

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Your district had an overall Special Education Graduation Rate of **75.0%**.

Your district performed **below** 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 the Kelliher school district's uses the same 75% graduation rate as last year which was below the statewide special education graduation rate and the statewide target. Trend data shows that 4 of the last 7 years Kelliher's Special Education Graduation Rate ranged from 91.7% to 100%, with only one of the seven years being significantly lower. The small number of students within this cell count impacts percentages. The district continues to implement programs to encourage graduation of all students and deems this area to be of low need of improvement.

Degree of Need: Low

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

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Your district had an overall Special Education Dropout Rate of **0.0%**.

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 dropout rates (Indicator 2). This means that for this report Kelliher School district's 0.0% drop out rate once again is lower than the statewide special education drop out rate and the statewide target.

Degree of Need: Low

Program Evaluation
Student Achievement Rates
SPP Part B Indicator 3
School Year 09-10
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DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Section 1: Participation in Statewide Assessments

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

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

Analysis: The Kelliher School district had a 100% Special Education Participation Rate which exceeded the statewide target rate of 95%.

Degree of Need: Low

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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	No	Reading
4	Yes	Math	No	Reading
5	Yes	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	No	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 math the trend line is showing improvement for grades 3, 4, 5, and 7. Trend line for math shows downward slopes for grades 6, 8, and 11. It should be noted that local data indicates that one grade level of 18 students has 6 of the students receiving special education services for various disabilities. 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, Kelliher had 15% of their students who were not proficient in math but made exceptional growth, 35% of the students who were not proficient made some growth in math, and 30% of the students who were not proficient made low growth in the area of math. It should be noted that all three of these growth areas had count in cell too small to report so less than 10 students were in each cell count area.

In the area of reading, 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 an upward incline were grades 3, 5, 7, 8 and 10. Grades 4, 6, and 7 indicated a trend line sloping downward. Using the MDE growth model in the area of reading, Kelliher School district had 40% of their students who were not proficient but made exceptional growth, 25% of their students who were not proficient but made some growth, and 15% of their students were not proficient but made low growth. It should again be noted that in each of the growth columns it was indicated that the count in the cell was too small to report; this means less than 10 students were in each cell count area.

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

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MCA II scores, Map scores, and State Report Card subcategories show that Kelliher students require a more concentrated focus in reading and math at the elementary and secondary levels. Of special concern are the reading and math progress of the special education population, free and reduced priced (FRP) lunch, and Native American students. Elementary teacher observations indicate that students still lack readiness skills, not only academically, but behaviorally as well. Thus, the SMART program will continue to be utilized as a remedial strategy for students in K - 3rd. The lack of readiness skills have had a negative impact on the students' ability to learn and impedes their academic progress from day one. Programs are in place and are constantly being monitored and upgraded to meet the needs of students.

The district will begin the third year of implementing Response to Intervention (RTI) strategies in 2010-2011 - an effort to meet the needs of all of our students at both the elementary and high school levels.

With the significantly high FRP, comes a host of learning and personal issues. The district continues to use Ruby Payne strategies to more effectively work with the students; efforts will be made to retrain staff due to a high turnover since prior training. With this high poverty level, many students enter the district at an extremely low academic and social level. Students work hard, but the learning barriers are higher for them than for other students. MAP score analyses indicate progress.

The has a number of students who met or surpassed their individual RIT scores - and expected growth. The strategy of showing students their present level of performance and then sharing their expected level with them has seemed to encourage them to perform at a higher level.

District will continue with the "Power Hour" concept during 2010-2011. This is a specific half hour block of time dedicated to MCA II preparation in Reading and Mathematics (Assess What Matters), as well as silent sustained reading time. Students, parents, and teachers spoke positively of this block of time - students learned strategies and skills specifically tailored to help them be successful on the standardized tests and learned subject matter from tutorials offered during this time. The "Power Hour" half hour block will also be used next year to provide teaching staff with common time to be dedicated to professional learning communities (PLC's) for data analyses and the study of best practices.

MCAII scores indicate a strong need for licensed instructional teachers in reading and math to work with middle level and high school level students. Reading Plus will be implemented to help students increase their levels of comprehension - this program is appropriate for upper elementary and middle level students. Staff development will focus on content area reading strategies for all teachers to use with students.

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READ 180 will be implemented to help students develop and improve in reading fluency, literal and inferential comprehension, and literary interpretation. READ 180 is geared for middle and high school students.

In addition, a decrease in the number of primary students referred to the Student Support Team indicate that implementing SMART, Headsprouts, and Reading Plus has been effective in assisting lower level students. Thoughtful monitoring and deliberate instruction through RTI has helped to decrease academic referrals to the Student Support Team and increased student success. The goal is that MAPS testing will reflect scores consistently in the average category rather than having the bulk of the beginning scores fall in the low category, and students will meet their individually-established RIT score goals in the two subject areas evaluated. By implementing Study Island, Perspectives, Assess What Matters, Reading Plus, and READ 180, the district goal is to specifically help students raise their MAP and MCA-II test scores. The district will continue using strategies from Ruby Payne and Guided Reading; these have proven effective in working with students and in increasing achievement scores.

Degree of need: High

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

Did your district make Adequate Yearly Progress? Yes

Analysis: The Kelliher School district is making Adequate Yearly Progress in the Special Education subgroup.

Program Evaluation
Suspensions and Expulsions
SPP Part B Indicator 4
School Year 09-10
Report Year 08-09

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Your district had an overall Special Education Suspension/Expulsion Rate of **2.6%**

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 Kelliher school district's 2.6% rate once again exceeds the statewide special education suspension/expulsion rate and the statewide target. Trend data shows that in the previous trend years the district had a 0% suspension/expulsion rate. Small cell size contributes to the variability of this data from one year to the next year and makes it difficult to draw meaningful conclusions regarding this indicator. Kelliher 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: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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

Your district had an overall Instructional Setting Rate of **67.7%**.

Your district performed **above** 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 Kelliher is consistently performing above the state target for this indicator. Although the present rate has dipped to 67.7%, the district has shown rates ranging from 71.9% up to 79.0% in the preceding four years.

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 **6.5%**

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

Analysis: During the 08-09 school year, Kelliher's rate moved upwards from the previous three years rate of 0.0% to it's current rate of 6.5%. This number is still below the state target Instructional Setting Rate of 9.1%. Small cell size accounts for the fluctuation from prior years to current year.

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: The Kelliher School district rate for students served in separate schools, residential facilities, or homebound/hospital placements continue to be below state and target rates.

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 **0.0%**.

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

Analysis: The Kelliher School district performed below the state rate.

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: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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
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DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

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