

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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: Mahnomen district has been identified 3rd year AYP for graduation rate. The district's graduation rate is at 62% based on 2009-10 data. The special education graduation rate of 66.7% is above overall district rate but below state target for Special Education Graduation rate. The rate for students with IEPs improved from 58.8% using 2008-09 data to 66.7% in 2009-10 school year. Graduation rates for students with disabilities in Mahnomen have fluctuated between 49% to 100%.

The district improvement plan identified mobility, attendance and proximity to other districts as factors contributing to the graduation rate. The CIMP leadership team determined factors contributing to graduation rates for students with disabilities are consistent with district improvement plan. In addition, small cell size (5 - 10 students) may contribute to the range of graduation rates from year to year.

During the 2010-11 school year PLCs were formed to focus on developing better relationships with students as well as improve academics to provide personal incentives to reach graduation. One PLC focused on reviewing Check & Connect as an evidence based program to facilitate improved graduation rates. The district is considering implementation of Check and Connect for the upcoming school year.

Degree of Need: High

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Your district had an overall Special Education Dropout Rate of **13.8%**.

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

Analysis: Mahnomen district has a dropout rate higher than state special education dropout rate of 4.3%. The district special education dropout rate did decrease from 08-09 data to 09-10 data from 15.9% to 13.8%. Mahnomen district has been identified 3rd year AYP for attendance rate of 89%. Based on 2009-10 data Mahnomen High School AYP attendance rate is at 87% and the Mahnomen ALC is at 34%. Improved attendance continues to be a goal for improvement in the District Improvement plan and the district is working to improve attendance rates for all students with many initiatives in place to promote increase attendance. During the 2010-11 school year PLCs were formed to focus on developing better relationships with students as well as improve academics to provide personal incentives to prevent dropping out of school prior to graduation. One PLC focused on reviewing Check & Connect as an evidence based program to increase student engagement and therefore prevent student dropout. The district is considering implementation of Check and Connect for the upcoming school year as one way to increase student engagement.

Degree of Need: Medium

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Section 1: Participation in Statewide Assessments

Your district had an overall Special Education Participation Rate of **96.6%**

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

Analysis: Mahnomen District met this target.

Degree of Need: Low

Program Evaluation
Student Achievement Rates
SPP Part B Indicator 3
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DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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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	No	Math	No	Reading
4	Yes	Math	Yes	Reading
5	Yes	Math	Yes	Reading
6	Yes	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
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DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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

Mahnomen had goal to increase proficiency rates for students with disabilities in reading by 5% using 09-10 data. Mahnomen district increased proficiency rates by more than 5% in reading for grade 5. 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 eight 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, 4, 5, 6 and 10. Trendline for reading shows downward slope for grades 7 and the trendline for grade 8 is relatively flat. 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, Mahnomen district had 24% of their students with disabilities who were not proficient but made exceptional growth in the area of reading, 22% of the students not proficient in reading but made some growth and 9% of students not proficient made low growth. To respond to low growth rates in the area of reading, Mahnomen district will be implementing Read 180 and System 44 for students with disabilities not meeting proficiency during the 2011-12 school year. Grades 6 - 8 will be prioritized for to obtain this intensive reading intervention which is consistent with data trends for reading proficiency rates and growth rates in the area of reading for special education students. Three teachers have been trained to implement this program during the school year.

Mahnomen had goal to increase proficiency rates for students with disabilities in math by 5% using 09-10 data. Mahnomen district increased proficiency rates by more than 5% in math in grades 4, 5, 6, and 11. In the area of math, data points from last six 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, 6 and 7. Grades 7, 8 and 11 indicate a trendline sloping downward or flat. Using the growth model provided by MDE in the area of math, 11% of students with disabilities identified as not proficient made exceptional growth, 24% made some growth and 31% made low growth. The growth rates indicate the largest percentage of students who were not proficient made low growth.

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

The district level improvement plan indicates the district is at Level 3.1 AYP in reading. The needs assessment indicated the primary need will be in the area of reading. PLCs will analyze data to determine instructional needs and this analysis of data will indicate areas of professional development in the area of reading. Teachers who will be implementing Read 180 and System 44 will have two days of training for Read 180 and one day of training for System 44 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

Program Evaluation
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 district is at state 1.1 in math due to special education participation rate. The district goal is to increase the percentage of students who qualify for special education services, taking the MCA-II math test to a rate of 95% for the 2010-11 school year.

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Your district had an overall Special Education Suspension/Expulsion Rate of **0.9%**

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

Analysis: Mahnomen School district met statewide rate.

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: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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

Your district had an overall Instructional Setting Rate of **47.1%**.

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

Analysis: Mahnomens district rates have fluctuated over the past six year. Current percentage of students served inside regular education classroom 80% or more of the day have increased 6.2% from previous years rate of 40.9%. Factors thought to be contributing to a percentage lower than state targets in special education may be related to attendance, scheduling limitations and staff awareness of adaptations needed in general education.

As part of the District Level Improvement plan a needs assessment indicated that teachers need help in differentiating instructional strategies, including American Indian Learner Outcomes (AIOs), to accommodate the diverse learning needs of students. To address this need, the district provided staff development by Dr. Ramona Klein with the focus on developing reading strategies, differentiating instruction, and AIOs for all staff. The staff development included in-class mentoring, modeling and coaching by Dr. Klein. In addition, PLCs will focus on data analysis and differentiated instruction to address multiple learning styles.

Degree of Need: High

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

Your district had an overall Instructional Setting Rate of **9.8%**

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

Analysis: Percentage of students served inside the regular classroom less than 40% of the day decreased by 2.8% but is still above the state target. Over the past six years the percentage of students served inside the 40% of the school day has ranged from 18.5% to 7.9%. Leadership team determined student mobility has an impact on this indicator because students move into the district with an IEP indicating high level of service. The district also notes the rate for students served in separate schools, residential facilities, or homebound/hospital placements are below state and target rates.

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: Mahnomens 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: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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 was 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: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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 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: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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