

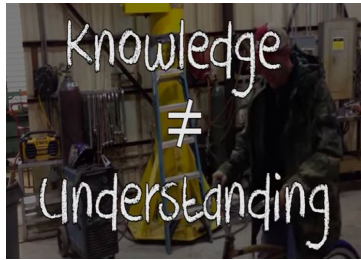
HOLDEN R-III BOARD REPORT



SPECIAL EDUCATION DEPARTMENT 2/10/2020

Deenia Hocker, EdSp
Director of Special Services

I. 2019/2020 SCHOOL YEAR FOCUS -



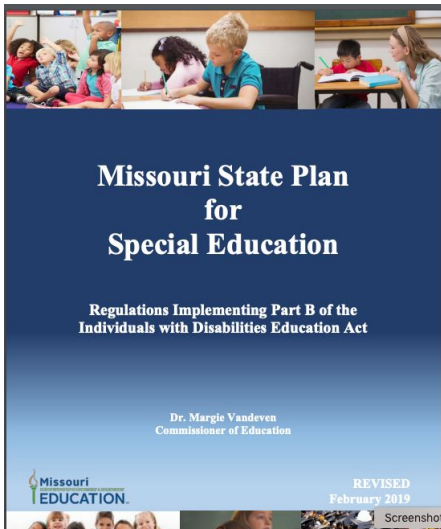
**START
WITH
WHY**

Last year the focus for the special education department was in increasing our understanding of special education compliance. Growth was observed in staff's understanding of the State's Standards and Indicators.

This year we are increasing our depth of knowledge and understanding by focusing on the "Why" (Simon Sinek) when decisions are being made. If we are unable to answer the "Why" to a decision, then we are taking a step back and refocusing.

II. COMPLIANCE -

The special education staff continue to use the State Plan for Special Education, that was approved by the Board early in the school year, Compliance Standards and Indicators documents to increase and maintain compliance for timelines, eligibility, and service delivery.



Missouri Office of Special Education Compliance Standards and Indicators



Missouri Department of Elementary and Secondary Education
Office of Special Education

Screenshot

III. Special Education District Profile -

For the 2018/19 school year the special education department completed a self review, submitting information to the state. From the data review, three areas of focus were evidenced;

1. **ECSE** - Early childhood acquisition and use of knowledge and skills.
2. **ASSESSMENT** - Proficiency rate on statewide assessments in ELA and Math (grades 3-8)
3. **SECONDARY TRANSITION DATA** - Coordinated, measurable, annual IEP goals and transition services for post-secondary goals.

For each area of the three areas listed goals were established and action steps were put in place as follows;

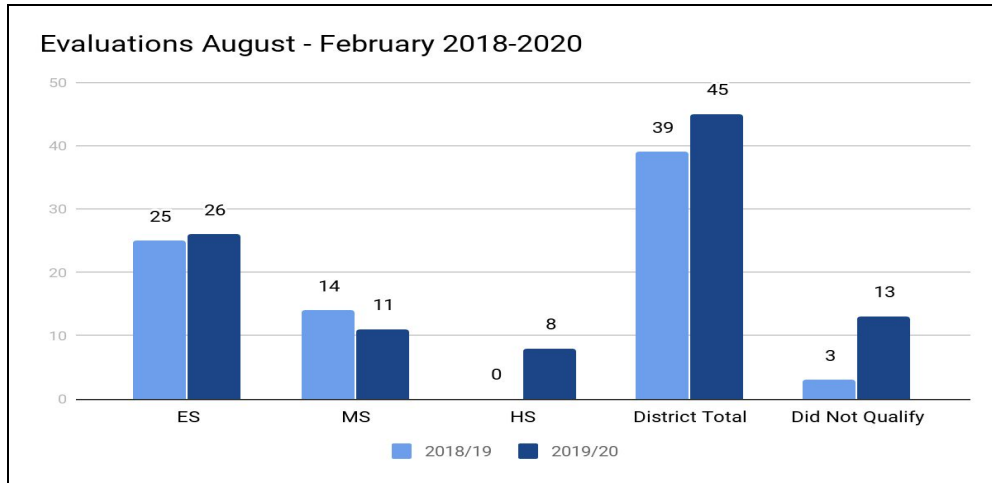
1. **Goal 1: ECSE - Increase knowledge of ECO #2 -**
 - a. Review Early Childhood Outcomes Administration and Reporting Guidelines
 - b. Implement new strategies in classroom
 - c. Observe in other districts
 - d. Increase use of visual supports in the ECSE classroom
2. **Goal 2: ASSESSMENT - Increase the number of students performing in the proficient and advanced on the math and ELA state assessments.**
 - a. Review performance levels on state assessments and determine "bubble" students.
 - b. Review performance of district iReady assessments and determine missing skills
 - c. Group students according to missing skills (RTI) and consistently review data.
 - d. Teach test taking strategies in CT and resource settings

3. **Goal 3: SECONDARY TRANSITION DATA - Increase IEP compliance of Form F: Post-Secondary Transition, for students 15-21 years of age.**

- a. Attend professional development activities to increase knowledge of transitions
- b. Meet with Pre-Employment Transition Services and Vocational Rehabilitation representatives
- c. Access other district's transition process
- d. Create Holden transition handbook

IV. DISTRICT DATA -

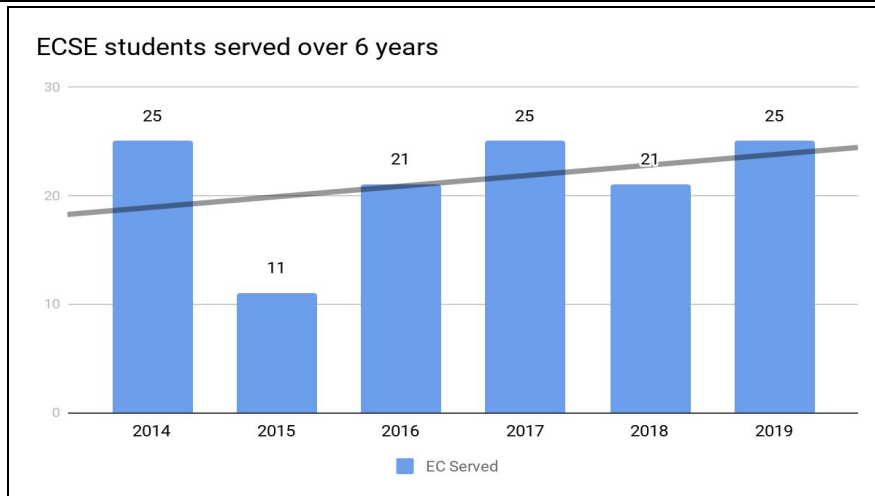
1. **EVALUATIONS** - To receive special education services, students are evaluated and determined eligible in 1 of 16 areas. Students are re-evaluated every three years for continued services. Pam Owings is responsible for administering, scoring, and writing up all assessments. The Director reviews results with school teams and holds eligibility meetings.
- The number of evaluations completed between August to February, over the last two years is mostly consistent. More evaluations have been completed at the high school level for the 2019/20 school year, than last year. The number of students either dismissed from special education services or not initially qualifying has increased by 10 students. This is supportive of our goal to only qualify students meeting state's eligibility criteria.



2. **STUDENTS SERVED** - We continue to monitor the number of students served through the special education department and compare ourselves to the state. Data is as follows;

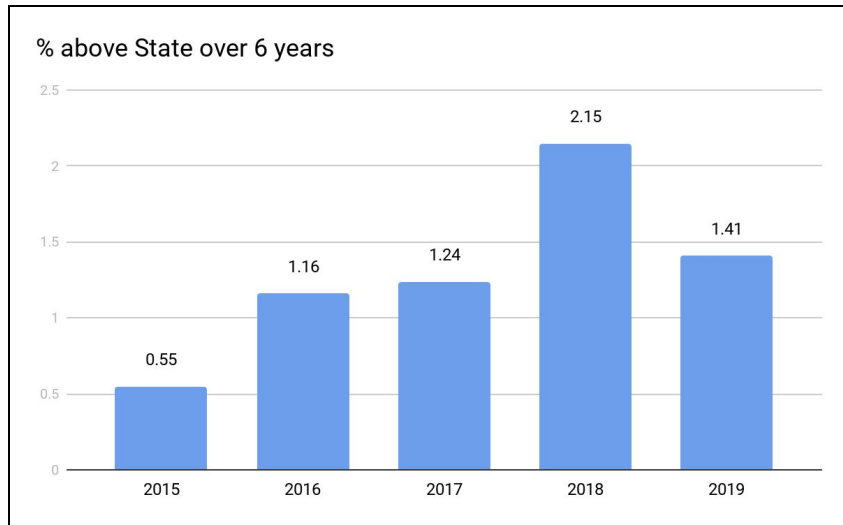
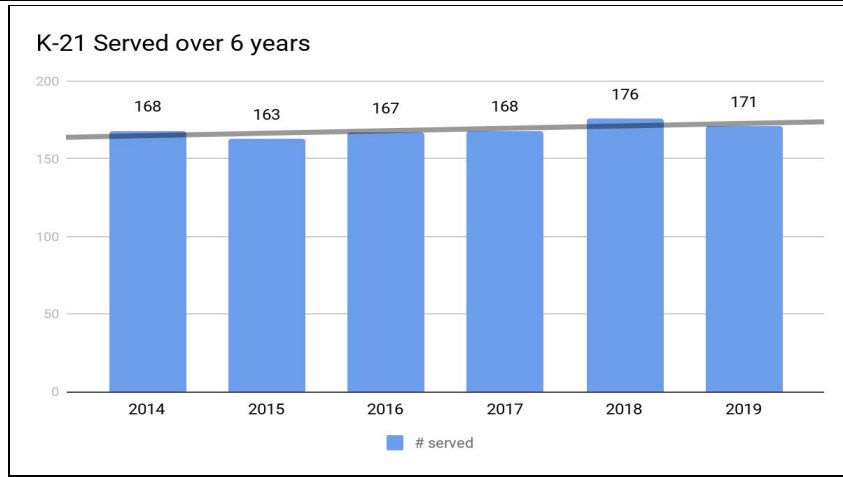
• **Early Childhood:**

Year	2014	2015	2016	2017	2018	2019
#	25	11	21	25	21	25



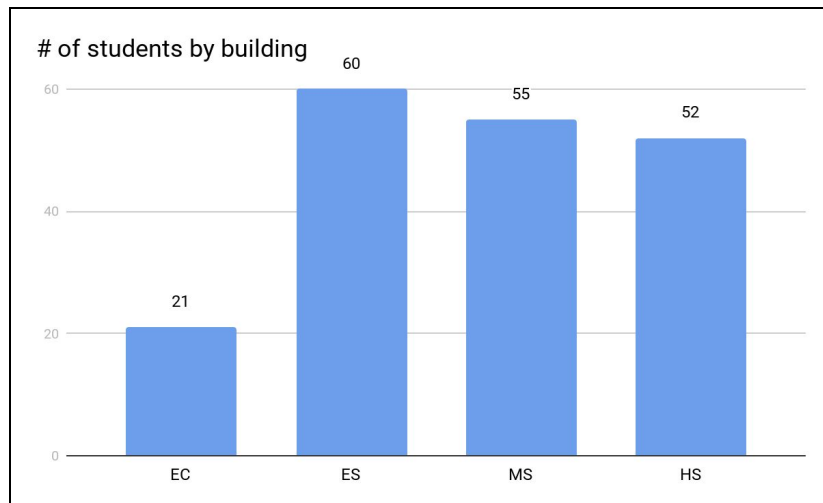
- School Age Served:**

Year	2014	2015	2016	2017	2018	2019
#	168	163	167	168	176	171
% above state	.75%	.55%	1.16%	1.24%	2.15%	1.41%



3. **Current Data -**

- Current Student Numbers - EC includes speech itinerant, ES, MS, and HS includes life skills students**



- **Current Caseloads** - Students are assigned by grade, schedule, and program need as follows;

	<u>Elem:</u>	<u>Middle</u>	<u>High</u>
ECSE=	15	n/a	n/a
EC speech=	6	n/a	n/a
Out of District=	2	1	2
Life Skills=	5	(at ES & HS)	4
Teacher #1=	21	23	15
Teacher #2=	16	24	14
Teacher #3=	n/a	n/a	16

- **Current Staff** - Below is our current special education staff for the 2019/20 school year

	<u>Elem:</u>	<u>Middle</u>	<u>High</u>	<u>Therapists - through Platinum Abilities</u>
ECSE=	1	n/a	n/a	- 3 SLPs (for a total of 5 days)
ECSE Para=	1.5	n/a	n/a	- 1 Speech Implementer
Life Skills=	1	n/a	1	- 1 OT-Assistant
Life Skills para	2	n/a	1	- 1 PT
Resource/CT	2	2	3	<u>District Evaluator-</u> .75