

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

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Your district had an overall Special Education Graduation Rate of **45.5%**.

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

Analysis: Cass Lake-Bena School district did not meet special education graduation statewide rate or statewide target. Trend data for the past 6 years indicate that the Cass Lake-Bena School district has been below the statewide rate and target for all these years. The last year that the district made a graduation rate above the target rate was in the the data year 02-03. It should be noted 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 Cass Lake-Bena School district's 45.5% graduation rate was reported the same as last year's rate.

Degree of Need: High

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

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Your district had an overall Special Education Dropout Rate of **12.8%**.

Your district performed **above** 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). This means that for this report Cass Lake-Bena School district's 12.8 dropout rate once again exceeds the statewide special education dropout rate and the statewide target.

The Cass Lake-Bena School district did not meet statewide rate or statewide target for special education dropout rates. The district rate of 12.8% was above statewide target of less than 4.4%. Trend data for the past five years indicate Cass Lake-Bena School district has significantly lowered its drop out rate from a high of 24.0% to nearly half this amount over the past 5 years but still has room for improvement. The district will continue to analyze individual student data to intervene early when factors contributing to dropping out of school are present in students' profile.

Degree of Need: High

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

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Section 1: Participation in Statewide Assessments

Your district had an overall Special Education Participation Rate of **94.0%**

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

Analysis: The Cass Lake-Bena School district had a 94% overall participation rate which was only 1% off the statewide target rate. Last year the district was above the target rate . District has ongoing efforts to increase student attendance, thus increasing student participation rate. During the 2010-2011 school year the district will have a truancy specialist to work with increasing students' attendance rates and thus participation rates.

Degree of Need: Low

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Student Achievement Rates
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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	No	Math	No	Reading
4	No	Math	No	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

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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, 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 for grades 4, 5, 8 and 10. Trendline for reading shows downward slope for grades 6, and 7 and is relatively flat for grade 3. 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, Cass Lake-Bena had 23% of their students with disabilities who were not proficient but made exceptional growth in the area of reading, 30% of the students not proficient in reading but made some growth and 16% of students not proficient made low growth. Percentages of students making medium to high growth were higher when compared to state special education growth rates.

In the area of math, data points from the last four years 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, 5, 6, 7, and 8. The only grade level showing a downward trend was grade 11. This trend line was a a trend line was a gradual slope downward. Using the growth model provided by MDE in the special education subgroup, the area of math shows that 16% of students with disabilities identified as not proficient made exceptional growth, 28% made some growth and 22% made low growth.

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

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In order to provide teachers with the ongoing training needed to improve student achievement by effectively utilizing student assessment data to drive instructional decisions in the classroom, the district provides substitute teachers to allow math and reading instructors in the district buildings to participate in data retreats. These data retreats embed professional development on effective reading and math strategies.

The district will continue to use the NWEA MAP testing and the STAR Reader test in addition to the MCA's to measure progress.

The district is incorporating strategies on scientifically based research to strengthen core academic subjects.

The district is continuing and expanding their Professional Learning Communities (PLC) through out the district. Selected staff took in training on PLCs in June of 2010.

The district has a full time District Literacy Coach to help with training in effective instructional strategies and to help with the data mining retreat days.

The elementary has developed a tiered Response to Intervention model.

Leveled Literacy Intervention groups are being used.

Training in Cognitively Guided Instruction will be ongoing in the district.

Looking at Learning is being implemented district wide to help look at the effectiveness of instruction in the district.

The district is a pilot site for the University of Minnesota "Parenting for School Success (PSS) Project. This team, made up of parents and teachers, receive training to put together a site action plan for improving an identified area of family involvement.

The district has a number of extended day and extended school year opportunities offered to students.

The district is exploring the use of Check and Connect to ensure that each student has someone to connect with and check on their progress.

Freshman Seminar at the high school will be implemented to help make a smooth transition to the upper grade level and to prevent

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high school drop out, thus increasing student graduation.

Degree of need: High

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

Did your district make Adequate Yearly Progress? No

Analysis: Reading goals for the special education group is to increase from .4326 Actual 2009 Index Rate to .5500 in 2010 and to .6500 in 2011. Data retreats will be conducted for both math and reading at district buildings facilitated by the district literacy coach. Staff development time will be committed to establish Professional Learning Communities to address school culture, curriculum and instructional needs, including differentiated instruction. Runninghorse Livingston will provide training throughout the year on Cognitively Guided Instruction (CGI). Leveled literacy groups will continue to be used.

Program Evaluation
Suspensions and Expulsions
SPP Part B Indicator 4
School Year 09-10
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DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

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: 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 Suspensions and Expulsions (Indicator 4A). This means that for this report Cass Lake-Bena School district's .8% rate once again exceeds the state Suspension/Expulsion rate.

Trend data indicates the Cass Lake-Bena School district met this rate two out of 5 years. 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. Cass Lake-Bena 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
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DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

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

Your district had an overall Instructional Setting Rate of **52.5%**.

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 five years indicate Cass Lake-Bena School district is consistently performing below state target for this indicator. Factors contributing to this trend were thought to be due to a number of reasons: rigors and demands increase as students move to middle school and high school, students with mild disabilities may be dismissed from services prior to high school age, teacher philosophical beliefs of pull-out services rather than accommodations/modifications in general education, scheduling limitations, and accuracy of reporting federal settings to MARRS data entry person. 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

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

Your district had an overall Instructional Setting Rate of **14.3%**

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

Analysis: Cass Lake-Bena School district has had a downward trend in this indicator for three years and now a slight increase during the 08-09 school year. This increase may be due to the small cell size or to the unique needs of the students who have moved into the district. The district has ongoing efforts to provide special education services in the least restrictive setting based on presenting needs of the individual students. Both NWEA maps testing and Aimsweb are being used to collect benchmarks and provide ongoing progress monitoring. These help in making data driven decisions for students. Yearly due process training provided by BRIC addresses the need for instruction in the least restrictive environment.

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 **2.3**

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

Analysis: the district continues to perform below the state target in this area.

Degree of Need: Low

Program Evaluation
Federal Instructional Settings 3 - 5
SPP Part B Indicator 6
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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 **16.7%**.

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

Analysis: No data available

Degree of Need: Low

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

DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

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: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

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
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DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

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
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DistrictNbr/Type: CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

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