

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

**DistrictNbr/Type:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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:** The Laporte District exceeds the statewide rate and the statewide target rate. In fact, trend data shows that the district has exceeded the target rate over the last 4 years, three of which shows 100% special education graduation rate.

**Degree of Need:** Low

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

**DistrictNbr/Type:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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:** The Laporte School district performed below the statewide rate and the state target rate in this area. In fact, Laporte had 0.0% Special Education Dropout Rate 4 out of the past 5 years.

**Degree of Need:** Low

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

**DistrictNbr/Type:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

**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 Laporte School district performed above the statewide rate and the statewide target rate in Special Education Participation.

**Degree of Need:** Low

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

**DistrictNbr/Type:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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

**DistrictNbr/Type:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

**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	Yes	Reading
4	Yes	Math	Yes	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**  
**School Year 09-10**  
**Report Year 08-09**

**DistrictNbr/Type:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

**Analysis - circumstance(s) that contributed to your district's proficiency rates:**

Trend data for both math and reading 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 points from the last four 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 math, the trendline is showing improvement for grades 3 and 6. Grade 5 trendline is flat, while trendlines for grades 4, 7,8, and 11 are on the downside. 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, Laporte School district had 19% of their students with disabilities who were not proficient but made exceptional growth in the area of math, 23% of the students not proficient in math but made some growth and 23% of students not proficient made low growth.

In the area of reading, data points from last four years were used to form a trendline to determine if the percentage of students meeting proficiency in the area of reading was increasing over time. Trendlines showing improvement were in grades 3, 4, 5, 6, and 7. Grades 8 and 10 indicate a trendline sloping downward. Using the growth model provided by MDE in the area of reading, 12% of students with disabilities identified as not proficient made exceptional growth, 38% made some growth and 27% made low growth.

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

**DistrictNbr/Type:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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

The Laporte School district working towards RTI implementation through the use of AIMSWeb for reading in K-8 and high school English teachers are training this summer. The district plans to hire a .5 math interventionist for the next school year to work on targeted math interventions in the 1-8th grades.

**Degree of need:** High

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

**DistrictNbr/Type:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

**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:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

Your district had an overall Special Education Suspension/Expulsion Rate of **3.9%**

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 Laporte School district's 3.9% rate once again exceeds the state Suspension/Expulsion rate.

Trend data indicates the Laporte School district met this rate two out of 4 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. Laporte 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:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

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

Your district had an overall Instructional Setting Rate of **65.3%**.

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

**Analysis:** The Laporte School district performed above the state target Instructional Setting Rate. In fact, trend data has shown this area to have increased slightly over the last three years from 60.4% to 65.3%.

**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 **4.1%**

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

**Analysis:** The Laporte School district performed below the state target Instructional Setting Rate of 9.1. In fact, the district was more than two times lower than the state target. Trendline shows that the district has steadily decreased this rate over the last 4 years from 10.0% to 4.1%.

**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 **4.1**

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

**Analysis:** The Laporte School dsitric performed below the state target Instructional Setting Rate.

**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:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

**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 **23.6%**

**Analysis:** No data available

**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:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

**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:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

**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:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

**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:** LAPORTE PUBLIC SCHOOL DISTRICT (0306-01)

**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