

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

Your district had an overall Special Education Graduation Rate of **66.7%**.

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

Analysis: Littlefork-Big Falls School district has had a 100% special education graduating rate for 5 out of the last 8 years. The district's typical graduating class has around 30 students. Of these students, the number of special education students would be 1 to 3 students per year. Due to the limited cell size one student would determine whether the district met target or dropped below statewide target.

Degree of Need: Low

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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: Littlefork-Big Falls met this target.

Degree of Need: Low

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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: Littlefork-Big Falls met this target.

Degree of Need: Low

Program Evaluation
Student Achievement Rates
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Report Year 09-10

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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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	Yes	Reading
5	Yes	Math	Yes	Reading
6	No	Math	Yes	Reading
7	No	Math	Yes	Reading
8	No	Math	Yes	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, and the change in statewide proficiency targets each year.

Using data points from last five years, a trendline 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 trendline is showing improvement for grades 3, 6, 7, 8, and 10. Trendline for reading is relatively flat for grades 4 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, Littlefork-Big Falls had 44% of their students with disabilities who were not proficient but made exceptional growth in the area of reading, 13% of the students not proficient in reading but made some growth and 0% of students not proficient made low growth.

In the area of math, data points from last five years were used to form a trendline to determine if the percentage of students meeting proficiency in the area of math was increasing over time. Trendlines showing improvement were in grades 3, 4, 5, 7 and 8. Grades 6, , and 11 indicate a trendline sloping downward. Using the growth model provided by MDE in the area of math, 33% of students with disabilities identified as not proficient made exceptional growth, 22% made some growth and 11% made low growth.

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

Because the district has made AYP for the past two years, there is no improvement plan in place. The district will be implementing Read 180 during the 2011-12 school year with the focus on improving reading for students with disabilities in grades 5 - 8. Teachers who will be implementing Read 180 will have two days of training for Read 180 prior to implementation. In addition, the teachers will have a follow-up training 6 - 8 weeks after implementation as well as onsite coaching to assist with best practice and fidelity of implementation.

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: No data available

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

DistrictNbr/Type: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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: Littlefork-Big Falls met this target.

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: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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

Your district had an overall Instructional Setting Rate of **57.1%**.

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

Analysis: Littlefork-Big Falls has met this target for the past five years, however, the percentage of students served in the regular class 80% or more of the day has been declining from a high of 85.1% during the 2004-05 school year to the current rate of 57.1%. The leadership team felt factors contributing to this may be due to the slight increase of students with significant disabilities attending school at Littlefork-Big Falls. With the small cell size, a slight increase can contribute to a percentage that falls below the state target.

Degree of Need: Medium

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

Your district had an overall Instructional Setting Rate of **3.6%**

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

Analysis: Littlefork-Big Falls met this target

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: Littlefork-Big Falls met this target.

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: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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 **0.0%**.

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

Analysis: District performed 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: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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 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: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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 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: LITTLEFORK-BIG FALLS SCHOOL DIST. (0362-01)

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