

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

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

Your district had an overall Special Education Graduation Rate of **83.3%**.

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

Analysis: During the 2008-2009 school year, Laporte District fell slightly below the state target Special Education Graduation Rate of 85.0%. In reviewing trend data from the past five years, it is noted that three of the five years showed a Special Education Graduation Rate of 100%. The small cell size is believed to account for the drop to 83.3 in the data years of 2006-2007 and data year 2008-2009.

Degree of Need: Low

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

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

Your district had an overall Special Education Dropout Rate of **8.3%**.

Your district performed **above** the state target for this indicator is **4.3%**. The state Special Education Dropout Rate is **4.2%**.

Analysis: The Laporte School District performed above the state target Special Education Dropout Rate of 4.3% in the 2008-2009 school year. In reviewing trend data from the past five years, it is noted that three of the five years showed a Special Education Dropout Rate of 0.0%. The small cell size is believed to account for the increase up to 8.3% for the 2008-2009 data year.

Degree of Need: Low

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

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 Target in Special Education Participation Rate.

Degree of Need: Low

Program Evaluation
Student Achievement Rates
SPP Part B Indicator 3
School Year 10-11
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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	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	Yes	Reading
11	No	Math	N/A	Reading

Program Evaluation
Student Achievement Rates
SPP Part B Indicator 3
School Year 10-11
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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 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 math, the trendline is showing improvement for grades 3, 5, 6, and 8; noting that the slope of the 5th and 8th grade trendlines are considerably lower than the slope of the other two grades. It should be noted that the 8th graders significantly improved their performance in math over the last two years. The trendlines for grades 4, 7, and 11 are on a downward trend. In analyzing the data, it is believed that the downward trend for grades 4 and 7 are accounted for by a significant drop in proficiency in the data year 06-07. The district has identified the two most concerning factors in looking at the math proficiency rates of special education students. One is the consistently low performance of the 11th grade math students over the years. The other main concern is the great variability shown in proficiency from one year to the next at all grade levels except third grade, which has been solid for the past four years.

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 27% of students proficient in math while 75% of this group were not proficient. Thirty percent of the not proficient students in math made exceptional growth while 21% made some growth and another 21% made low growth.

As was completed with the math data, an analysis of reading was conducted using data points from the 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 all grades except grade 8. Caution should be used in looking at this data as the data points show that this grade level bottomed out during the 2006-2007 data year and has been on a gradual incline for the subsequent three years. One of the main concerns in interpreting this data is to understand that the small cell size involved in calculation of the data. This causes great variability in proficiency results from one year to the next at all grade levels.

Using the MDE growth model for reading, parents and educators can track students' progress toward proficiency from year-to-year. In reviewing the special education subgroup data from the MDE website, it is found that the Laporte School District had 36% of this group proficient. Of the remaining 65%, 24% of the students not proficient in reading made exceptional growth, while another 35% made some growth and only 6% 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:

During the past year, the Laporte District has continued to provide staff development and job embedded collaboration to more effectively utilize multiple sources of data, including MCA, NWEA, RTI, and AIMSweb. The BRIC provided training on writing Standards Based IEP's which requires the special education teacher to become more familiar with the grade level standards.

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? No

Analysis:

The Laporte District AYP plan provides for ten staff development days focused on job embedded collaboration to more effectively utilize multiple sources of data, including MCA, NWEA, RTI, and AIMSweb. Research based common instructional practices as outlined by Marzano in "Classroom Instruction That Works" has been implemented into the classroom. The district is working on instructional alignment to the math standards, math vocabulary, strategy instruction and data analysis. On line tools have been available to parents to help inform parents of their child's progress, including Skyward student information systems web portal, Renaissance Learning's web portal, and Study Island. Mid-term parent teacher conferences are held instead of end of the quarter, to allow for more effectively timed progress reports. The district also has implemented a partnership with a neighboring district to provide Targetted Services in an after school program.

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

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

Your district had an overall Special Education Suspension/Expulsion Rate of **1.6%**

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

Analysis: For the 09-10 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 1. The affected areas include Suspensions and Expulsions (Indicator 4A and 4B). This means that for this report, the Laporte School District's Special Education Suspension/Expulsion Rate of 1.6% is above the Statewide Rate of .9%. However, the district's Suspension/Expulsion rate does not show a significant discrepancy at this time and according to trend data, this number has been relatively low over the past 5 years.

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: 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 **65.9%**.

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

Analysis: The Laporte School district performed above the state target Instruction Setting Rate for 62.5%. In fact, trend data shows a slight upward trend over the past 4 years from 60.4% to the current rate of 65.9% during the 2009-2010 school year.

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 **9.1%**

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

Analysis: The Laporte School district performed slightly above the state target Instruction Rate of 8.8%. In the previous four years the district trend line showed a steady decrease in this rate from a high of 10.0% to 4.1% until this current year. The small cell count is believed to impact the higher percentage rate for this 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 **2.3**

Your district performed **below** the state target for this indicator of **4.4%**. The state Instructional Setting Rate is **4.3%**.

Analysis: The Laporte School District performed below the state target Instruction Setting Rate at 2.3%.

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: 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 **22.7%**

Analysis: The Laporte School 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: 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 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 state target

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: 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 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

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: 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 **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