

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

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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: Clearbrook-Gonvick School district met this standard.

Degree of Need: Low

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

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

Your district had an overall Special Education Dropout Rate of **4.8%**.

Your district performed **above** the state target for this indicator is **4.4%**. The state Special Education Dropout Rate is **4.5%**.

Analysis: Clearbrook-Gonvick school district did not meet statewide rate or statewide target for special education dropout rates. The district rate of 4.8% was above statewide target of less than 4.4%. Trend data for the past five years indicate Clearbrook-Gonvick has wide variability in rates due to small cell size in the district. Class size for grades 9 - 12 ranged from 27 to 34 students during the 08-09 school year. 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 profile.

Degree of Need: Low

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

DistrictNbr/Type: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

Section 1: Participation in Statewide Assessments

Your district had an overall Special Education Participation Rate of **96.8%**

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

Analysis: Clearbrook-Gonvick school district exceeded the statewide target of 95%.

Degree of Need: Low

Program Evaluation
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	Yes	Reading
4	Yes	Math	Yes	Reading
5	No	Math	Yes	Reading
6	No	Math	No	Reading
7	No	Math	No	Reading
8	No	Math	No	Reading
10	N/A	Math	No	Reading
11	Yes	Math	N/A	Reading

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Student Achievement Rates
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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 4 data points 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 3, 4, 5, 6, and 7. Trend line for reading shows downward slope for grades 8 and 10. MDE created a growth model to help parents and educators track students' progress toward proficiency from year-to-year. Using special education subgroup data from MDE website, Clearbrook-Gonvick had 28% of their students who were not proficient but made exceptional growth in the area of reading, 20% of the students who were not proficient made some growth in reading, and 20% of the students who were not proficient made low growth in the area of reading.

In the area of math, 4 data points 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. Based on the data from past four years, trend lines showing improvement were shown in grades 3, 4, 7, 8 and 11. Grade 5 indicated a flat trend line and grade 6 indicate a trend line sloping downward. Using the MDE growth model in the area of math, Clearbrook-Gonvick had 19% of their students who were not proficient but made exceptional growth, 27% of their students who were not proficient but made some growth, and 19% of their students were not proficient but made low growth.

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

District improvement efforts have been focused on the area of reading for the past couple years. The district has implemented Read 180 for students in grades 4 - 12 at risk for not meeting proficiency on MCAs in area of reading. Q-Comp has been in place for four years which emphasizes staff development and improved student performance with a focus on reading improvement. The Q-Comp plan will be revised this year and district anticipates it will include math as a student performance indicator.

Degree of need: High

Program Evaluation
Student Achievement Rates
SPP Part B Indicator 3
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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: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

Your district had an overall Special Education Suspension/Expulsion Rate of **0.0%**

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

Analysis: Clearbrook-Gonvick School District met this standard

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: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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

Your district had an overall Instructional Setting Rate of **71.2%**.

Your district performed **above** the state target for this indicator of **62.0%**. The state Instructional Setting Rate is **60.8%**.

Analysis: Clearbrook-Gonvick met this standard.

Degree of Need: Low

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

Your district had an overall Instructional Setting Rate of **5.1%**

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

Analysis: Clearbrook-Gonvick school district met this standard.

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 **0.0**

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

Analysis: Clearbrook-Gonvick School district met this standard

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: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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 **30.8%**.

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

Analysis: The district rate dropped from 56.3% in 07-08 to 30.8% in 08-09. While this is still above the state rate, the district is moving towards more inclusive programming. Clearbrook-Gonvick is a rural community with a limited amount of early childhood programming time available in the community (Head Start, School Readiness and ECFE). During the 2009-10 school year, the district ECSE program increased the amount of combined programming between ECSE and the 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 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: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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: CLEARBROOK-GONVICK SCHOOL DISTRICT (2311-01)

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