

**ALTERNATIVE DELIVERY OF SPECIALIZED INSTRUCTIONAL SERVICES
EVALUATION REPORT
SY 2012-2013**

Check one.

☐ Mid-Year

☒ End-of-Year

Date of Report: September 15, 2013

Person Completing Evaluation Report and Contact Information:

Name: Steve Smith

School Role: MS Principal

Address: 1301 Lancer Blvd

City: La Crescent

, MN

Zipcode: 55947

District/Charter School Name: La Crescent - Hokah Public School District

District Number: 0300

District Type: 01

Title of Program: La Crescent-Hokah Public School Districts Alternative Delivery of Instructional Services

Grade Levels Served: K-12

Direct Service Focus (Check all that apply.)

☒

Mathematics

☒

Reading

☒

Behavior

List School Names and Numbers below:

Note: School Numbers are the official three-digit number registered with the department to identify a school within a district. These are the same site numbers used in UFARS to report finance data and STAR to report staff data. No duplicate school numbers can exist within a district. (Add lines if needed.)

School Name	School Number
La Crescent-Hokah Elementary School	10
La Crescent Middle School	50
La Crescent High School	20
Bluff Country Learning Center	40

1. NUMBER OF PUPILS WITH AND WITHOUT DISABILITIES SERVED

Grade Served	Total enrollment in grade:	Total special education enrollment in grade:	served in ADSIS program:	in grade served in ADSIS program:
K	93	8	34	4
1	79	4	41	2
2	79	8	32	8
3	91	12	33	6
4	64	6	27	2
5	80	12	19	4
6	77	13	11	3
7	97	10	9	1
8	95	12	11	2
9	106	14	28	3
10	124	20	42	6
11	126	13	22	6
12	126	14	16	5
Total	1237	146	325	52

Comments

District wide our overall percentage of students served in ADSIS approaches 26%. Our Elementary School has a higher percent (41%) of students served which is indicative of the higher needs associated with those current students. The SPED % for that school is 11.8. The Middle School is at 14.3% for ADSIS served and the High School including the ALC is 22.4%.

2. CRITERIA FOR DETERMINING PROGRESS

2.A: Direct Academic Services Component

Academic achievement goal(s) from application if providing direct academic services:

Mathematics:

Increase Academic Achievement: During the 2012-2013 school year, students in grades 3-8 will increase proficiency from 47.12% to 49.12% in MCA-III mathematics and all 11 grade students will have passed the MCA-II GRAD mathematics test.

Rationale for Goal: Through intensive targeted interventions, ISD 300 is able to raise student achievement for all students. The targeted interventions will increase student proficiency and assist in making AYP.

Reading:

Goal: Increase Academic Achievement: During the 2012-2013 school year, students in grades 3-8 will increase proficiency from 80.59% to 82.59% in MCA II reading, and all 11 grade students will have passed the MCA-II GRAD reading test.

Rationale for Goal: Through intensive targeted interventions, ISD 300 is able to raise student achievement for all students. The targeted interventions will increase student proficiency and assist in making AYP.

Measure(s) used to determine ongoing student academic progress if providing direct academic services:

Mathematics:

Periodic Measurable Outcome for Goal: La Crescent-Hokah Public Schools will use curriculum-based assessment to set individual student reading and math goals and monitor progress every other week for students in the ADSIS program. ADSIS instructors will meet every 4-6 weeks to review program data and determine overall program effectiveness. Adjustments to the ADSIS program will be made, if necessary.

Reading:			
Periodic Measurable Outcome for Goal: La Crescent-Hokah Public Schools will use curriculum-based assessment to set individual student reading and math goals and monitor progress every other week for students in the ADSIS program. ADSIS instructors will meet every 4-6 weeks to review program data and determine overall program effectiveness. Adjustments to the AD SIS program will be made, if necessary.			
Behavior goal related to academic achievement goal(s) from application:			
Goal 1: Increase Academic Achievement: During the 2012-2013 school year, K-12 students will participate in comprehensive research-based literacy and numeracy programs so students identified as "in need of special education services" is maintained at or below the current level 11% of student enrollment. Periodic Measurable Outcome for Goal 1: La Crescent-Hokah Public Schools will use curriculum-based assessment to set individual student reading and math goals and monitor progress every other week for students in the ADSIS program.			
Measure used to determine behavior change related to academic achievement:			
Number of students being served in Special Education Services based on reported numbers to MDE as of Oct 1, 2012 and number of referrals reported in district for 12-13 school year. Periodic Measurable Outcome for Goal 2: La Crescent-Hokah Public Schools will use			
Describe how each Level of Student Academic Progress and each Level of Related Behavior Change was determined in the table below			
Progress Level	Criteria for Determining Progress Level		
	Mathematics	Reading	Academic Behavior
Significant Improvement	HS - 10% increase on NWEA, MS- 5th grade 16 points or higher RIT on NWEA, 6th grade 12 points or higher RIT on NWEA. 7 and 8 used 2 years of growth or more on NWEA. ES-Used a 4.2 calculator to	MS-5th grade 12 points or higher on RIT NWEA, 6th grade 9 or higher. 7 and 8 used 2 grade levels of growth or higher. ES- used a 2.1	
Some Improvement	HS - 5-10% increase on NWEA, MS-5th grade 12 points or higher on RIT NWEA, 6th grade 9 or higher. 7 and 8 used more than 1 year of growth on NWEA. ES- used a 2.1 calculator on growth	MS-5th grade 12 points or higher on RIT NWEA, 6th grade 9 or higher. 7 and 8 used more than 1 year of growth on NWEA. ES- used a 2.1 calculator on growth	
Stayed the Same	HS - Loss of 5% or gain of 5% on NWEA, MS-5th grade 8 points or higher RIT on NWEA, 6th grade 6 points or higher RIT on NWEA. 7 and 8 used up to 1 year of growth on NWEA. ES - used the target	MS-5th grade 8 points or higher RIT on NWEA, 6th grade 6 points or higher RIT on NWEA. 7 and 8 used less than 1 year of growth on NWEA. ES - used the target	
Some Decline	HS - Loss of 5-10% on NWEA, MS for all grades no gain in RIT on NWEA. ES - used a -2.1 calculator based on growth score on NWEA.	MS for all grades no gain in RIT on NWEA. 7 and 8 used no growth up to a year of decline on NWEA. ES - used a -2.1 calculator based on growth score on NWEA.	
Significant Decline	HS - Loss of 10% or more on NWEA, MS - for all grades any decline in RIT on NWEA. ES - used a -4.2 calculator on growth score on NWEA	MS - for all grades any decline in RIT on NWEA. 7 and 8 used greater than a 1 year decline in growth on NWEA. ES - used a -4.2 calculator on growth score on NWEA	

Step 1: List the number of students at each progress level by academic content receiving direct mathematics or reading services.				Comments:
Unduplicated count of students receiving direct academic services: (Expected to be less than or equal to total number of students receiving ADSIS services.)				
Step 2: List the number of students at each progress level for indirect behavior change as result of direct academic services. (Total should match unduplicated count above.)				
Progress Level	Mathematics	Reading	Academic Behavior	
Significant Improvement	136	96	0	
Some Improvement	41	35	0	
Stayed the Same	53	31	0	
Some Decline	6	7	0	
Significant Decline	4	3	0	
Total	240	172	0	

Did you make your academic achievement goal(s)? Why or why not?
In grade 11 we raised our pass rate at the HS to 78.3 % on all MCA tests which did not meet our goal of 100%. However it represented a gain of 10.2% over the previous year which indicates significant progress. The double block of math as an intervention will continue to be used this year in both Algebra and Geometry to help close the gap for students not proficient in math. In grades 3 through 8 we were able to reach our goal of increasing proficiency on the MCA 3 math test from 47.12% to 49.12%. In 2013 grades 3 through 8 met or exceeded proficiency on the MCA3 math test by 59.5% (290 students out of 487 tested). Through targeted interventions, curriculum based assessment and setting individual math goals students were able to make progress that allows us to continue to close the gap in proficiency in our district. In reading our goal was to raise students in grades 3 through 8 from 80.59% proficiency to 82.59% on MCA 2 Reading and all 11th grade students will pass the Reading GRAD test. Students in 3 through 8 took the MCA3 test and we were 58.3% proficient (286 out of 490 students who took the test). This is below our goal but also is a different test for comparison. The same is true for our 10th grade students. We will be using
Did you make your behavior goal related to academic achievement? Why or why not?
We currently serve 146 students of 1237 in our district in SPED services (11.8%). This does meet our goal of maintaining an 11% ratio. In the 2012-13 school year ISD 300 had 30 total referrals for SPED (Teacher and Parent combined) with 20 of those students qualifying for services or 67% being identified. In comparison to 2011-12 school year ISD 300 had 34 referrals (Parent and Teacher) with 23 being identified or 68% qualifying. In respect to referrals we decreased by 4 (11.7%) which did meet our goal of a 10% reduction. It appears that the more direct services we can provide students and the interventions that we can provide, fewer students and their families turn to special education referrals as their only option for support. It also appears as these interventions are implemented more students experience academic success and in turn families do not see a need for special education as an intervention.

2.B: Direct Behavior Services Component

Behavioral goal from application if providing direct behavior services:

Goal 5: Increase Academic Achievement-Behavioral Component: During the 2012-2013 school year, students in grades K-8 will exhibit improvements in the area of academic engagement, respectful behaviors and a reduction in disruptive behaviors as measured by the Direct Behavior Rating Form and or SWIS system. (Baseline scores recorded in fall and a 2% increase in positive behaviors will be set.)

Rationale for Goal 5: Through intensive targeted behavioral interventions, ISD 300 is able to raise student achievement for all students. The

Measure(s) used to determine ongoing student behavior progress if providing direct behavior services:

Periodic Measurable Outcome for Goal 5: La Crescent-Hokah Public Schools will use a Direct Behavior Rating Form and or the SWIS system to monitor progress every other week for students requiring behavioral supports in the ADSIS program. ADSIS instructors will meet every 4-6 weeks to review program data and determine overall program effectiveness. Adjustments to the ADSIS program will be made, if necessary, to help ensure student success.

Academic goals from application if providing direct behavior services:

Mathematics:

Increase Academic Achievement: During the 2012-2013 school year, students in grades 3-8 will increase proficiency from 47.12% to 49.12% in MCA-III mathematics and all 11 grade students will have passed the MCA-II GRAD mathematics test.

Rationale for Goal : Through intensive targeted interventions, ISD 300 is able to raise student achievement for all students. The targeted

Reading:

Goal: Increase Academic Achievement: During the 2012-2013 school year, students in grades 3-8 will increase proficiency from 80.59% to 82.59% in MCA II reading, and all 11 grade students will have passed the MCA-II GRAD reading test.

Rationale for Goal: Through intensive targeted interventions, ISD 300 is able to raise student achievement for all students. The targeted

Measure(s) used to determine ongoing academic change when providing behavior direct services:

Mathematics:

Periodic Measurable Outcome for Goal: La Crescent-Hokah Public Schools will use curriculum-based assessment to set individual student reading and math goals and monitor progress every other week for students in the ADSIS program. ADSIS instructors will meet every 4-6 weeks to review program data and determine overall program effectiveness. Adjustments to the AD SIS program will be made, if necessary, to help ensure student success.

Reading:

Periodic Measurable Outcome for Goal: La Crescent-Hokah Public Schools will use curriculum-based assessment to set individual student reading and math goals and monitor progress every other week for students in the ADSIS program. ADSIS instructors will meet every 4-6 weeks to review program data and determine overall program effectiveness. Adjustments to the AD SIS program will be made, if necessary, to help ensure student success.

Describe how each Level of Student Behavior Progress and each Level of Academic Change in Mathematics and Reading was determined for the direct behavior services section of table below using measures from above (includes all students receiving ADSIS services).

Progress Level	Criteria for Determining Progress Level		
	Behavior	Mathematics	Reading
Significant Improvement	High School - Using a 5 point scale students will increase by 2 points. BCLC used a decrease of 3-4 behavior referrals over the previous semester. ES used a checkin and checkout procedure with a behavior.		
Some Improvement	High School - Using a 5 point scale students will increase by 1 points. BCLC used a decrease of 2-3 referrals over the previous semester. ES used a checkin and checkout procedure with a behavior.		
Stayed the Same	High School - Using a 5 point scale students will stay the same. BCLC used no change in referrals over the previous semester. ES used a checkin and checkout procedure with a behavior.		
Some Decline	High School - Using a 5 point scale students will decrease by 1 point. BCLC used an increase of 1-2 referrals over the previous semester. ES used a checkin and checkout procedure with a behavior.		
Significant Decline	High School - Using a 5 point		

Step 1: List the number of students at each behavior progress level if providing direct behavior services. (Total expected to be less than or equal to total number of students receiving ADSIS services.)				Comments:
Step 2: List the number of students at each progress level for mathematics and reading if providing direct behavior services. (Total is each academic column should equal total in behavior column.)				
All totals should be equal and reflect the number of students receiving direct behavior services.				
Progress Level	Behavior	Mathematics	Reading	
Significant Improvement	6	0	0	
Some Improvement	42	0	0	

Stayed the Same	46	0	0
Some Decline	14	0	0
Significant Decline	10	0	0
Total	118	0	0

Did you make your behavior goal? Why or why not?

We had 48 of our 118 students making some improvement in positive behaviors which was a 40% improvement rate for the 2012-13 school year. This was significantly higher than hoped for in this group. Teachers reported the additional time and focus on problem behaviors allowed students to get immediate feedback relative to changes they needed to make and if they were successful or not.

Did you make your academic goals related to direct behavior services? Why or why not?

In grade 11 we raised our pass rate at the HS to 78.3 % on all MCA tests which did not meet our goal of 100%. However it represented a gain of 10.2% over the previous year which indicates significant progress. The double block of math as an intervention will continue to be used this year in both Algebra and Geometry to help close the gap for students not proficient in math. In grades 3 through 8 we were able to reach our goal of increasing proficiency on the MCA 3 math test from 47.12% to 49.12%. In 2013 grades 3 through 8 met or exceeded proficiency on the MCA3 math test by 59.5% (290 students out of 487 tested). Through targeted interventions, curriculum based assessment and setting individual math goals students were able to make progress that allows us to continue to close the gap in proficiency in our district. In reading our goal was to raise students in grades 3 through 8 from 80.50% proficiency to 82.50% on MCA 2 Reading and all 11th grade students will

3. LEVEL OF SATISFACTION TEACHERS, PARENTS/GUARDIANS, PUPILS, AND PARENT/COMMUNITY ADVOCATES HAVE WITH PROGRAM

Describe the process (including survey instrument) used to determine stakeholder satisfaction including how you arrived at the degree of satisfaction rating:

Academic engagement will be measured using a student, teacher and parent survey. An initial survey will be administered in the within the first two weeks of school to obtain baseline information about academic engagement. A second survey will be conducted within the last two weeks of the first semester. A final survey will be conducted during the first week of May. All three data points will be reviewed by the ADSIS teachers, guidance counselor/school social worker, building administration and the problem solving team.

Summary Analysis of Stakeholder Data		
Stakeholders	Include a) number of stakeholders involved; b) response rate if doing survey; c) supporting data for degree of satisfaction.	Degree of Satisfaction
Teachers	BCLC surveyed 5 teachers (100%) and all indicated "Strongly Agree" High School - a) 2 teachers: b) 100% response rate c) On a 5 point Leichert Scale the response to "The Algebra Plus/Geometry Plus course has improved my students understanding of Mathematics:" was a 4.5. This shows that both teachers thought the extra time with students was valuable and beneficial to the students in their classes. At the elementary level 9 of 9 teachers responded for a 100% rate of return and all indicated they felt the program was very effective.	High
Parent/Guardians	5 parents out of 21 responded with all indicating "Strongly Agree" at BCLCHigh School - a) 75 Parents/Guardians: b) 55% response rate c) On a 5 point Leichert Scale the response to "The Algebra Plus/Geometry Plus course has improved my students understanding of Mathematics:" was a 4.1. This shows the parents agreed with the statement; they they it was beneficial for their students to be given this extra time. At teh elementary level we had 44 of 54 surveys returned for a 95% rate with an average response of High Satisfaction.	High
Pupils	BCLC had 17 of 21 students respond with an overall rating of "Agree"High School - a) 75 Students: b) 92% response rate c) On a 5 point Leichert Scale the response to "The Algebra Plus/Geometry Plus course has improved my understanding of Mathematics:" was a 4.38. This shows that the students themselves believe that the extra time and attention was beneficial to their learning and understanding of the content. At the elementary level we had 44 of 54 students respond for a rate of 95% and an average response of High Satisfaction.	High

Parent/Community Advocates	High School - a) entire community: b) 0% response rate c) No surveys were returned, however with conversation outside of school with community members there were definitely positive reactions to idea. Many stated how they struggled with Math(more Algebra than Geometry) when they were in school and would have gladly accepted extra help of this type if it would have been offered.	Medium
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4. EFFECT OF THE PROGRAM ON THE NUMBER OF REFERRALS FOR SPECIAL EDUCATION, FEDERAL TITLE 1 AND OTHER COMPENSATORY PROGRAMS

Referral Goal from Application: During the 2012-2013 school year, there will be a 10% reduction in the number of K-12 students referred to special education evaluation.		
	Number	Percentage of Students Served in ADSIS Program
Total number of pupils participating in ADSIS program	325	100%
Pupils that exited the ADSIS program because they met the goals established by the program	45	14% of Total Number Receiving ADSIS Services
Number of pupils exited for other reasons (such as mobility).	26	8% of Total Number Receiving ADSIS Services
Special Education:		
Number of pupils in ADSIS program referred to special education by school educational staff	9	3% of Total Number Receiving ADSIS Services
Number of pupils from the ADSIS program that were referred by school staff and became eligible for special education	2	22% of Number Referred from ADSIS Services
Number of pupils in ADSIS program referred to special education at parent request	0	0% of Total Number Receiving ADSIS Services
Number of pupils from the ADSIS program that were referred by parent and became eligible for special education	0	#DIV/0! of Number Referred from ADSIS Services
Federal Title I:		
Number of pupils in ADSIS program referred to Title I	60	18% of Total Number Receiving ADSIS Services
Number of pupils from the ADSIS program that were referred and became eligible for federal Title I	60	100.00% of Number Referred from ADSIS Services
Other Compensatory Programs (list):		
Number of pupils referred for	0	0% of Total Number Receiving ADSIS Services
Number of pupils from the ADSIS program that were referred and became eligible for	0	#DIV/0! of Number Referred from ADSIS Services

Referral Trends for All Students in All Grades Served by ADSIS:

Program	Number of Referrals (complete first column if ADSIS implemented more than 3 years) :			
	Year Prior to ADSIS	2009-10	2010-11	2011-12
Special Education	21	14	11	12
Federal Title I	0	51	49	48
Other Compensatory Programs	0	0	0	0

Summary analysis of significant changes or trends on pupil referral to special education, federal Title 1 or other compensatory programs:
In Special Education referrals we continue to see a significant decline in numbers prior to the beginning of our ADSIS programs. We went up by 1 referral in 11-12. In 2012-13 we had 9 referrals from the ADSIS program which is a reduction of 3 or 25% from the previous year. Overall in the district referrals have generally stayed constant for students not involved in ADSIS and the majority of these are parent referrals.

Did you make your referral goal? Why or why not?
We did meet our goal district wide with an 11.7 % reduction on SPED referrals as well as a 25% reduction in students referred from our ADSIS program. As we continue to refine our interventions as well as how we identify students in need of academic support at an earlier age it appears that students and families are finding these supports beneficial and not having to turn to SPED referrals as an intervention.

5. COST IMPLICATIONS

What is the average cost of an evaluation for special education eligibility?

Our current estimates for a referral to be implemented from start to finish is approximately 8 hours for a school psychologist and 6 hours for a case manager. In our district the average hourly cost for a school psychologist is \$47.40 for an 8 hour cost of \$379.20. The average hourly cost for a SPED case manager in ISD 300 is \$54.84 for an 6 hour cost of \$329.04. The average total cost to our district per referral is approximately \$708.24.

Submit the attached ADSIS Service Hour Spreadsheet to provide information on cost implications (consult with MARSS coordinator).

6. EFFECTIVE PRACTICES FOR PUPILS

For students who made significant *academic* growth (as determined in question 2), identify and describe the specific intervention or aspect of the intervention that impacted the accelerated growth.

In our 5th grade math intervention we saw 6 of 8 students show Significant Improvementtp building. This allowed staff to interact most effectively with students in a non competiitve environment. We were able to create a smaller group of these students than our 6,7,8 cluster and teachers saw great value in the time spent in one to one relationship building. Our teacher said "We use the iSucceed curriculum in Math II 5/6. Students start by completing a pre-test. I am then able to target and teach the specific skills students answered incorrectly on the pre-test. We work in small groups with one group working with me while the other group works on the computer program SuccessMaker . After 15-20 minutes, we switch. The computer program also targets skills students need help with. In addition, during the class period students can receive help or extra practice with what they are learning in their current 5th or 6th grade Math class. The small class size allows me to work with each student every day. I have seen many students gain confidence in addition to their math abilities while being in a class like this. They received personalized instruction and have one more positive adult in their life rooting for them to succeed". 9-12 math success 31 of 74 students showed SIGI. The double block of math allowed for much greater depth in addressing individual needs related to understanding math concepts and data. In the middle school the REWARDS program was used in the reading classes and the 7th and 8th grade intervention was

For students who made significant positive changes in *behavior* (as determined in question 2), identify and describe the specific intervention or aspect of the intervention that impacted the change.

Having the opportunity for one to one meetings with our social workers and counselors on a weekly basis proved to be quite helpful for some of our students to meet the challenges of organization and social/emotional needs. This service gives us the ability to intervene with students in need and help them in the school setting. This allows families to benfit from these services without having to access outside agencies at a greater cost financially through personal or insurance resources. It also has a lesser impact on academic time missed for these students without traveling to facilities for things like therapy or day treatment.

Based on data and experience, please provide recommendations, suggestions, or describe effective practices that might be helpful to other district/charter schools providing alternative specialized services.

In our experience this year we instituted transitional meetings at grade 4 to grade 5 to begin more thoughtful planning for students as they move from elementary to middle school. Our hope is to continue these meetings as well as district wide K-12 meetings to bring more uniformity to the process. At the middle school we have decided to bring back a student support team made up of ADSIS teachers, SPED, School Psych, and counselor to better provide for a referral portal to help students with needs. We are also exploring how to bring our Middle level "School within a School" model into the tiers of interventions to support behavioral as well as academic needs.

7. ADSIS COORDINATION WITH OTHER DISTRICT/CHARTER SCHOOL/LOCAL SCHOOL PROGRAMS

Summarize coordination of the ADSIS program with other district/charter school/local school programs. (Add lines if needed.)

Initiatives/Programs	Goals	Connection
After Hours Homework Club in the Middle School	To help students in grades 5 through 8 complete homework, make up missing work and recover credits during the school year.	As ADSIS students improve academic skills and have the opportunity to complete work, make up assignments students will achieve at a higher level
Oak Street Academy in the Elementary School	To help students in grades K-4 with additional academic supports outside the regular day	ADSI services would give students additional skills to help with the completion of homework/assignments

Extended Day programming for Math in the HS	Students in grades 9-12 can receive additional math instruction and support	ADSIS services can improve academic skills for students and allow them to succeed.

I certify that the above information is complete and correct to the best of my knowledge.

District Superintendent or Charter School Designee

Please print name.

Title

Please print title.