

Program Evaluation Analysis by Indicator

SchoolYear 13-14

District: 2198-01 FILLMORE CENTRAL

Indicator: B1 Graduation Rates

Target met We have met our graduation rate for the past seven school years, since the 2006-2007 school year. We believe this is due to the nature of our small community where our students are held accountable.

If a student is at risk for not graduating, staff meet with administration to create individual plan for course completion. A team meeting is planned if needed involving parents. This plan has been successful because we have had a consistent High School Principal the past ten years.

Indicator: B2 Dropout Rates

Target met We have met target for the past eight years in the area of drop out rates. We contribute this to our small community where everyone holds our students accountable and education is a priority.

If a student is considering dropping out, the IEP team meets to discuss alternative options such as alternative settings and/or changes to current setting including Work Basked Learning. The district takes truancy seriously. Meeting are set for parents if patterns in attendance and tardiness are occurring.

Indicator: B3 Student Achievement Participation

Target not met It is noted that most students in special education are participating in state wide assessments whether it is MCA or MCA Modified. If students do not meet state standards, the district ensures re-testing.

Indicator: B3 Student Achievement Proficiency - Extenuating Circumstances

Target not met We are seeing a fluctuation in our rates across grades. This could be due to our cell size in each grade. The district did not have a minimum of 20 students with IEPs participating in each assessment (MTAS, MCA-no accommodations, MCA-accommodations, MCA-Modified). Due to a small school district, it is hard to analyze data because it is more individualized versus program based.

Case managers are reviewing grade level student data to determine individual needs and progress.

Indicator: B3 Student Achievement Proficiency

Target not met All Special Education teachers will continue to identify and implement MN math and language arts standards to write standard based IEP's according to individual student needs according to each student's evaluation report. All students with language arts and/or math goals in grades 3-12 will have standard based IEP's that reflect the needs in the student's evaluation report.

Continue collaboration time between the special education teacher and the math and language arts department to support standard based IEP's with grade level instruction. This also clarifies expectations between special education staff and general education staff.

All special education students will receive progress monitoring to support the tier 3 math and reading instruction in the special education resource room.

We have a variety of resources in math and language arts always being mindful which curriculum is best suited for each individual student according to their evaluation needs.

Indicator: B3 Student Achievement AYP Improvement Plan

Target not met As noted above.

Indicator: B4 Suspensions and Expulsions

Target met In the past four years, Fillmore Central has not had any students suspended beyond ten school days or expelled from school. Administration and staff are proactive by utilizing social skills programs and monitoring grades, attendance and discipline reports.

Indicator: B5 Instructional Settings 6-21 Removed from class < 21%

Target met The target has been met in our district for the past seven years. This is a priority of IEP teams to place students with peers as much as appropriate according to student needs as determined by IEP team members using the current educational evaluation reports.

We have noted that in the past seven years we are increasing our percentage of students inside the regular class 80% or more of the day each year, starting at 63.8% in 2006-2007 to 86.2% in 2012-13. We would also like to note that a high percentage of DCD students have aged out since 2006-2007.

Indicator: B5 Instructional Settings 6-21 Removed from class > 60%

Target met In the past seven years, our numbers have been below state target, fluctuating due to small population size and the changes in percentages. This may be more reflective of individual differences rather than an accurate reflection of programming.

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Indicator: B5 Instructional Settings 6-21 Served in separate schools or placements

Target met We have a level four mental health program where we educate students from surrounding school districts, currently we do not have any Fillmore Central students enrolled in the program.

Indicator: C2 Natural Environments Birth-3

Target met Our Early Childhood Special Educator provides all Part C services in-home. The District has fluctuated in the rate within the last several years due to small population sizes, changes in percentages may be more reflective of individual differences rather than an accurate reflection of programming. Programming for 1 Part C student was provided within the school setting as a one on one service. This was a team decision due to data collected at home visits when the student would cry and refuse to work with Early Intervention Staff at his home. The team decided to try to have the family and the student come to the school setting for services, and was very successful. The team agreed with this due to student progress on goals.

Indicator: C3 Part C Child Outcomes Outcome A: Positive social-emotional skills

Target not met Due to small population size and unique needs of few students, our SEAU performance did not make the state target rate in percentages. This is more reflective of individual differences rather than an accurate reflection of programming. In this time frame, the needs of students identified for this selection has multiple needs; physical, communication, cognitive, sensory and medical. All of these needs together affected the data. Our Early Intervention team works closely with the Community Preschool programs as 0-3 students work towards transition from Part C to Part B. The team has a full inclusive preschool setting with Special Education services within this setting. Our team works with the preschool classrooms to have students enter the classroom with the support they need to be successful to gain positive social-emotional skills.

Indicator: C3 Part C Child Outcomes Outcome B: Acquisition and use of knowledge and skills

Target not met Due to small population size and unique needs of few students, our SEAU performance did not make the state target rate in percentages. In this time frame, the needs of students identified for this selection has multiple needs; physical, communication, cognitive, sensory and medical. All of these needs together affected the data. Our Early Intervention team works closely with the Community Preschool programs as 0-3 students work towards transition from Part C to Part B. The team has a full inclusive preschool setting with Special Education services within this setting. Our team works with the preschool classrooms to have students enter the classroom with the support they need to be successful to acquire and use knowledge and skills within the preschool setting.

Indicator: C3 Part C Child Outcomes Outcome C: Take appropriate action to meet needs

Target not met Due to small population size and unique needs of few students, our SEAU performance did not make the state target rate in percentages. This is more reflective of individual differences rather than an accurate reflection of programming. In this time frame, the needs of students identified for this selection has multiple needs; physical, communication, cognitive, sensory and medical. All of these needs together affected the data. Our Early Intervention team works closely with the Community Preschool programs as 0-3 students work towards transition from Part C to Part B. The team has a full inclusive preschool setting with Special Education services within this setting. Our team works with the preschool classrooms to have students enter the classroom with the support they need to be successful to take appropriate action to meet needs within the preschool setting.

Indicator: C4 Part C Family Outcomes

Target met Administrative Unit rate suppressed due to eligible population being too small. Our SEAU survey response rate was 25% and was above the statewide response rate of 0%. Our survey's are given to families at home visits for them to fill out 1 page on their our and the other page filled out together and it is used as part of the Family Directed Assessments as the team develops and Individual Family Service Plan for needs.

Indicator: C5 Child Find Birth-1

Target not met Due to small population size, our SEAU performance did not make the state target rate in percentages. This is more reflective of individual differences rather than an accurate reflection of programming. Fillmore Central has a strong working relationship with Fillmore County Public Health staff and local medical centers that communicate needs of families and have a good knowledge in child development and make referrals when needs arise. Fillmore Central works with local daycares and Early Childhood Family Education programs to inform them of child development and the referral process through the Help Me Grow System.

Indicator: C6 Child Find Birth-3

Target met Due to small population size, our SEAU performance did make the state target rate in percentages, by a marginal amount. This is more reflective of individual differences rather than an accurate reflection of programming. Fillmore Central has a strong working relationship with Fillmore County Public Health staff that communicate needs of families and have a good knowledge in child development and make referrals when needs arise. Fillmore Central works with local daycares, and Early Childhood Family Education programs to inform them of child development and the referral process through the Help Me Grow System.

Indicator: B6 Instructional Settings 3-5

Target met Our district is above the statewide rate. The Early Childhood team has been very consistent and have worked with each other for several years. Our team is extremely mindful of providing services in the natural setting.

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Indicator: B6 Instructional Settings 3-5 Served in separate schools or placements

Target met Our district performance was below the statewide rate, all students receive their services within the district school setting.

Indicator: B7 Special Education Preschool Outcome A: Positive social-emotional skills

Target not met We had children with unique needs in the area of social relationships. These student's have specific goals relating to impulse control, attending, and peer relations. Staff supports are needed to facilitated these needs within the integrated preschool setting. Disability areas included Developmental Delay and Autism Spectrum Disorder. These social relation needs are also supported within the daycare setting.

Indicator: B7 Special Education Preschool Outcome B: Acquisition and use of knowledge and skills

Target not met We had children with needs in the area of knowledge and skills. These student's have specific goals relating to pre-math and pre-reading. Staff supports are needed to facilitated these academic needs within the integrated preschool setting.

Indicator: B7 Special Education Preschool Outcome C: Take appropriate action to meet needs

Target not met We are considerably below the state target rate. Fillmore Central is very mindful of preschool students and families and taking appropriate action to meet the student's needs. During IEP meetings the team reviews the current evaluation report and discusses options for the student to work on identified needs. The team then ensures goals are written to meet the needs. As a district we will continue to be very mindful of students' and families needs as we write individual education plans.

Indicator: DD District Demographics

NA We note that Special education total Part B enrollment has declined from 78 to 66 students between 2009 and 2013. This represents a 1.1% decrease between 2009-2011 and 2010-2011 and a 1.1% decrease from 2010-2011 and 2011-2012 and a 1.0% decrease from 2011-2012 and 2012-2013. Overall the district's enrollment continues to decline during this time. Part C enrollment has increased from 1 to 6 students. This represents a 3% increase between 2009-2011 and 2010-2011 and a 2% increase from 2010-2011 and 2011-2012 and steady pattern from 2011-2012 and 2012-2013. The following efforts may contribute to the consistent pattern in special education enrollment:

We continue to expand pre-referral interventions. In 2012-2013, we strive to systematically track data on students who receive interventions and monitor progress through Teacher Assisting Teacher Team Meetings and Grade Level Meetings.

Our general education population continues to grow more diverse, with our special education numbers mirroring this trend. We see that the population grows more diverse as we look at younger students (Grades 7-12th: 98% White (252 students), K-6th Grade: 98.1% White (317 students)) It is noted that English continues to be the primary language with special education students which reflects our general education population.

We found in Part C: In birth to 3 years old increased in the area of Development Delayed from 1 student to 6 students from 2009-2010 to 2012-2013. Part B: 3 to 5 years old Speech/language impaired decreased from (2009-2010 to 2012-2013) from 4 students to 1 student. Development Delayed decreased (2009-2010 to 2012-2013) from 7 students to 6 students and increased (2009-2010 to 2012-2013) 1 student with vision impairment. Looking at Part B: 6 to age 21, from (2009-2010 to 2012-2013 in the area Speech/language remained consistent. Development Cognitive Delayed-mild increased from (2009-2010 to 2012-2013) 4 students to 5 students. Development Cognitive Delayed-severe decreased from 1 to 0 students. Health impaired decreased from (2009-2010 to 2012-2013) 2 students to 1 student. Specific Learning Disabilities decreased from (2009-2010 to 2012-2013) 22 students to 17 students. Emotional Behavioral Disabilities decreased from (2009-2010 to 2012-2013) 8 students to 7 students. Other Health Impairment decreased from (2009-2010 to 2012-2013) 11 students to 8 students. Autism Spectrum Disabilities decreased 7 students to 1 student. Traumatic Brain Injury Disability remains consistent from (2009/2010 to 2012-2013.) Development Delayed increased 2 students from (2010-2011 to 2012-2013.) Severely Multiply Severed remained consistent from (2009-2010 to 2012-2013.) It will be interesting to compare this data over the next few years.

Lastly we looked at our data by race and disability category: We noted from ages 6 to 21 of age, that the number of Hispanic students remained consistent in the area of Autism Spectrum Disability at one student from 2008-2009 to 2010-2011. In the area of Specific Learning Disability the Hispanic students decreased from 1 student to 0 students from 2008-2009 to 2010-2011. In general, we continue to make staff aware of racially diverse learners entering the district and prepare for inclusion and engaging all students.