

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

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

Your district had an overall Special Education Graduation Rate of **77.8%**.

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

**Analysis:** Although the Cass Lake - Bena School District has not met the state target Special Education Graduation Rate of 85%, it has significantly improved its rate from last year's low rate of 45.5% to 77.8% in 2009-2010. Some factors contributing to this increase include the new position of truancy specialist that the district hired this year, the adoption of Solutions Focused Practices implemented at the high school, and the use of curriculum such as "Expanding the Circle" and "Second Step." The district continues to put graduation as a priority but believes that the current initiatives for improvement in this area are working and will continue with the plans listed above to keep on upward trend.

**Degree of Need:** Medium

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

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

Your district had an overall Special Education Dropout Rate of **14.3%**.

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

**Analysis:** For the 09-10 school year, the federal Office of Special Education Programs (OSEP) requires that states report selected data for the previous year (2008-2009) 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 14.3% dropout rate ( 2008-2009 school year) once again exceeds the statewide special education dropout rate and the statewide target.

Trend data for the previous five years indicated that Cass Lake-Bena School district had significantly lowered it's drop out rate from a high of 24.0% to nearly half that amount to 12.8. However the current rate of 14.3% is moving in the wrong direction. The district will continue to analyze individual student data to intervene early when factors contributing to dropping out of school are present in the student's profile.

**Degree of Need:** High

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

**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 **95.3%**

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

**Analysis:** Cass Lake-Bena School District had a Special Education Participation Rate of 95.3% which is above the Statewide Target rate of 95%.

**Degree of Need:** Low

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

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

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
**School Year 10-11**  
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**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**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	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

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
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**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**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 point 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 reading the trend line is showing improvement for grades 4, 8, and 10. Trendline for reading showing a downward slope occurred in grades 6 & 7, and a relatively flat line in grades 3 and 5.

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 26% of their students with disabilities who were not proficient but made exceptional growth in the area of reading, 20% of the students not proficient in reading but made some growth and only 11% of students not proficient made low growth. Adding the percentages of students making medium to high growth, the district had 46% of the students not proficient making growth where as the state special education growth rates for these two groups combined was 44%.

In the area of math, data points from the last five 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, & 8. The only grade level showing a downward trend was grade 11. It should be noted that the previous 3 years were at 0% but the 08-09 data year showed a 6% proficiency rate.

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 and 31% not proficient made some growth. The district performed higher with a combined medium to high growth rate of 47% compared to the state special education subgroup medium to high growth rate of 42%.

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
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**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

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

During the 2010-2011 school year, the district implemented or had ongoing professional development in the following areas:

\*PLCs-Provided ongoing and sustained professional development in evidence based instructional practices. These will continue district wide during the 2010-2011 school year.

\*Looking at Learning (Effective Lesson Design)-Designing lessons that focus on student learning needs. This will shift to Sheltered Instruction Observation Protocol (SIOP) district wide for the 2010-2011 school year.

\*Cognitive Guided Instruction (CGI) - Increasing teachers' understanding of the knowledge that students bring to the math learning process and how they connect that knowledge with formal concepts and operations. This will continue district wide during the 2011-2012 school year.

\*Curriculum Mapping - Continued efforts to develop curriculum maps and placing of standards in maps so that all teachers support achievement through increased use of research based instructional strategies in daily instruction. This will continue in the 2011-2012 school year.

\*Viewpoint - This data warehouse aided the staff in disintegrating and analyzing student data. Ongoing training and use are planned district wide for the 2011-2012 school year.

\*SMARTboards - Daily instructional delivery continues to incorporate engaging SMART technology and resources to supplement and expand curriculum to meet the needs of visual learners in identified grade levels. This will continue at all sites in 2011-2012.

\*Teacher and Principal Evaluations During the 2010-2011 school year some of the district administrators started using the Char Danielson model of teacher evaluation. During the 2011-2012 school year this model will be used district wide. Principal evaluations have also shifted to a similar model and will be implemented during the 2011-2012 school year.

Other School Improvement efforts can be seen in the District Level Improvement Plan, individual school Improvement Plans, and in the School Improvement Grant (SIG).

**Degree of need:** High

**Program Evaluation**  
**Student Achievement Rates**  
**SPP Part B Indicator 3**  
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**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

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

Did your district make Adequate Yearly Progress? No

**Analysis:**

The Cass Lake-Bena District conducted a Needs Assessment in the Spring of 2011. Based on this needs assessment the district has identified the following areas of focus:

\*Use of student achievement data to drive instruction-Implement Response to Intervention (RTI) Model, Data Analysis, Professional Learning Communities (PLC), Sheltered Instruction Observation Protocol (SIOP), Cognitively Guided Instruction (CGI), and Curriculum Development.

\*Parent and Community Involvement

\*Increased Instruction-Extended day and year programming.

\*Teacher and Principal Evaluation

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

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

Your district had an overall Special Education Suspension/Expulsion Rate of **0.4%**

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

**Analysis:** For the 09-10 school year, the federal Office of Special Education Programs (OSEP) requires that states report selected data for the previous year (2008-2009) 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).

Cass Lake - Bena's Special Education Suspension/Expulsion Rate of 0.4% was below the Statewide Rate of Students with IEPs Suspended and Expelled greater than 10 Days of 0.9%. This amount is half of what it was for the last two 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 closely monitors suspensions/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:** 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 **61.8%**.

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 six years indicates Cass Lake-Bena School district is consistently performing below state target for this indicator. Contributing factors to this trend were thought to be due to a number of reasons including: increasing rigor and demands as students move into the middle school and the 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 using accommodations/modifications in the general education setting, scheduling limitations, and accuracy of reporting federal settings to the MARSS dat entry person (this issue has been cleared up). Over the last year, the district's efforts have paid off as the district's rate of 61.8% is only a little below the state target Instructional Setting Rate of 62.5.

**Degree of Need:** Low

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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 **10.7%**

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

**Analysis:** Cass Lake-Bena School district had a three year downward trend on this indicator with a slight increase last year. The current rate of 10.7% is back on the downward trend, being at the lowest point in the last 6 years. The small cell size may attribute to the variability in the percentages from one year to the next. The district has ongoing efforts to provide spical 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 bench marks 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

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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 **2.2**

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

**Analysis:** The district continues to perform below the statewide target Instructional Setting Rate of 4.4%.

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

**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 **12.5%**.

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

**Analysis:** District is below the state rate.

**Degree of Need:** Low

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

**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 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:** 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 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:** 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 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:** 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 **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