


HOLDEN R-III SCHOOL DISTRICT SPECIAL EDUCATION REPORT

Presented by Buffie McConville

THE HOLDEN R-3 MISSION AND VALUES

 DISTRICT MISSION - The mission for Holden R-III School district is for all students, upon graduation, to have marketable skills or the basis to be eligible for post-secondary educational opportunities.

 CORE VALUES - • Foster positive relationships with students, parents, co-workers, and the community. • Maintain high expectations and use data to measure achievement • Interpret data to guide instruction and practices • Commit to grow professionally to meet the needs of yourself and others.

Special Education Mission

The mission of the Department of Special Education is to improve the quality of life of people with disabilities and their families by developing and disseminating essential skills, knowledge, and values through research, teaching, and service.



Special Education Staff

HES – Tracy Taylor ECSE Niki Wooster Vicky Birkle Emily Ringen
HMS – Teresa Littrell Brandon Pemburlin
HHS – Dana Scott Stephanie Stewart Ashley Perman Mitti Manor
Process Coordinator/Psychometrist – Sarra Taylor

Leadership Team

Each building has a special education teacher as a representative of their leadership team

HES - Niki Wooster

HMS - Teresa Littrell

HHS - Dana Scott

District Eligibility Determination Team

HES – Vicki Birkle

HMS – Teresa Littrell

HHS – Mitti Manor

PC – Sarra Taylor

Director – Buffie McConville

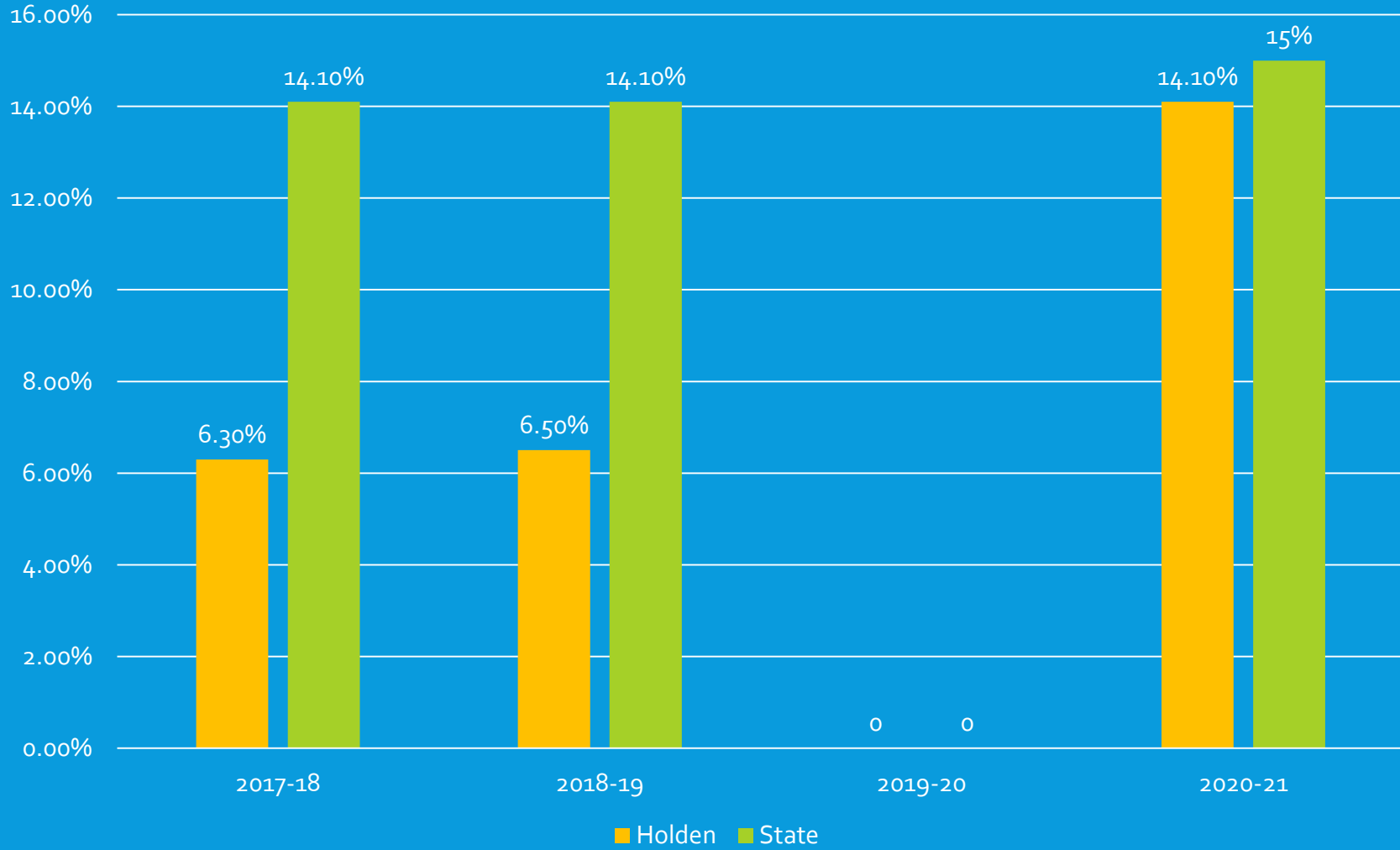
2021-2022 Special Education Reading Goal

Mid Year Data GOAL - The % of students scoring at or above the proficient level on state ELA assessments will increase annually to meet or exceed the annual "on track" MSIP (Missouri School Improvement Program) target for all students and sub-groups.



2019-20 testing requirements were waived due to COVID-19

IEP MAP ELA Proficiency



2019-20 testing requirements were waived due to COVID-19

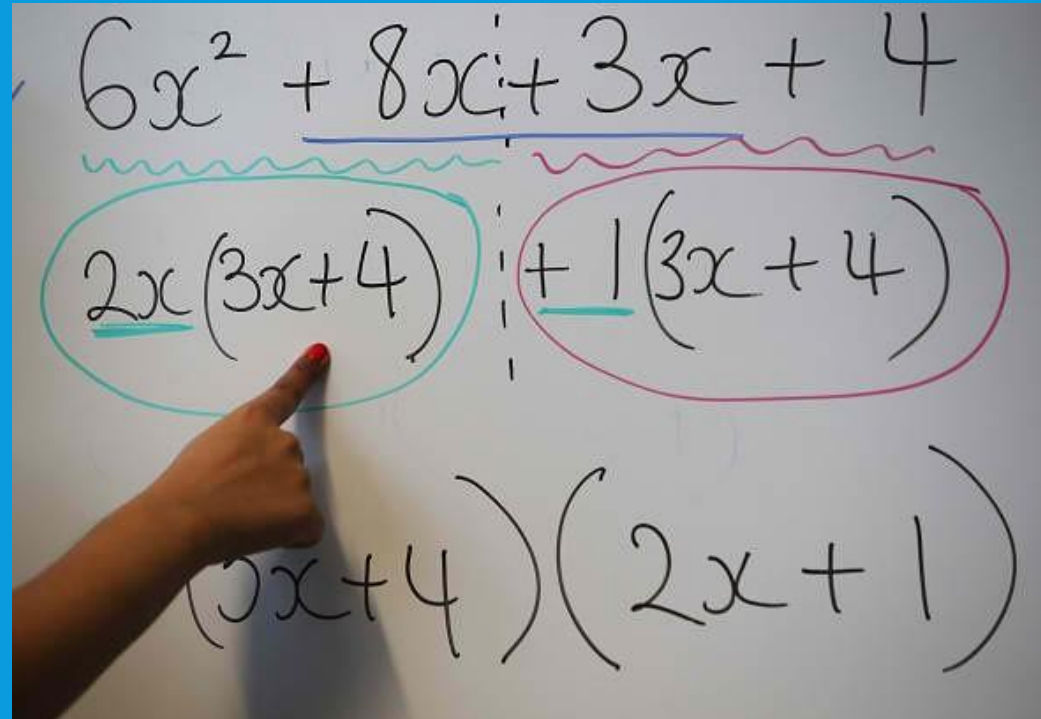
I-Ready Growth Monitoring Reading K-8

12.4 point average growth from End of Year I-Ready testing 2020-21 to Beginning of Year 2021-22

31 point average growth from Beginning of Year to Mid-Year I-Ready testing 2021-22

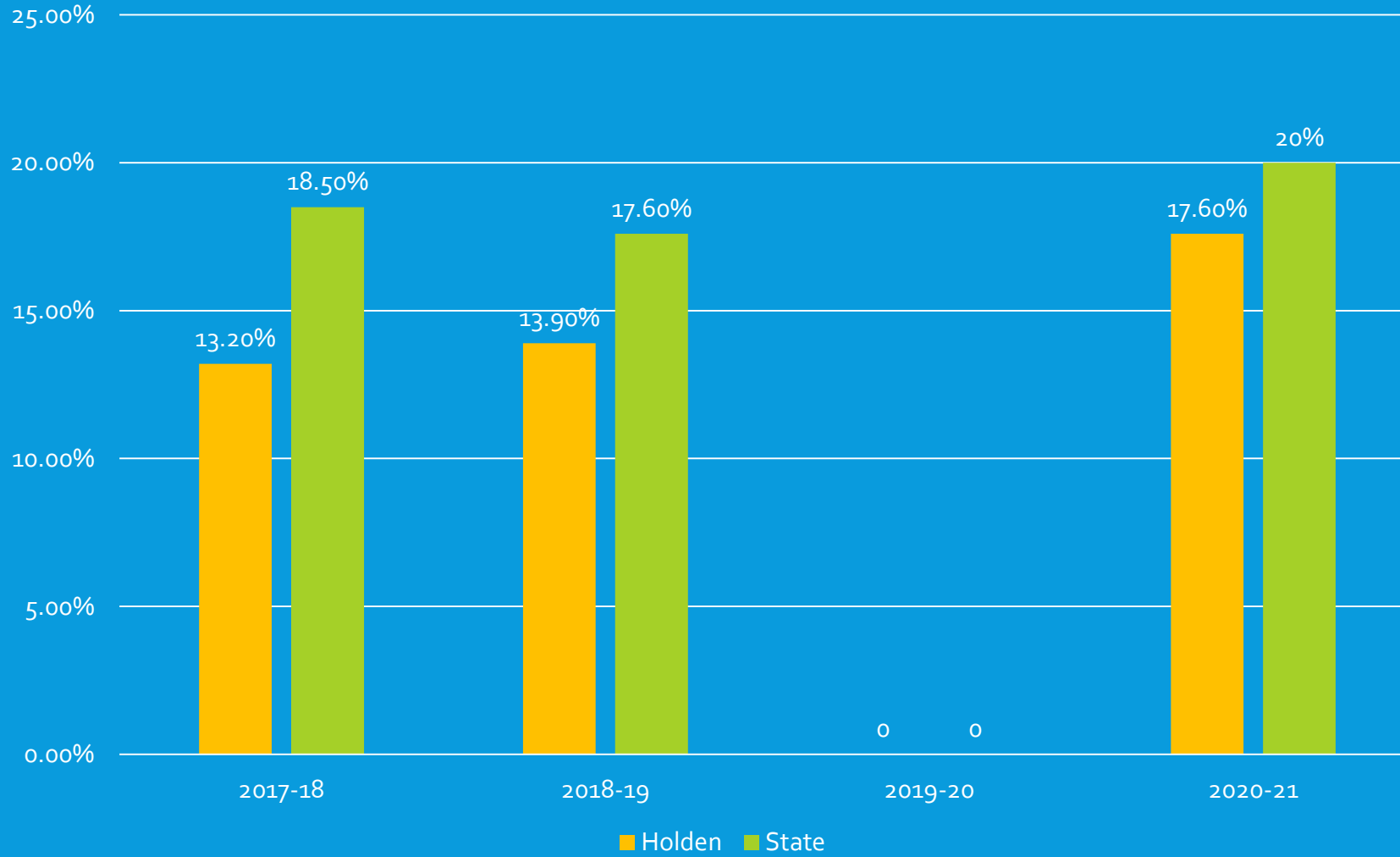
2021-2022 Special Education Math Goal

Mid-Year Data GOAL : The % of students scoring at or above the proficient level on state Math assessments will increase annually to meet or exceed the annual "on track" MSIP (Missouri School Improvement Program) target for students and subgroups


$$6x^2 + 8x + 3x + 4$$
$$\underline{2x}(3x+4) + \underline{1}(3x+4)$$
$$(3x+4)(2x+1)$$

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IEP MAP Math Proficiency



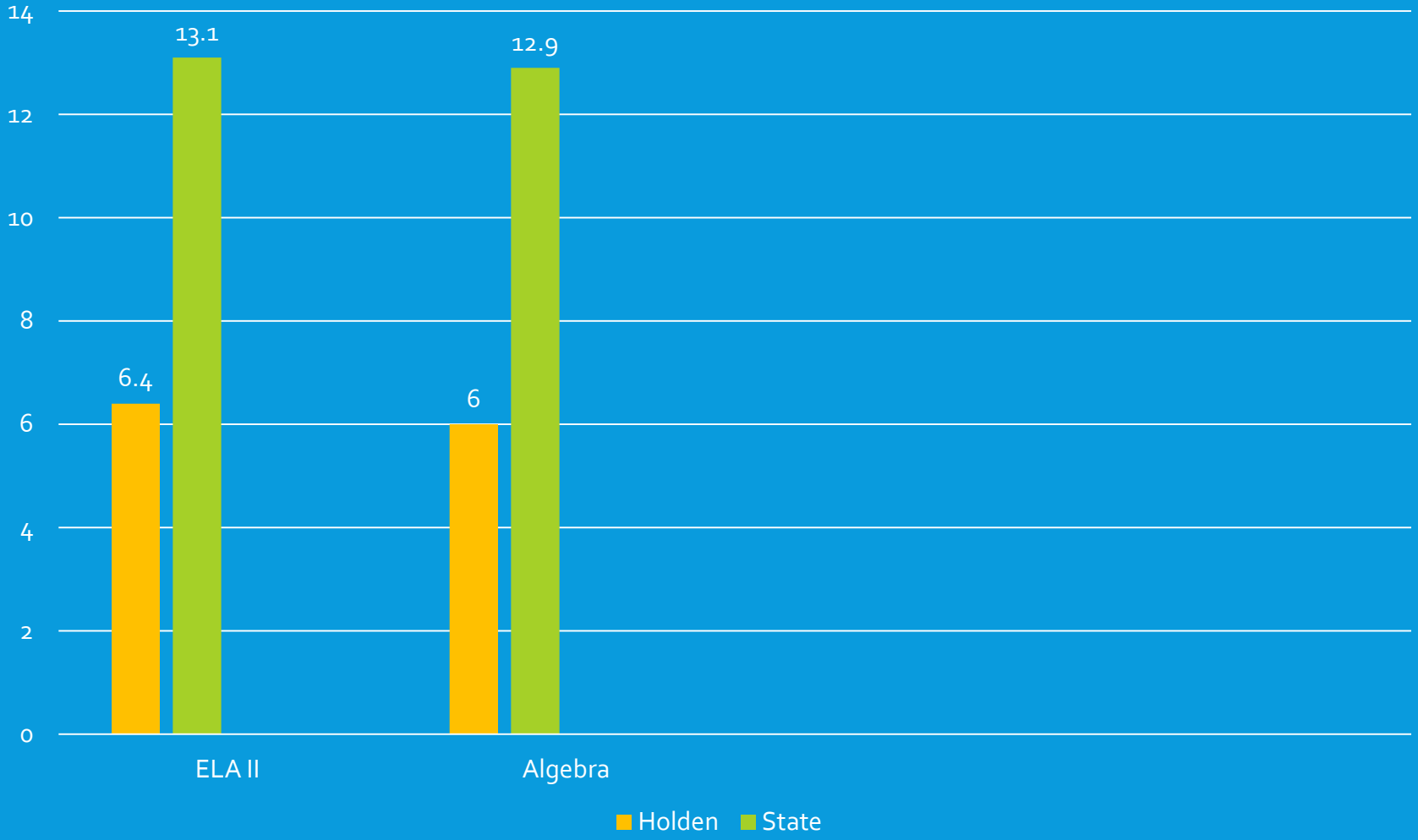
2019-20 testing requirements were waived due to COVID-19

I-Ready Growth Monitoring Math K-8

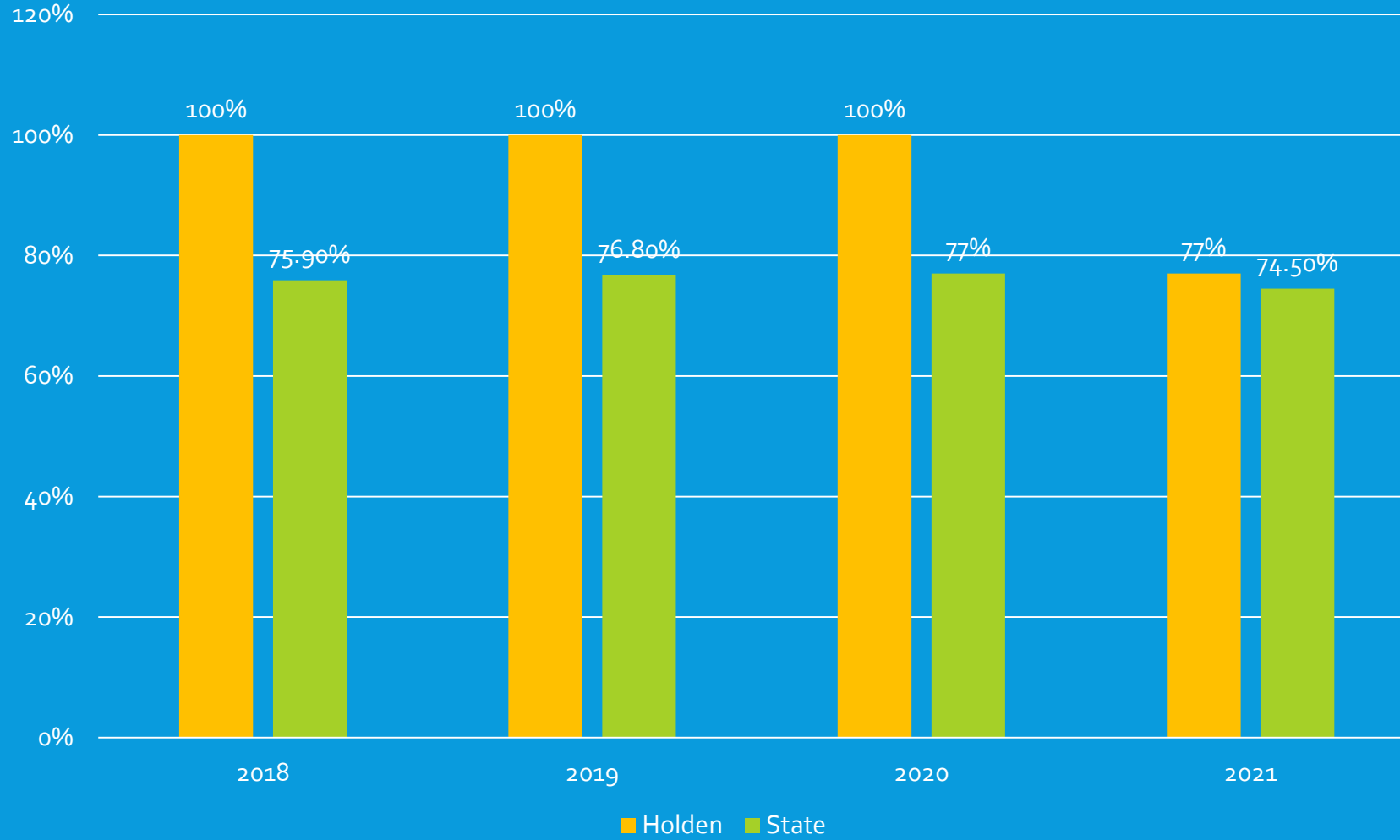
9.4 point average growth from End of Year I-Ready testing 2020-21 to Beginning of Year 2021-22

21.9 point average growth from Beginning of Year to Mid-Year I-Ready testing 2021-22

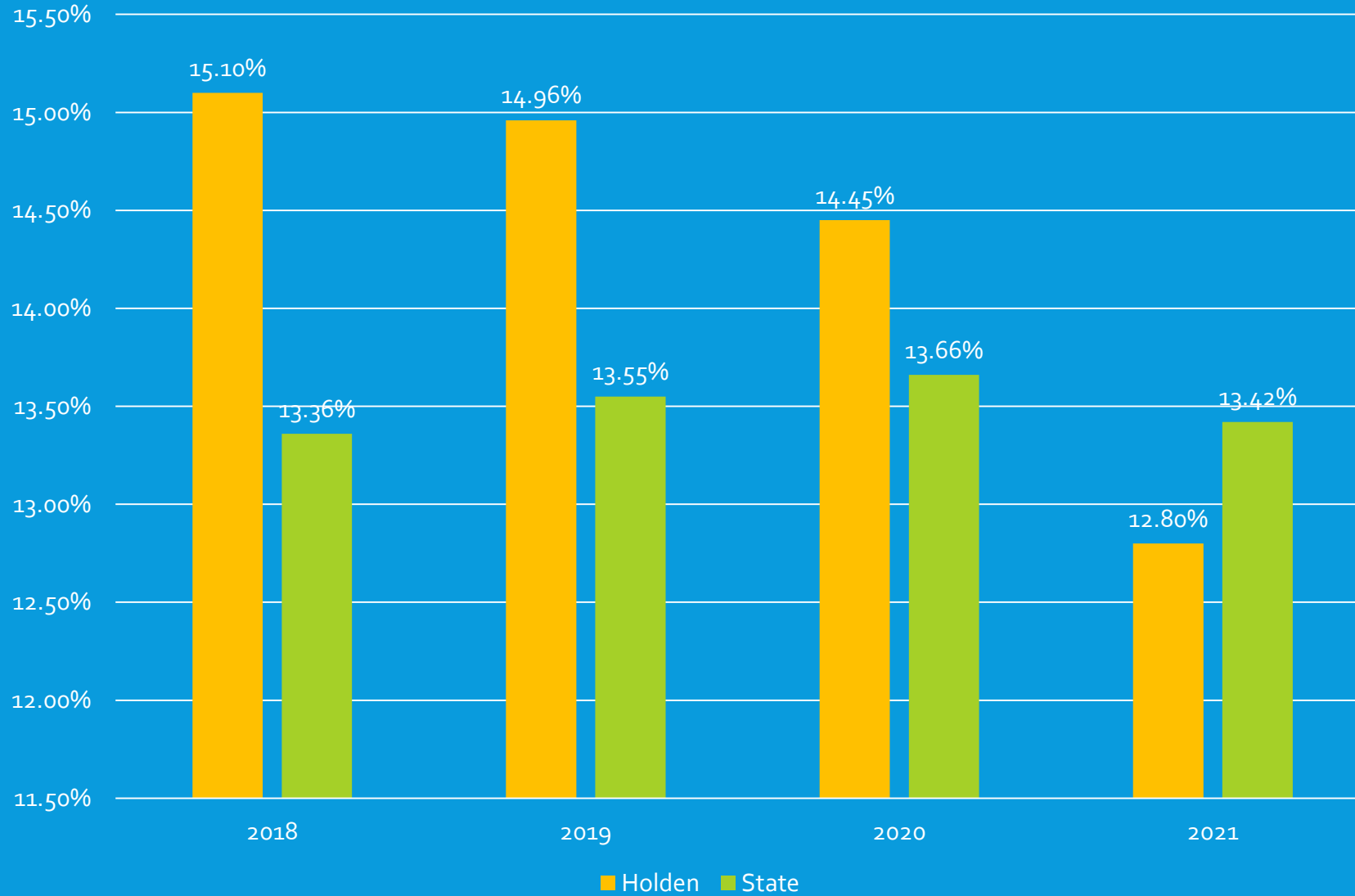
EOC Special Education Proficiency Rate



IEP Student Graduation Rate

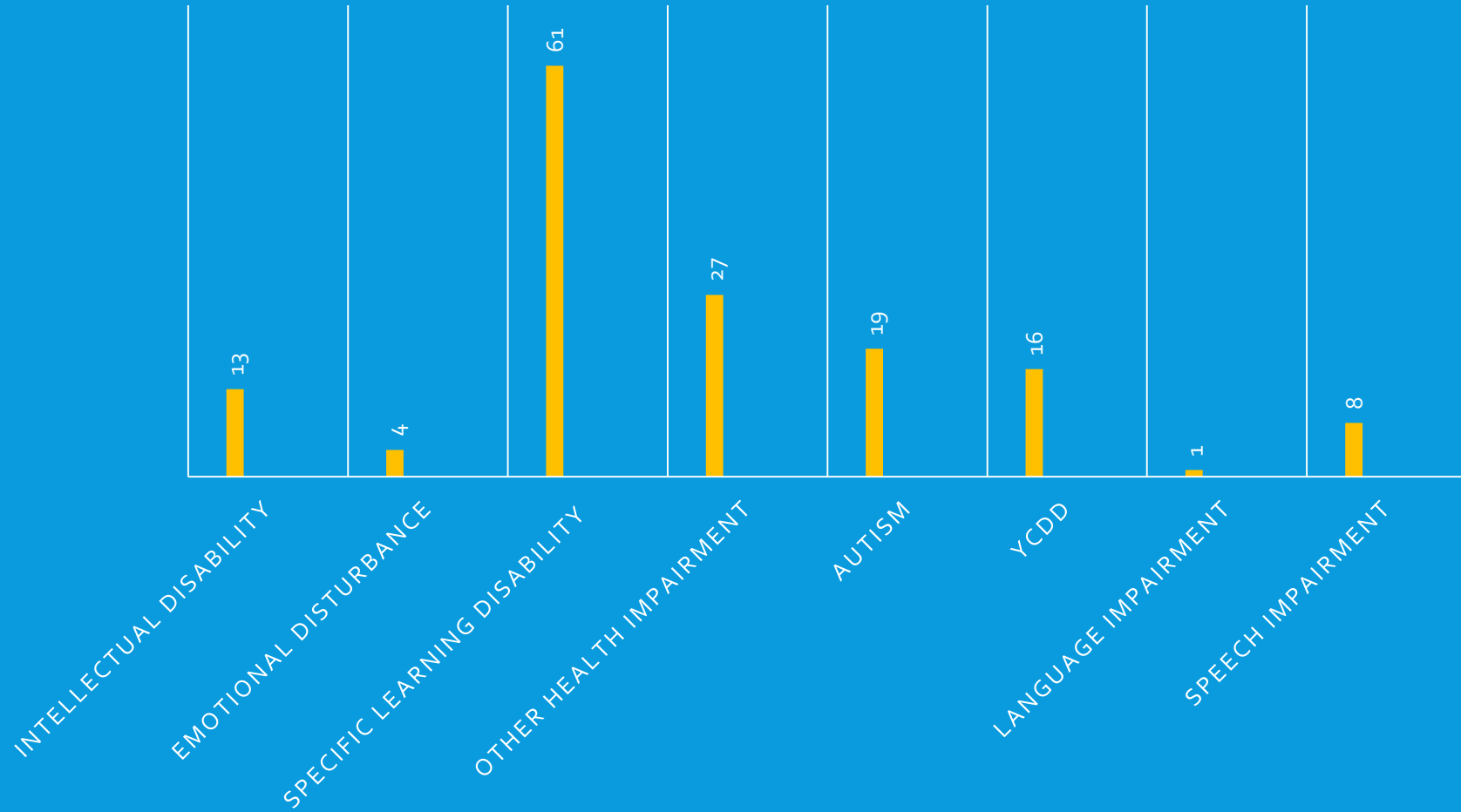


Holden R-3 Scorecard Enrollment/Eligibility



SPECIAL EDUCATION CHILD COUNT 2021

TOTAL CHILD COUNT 149



Building Distribution

ECSE – 16

1 Teacher 2 Paraprofessionals

HES – 47

3 Teachers 3 Paraprofessionals

HMS – 37

2 Teachers 1 Paraprofessional

HHS – 49

4 Teachers 2 Paraprofessionals

Out of District Placements - 1

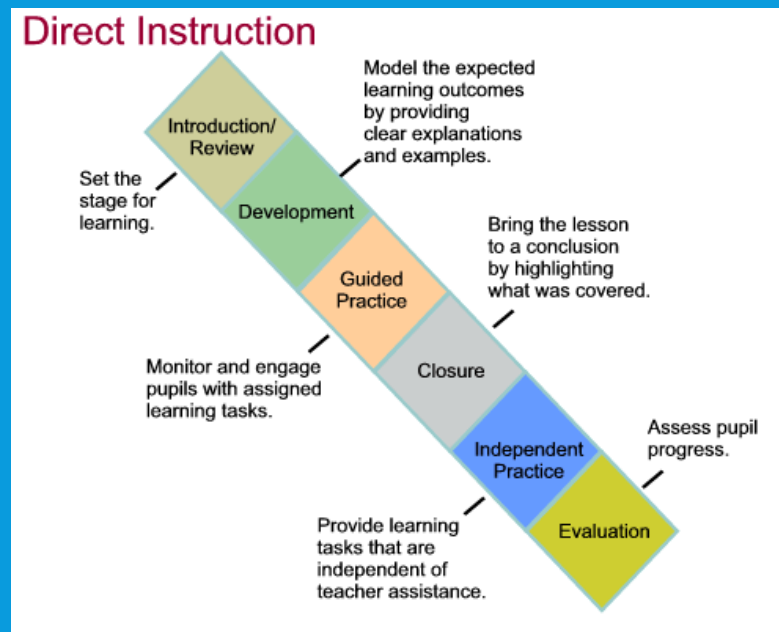
In-Process Referrals - 11

Specialized Instruction Models

Data Based Individualization Model (Resource Model)

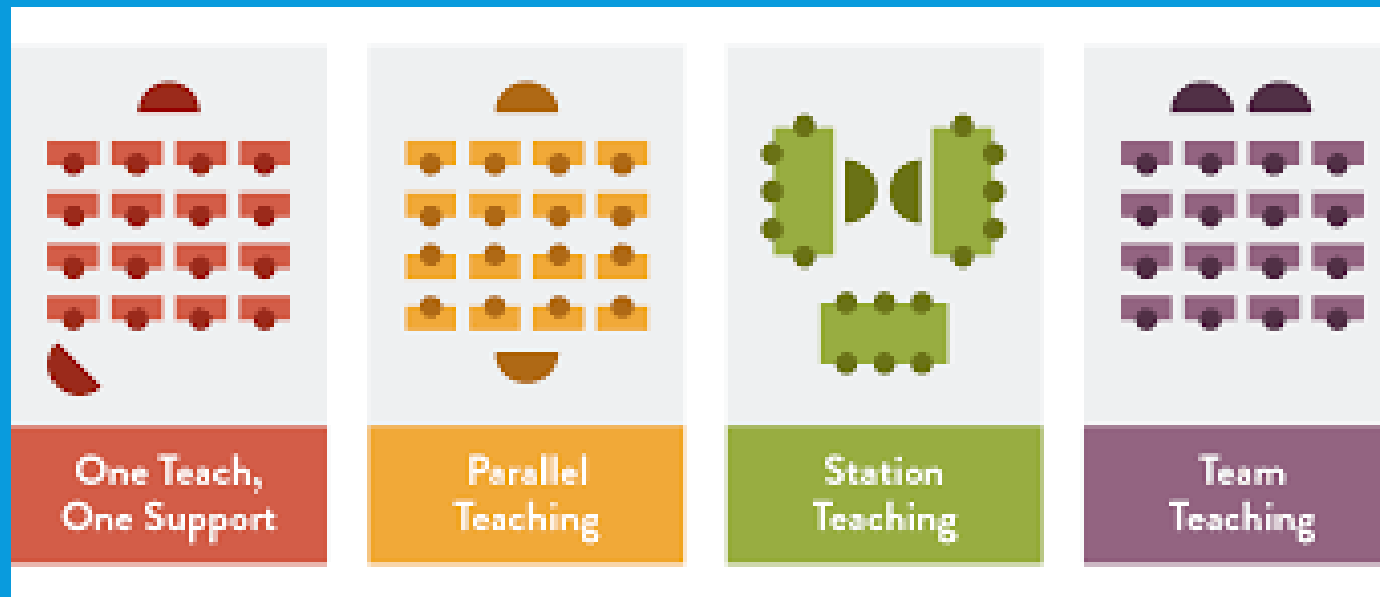
Co-Teaching Model

Data-based individualization (DBI) (Resource) is the systematic use of assessment data to monitor student progress and provide intensified interventions. DBI allows teachers to determine if an intervention is improving student outcomes with concrete information and make adjustments if needed. The cyclical process includes establishing baseline data, implementing an intervention, monitoring student progress, adapting interventions if necessary, and continuing to monitor the effectiveness of a particular intervention. DBI can be used to evaluate the efficacy of interventions in either academic or behavioral domains.



Co-teaching is a collaborative approach to instruction in which two teachers, typically a general education teacher and a special education teacher, work together to plan and then implement instruction for a class that includes students with disabilities.

This can benefit not only the students with disabilities, but all students who are having difficulty with or are misunderstanding an assignment. Co-teaching is the most common method of delivering specially designed instruction to students with disabilities in the least-restrictive environment at the secondary level.



New Initiatives in the Holden R-3 Special Education Department

- ✓ All Staff Professional Development
- ✓ RTI Involvement at HES
- ✓ Strategic Scheduling at HMS
- ✓ Enhanced Transition Program at HHS
- ✓ Partnering with DESE for Special Education Staff Professional Development and Resources
- ✓ Creation of Testing Bank for rural school districts in the surrounding area
- ✓ Focus on Relationships – Parents/Community, Staff and Students