

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

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

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

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

Analysis: 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 80% graduation rate fell below the statewide special education graduation rate and the statewide target. In reviewing trend data from the past six years, it is noted that this is the first year the the Special Education Graduation Rate was not at 100%. The small cell size is believed to account for the drop to 80.0% in the data year of 2008-2009. The district strives to have all of their students graduate and will monitor this percentage over the next couple of years to see if a trend develops.

Degree of Need: Medium

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

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

Your district had an overall Special Education Dropout Rate of **5.6%**.

Your district performed **above** the state target for this indicator is **4.3%**. The state Special Education Dropout Rate is **4.2%**.

Analysis: 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). The Blackduck District Special Education Dropout Rate of 5.6% is higher than the State wide rate of 4.2% and the Statewide target rate of 4.3%. The small number of students within this cell count impacts percentages. The district continues to monitor students who have high rates of absenteeism and struggling students in an attempt to keep them connected to the school community. This area is deemed to be of low need of improvement

Degree of Need: Low

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

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

Section 1: Participation in Statewide Assessments

Your district had an overall Special Education Participation Rate of **98.7%**

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
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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 | Yes | Reading |
| 4 | Yes | Math | Yes | Reading |
| 5 | Yes | Math | Yes | Reading |
| 6 | Yes | Math | Yes | 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
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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 five 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, 5, 7, 8, and 11. Grades 6 indicates a trendline sloping downward. Using the growth model provided by MDE in the area of math, 47% of special education students were proficient in math; 24% of students with disabilities identified as not proficient made exceptional growth, 14% made some growth and 16% made low growth. The district is outperforming the state rates when compared as only 38% were proficient at the state level; 18% were not proficient but made exceptional growth, 24% made some growth, and 19% made low growth.

In the area of reading the trend line is showing improvement for grades 4, 5, 6, 7, and 10. Grade 8 has a slight increase while grade 3 showed a downward trend line. It should be noted that the 7th grade data points have consistently been on the increase for the last 5 years; starting at a low of 23% and steadily increasing to the current 66.7%. It should also be noted that in the 3rd grade the data points bounce up and down year to year.

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 45% of the special education subgroup proficient whereas the state had 42% proficient. Blackduck district 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. Compare this to the state rates of 19% exceptional growth, 25% some growth, and 15% low growth.

Program Evaluation
Student Achievement Rates
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DistrictNbr/Type: BLACKDUCK PUBLIC SCHOOL DISTRICT (0032-01)

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

The District has made Adequate Yearly Progress under No Child Left Behind in all areas except for the American Indian/Alaskan Native subgroup in Reading proficiency. The district has increased JOM services in reading and math for this population during the 2010-2011 school year. The district recognizes the importance of reading to school success. With this in mind, the District has committed to implementing Read 180, a scientifically research based intervention (SRBI) for the mid level special education students showing a need for improved reading skills. This is a joint effort with the BRIC special education cooperative schools to improve reading skills for students with special education needs.

Degree of need: Low

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

Did your district make Adequate Yearly Progress? Yes

Analysis: Currently the District is not required to have a current AYP Improvement Plan, however, as mentioned about the District is implementing Read 180 in the fall of 2011 to target reading proficiency in the special education subgroup.

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

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

Your district had an overall Special Education Suspension/Expulsion Rate of **0.9%**

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

Analysis: Trend data indicates Blackduck District performed above or at the State Suspension/Expulsion Rate for three 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 10-11
Report Year 09-10

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 **48.7%**.

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

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 over the past four years. Data year 07-8 had a slight drop to 52.4% while the 08-09 data showed a drop to 41.6%. The current year rate went back up to 48.7%. The lower rates 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. It should be recognized that the District increased by 7.1% on this indicator; surpassing last year's goal to improve by 5%. Due to the trend of not meeting the state target, the leadership team feels this indicator needs to continue to be a priority for the district to be more inclusive and to move the district closer to the state target rate.

Degree of Need: High

Inside the regular class less than 40% of the day, Part B Indicator 5B:

Your district had an overall Instructional Setting Rate of **3.5%**

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

Analysis: Trend data over the last four 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 four years so its rate is less than half of the State Target Rate for this Instructional Setting.

Degree of Need: Low

Served in separate schools, residential facilities, or homebound/hospital placements, Part B Indicator 5C:

Your district had an overall Instructional Setting Rate of **2.7**

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

Analysis:

The Blackduck District continues to perform below the State Target Instruction Setting for students served in separate schools, residential facilities, or homebound/hospital placements, Part B Indicator 5C.

Degree of Need:

Low

Program Evaluation
Federal Instructional Settings 3 - 5
SPP Part B Indicator 6
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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 **41.7%**.

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

Analysis: The district rate dropped from 62.5% in 07-08 to 30% in 08-09. The 09-10 data indicates an increase to 41.7%. 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. The other significant district change in the 09-10 school year was the move to a 4 day school week. The district's days in session (Tuesday through Friday) did not coincide with the local Head Start's days in session (Monday through Thursday).

For school year 2011-12, the following plans are under consideration to increase the inclusion rates for children ages 3-5:

- 1) Provision of special education services for 4 year old Head Start children within the Head Start setting. A planning meeting with Head Start staff has been discussed and will take place in late August/early September, 2011 to complete implementation details.
- 2) Modification of the ECSE teacher's calendar to align more consistently with the Head Start calendar to allow for inclusive programming for 3 year olds.

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: 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 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: 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 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: 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 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: 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 **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