck had 17% of their students with disabilities who were not proficient in reading but made exceptional growth in this area, 19% of the students not proficient in reading but made some growth and 14% of students not proficient made low growth.

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

**DistrictNbr/Type:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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

At this time the team recognizes that trend lines are showing an upward incline in all areas except for grades 5 and 6 in math and grades 5 and 8 in reading. The district assigned a medium level of need to this area as most grade levels are showing an incline in trend data in both reading and math.

**Degree of need:** Medium

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

**DistrictNbr/Type:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

**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:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

Your district had an overall Special Education Suspension/Expulsion Rate of **0.8%**

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

**Analysis:** Trend data indicates Blackduck performed above the state Suspension/Expulsion Rate for two years in a row, but prior to this was below the state rate. Small cell size contributes to the variability of this data from year to year and makes it difficult to draw meaningful conclusions regarding this indicator. Blackduck School district closely monitors suspension/expulsion data, routinely considers student disability when responding to violations of school discipline policy, and considers alternatives to suspension/expulsion.

**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:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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

Your district had an overall Instructional Setting Rate of **41.6%**.

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 the past four years indicate Blackduck is consistently performing below state target for this indicator. In data year 05-06, district rate of 49.0% was determined to be partially due to inconsistent procedures used for calculation of federal setting rates. With training on calculation of rates, the districts rate went to 53.7% in data year 06-07 which has been the closest to the state rate. Data year 07-8 had a slight drop to 52.4% while the 08-09 data shows the lowest point in the last five years. The lower rate on this target may be impacted by the the district's philosophical belief that once a student qualifies for special education service, they have a right to pull out services rather than using differentiated instruction and accommodations/modifications in the general education setting. Another factor that may be impacting this indicator to be low may be scheduling limitations.

Due to the trend of not meeting the state target, the leadership team feels this needs to be addressed to move district rates closer to state 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 **4.4%**

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

**Analysis:** Trend data over the last three years, shows that the Blackduck School district continues to perform below the state target of serving student inside the regular class for less than 40% of the day. In fact, the district has decreased this percentage each year for the last three years so its rate is nearly half of the state target rate for Instructional Setting.

**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 **0.9**

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

**Analysis:**

The Blackduck district continues to perform below the state target Instruction Setting Rate for students served in separate schools, residential facilities, or homebound/hospital placements.

**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:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

**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 **23.6%**

**Analysis:** The district rate dropped from 62.5% in 07-08 to 30% in 08-09. While this is still above the state rate, the district is moving towards more inclusive programming. Blackduck 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 increased paraprofessional support in the district's School Readiness program to better meet the needs of ECSE students 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:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

**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:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

**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:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

**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:** BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

**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