

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

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

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

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

Analysis: The Kelliher District performed about the state target Special Educaiton Graduation Rate.

Degree of Need: Low

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

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 **4.3%**. The state Special Education Dropout Rate is **4.2%**.

Analysis: The Kelliher District performed below the state target Special Education Dropout Rate.

Degree of Need: Low

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

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

Section 1: Participation in Statewide Assessments

Your district had an overall Special Education Participation Rate of **97.9%**

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

Analysis: The Kelliher District performed above the Special Education Participation Statewide Target.

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	Yes	Math	No	Reading
4	No	Math	No	Reading
5	Yes	Math	Yes	Reading
6	No	Math	Yes	Reading
7	No	Math	No	Reading
8	No	Math	No	Reading
10	N/A	Math	Yes	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 5 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, 5, & 11. Trend lines for math showing downward slopes are in grades 4, 6, 7, and 8. These trend lines should be interpreted with caution as each grade level shows highs and lows with large gaps from one year to the next. 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 33% of students proficient in math. Of the students not proficient in math, 11% of the students made exceptional growth, 11% of the students made some growth in math, and 44% 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, 5 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 five years, trend lines showing an upward incline were grades 3, 5, 6, 8 and 10. Grades 4 & 7 indicated a trend line sloping downward. It should be noted that the data point highs and lows vary greatly from one year to the next. It should also be noted that the district has two grades levels that have a high concentration of identified students with significant academic needs.

Using the MDE growth model in the area of reading, Kelliher School district had 33% of the special education subgroup proficient in Reading. Of those not proficient in reading, 19% made exceptional growth, 24% made some growth, and 24% 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. Elementary teacher observations indicate that although progress has been made, 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. The district has committed to being a Positive Behavior Intervention School and have ongoing training and activities to promote as safe learning environment for all.

The district will begin the fourth year of implementing Response to Intervention (RTI) strategies in 2011-2012 - an effort to meet the needs of all of our students at both the elementary and high school levels. This has reduced the number of initial referrals at the elementary.

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 previous 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 analysis indicate progress as a number of students met or surpassed their individual RIT scores - and expected growth marks. 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. Students are taking a more active role in their learning.

District will continue with "Power Hour"concept during 2011-2012. 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 staff with common time to be dedicated to Professional Learning Communities (PLCs) for data analysis and the study of best practices.

MCA II 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 continue 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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Scholastic READ 180 is used with selected students to help them develop and improve in reading fluency, literal and inferential comprehension, and literary interpretation. READ 180 is geared for middle and high school students.

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? Yes

Analysis: The Kelliher District has 17 eligible groups and has met 100.0% of the requirements for Adequate Yearly Progress under No Child Left Behind.

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

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

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

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

Analysis: The Kelliher District performed below the state rate of Students with IEPS Suspended and Expelled > 10 Days.

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: 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 **62.9%**.

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

Analysis: The Kelliher District performed above the state target Instructional Setting Rate for Indicator 5A.

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 **2.9%**

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

Analysis: The Kelliher District performed below the state target Instructional Setting Rate for Indicator 5B.

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 **4.4%**. The state Instructional Setting Rate is **4.3%**.

Analysis: The Kelliher School District performed below the state target Instruction Setting Rate for Incidator 5C.

Degree of Need: Low

Program Evaluation
Federal Instructional Settings 3 - 5
SPP Part B Indicator 6
School Year 10-11
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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 **22.7%**

Analysis: below 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: 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 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
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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 targeted rate

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: 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 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 rate

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: 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 **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