

Camdenton R-III School District

Board of Education

Annual Report

Department of Interventions

December 2014



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December 8, 2014

The Interventions Office holds the following responsibilities:

1.	Department of Interventions.....	Page 3
2.	Special Education Services (K-12).....	Page 5
	a. Current data.....	Page 5
	b. Missouri School Improvement Program (MSIP).....	Page 6
	c. MAP-A (K-12).....	Page 8
3.	Early Childhood	
	a. Preschool and Early Childhood Special Education (ECSE, ages 3-5).....	Page 9
4.	Parents as Teachers (PAT, Birth to K).....	Page 12
5.	Section 504 (K-12).....	Page 13
	Other Responsibilities	
6.	Homebound/Hospital Instruction.....	Page 14
7.	Medicaid Reimbursement Program.....	Page 15

Interventions Department - Balanced Scorecard 2014-2015

Perspective	Key Indicators	Measure	Scoring Criteria										Raw Score	
			Target	Stretch		Goal	Moderate			Risk				
			10	9	8	7	6	5	4	3	2	1		
Academic	Achievement Gap	1	MAP Proficiency % ELL CA	80	75	73	70	67	64	61	58	55	<55	14.30%
		2	MAP Proficiency % ELL Math	80	75	73	70	67	64	61	58	55	<55	23.52%
		3	MAP Proficiency % IEP CA	80	75	73	70	67	64	61	58	55	<55	45 of 268=17%
		3	MAP Proficiency % IEP Math	80	75	73	70	67	64	61	58	55	<55	53 of 255= 21%
		4	ACCESS Expanding, Bridging and Reaching ELL	100	95	90	85	80	75	70	65	60	<55	69 of 93= 74.2%
		5	ECSE Grade cards											
Customer Focus	Parent Satisfaction	6	% Parent Perception of children's needs met	100	99	98	97	96	95	94	93	92	<92	Beginning 2nd semester
	Parent Involvement	7	% Parents involved in children's education	100	99	98	97	96	95	94	93	92	<92	2nd semester
Employees	Employee Satisfaction	8	Certified Employee Retention	93	92	91	90	89	88	87	86	85	<85	2nd semester
		9	Classified Employee Retention	93	92	91	90	89	88	87	86	85	<85	2nd semester

Special Education K-12

Current DATA:

The district employs the following Special Education K-12 Staff:

	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Process Coordinators	4	4	4	4	5	5	5	5	5
Consultant	1	1	1	1	0	0	0	0	0
Speech/Language Pathologists	3.2	3.2	3.8	2.8	3.4	3.4	3.4	3.4	5
Speech/Language Implementers	1.2	1	.3	1.3	.3	0.3	0.3	0.3	0
Occupational Therapists (contracted-shared with ECSE)	1	1	1	1	1	1	1	1	1
Physical Therapists (contracted-shared with ECSE)	1	1	1	1	2	1	1	1	1
Interpreters for Students with Hearing Impairments	2	2	3	3	2	2	2	2	2
Vision Consultant Orientation & Mobility (contracted – shared with ECSE)	1	1	1	1	1	1	1	1	1
Hearing Impaired Teacher (on staff, has other duties as well)	1	1	1	1	1	1	1	1	0
Braille Transcriber	1	1	0	0	0	0	0	0	0
Paraeducators	28	22	18	17	17	21	25	30	36
Teachers	26.8	29	32.7	34.7	36.7	36.7	41	41	43

As of the December 1, 2013 Child Count, special education services were provided to 463 K-12 students.

Forty-one students were dismissed from the program; 71 students moved; 3 students dropped out; and 5 students were withdrawn by parents.

Services Available to Students with Disabilities

- Services for students with disabilities vary widely.
- In some cases additional support is provided to students in the regular classroom setting ranging from accommodations to additional personnel.
- At the other end of the continuum, students have an alternative curriculum based on the Alternative Grade Level Expectations and Alternative Show Me Standards.
- Related services that may be provided for students with disabilities may include: speech therapy, language therapy, occupational therapy, physical therapy, orientation and mobility, sign language interpretation, and consultant services.

- Some of our more individualized and unique services include: consultant services, transition services, community based instruction and work study, life skills classrooms, triage, and assistive technology.

Missouri School Improvement Program (MSIP):

Child Count and Educational Environment Data: Met all indicators for child count and placement of students. The district did not have disproportionality of racial/ethnic groups in special education or specific disability categories resulting from inappropriate identification.

District Incidence Placement Chart							
Building	Date	# Students with disability	Incidence rate	Placement >79% Goal >60%	Placement 40-79%	Placement <40% Goal <10.9%	Home bound
District K-12	05/14	482	12.46%	81.62%	16.26%	0.85%	
Dogwood Elementary	05/14	93	12.93%	80.65%	15.05%	2.15%	ISP 2.70%
Hawthorn Elementary	05/14	70	13.65%	94.29%	5.71%	0.00%	
Osage Beach Elementary	05/14	27	13.57%	92.59%	7.41%	0.00%	
Hurricane Deck Elem.	05/14	18	12.68%	94.44%	5.56%	0.00%	
Oak Ridge Intermediate	05/14	74	12.11%	85.14%	12.16%	2.70%	
Middle School	05/14	89	13.57%	58.43%	38.20%	1.12%	
High School	05/14	111	8.77%	65.77%	29.73%	0.00%	.90%

Students with Disabilities Assessment Data

State Performance Plan Indicator	Camdenton R-III School District 2013-2014	Met or not Met	State Target 2012-2013
SPP 3b: Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11)	100.00%	Met	≥95%
SPP 3b: Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8,10)	100.00%	Met	≥95%
SPP 3c: Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 10)	20.91%	Not Met	≥57.90%
SPP 3c: Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10)	25.93%	Not Met	≥58.60%

The following tables indicate statewide assessment results for students with disabilities.

Grade	Accountable	Participation Rate	Proficient or Advanced	State Proficient or Advanced	Accountable	Participation Rate	Proficient or Advanced	State Proficient or Advanced
2013-2014 – IEP MAP and MAP-A								
Communication Arts					Mathematics			
3	43	100%	20.9%	28.0%	43	100%	25.6%	32.7%
4	40	100%	15.0%	29.4%	40	100%	12.5%	31.6%
5	36	100%	25.0%	26.7%	36	100%	22.2%	29.3%
6	36	100%	19.4%	22.6%	36	100%	19.4%	28.2%
7	44	100%	13.6%	22.1%	44	100%	22.7%	28.1%
8	37	100%	8.1%	22.4%	37	100%	13.5%	20.8%
HS	30	100%	30.0%	29.3%	30	100%	26.7%	26.8%
3-5	119	100%	20.2%	28.0%	119	100%	20.2%	31.2%
6-8	117	100%	13.7%	22.4%	117	100%	18.8%	25.9%
All	266	100%	18.4%	25.8%	266	100%	20.3%	28.4%

Parent Survey Data: N/A for 13-14 school year

Suspension and Expulsion Data: District did not have significant discrepancies in suspension/expulsion rates.

Secondary Transition Data:

State Performance Plan Indicator	Camdenton R-III School District 2013-2014	Met or not Met	State Target 2013-2014
SPP 1: Graduation rate for students with disabilities	78.95%	Met	≥71.50%
SPP 2: Dropout rate for students with disabilities	3.55%	Met	<4.80%
SPP 13: Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	NA	NA	=100%
SPP 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Enrolled in higher education	0.00%	≥24.40%
	Enrolled in higher education or competitively employed	5.56%	≥46.90%
	Total employed/continuing education	5.56%	≥51.30%

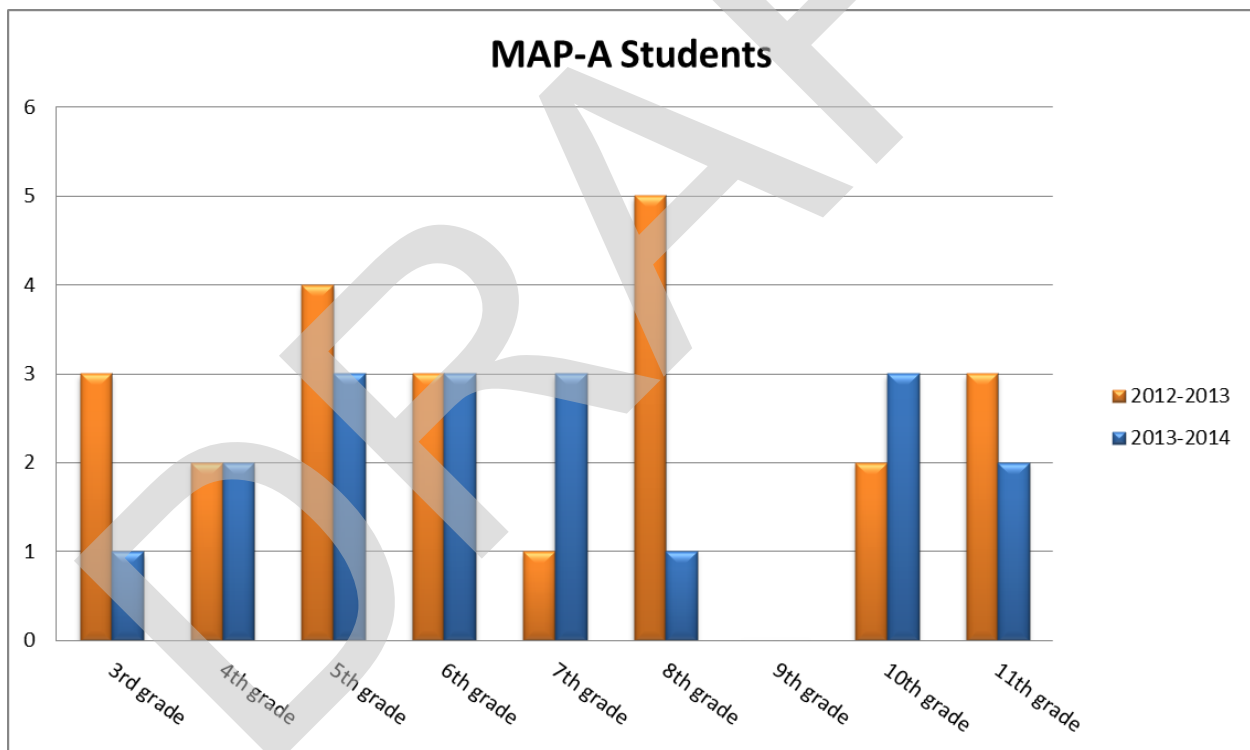
Graduation Rate/Drop Out Data: Total students with disabilities in grades 9-12 on December 1, 2013 was 141. Five of those students dropped out giving the district a dropout rate of 3.55%, which is below the state average of 3.76%.

Other MSIP Standards for Special Education: Remaining Process Standards were met for 13-14 school year.

Missouri Assessment Program-Alternate (MAP-A)

During the 2013-2014 school year, the district had 18 students participating in the Missouri Assessment Program (MAP-A).

- The MAP-A is required for eligible students in grades three through eight in both Communication Arts and Mathematics.
- The MAP-A is also required in Mathematics for grade 10 and Communication Arts for grade 11. The MAP-A is also required in Science for grades 5, 8, and 11.
- Teachers observe and assess a student’s work and collect evidence in each content area during two distinct collection periods for January and February.
- The portfolios are typed into a software program and sent to the state. Teachers giving the MAP-A work in teams to internally evaluate our MAP-As before sending them to the state.



Early Childhood – Preschool and Early Childhood Special Education

Current Data:

Preschool and Early Childhood Special Education Staff

	06-07 ECSE	07-08 ECSE	08-09 ECSE & preschool	09-10 ECSE & preschool	10-11 ECSE & preschool	11-12 ECSE & Preschool	12-13 ECSE & Preschool	13-14 ECSE & Preschool	14-15 ECSE & Preschool
Process Coordinator/Educational Diagnostician/Categorical Consultant	1	1	1	1	1	1	1	1	1
Special Education certified Teachers for preschool and ECSE	3	3	6	7	7	7	7	7	7
Preschool certified teacher			1	0	0	0	0	0	0
Special Education Paraeducators	7	6	8	12	12	14	15	15	15
Preschool Paraeducators			4	0	0	0	0	0	0
Speech/Language Pathologists	1.4	1.4	1.6	1.6	1.6	2	2	2	1.5
Occupational Therapists (contracted-shared with K-12)	1	1	1	1	1	1	1	1	1
Physical Therapists (contracted-shared with K-12)	1	1	1	1	2	1	1	1	1
Visually Impaired teacher (contracted as needed-shared with K-12)		1	1	1	1	1	1	1	1

- Costs for ECSE services are reimbursed at 100% except for career ladder and on-the-job incentive pay. Costs for preschool are locally funded.
- Children in the preschool/ECSE program are typically in attendance on a half-day basis Monday, Tuesday, Wednesday, and Thursday. A few students with IEPs attend all day. Preschool/ECSE staff members have planning, testing, collaboration, and meeting time on Fridays, as they do not have regular planning time when students are in attendance.

The ECSE Team has received a total of 32 referrals so far the 2014-2015 school year. Children are referred for evaluations through a number of sources including, but not limited to: Parents As Teachers (PAT) screenings, parents, physicians, Head Start, Rolla Regional Center, First Steps, and area child care and preschool facilities.

Missouri School Improvement Program (MSIP):

State Performance Plan Indicator	Camdenton R-III School District 2013-2014	Met or not Met	State Target 2013-2014	
SPP 12: Percent of children referred by First Steps prior to age 3, who are fond eligible for ECSE, and who have an IEP developed by their third birthday	100.00%	Met	=100%	
SPP 7: Percent of children in ECSE who demonstrated improved:				
Positive social-emotional skills:	Summary Statement 1	95.83%	Met	≥92.70%
	Summary Statement 2	66.67%	Met	≥55.60%
Acquisition and use of knowledge and skills:	Summary Statement 1	89.66%	Not Met	≥93.80%
	Summary Statement 2	52.78%	Met	≥42.40%
Use of appropriate behaviors to meet needs:	Summary Statement 1	91.30%	Met	≥90.70%
	Summary Statement 2	61.11%	Met	≥60.70%

Other MSIP Standards for Special Education

Process Standard	12/12
17. Preschool educational activities/programs are available to the district's children	Yes
25.3 District leadership identifies preschool opportunities to children and informs the community on the importance of early childhood education	Yes

Early Childhood Special Education Child Count and Participation Rates

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-PK5				
	2011-2012	2012-2013	2013-2014	State: 2013-2014
Child Count	62	63	59	11,448
Participation Rate	7.68%	7.80%	7.31%	5.80%

Early Childhood Special Education Educational Environments (ages 3-PK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2011-2012		2012-2013		2013-2014		
	#	%	#	%	#	%	
<i>In the regular early childhood program</i>	62	100.0%	63	100.00%	59	100.00%	
◆ 10+ hours with majority of sped services in:	EC Program	59	95.16%	62	98.41%	58	98.31%
	Other Program	2	3.23%	1	1.59%	0	1.59%
◆ less than 10 hours with majority of sped services in:	EC Program	0	0.00%	0	0.00%	0	0.00%
	Other Program	1	1.61%	0	0.00%	1	1.69%
Separate Class	0	0.00%	0	0.00%	0	0.00%	
Separate School	0	0.00%	0	0.00%	0	0.00%	
Residential Facility	0	0.00%	0	0.00%	0	0.00%	
Home	0	0.00%	0	0.00%	0	0.00%	
Service Provider Location	0	0.00%	0	0.00%	0	0.00%	
Total Early Childhood	62	100.0%	63	100.00%	59	100.00%	
Total attending and receiving majority of services in early childhood program* (SPP 6A)	59	95.16%	62	98.41%	58	98.31%	
Total separate placement** (SPP 6B)	0	0.00%	0	0.00%	0	0.00%	

*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

** Total separate includes children reported in Separate Class, Separate School, and Residential Facility.

Transition from First Steps (Part C) (SPP12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday.

Reporting Year	2012-2013	2013-2014
Number referred and eligible	2	NA
IEPs developed within acceptable timelines	2	NA
Percent developed within acceptable timelines	100.00%	NA
State % developed within acceptable timelines	94.20%	98.84%

Early Childhood Outcome Data (SPP7)

The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

Outcomes: 2013-2014 School Year	Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
	#	%	State %	#	%	State %	#	%	State %
Outcomes:									
Percent of children who	#	%	State %	#	%	State %	#	%	State %
a. did not improve functioning	1	2.78%	1.35%	1	2.78%	1.98%	0	0.00%	1.47%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	0	0.00%	3.59%	2	5.56%	2.16%	2	5.56%	3.57%
c. improved functioning to a level nearer to same-aged peers but did not reach	11	30.56%	46.96%	14	38.89%	55.34%	12	33.33%	38.17%
d. improved functioning to reach a level comparable to same-aged peers	12	33.33%	28.11%	12	33.33%	32.05%	9	25.00%	34.11%
e. maintained functioning at a level comparable to same-aged peers	12	33.33%	19.99%	7	19.44%	8.47%	13	36.11%	22.68%
Total:	36	100.00%	100.00%	36	100.00%	100.00%	36	100.00%	100.00%
Summary Statements									
1. Of those children who entered the program below age expectation, the percent that substantially increased their rate of growth by the time they exited.		95.83%	93.83%		89.66%	95.48%		91.30%	93.48%
2. Percent of children who were functioning within age expectations by the time they exited		66.67%	48.10%		52.78%	40.51%		61.11%	56.79%

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$

2. $((d+e)/(a+b+c+d+e))*100$

Early Childhood – Parents as Teachers (PAT)

Current Data:

Year	Coordinator	Part Time Parent Educators	Full Time Parent Educators
2013-2014	1	1	3

- Every Parent Educator is certified to serve families birth to age 5 and all have completed the required trainings.
- Each Parent Educator must complete a required number of professional development hours each year to remain certified.
- Enrolling new families, providing parent education, and informing the community of services and resources available to families through PAT are the responsibilities of the Parent Educators.

Services are reported to DESE in the PAT final report in the following categories:

Categories	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Screening "Six Months to Kindergarten Entry"	499	655	605	643	642	564	453	420
High Needs Families "Birth to Five" (HN)	76	91	218	218	220	226	179	191

Parents as Teachers has open enrollment and adds new families throughout the year.

MSIP Standards for PAT: 13-14, all met.

Section 504

Current DATA:

What is Section 504?

- The purpose of 504 is to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance from the Department of Education.
- A student is disabled under Section 504 if he/she has a physical or mental impairment that substantially limits one of life’s major activities.
- All students who qualify under IDEA also automatically qualify under Section 504; however the converse is not true. Section 504 eligibility does not guarantee qualification under IDEA.
- The non-categorical criteria for determining eligibility under Section 504 are generally broader, or more inclusive, than the categories of eligibility under IDEA.
- IDEA provides specific funding to assist districts in their implementation of the regulations; while on the contrary, Section 504 does not allocate specific funds to districts. Nevertheless, the requirements of Section 504 are expected to be fulfilled by districts. Violations of both IDEA and/or Section 504 could result in the withholding of federal monies and resulting legal action.
- When determining eligibility for Section 504 the ameliorative factors¹ provided by mitigating measures² must not be considered. In other words, the Team must view the child as to how the impairment would affect the child if no mitigating measure was in place.
- The district’s counseling staff typically coordinates the implementation of Section 504 in each building. Counselors, Nurses, and Classroom Teachers may implement the determined accommodations for each student.

The chart below documents the historical and current number of Section 504 Nondiscrimination Plans at each building in the district.

Section 504 Nondiscrimination Plans

	HD	HE	OBE	DW	ORI	MS	HS	Horizons
Dec. 2013	0	5	5	7	5	19	26	0
Dec. 2014	2	11	3	11	11	12	37	3

Currently there are **90** students being served on 504 Nondiscrimination Plans versus **67** at this time last year.

¹ ameliorative effects are the positive effects of the mitigating measure (see below)

² mitigating measures are devices or practices that a person uses to correct for or reduce the effects of the mental or physical impairment i.e. medication or the body’s ability to compensate

Other Responsibilities - Outside Placements

Most outside placements occur from Division of Youth Services (DYS), Children's Division and/or the court placing students. Our district places students in the Missouri State School for Severe Disabilities in Eldon. The Camdenton R-III School District paid for the following outside placements for the 2013-2014 school year.

# of Students	Location	Cost
18	Other School Districts	\$44,513.96
9	State Residential Placements	\$11,915.27
12	One Missouri State School for Severe Disabilities	\$67,844.93

Other Responsibilities - Homebound / Hospital Instruction

- Sophia Colvin, Special Services Administrative Secretary, coordinates district-wide Homebound Instruction.
- Seventeen students were provided with homebound instruction during the 2013-2014 school year due to medical issues and three for pregnancy.
- Two students were provided homebound instruction as a result of IEP team decisions, determining "Homebound" as the least restrictive environment for these students.
- All students receiving five or more hours of homebound instruction per week are "in attendance" at school, and consequently may be counted for ADA monies. Homebound instruction expense totaled \$22,683.33
- During the 2013-2014 school year, we had five students who received educational services while hospitalized. Students were hospitalized at Lakeland Regional. The students ranged from 2nd thru 11th grade. One student was hospitalized more than once.

Other Responsibilities - Medicaid Reimbursement Program

- The Camdenton R-III School District participates in Missouri School District Administrative Claiming (SDAC) indirect billing and Medicaid Direct Billing Reimbursement Program. Nick Cotta, Assistant Director of Interventions, coordinates the SDAC program for the district. Sophia Colvin, Special Services Administrative Secretary, coordinates the Medicaid Direct Billing Reimbursement Program.
- Indirect Medicaid: Quarterly, randomly generated Camdenton R-III employees, from a previously selected pool, are chosen by Missouri School Board Association Medicaid Consortium to participate in the Random Moment Sampling.
- Direct Medicaid: We submitted Medicaid direct billing for occupational and physical therapy services.

Due to participating in the Medicaid Administrative Claiming program during the 2013-2014 school year, the Camdenon R-III School District received:

Year	Indirect Medicaid Amount Received	Direct Medicaid Amount Received
2007-2008	\$112,913.36	\$918.83
2008-2009	\$168,805.71	\$5733.05
2009-2010	\$126,171.59	\$5358.69
2010-2011	\$157,712.13	\$3,896.38
2011-2012	\$108,071.26	\$13,302.50
2012-2013	\$ 97,207.84	\$12,220.00
2013-2014	\$107,326.74	\$ 11,902.00

Special Services Annual Board Report respectfully submitted,

Mrs. Lorri Travis

Mrs. Lorri Travis, Director of Interventions