

Camdenton R-III School District

Board of Education

Annual Report

Department of Interventions

December 2012



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Department of Interventions

December 10, 2012

The Interventions Office holds the following responsibilities:

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VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual’s performance for future success.

DISTRICT GOAL: Governance- Govern the LEA/district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

OBJECTIVE: Through effective leadership, the Camdenon R-III School District will promote a positive, collaborative, and caring learning environment.

MSIP Standard:

Progress Measures (Goals for strategic plan) (Include specific proficiency targets related to the assessments used to monitor progress):
 data for individual support services SMART goals: 80% of programs will meet their annual program goals

Year	Baseline/Progress/Target	Proficiency Target
2010 – 2011	73%	80%
2011 – 2012	77.7%	80%

STRATEGY: Monitor individual support services SMART goals (PAT, Preschool, PAT and Preschool, ELL, Section 504, Special Education.)

MSIP Standard: 6.5.2

Persons Responsible: Department of Interventions Team

Funding Source: Title 1, IDEA funds, ECSE funds, PAT funds, local funds, state funds

Date of Implementation: 8/11

Date of Completion: 5/12

PROGRAM : PAT, Preschool, PAT and Preschool, ELL, Section 504, Special Education		
PROGRAM TARGETS (PROGRAM SPECIFIC GOALS):		
TARGET – 80%		
LONG TERM (FINAL PROGRAM TARGET)- 80% INDIVIDUAL GOALS MEET THEIR TARGET		
EXPLANATION OF DATA/INFORMATION-		
TIMELINE: This is an annual Strategic Plan which ends in 2011-2012.		
RESULTS (BASED ON PROFICIENCY TARGET(S)): Summarization of all program building teams and vertical teams.		
Program- 77.7%- Not Met	Number of Strategic Plan Objectives: 341	Number of Objectives Met: As of 10/15/12: 265 Met 263 out of 330 non MAP goals for 83.4%, Met 2 out of 11 MAP goals for 20%, Met 265 out of 341 total goals for 77.7%
PAT: Goal Met	Full time educators will need to maintain the following contacts: Parent Educator 1- 578 contacts Parent Educator 2- 468 contacts Parent Educator 3- 549 contacts	Parent Educator 1 completed 560/578 required visits for 96.8% Parent Educator 2 completed 522/468 required visits for 111.5% Parent Educator 3 completed 610/549 required visits for 111%
Preschool: 9/9 Goals: 100% Met	Math PK1 and PK2 80% essential outcomes PK3 50% essential outcomes Communication Arts essential outcomes PK1 and PK2 80% essential	Math PK 1 83.5% Met PK 2 84.6% Met PK 3 67.3% Met Communication Arts PK 1 86.3% Met PK 2 86.5% Met

	<p>outcomes PK3 50% essential outcomes Social emotional essential outcomes PK1 and PK2 80% essential outcomes PK3 50% essential outcomes</p>	<p>PK 3 59.8% Met Social Emotional PK 1 93.9% Met PK 2 92.9% Met PK 3 57.3% Met</p>
<p>ELL 11/11 goals: 1. Not Met 2. Met 3. Met</p>	<p>1. MAP data: 90.5% or 10% gain 2. 80% of ELL students will make adequate progress as determined by MELL requirements on ACCESS testing from 2010-2011 testing to 2011-2012 testing or a \geq 20% gain. 3. 80% of ELL students will obtain \geq 80% or increase scores on ESOL pull-out language acquisition assessments from pre-test to post-test by \geq 20%.</p>	<p>1. 3rd – 2011: 0% 2012: 0% Not Met 4th – 2011: 0% 2012: 0% Not Met 5th - 2011: 0% 2012: 0% Not Met, but moved 6.7% from below basic to basic 6th - 2011: 0% 2012: 0% Not Met 7th- 2011: 0% 2012: 33% Met 8th- 2011: 0% 2012: 0% Not Met E1- 2011: 33/3% 2012:12.5% Not Met E2- 2011: 50% 2012:0% Not Met</p> <p>WIDA requirements indicate an acceptable gain to be 1 proficiency level point and/or an increase in test level difficulty combined with maintenance or growth in proficiency level.</p> <p>2. OBE Met at 88% DE Met at 88% HE Met at 80% ORI Met at 100% MS Met at 100% HS Met at 87% HDE Met at 100% Department Met at 90%</p> <p>3. Teacher 1: Hawthorn: 16/17 or 94% of Vocabulary Units assessed had 100% of ELL students either score \geq80% or grow \geq20% from pre-test to post-test. 87.5% of ELL students did this on the remaining assessment. Hawthorn DRA scores: 68% of ELL students were proficient on end of year testing 80% of ELL students grew more than 20% from beginning of year to end of year</p>

		<p>(1 student went down?) 90% of students were either proficient or grew 20% Oakridge DRA scores: (Does not have a pull-out ESOL class-has an ESOL resource class) 66.6% of ELL students were proficient on end of year testing 83.3% of ELL students grew more than 20% from beginning of year to end of year 83.3% of ELL students either were proficient or grew 20% Summary: Hawthorn: Goal Met Oakridge: Goal Met Teacher 1: Goal Met Teacher 2: Dogwood: 95.16% of students reached goal of scoring $\geq 80\%$ or 20% gain on vocabulary assessments given in the pull out ESOL classroom. Middle School: ELL Students scored $\geq 80\%$ on 76% of the vocabulary assessments given ELL Students showed $\geq 20\%$ growth pre-test to post-test on 64% of the Vocabulary tests administered ELL Students either scored $\geq 80\%$ or grew $\geq 20\%$ on 95% of assessments 67% of Middle School ELL students scored an overall score of $\geq 80\%$ on vocabulary assessments this year 100% of Middle School ELL students grew an average of $\geq 20\%$ from pre-test to post-test on vocabulary assessments this year 100% of Middle School students either averaged $\geq 80\%$ for the year or grew $\geq 20\%$ pre-test to post-test on vocabulary assessments this year Teacher 2: Goal Met Teacher 3: High School: 18/22 or 81.8% of Vocabulary Units assessed had 100% of ELL students either score $\geq 80\%$ or grow $\geq 20\%$ from pre-test to post-test. The remaining 4 assessments a student either did not take the pre or the post-test. As a result 83.3% of ELL students scored $\geq 80\%$ or grew $\geq 20\%$ on those assessments. Teacher 3: Goal Met</p>
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<p>504 Met</p>	<p>Upon completion of district training on new forms/process record review of newly written 504 Nondiscrimination Plans will reflect 100% compliance with all new standards.</p>	<p>Goal Met- Will continue to support and monitor.</p>
<p>Special Education</p>	<p>District Placement for district > 80% in Gen Ed is > 60. Met</p> <p>MAP scores 10% increase from previous year in math and comm.</p>	<p>District – 78% Met DW – 88.24% Met; HE – 85.14% Met; OR – 78.31% Met; MS – 64.62% Met; HS – 70.75% Met; HD – 100% Met; OB – 95% Met</p> <p>HE – CA: 3rd Grade Not Met Decrease of 10.8 4th Grade Not Met Increase of 8 Math: 3rd-Not Met went down 12.6 4th- Not Met: went up only 6.5</p> <p>HD – 3rd Grade Not Met stayed the same: Had only 2 students last year and 1 this year same scores 4th Grade Not Met: Had 1 student last year and no students this year</p> <p>OBE – 3rd Grade Not Met stayed the same (3 students 2011 and 5 students 2012) 4th Grade Not Met stayed the same (7 students 2011 and 3 students 2012)</p> <p>ORI—CA: 5th grade Met Increase of 13.6 6th Grade Not Met Decrease of 22.3 Math: 5th Grade Met increase of 12.1 6th Grade Not Met Decrease of 11.3</p> <p>MS – CA: 7th Grade Not Met Decrease of 5.6 8th Grade Not Met Increase of 4 Math: 7th Grade Met increase of 10.6 8th Grade Not Met Decrease of 6.8</p> <p>HS – CA: Met Increase of 15 Math: Met Increase of 17</p> <p>District-wide – CA: Not Met Decrease of 0.1 Math: Not Met Increase of 3.4</p>

<p>Dogwood Comm. Arts: K: Met 1st Grade: Not Met 2nd Grade: Reading: Not Met Writing: Met</p>	<p>80% of Students will score $\geq 80\%$ or have a 20% increase of CA common assessments from pre-test to post-test.</p>	<p>** Data was taken to measure building goal rather than the special education team goal, so it is difficult to determine whether the goal was met or not. The building goals were:</p> <ul style="list-style-type: none"> • Reading-Eighty percent (80%) of students will score proficient or advanced (80%+) on grade level power standards. • Writing-Eighty percent (80%) of students will score proficient or advanced (80%+) on grade level power standards. <p>We have the following data from which to deduce the answer:</p> <p>Kindergarten Reading:</p> <ul style="list-style-type: none"> • $\geq 80\%$ of students with disabilities obtained proficiency on 2/7 or 28.5% of the Kindergarten Reading Power Standards. • The percentage of students with disabilities who attained proficiency on each standard grew by $\geq 20\%$ from pre-test to post test on 100% of the standards. – Based on this information the special education goal was Met for Kindergarten • The average percentage of students with disabilities who reached proficiency on all standards combined was 72.96%. <p>The average performance for the entire Kindergarten class indicates that proficiency was obtained by all students on 4/7 or 57% of the Reading Power Standards. The entire class averaged $\geq 20\%$ growth from pre-test to post test on 7/7 or 100% of the Reading Power Standards.</p> <p>Kindergarten Writing:</p> <ul style="list-style-type: none"> • $\geq 80\%$ of students with disabilities obtained proficiency on 0/3 or 0% of the Kindergarten Writing Power Standards. • The percentage of students with disabilities who attained proficiency on each standard grew by $\geq 20\%$ from pre-test to post test on 100% of the standards. – Based on this information the special education goal was Met for Kindergarten • The average percentage of students with disabilities who reached proficiency on all standards combined was 58.33%. <p>The average performance for the entire Kindergarten class indicates that proficiency was obtained by all students on 0/3 or 0% of the Writing Power Standards. The entire class averaged $\geq 20\%$ growth from pre-test to post test on 3/3 or 100% of the Writing Power</p>
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		<p>Standards.</p> <p>First Grade Reading:</p> <ul style="list-style-type: none">• $\geq 80\%$ of students with disabilities obtained proficiency on 5/13 or 38.4% of the First Grade Reading Power Standards.• The percentage of students with disabilities who attained proficiency on each standard grew by $\geq 20\%$ from pre-test to post test on 12/13 or 92.3% of the standards.• The average percentage of students with disabilities who reached proficiency on all standards combined was 62.18%. <p>The average performance for the entire First Grade class indicates that proficiency was obtained by all students on 2/13 or 15.3% of the Reading Power Standards. The entire class averaged $\geq 20\%$ growth from pre-test to post test on 7/13 or 53.8% of the Reading Power Standards.</p> <p>First Grade Writing:</p> <ul style="list-style-type: none">• $\geq 80\%$ of students with disabilities obtained proficiency on 0/9 or 0% of the First Grade Writing Power Standards.• The percentage of students with disabilities who attained proficiency on each standard grew by $\geq 20\%$ from pre-test to post test on 7/9 or 77.7% of the standards.• The average percentage of students with disabilities who reached proficiency on all standards combined was 35.54%. <p>The average performance for the entire First Grade class indicates that proficiency was obtained by all students on 0/9 or 0% of the Writing Power Standards. The entire class averaged $\geq 20\%$ growth from pre-test to post test on 1/9 or 11.1% of the Writing Power Standards.</p> <p>Second Grade Reading:</p> <ul style="list-style-type: none">• $\geq 80\%$ of students with disabilities obtained proficiency on 4/7 or 57.1% of the 2nd Grade Reading Power Standards.• The percentage of students with disabilities who attained proficiency on each standard grew by $\geq 20\%$ from pre-test to post test on 5/7 or 71.4% of the standards.• The average percentage of students with disabilities who reached proficiency on all standards combined was 65.02%. <p>The average performance for the entire 2nd Grade class indicates that proficiency was</p>
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		<p>obtained by all students on 0/7 or 0% of the Reading Power Standards. The entire class averaged $\geq 20\%$ growth from pre-test to post test on 4/7 or 57.1% of the Reading Power Standards.</p> <p>Second Grade Writing:</p> <ul style="list-style-type: none"> • $\geq 80\%$ of students with disabilities obtained proficiency on 0/11 or 0% of the 2nd Grade Writing Power Standards. • The percentage of students with disabilities who attained proficiency on each standard grew by $\geq 20\%$ from pre-test to post test on 11/11 or 100% of the standards. – Based on this information the special education team goal was met for 2nd grade Writing • The average percentage of students with disabilities who reached proficiency on all standards combined was 48.73%. <p>The average performance for the entire 2nd Grade class indicates that proficiency was obtained by all students on 0/11 or 0% of the Writing Power Standards. The entire class averaged $\geq 20\%$ growth from pre-test to post test on 9/11 or 81.8% of the Writing Power Standards.</p>
<p>Dogwood Math: K: Met 1st Grade: Not Met 2nd Grade: Met</p>	<p>80% of Students will either score $\geq 80\%$ or have 20% increase on Mathematics common assessments from pre-test to post-test.</p>	<p>** Data was taken to measure building goal rather than the special education team goal, so it is difficult to determine whether the goal was met or not. The building goal was:</p> <ul style="list-style-type: none"> • Eighty percent (80%) of students will score proficient or advanced (80%+) on each mathematics grade level power standard. <p>We have the following data from which to deduce the answer:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> • $\geq 80\%$ of students with disabilities obtained proficiency on 1/10 or 10% of the Kindergarten Math Power Standards. • The percentage of students with disabilities who attained proficiency on each standard grew by $\geq 20\%$ from pre-test to post test on 100% of the standards. – Based on this information the special education goal was Met for Kindergarten • The average percentage of students with disabilities who reached proficiency on all standards combined was 67.14%. <p>The average performance for the entire Kindergarten class indicates that proficiency was</p>

		<p>obtained by all students on 7/10 or 70% of the Math Power Standards. The entire class averaged $\geq 20\%$ growth from pre-test to post test on 10/10 or 100% of the Math Power Standards.</p> <p>First Grade:</p> <ul style="list-style-type: none">• $\geq 80\%$ of students with disabilities obtained proficiency on 6/16 or 37.5% of the First Grade Math Power Standards.• The percentage of students with disabilities who attained proficiency on each standard grew by $\geq 20\%$ from pre-test to post test on 15/16 or 93.7% of the standards.• The average percentage of students with disabilities who reached proficiency on all standards combined was 61.72%. <p>The average performance for the entire First Grade class indicates that proficiency was obtained by all students on 8/16 or 50% of the Math Power Standards. The entire class averaged $\geq 20\%$ growth from pre-test to post test on 15/16 or 93.7% of the Math Power Standards.</p> <p>Second Grade</p> <ul style="list-style-type: none">• $\geq 80\%$ of students with disabilities obtained proficiency on 6/19 or 31.5% of the 2nd Grade Math Power Standards.• The percentage of students with disabilities who attained proficiency on each standard grew by $\geq 20\%$ from pre-test to post test on 100% of the standards. – Based on this information the special education goal was Met for 2nd Grade• The average percentage of students with disabilities who reached proficiency on all standards combined was 71.37%. <p>The average performance for the entire 2nd Grade class indicates that proficiency was obtained by all students on 0/19 or 0% of the Math Power Standards. The entire class averaged $\geq 20\%$ growth from pre-test to post test on 17/19 or 89.4% of the Math Power Standards.</p>
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<p>Hawthorn:</p> <p>1. 3rd-Not Met went down 12.6 4th- Not Met: went up only 6.5</p> <p>2. Math: 8/10 Standards 80% Met</p>	<p>Math:</p> <p>1. 10% increase proficient or advanced on MAP testing</p> <p>2. 80% of Students will either score $\geq 80\%$ or have 20% increase on Math common assessments</p>	<p>MATH DATA:</p> <p><u>3rd Grade SPED Students / Overall:</u></p> <table border="1"> <thead> <tr> <th>Concept</th> <th>Pre-test (SPED/Overall)</th> <th>Post-test</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>G1A – Compare & Analyze 3D shapes</td> <td>1.72 / 1.87</td> <td>2.84 / 2.91</td> <td>1.12 / 1.04</td> </tr> <tr> <td>G3A – Congruent Objects</td> <td>1.40 / 1.65</td> <td>2.90 / 3.07</td> <td>1.50 / 1.42</td> </tr> <tr> <td>G3C – Identify lines of Symmetry</td> <td>2.08 / 2.26</td> <td>2.78 / 3.08</td> <td>0.07 / 0.82</td> </tr> <tr> <td>N1C – Compose & Decompose Numbers</td> <td>1.62 / 1.97</td> <td>2.92 / 3.27</td> <td>1.30 / 1.30</td> </tr> <tr> <td>M1C – Tell time to nearest 5 minutes</td> <td>1.98 / 1.85</td> <td>2.76 / 3.27</td> <td>0.78 / 1.42</td> </tr> <tr> <td>M2C – Perimeter</td> <td>1.12 / 1.43</td> <td>2.70 / 2.82</td> <td>1.58 / 1.39</td> </tr> <tr> <td>Overall</td> <td>1.65 / 1.84</td> <td>2.82 / 3.07</td> <td>1.06 / 1.23</td> </tr> </tbody> </table> <p>Math MAP scores:</p> <p>3rd-Not Met went down 12.6 4th- Not Met: went up only 6.5</p> <table border="1"> <thead> <tr> <th><u>4th Grade Math SPED Students/Overall</u></th> <th>Pre-test (SPED/Overall)</th> <th>Post-test</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Concept</td> <td></td> <td></td> <td></td> </tr> <tr> <td>A2A – Represent math situation as a # sentence.</td> <td>1.00 / 1.10</td> <td>2.33 / 2.83</td> <td>1.33 / 1.73</td> </tr> <tr> <td>N3C – Apply/describe the strategy used in 2x2 multiplication problems.</td> <td>0.96 / 1.22</td> <td>2.96 / 3.14</td> <td>2.00 / 1.92</td> </tr> <tr> <td>D1C – Create tables/graphs to represent data</td> <td>1.19 / 1.23</td> <td>2.88 / 2.98</td> <td>1.69 / 1.75</td> </tr> <tr> <td>D2A – Describe important features of data set</td> <td>1.39 / 1.30</td> <td>2.44 / 3.14</td> <td>1.05 / 1.84</td> </tr> <tr> <td>Overall</td> <td>1.14 / 1.21</td> <td>2.65 / 3.02</td> <td>1.51 / 1.81</td> </tr> </tbody> </table> <p>3rd Grade: Met based on Overall progress</p> <p>4th Grade: Met based on Overall progress</p>	Concept	Pre-test (SPED/Overall)	Post-test	Progress	G1A – Compare & Analyze 3D shapes	1.72 / 1.87	2.84 / 2.91	1.12 / 1.04	G3A – Congruent Objects	1.40 / 1.65	2.90 / 3.07	1.50 / 1.42	G3C – Identify lines of Symmetry	2.08 / 2.26	2.78 / 3.08	0.07 / 0.82	N1C – Compose & Decompose Numbers	1.62 / 1.97	2.92 / 3.27	1.30 / 1.30	M1C – Tell time to nearest 5 minutes	1.98 / 1.85	2.76 / 3.27	0.78 / 1.42	M2C – Perimeter	1.12 / 1.43	2.70 / 2.82	1.58 / 1.39	Overall	1.65 / 1.84	2.82 / 3.07	1.06 / 1.23	<u>4th Grade Math SPED Students/Overall</u>	Pre-test (SPED/Overall)	Post-test	Progress	Concept				A2A – Represent math situation as a # sentence.	1.00 / 1.10	2.33 / 2.83	1.33 / 1.73	N3C – Apply/describe the strategy used in 2x2 multiplication problems.	0.96 / 1.22	2.96 / 3.14	2.00 / 1.92	D1C – Create tables/graphs to represent data	1.19 / 1.23	2.88 / 2.98	1.69 / 1.75	D2A – Describe important features of data set	1.39 / 1.30	2.44 / 3.14	1.05 / 1.84	Overall	1.14 / 1.21	2.65 / 3.02	1.51 / 1.81
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<p>Hawthorn: Comm. Arts: 1. 3rd Grade Not Met Decrease of 10.8 4th Grade Not Met Increase of 8 2. 11/13 Standards 84.6%</p> <p>Met</p>	<p>Comm Arts: 1. 10% increase proficient or advanced on MAP testing 2. 80% of Students will either score \geq 80% or have 20% increase on CA common assessments</p>	<p>RESULTS (BASED ON PROFICIENCY TARGET(S)): COMMUNICATION ARTS DATA: (Scale Range: Below Basic = 0.0 – 1.9, Basic = 2.0 – 2.9, Proficient = 3.0 – 3.9, Advanced = 4.0+ Progress measured 1.00 or greater is approximately a 25% gain.)</p> <p>3rd Grade SPED Students / Overall:</p> <table border="1"> <thead> <tr> <th>Concept</th> <th>Pre-test (SPED/Overall)</th> <th>Post-test</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>R2C.c – Compare/Contrast</td> <td>1.58 / 2.20</td> <td>2.76 / 3.23</td> <td>1.18 / 1.03</td> </tr> <tr> <td>R2C.f – Identify Beg/Mid/End</td> <td>1.40 / 1.57</td> <td>2.82 / 3.39</td> <td>1.42 / 1.82</td> </tr> <tr> <td>R2C.g – Author’s Purpose</td> <td>0.40 / 1.11</td> <td>3.04 / 3.29</td> <td>2.64 / 2.18</td> </tr> <tr> <td>R3C.c – Main Idea/Supporting Details</td> <td>1.38 / 1.80</td> <td>2.82 / 3.33</td> <td>1.44 / 1.53</td> </tr> <tr> <td>R3C.d – Sequence Events</td> <td>0.84 / 1.11</td> <td>2.74 / 3.54</td> <td>1.94 / 2.43</td> </tr> <tr> <td>R3C.g – Compare/Contrast (nonfiction)</td> <td>1.20 / 1.63</td> <td>2.68 / 3.02</td> <td>1.48 / 1.39</td> </tr> <tr> <td>R3C.i – Author’s Purpose for writing</td> <td>0.74 / 0.52</td> <td>3.28 / 3.41</td> <td>2.54 / 2.89</td> </tr> <tr> <td>Overall</td> <td>1.26 / 1.42</td> <td>3.36 / 3.32</td> <td>2.10 / 1.90</td> </tr> </tbody> </table> <p>3RD GRADE: MET IN BOTH ATTAINMENT OF PROFICIENCY AND OVERALL PROGRESS</p> <p>Comm Arts MAP Scores 3rd Grade Not Met Decrease of 10.8 4th Grade Not Met Increase of 8</p> <p>4th Grade SPED Students/Overall:</p> <table border="1"> <thead> <tr> <th>Concept</th> <th>Pre-test (SPED/peers)</th> <th>Post-test</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>R1H.a – Predicting</td> <td>0.96 / 1.78</td> <td>2.09 / 2.89</td> <td>1.13 / 1.11</td> </tr> <tr> <td>R2C.e – Authors Purpose</td> <td>1.46 / 2.27</td> <td>3.00 / 3.39</td> <td>1.54 / 1.12</td> </tr> <tr> <td>R2C.f – Identify Story Elements</td> <td>1.59 / 2.25</td> <td>2.91 / 3.23</td> <td>1.32 / 0.98</td> </tr> <tr> <td>R3C.c – Sequence Events</td> <td>1.98 / 2.53</td> <td>2.64 / 3.39</td> <td>0.66 / 0.86</td> </tr> <tr> <td>R3C.d – Draw Conclusions</td> <td>1.07 / 2.47</td> <td>2.44 / 3.30</td> <td>1.37 / 0.83</td> </tr> <tr> <td>R3C.e – Fact/Opinion</td> <td>1.96 / 2.92</td> <td>2.81 / 3.49</td> <td>0.85 / 0.57</td> </tr> <tr> <td>Overall</td> <td>1.50 / 2.37</td> <td>2.65 / 3.28</td> <td>1.15 / 0.91</td> </tr> <tr> <td>4TH GRADE: Met based on overall progress</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Concept	Pre-test (SPED/Overall)	Post-test	Progress	R2C.c – Compare/Contrast	1.58 / 2.20	2.76 / 3.23	1.18 / 1.03	R2C.f – Identify Beg/Mid/End	1.40 / 1.57	2.82 / 3.39	1.42 / 1.82	R2C.g – Author’s Purpose	0.40 / 1.11	3.04 / 3.29	2.64 / 2.18	R3C.c – Main Idea/Supporting Details	1.38 / 1.80	2.82 / 3.33	1.44 / 1.53	R3C.d – Sequence Events	0.84 / 1.11	2.74 / 3.54	1.94 / 2.43	R3C.g – Compare/Contrast (nonfiction)	1.20 / 1.63	2.68 / 3.02	1.48 / 1.39	R3C.i – Author’s Purpose for writing	0.74 / 0.52	3.28 / 3.41	2.54 / 2.89	Overall	1.26 / 1.42	3.36 / 3.32	2.10 / 1.90	Concept	Pre-test (SPED/peers)	Post-test	Progress	R1H.a – Predicting	0.96 / 1.78	2.09 / 2.89	1.13 / 1.11	R2C.e – Authors Purpose	1.46 / 2.27	3.00 / 3.39	1.54 / 1.12	R2C.f – Identify Story Elements	1.59 / 2.25	2.91 / 3.23	1.32 / 0.98	R3C.c – Sequence Events	1.98 / 2.53	2.64 / 3.39	0.66 / 0.86	R3C.d – Draw Conclusions	1.07 / 2.47	2.44 / 3.30	1.37 / 0.83	R3C.e – Fact/Opinion	1.96 / 2.92	2.81 / 3.49	0.85 / 0.57	Overall	1.50 / 2.37	2.65 / 3.28	1.15 / 0.91	4TH GRADE: Met based on overall progress			
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	Hurricane Deck	<p>Map Data: 3rd Grade Not Met stayed the same: Had only 2 students last year and 1 this year same scores 4th Grade Not Met: Had 1 student last year and no students this year</p>
<p>Oak Ridge: Comm. Arts 1. 5th grade Met Increase of 13.6 6th Grade Not Met Decrease of 22.3</p> <p>2. Goals: 36/39 or 92% Met</p> <p>Oak Ridge: Math: 1. 5th Grade Met increase of 12.1 6th Grade Not Met Decrease of 11.3</p> <p>2. Goals: 13/14 or 92.8% Met</p>	<p>Comm Arts: 1. 10% increase proficient or advanced on MAP testing 2. 80% of Students will either score $\geq 80\%$ or have 20% increase on CA common assessments</p> <p>Math: 1. 10% increase proficient or advanced on MAP testing 2. 80% of Students will either score $\geq 80\%$ or have 20% increase on Math common assessments</p>	<p>1. Comm Arts MAP data: 5th grade Met Increase of 13.6 6th Grade Not Met Decrease of 22.3</p> <p>5th Grade : Met</p> <ul style="list-style-type: none"> • Students With Disabilities scored $\geq 80\%$ or made $\geq 20\%$ when reassessed after intervention on 14/22 or 64% of assessed power standards • 80% of Students With Disabilities scored $\geq 80\%$ or made $\geq 20\%$ gains when reassessed after intervention on 20/22 or 91% of assessed power standards. • 6th Grade: Met Students With Disabilities scored $\geq 80\%$ or made $\geq 20\%$ when reassessed after intervention on 13/17 or 76% of assessed power standards. • 80% of Students With Disabilities scored $\geq 80\%$ or made $\geq 20\%$ gains when reassessed after intervention on 16/17 or 94% of assessed power standards. <p>1. Math MAP data: 5th Grade Met increase of 12.1 6th Grade Not Met Decrease of 11.3</p> <p>5th Grade : Met</p> <ul style="list-style-type: none"> • On 5/10 or 50% of assessed power standards Students With Disabilities scored $\geq 80\%$ or made $\geq 20\%$ when reassessed after intervention. • 80% of Students With Disabilities scored $\geq 80\%$ or made $\geq 20\%$ gains when reassessed after intervention on 9/10 or 90% of assessed power standards. <p>6th Grade: Met</p> <ul style="list-style-type: none"> • On 3/4 or 75% of assessed power standards Students With Disabilities scored $\geq 80\%$ or made $\geq 20\%$ when reassessed after intervention. • 80% of Students With Disabilities scored $\geq 80\%$ or made $\geq 20\%$ gains when reassessed after intervention on 4/4 or 100% of assessed power standards.

<p>Osage Beach Comm. Arts: 1. Goals: K: Not Met 1st: Not Met 2nd: Not Met 3rd: Not Met 4th: Not Met</p>	<p>Comm. Arts: 80% of Students will either score $\geq 80\%$ or have 20% increase on Math common assessments</p>	<p>Kindergarten Students with Disabilities averaged a score of $\geq 80\%$ on 1/10 or 10% of Kindergarten Communication Arts standards. Students with Disabilities averaged $\geq 20\%$ of growth from pre-test to post test on 4/10 or 40% of Kindergarten Communication Arts Standards. Students with Disabilities either scored $\geq 80\%$ or grew $\geq 20\%$ on 4/10 or 40% of Kindergarten Communication Arts Standards.</p> <p>1st Grade Students with Disabilities averaged a score of $\geq 80\%$ on 1/20 or 5% of First Grade Communication Arts standards. Students with Disabilities averaged $\geq 20\%$ of growth from pre-test to post test on 9/20 or 45% of 1st Grade Communication Arts Standards. Students with Disabilities either scored $\geq 80\%$ or grew $\geq 20\%$ on 9/20 or 45% of 1st Grade Communication Arts Standards.</p> <p>2nd Grade Students with Disabilities averaged a score of $\geq 80\%$ on 1/3 or 33% of 2nd Grade Communication Arts standards. Students with Disabilities averaged $\geq 20\%$ of growth from pre-test to post test on 0/3 or 0% of 2nd Grade Communication Arts Standards. Students with Disabilities either scored $\geq 80\%$ or grew $\geq 20\%$ on 0/3 or 0% of 2nd Grade Communication Arts Standards.</p> <p>3rd Grade Students with Disabilities averaged a score of $\geq 80\%$ on 5/20 or 25% of 3rd Grade Communication Arts standards. Students with Disabilities averaged $\geq 20\%$ of growth from pre-test to post test on 8/20 or 40% of 3rd Grade Communication Arts Standards. Students with Disabilities either scored $\geq 80\%$ or grew $\geq 20\%$ on 8/20 or 40% of 3rd Grade Communication Arts Standards.</p> <p>4th Grade Students with Disabilities averaged a score of $\geq 80\%$ on 0/18 or 0% of 4th Grade Communication Arts standards. Students with Disabilities averaged $\geq 20\%$ of growth from pre-test to post test on 11/18 or</p>
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		<p>61.1% of 4th Grade Communication Arts Standards. Students with Disabilities either scored $\geq 80\%$ or grew $\geq 20\%$ on 11/18 or 61.1% of 4th Grade Communication Arts Standards.</p>
<p>Osage Beach Math: K: Not Met 1st: Met 2nd: Not Met 3rd: Met 4th: Not Met</p>	<p>Math: 80% of Students will either score $\geq 80\%$ or have 20% increase on Math common assessments</p>	<p>Kindergarten Students with Disabilities averaged a score of $\geq 80\%$ on 5/9 or 55.5% of Kindergarten Math Standards. Students with Disabilities averaged $\geq 20\%$ of growth from pre-test to post test on 5/9 or 55.5% of Kindergarten Math Standards. Students with Disabilities either scored $\geq 80\%$ or grew $\geq 20\%$ on 5/9 or 55.5% of Kindergarten Math Standards. 1st Grade Students with Disabilities averaged a score of $\geq 80\%$ on 6/19 or 67% of First Grade Math standards. Students with Disabilities averaged $\geq 20\%$ of growth from pre-test to post test on 8/9 or 88.8% of 1st Grade Math Standards. Students with Disabilities either scored $\geq 80\%$ or grew $\geq 20\%$ on 8/9 or 88.8% of 1st Grade Math Standards. 2nd Grade Students with Disabilities averaged a score of $\geq 80\%$ on 3/12 or 25% of 2nd Grade Math standards. Students with Disabilities averaged $\geq 20\%$ of growth from pre-test to post test on 5/12 or 41.6% of 2nd Grade Math Standards. Students with Disabilities either scored $\geq 80\%$ or grew $\geq 20\%$ on 5/12 or 41.6% of 2nd Grade Math Standards. 3rd Grade Students with Disabilities averaged a score of $\geq 80\%$ on 8/13 or 61.5% of 3rd Grade Math standards. Students with Disabilities averaged $\geq 20\%$ of growth from pre-test to post test on 11/13 or 84.6% of 3rd Grade Math Standards. Students with Disabilities either scored $\geq 80\%$ or grew $\geq 20\%$ on 13/13 or 100% of 3rd Grade Math Standards. 4th Grade</p>

		<p>Students with Disabilities averaged a score of $\geq 80\%$ on 0/6 or 0% of 4th Grade Math standards.</p> <p>Students with Disabilities averaged $\geq 20\%$ of growth from pre-test to post test on 1/6 or 16.6% of 4th Grade Math Standards.</p> <p>Students with Disabilities either scored $\geq 80\%$ or grew $\geq 20\%$ on 1/6 or 16.6% of 4th Grade Math Standards.</p>
<p>Middle School Comm. Arts</p> <p>1. 7th Grade Not Met Decrease of 5.6</p> <p>8th Grade Not Met Increase of 4</p> <p>2. Goal: 48/60 students-80% Met</p>	<p>Comm. Arts:</p> <ol style="list-style-type: none"> 10% increase proficient or advanced on MAP testing 80% of Students will either score $\geq 80\%$ or have 20% increase on Math common assessments 	<p>1. Comm Arts MAP Data: 7th Grade Not Met Decrease of 5.6</p> <p>8th Grade Not Met Increase of 4</p> <p>MIDDLE SCHOOL Communication Arts: 80% (48/60) of students with IEP's had a score of $\geq 80\%$ or a gain of 20% or greater from pre-test to post-test common assessment</p> <p>MIDDLE SCHOOL Social Studies: 78% (45/58) of students with IEP's had a score of $\geq 80\%$ or had a gain of 20% from pre-test to post-test common assessment</p> <p>MIDDLE SCHOOL Science: 79% (44/56) of students with IEP's had a score of $\geq 80\%$ or had a gain of 20% from pre-test to post-test common assessment.</p>
<p>Middle School Math</p> <p>1. 7th Grade Met increase of 10.6</p> <p>8th Grade Not Met Decrease</p>	<p>Math:</p> <ol style="list-style-type: none"> 10% increase proficient or advanced on MAP testing 80% of Students will either score $\geq 80\%$ or have 20% increase on Math common assessments 	<p>1. Math MAP Data: 7th Grade Met increase of 10.6</p> <p>8th Grade Not Met Decrease of 6.8</p> <p>MIDDLE SCHOOL: 85% (35/41) of students with IEP's had a gain of 20% or greater or scored at $\geq 80\%$ from pre-test to post-test common assessment. (This score does not include results of 15 students whose pre-test results were lost—7/15 students made at least a 10% gain from <u>progress</u> test to post test).</p>

<p>of 6.8 2. Goal: 35/41 students-85% Met</p>		
<p>High School Math Goal– 28/33 Standards met goal for 84.8% Met</p>	<p>Math -80% of Students will score 80% on standard or 20% gain from pre/post.</p>	<p><u>High School:</u> <u>Pre-Algebra Co-Teaching Course Grades Data: Co-teach team 1</u> <u>IEP Students:</u> 14/20 or 70% of students obtained a $\geq 80\%$ on their post assessment 17/20 or 85% of students demonstrated a $\geq 20\%$ gain from pre-assessment to post assessment 18/20 or 90% met with 80% or growth 18/20 or 90% of students obtained a passing grade of $\geq 60\%$ Met</p> <p><u>Pre-Algebra Co-Teaching Data for students with IEPs per power standard: Co-teach team 2</u> Power Standard 1: 0% failed this standard 43% received $\geq 80\%$ 57% made $\geq 20\%$ increase 57% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Not Met</p> <p>Power Standard 2: 14% failed this standard 43% received $\geq 80\%$ 86% made $\geq 20\%$ increase 86% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p>

		<p>Power Standard 3: 0% failed this standard 14% received $\geq 80\%$ 43% made $\geq 20\%$ increase 57% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Not Met</p> <p>Power Standard 4: 14% failed this standard 29% received $\geq 80\%$ 86% made $\geq 20\%$ increase 100% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 5: 0% failed this standard 57% received $\geq 80\%$ 86% made $\geq 20\%$ increase 100% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 6: 0% failed this standard 43% received $\geq 80\%$ 71% made $\geq 20\%$ increase 100% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 7: 14% failed this standard 29% received $\geq 80\%$ 14% made $\geq 20\%$ increase 29% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Not Met</p>
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		<p>Power Standard 8: 57% failed this standard 14% received $\geq 80\%$ 43% made $\geq 20\%$ increase 43% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Not Met</p> <p>Comprehensive Final: 0% failed the final 0% received $\geq 80\%$ 67% made $\geq 20\%$ increase 67% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Not Met</p> <p><u>Pre-Algebra Co-Teaching Data for students with IEPs per power standard: Co-teach team 3</u></p> <p>Power Standard 1: 0% failed this standard 17% received $\geq 80\%$ 67% made $\geq 20\%$ increase 67% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Not Met</p> <p>Power Standard 2: 22% failed this standard 44% received $\geq 80\%$ 89% made $\geq 20\%$ increase 89% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 3: 33% failed this standard 17% received $\geq 80\%$ 83% made $\geq 20\%$ increase 83% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p>
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		<p>Power Standard 4: 17% failed this standard 83% received $\geq 80\%$ 67% made $\geq 20\%$ increase 83% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 5: 14% failed this standard 29% received $\geq 80\%$ 100% made $\geq 20\%$ increase 100% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 6: 17% failed this standard 17% received $\geq 80\%$ 100% made $\geq 20\%$ increase 100% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 7: 0% failed this standard 50% received $\geq 80\%$ 100% made $\geq 20\%$ increase 100% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 8: 33% failed this standard 17% received $\geq 80\%$ 83% made $\geq 20\%$ increase 83% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p>
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		<p>Comprehensive Final: 67% failed the final 0% received $\geq 80\%$ 83% made $\geq 20\%$ increase 83% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p><u>DI Math (Pre-Algebra) Data: DI Teacher 1</u></p> <p>Power Standard 1: 9% failed this standard 55% received $\geq 80\%$ 27% made $\geq 20\%$ increase 82% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 2: 18% failed this standard 45% received $\geq 80\%$ 91% made $\geq 20\%$ increase 91% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 3: 0% failed this standard 78% received $\geq 80\%$ 78% made $\geq 20\%$ increase 100% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 4: 12.5% failed this standard 50% received $\geq 80\%$ 75% made $\geq 20\%$ increase 75% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Not Met</p>
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		<p>Power Standard 5: 10% failed this standard 80% received $\geq 80\%$ 90% made $\geq 20\%$ increase 90% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Fall Cumulative Final (Standards 1 & 2): 0% failed this final 30% received $\geq 80\%$ 90% made $\geq 20\%$ increase 90% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 8: 10% failed this standard 40% received $\geq 80\%$ 80% made $\geq 20\%$ increase 80% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Comprehensive Final (Standards 1-5 & 8): 10% failed the final 50% received $\geq 80\%$ 80% made $\geq 20\%$ increase 90% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p><u>DI Math (Pre-Algebra) Data: DI Teacher 2</u> Power Standard 1: 0% failed this standard 100% received $\geq 80\%$ 100% made $\geq 20\%$ increase 100% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p>
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<p>High School - Comm. Arts Goal : 4/5 goals met- 80% Met</p>	<p>80% of Comm. Arts Students will score 80% on standard or 20% gain from pre/post.</p>	<p><u>DI Communication Arts Data: DI Teacher 1</u></p> <p>Power Standard 1: 0% failed this standard 79% received $\geq 80\%$ 93% made $\geq 20\%$ increase 93% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 2: 7% failed this standard 57% received $\geq 80\%$ 86% made $\geq 20\%$ increase 93% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p>Power Standard 3: 7% failed this standard 75% received $\geq 80\%$ 86% made $\geq 20\%$ increase 93% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p>

		<p>Power Standard 8: 7% failed this standard 50% received $\geq 80\%$ 86% made $\geq 20\%$ increase 93% either were at $\geq 80\%$ or made the $\geq 20\%$ gain Met</p> <p><u>2011/2012 EOC data of students with IEPs in co-teaching: Co-teaching team 1</u> 21% of students with IEPs scored Proficient ($\geq 80\%$) 79% of students with IEPs gained $\geq 20\%$ from 2010/2011 EOC scores to 2011/2012 EOC scores 79% of students with IEPs either scored Proficient or gained 20% from one EOC to the next. Average growth of students with IEPs who did not reach 20% growth was 14.6% Not Met</p> <p><u>2011/2012 EOC data of students without IEPs in co-teaching: Co-teaching team 1</u> 68% of students without IEPs scored Proficient ($\geq 80\%$) 73% of students without IEPs gained $\geq 20\%$ from 2010/2011 EOC scores to 2011/2012 EOC scores 73% of students without IEPs either scored Proficient or gained 20% from one EOC to the next. Average growth of students without IEPs who did not reach 20% growth was 10.81% Not Met</p> <p>English Department: Goals: 4/5 goals met- 80% met: Department Goal Met</p>
<p>SLP Goal 1: Met Goal 2: Met</p>	<p>1.80% of pre-k and intermediate students identified as sound system disorder (ssd) will meet 80% of goals established for them or make a 20% increase in overall progress.</p>	<p>1.PK – 96%, Intermediate: 88%: Goal Met</p> <p>2.Hawthorn: 96% Dogwood: 78% Osage Beach: 77% (beginning in December) Middle School: 100%: Goal Met</p>

	<p>2. 50% of k-4th grade students participating in the five minute kids intervention program will achieve remediation.</p>																								
<p>Lifeskills – 48/52 Reading and Writing goals met- 92.3% Met</p>	<p>92% of students will meet personal CA goals</p>	<p>Lifeskills - District data Reading 25/26 students 98% Met Writing 23/26 students 89% Met Math 24/26 students 92% Met</p>																							
<p>SUMMARY OF EVALUATION</p> <p>Data summary as of 6/26/12 Total number of goals parts/objectives: 341 Number of goals with data as of 6/26/12 was 315 Number of goals with data that were met as of 6/26/12 was 263 Percent of goals with data that were met as of 6/26/12: 83.4%- Met</p> <p>Data summary as of 10/15/12 Total number of goals parts/objectives: 341 Number of goals with data as of 10/15/12 was 341 Number of goals with data that were met as of 10/15/12 was 265 Percent of goals with data that were met as of 10/15/12: 77.7%-Not Met</p>		<table border="1"> <thead> <tr> <th></th> <th><u>Class 1</u></th> <th><u>Class 2</u></th> <th><u>Class 3</u></th> <th><u>Class 4</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>100%</td> <td>90%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>67%</td> <td>90%</td> <td>100%</td> </tr> <tr> <td>Math</td> <td>100%</td> <td>100%</td> <td>90%</td> <td>86%</td> </tr> </tbody> </table>		<u>Class 1</u>	<u>Class 2</u>	<u>Class 3</u>	<u>Class 4</u>	Reading	100%	100%	90%	100%	Writing	100%	67%	90%	100%	Math	100%	100%	90%	86%			
	<u>Class 1</u>	<u>Class 2</u>	<u>Class 3</u>	<u>Class 4</u>																					
Reading	100%	100%	90%	100%																					
Writing	100%	67%	90%	100%																					
Math	100%	100%	90%	86%																					

PAT: Strengths – Educators continue to maintain their individual visit numbers, referrals are strong for PK and ECSE, strong leadership

Concerns – Parent visits are limited by number of educators and funding continues to be stable, but less than before budget cuts.

Preschool/ECSE: Strengths - Preschool continues to meet goals in all areas for PK1, PK2 and 2/3 for PK3

Concerns – Recent growth in number of students with disabilities with more severe needs in communication, vision, and mobility. ECSE funding continues to be more stringent, but holds to 100% reimbursement.

ELL: Strengths – Two-thirds of students made $\geq 32\%$ gain in language acquisition.

Concerns – Personnel was unable to meet needs of students due to limited staff. This was corrected as of 2011-2012 school year.

Section 504: Strengths- Section 504 plans are now electronic and using more comprehensive forms based on compliance standards.

Concerns – Continued level of proficiency with more comprehensive process and forms.

Special Education: Strengths – Student placement (amount of time spend in general education) for the district and each building meets state standards. Student incidence rate meets state standards. MAP district scores by grade level and building increased in small increments while concurrently dismissing students with disabilities from special education. Cohort data across time indicates growth in communication arts and math with dips in growth during years of higher dismissal rates. Formative data on individual standards indicate that co-teaching classrooms make similar gains as those without co-teaching. In some classrooms, co-teaching classrooms made more gains that those without co-teaching. Students in lifeskills continue to make individual growth and meet individual goals in all life skills classrooms across the district.

Concerns – Student achievement needs to continue to grow. Student needs continue to become more severe which require teachers to learn more strategies to work with students. Students needing lifeskills continue to increase as the students enter kindergarten and students transfer into the district.

RECOMMENDED REVISIONS Program teams will revise strategic plan based on data and action plans.
PROGRAM DETERMINATION: <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> REVISION <input type="checkbox"/> ELIMINATION PAT, Preschool/ECSE, ELL, 504, Special Education
EVALUATOR: <u>Dr. Kristy Kindwall</u> DATE: <u>12/12/2012</u>

DRAFT

Special Education K-12

Current DATA:

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

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Process Coordinators	4	4	4	4	4	4	5	5	5
Consultant	1	1	1	1	1	1	0	0	0
Speech/Language Pathologists	3	3	3.2	3.2	3.8	2.8	3.4	3.4	3.4
Speech/Language Implementers	1	1.5	1.2	1	.3	1.3	.3	0.3	0.3
Occupational Therapists (contracted-shared with ECSE)	2	2	1	1	1	1	1	1	1
Physical Therapists (contracted-shared with ECSE)	1	1	1	1	1	1	2	1	1
Interpreters for Students with Hearing Impairments	2	2	2	2	3	3	2	2	2
Vision Consultant Orientation & Mobility (contracted – shared with ECSE)	0	0	1	1	1	1	1	1	1
Hearing Impaired Teacher (on staff, has other duties as well)	0	0	1	1	1	1	1	1	1
Braille Transcriber	0	0	1	1	0	0	0	0	0
Paraeducators	34	28	28	22	18	17	17	21	25
Teachers	26	28.5	26.8	29	32.7	34.7	36.7	36.7	41

- As of the December 1, 2011 Child Count, special education services were provided to 425 K-12 students in the district and 1 private school and/or homeschooled students.
- According to the Camdenon R-III School District Special Education State Profile for the 2011-2012 school year, the district's incidence rate was 10.22%, compared to the state average of 12.84%. Current local data has the district incident rate at 10. 6%.
- DESE utilizes this incidence information to monitor areas of possible over-identification or under-identification.
- The figures for the December 1 Child Count were not able to reflect the 10 students from our district who were served at 2 state school placements.

Reflected in the chart below, occupational therapy (OT) and/or physical therapy (PT) was provided to students as follows:

	OT SERVICES	PT SERVICES
ECSE	16	18
SCHOOL AGE (K-12)	22	15
TOTALS	38	33

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.

Students dismissed from the program

Dismissed from:	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Sound System Disorder	37	32	18	21	13	12
All other disabilities	5	3	13	42	17	17
Total dismissed	42	35	31	63	30	29

Missouri School Improvement Program (MSIP):

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts and the state to meet those targets.

Child Count and Educational Environment Data

State Performance Plan Indicator	Camden R-III School District 2011-2012	Met or not Met	State Target 2010-2011	State Target 2011-2012
SPP 5a: Percent of children with IEPs inside regular class at least 80% of the day	79.29%	Met	≥59.95%	>59.50%
SPP 5b: Percent of children with IEPs inside regular class less than 40% of the day	1.18%	Met	≤9.38%	<10.2%
SPP 5c: Percent of children with IEPs served in separate settings	1.18%	Met	≤3.49 %	<3.5%
SPP 9/10: Disproportionality of racial/ethnic groups in special education or specific disability categories that is the result of inappropriate identification?	NO			

Since October 2007, our incidence rate for students with disabilities has ranged from a high of 12.04% in October 2007 to our October 2010 incident rate of 9.07%.

District Incidence Placement Chart from 12/05 to 10/12							
Building	Date	# Students with disability	Incidence rate	Placement >79% Goal >60%	Placement 40-79%	Placement <40% Goal <10.9%	Home bound
District K-12	10/07	528	12.04%	66.03%	31.00%	2.07%	
	12/07	500	11.64%	62.40%	31.40%	5.00%	
	5/08	480	11.47%	62.08%	32.03%	5.02%	0.04%
	10/08	504	12.07%	66.09%	27.06%	4.08%	0.07%
	12/08	480	11.56%	68.00%	26.07%	4.07%	0.06%
	5/09	450	10.99%	66.02%	28.09%	3.08%	1.01%
	10/09	472	11.03%	76.07%	21.00%	2.00%	0.03%
	12/09	476	11.38%	73.09%	21.08%	3.02%	0.06%
	5/10	429	10.04%	74.01%	23.03%	1.09%	0.07%
	10/10	430	9.07%	79.01%	20.00%	2.00%	0.06%
	12/10	431	10.03%	78.04%	20.02%	0.07%	0.09%
	05/11	410	9.09%	76.08%	20.09%	0.09%	
	10/11	432	10.37%	81.00%	17.80%	0.46%	0.69%
	12/11	430	10.30%	79.10%	20.00%	2.00%	0.60%
	05/12	442	10.75%	78.73%	18.10%	0.90%	2.26%
10/12	446	10.60%	77.40%	18.60%	01.8%	0.70%	
State	12/07		13.92%	58.39%	25.89%	10.00%	0.55%
	12/08		11.47%	59.28%	25.26%	9.81%	0.57%
	12/09		11.16%	59.76%	25.12%	9.56%	0.59%
State	12/10		12.75%	59.95%	25.17%	9.38%	0.62%
	12/11		12.84%	60.05%	25.21%	9.34%	0.62%

District Incidence Placement Chart from 12/05 to 10/12							
Building	Date	# Students with disability	Incidence rate	Placement >79% Goal >60%	Placement 40-79%	Placement <40% Goal <10.9%	Home bound
Dogwood K-2	10/07	104	14.37%	70.09%	29.91%	0.00%	
	12/07	105	14.69%	69.61%	30.39%	0.00%	
	5/08	105	14.66%	71.11%	28.15%	0.74%	
	10/08	104	14.75%	80.02%	19.98%	0.00%	
	12/08	96	13.81%	82.76%	17.24%	0.00%	
	5/09	97	14.24%	79.48%	20.52%	0.00%	
	10/09	88	12.66%	81.22%	15.91%	1.14%	
	12/09	86	12.46%	81.40%	16.28%	1.16%	
	5/10	80	11.48%	83.75%	15.00%	0.00%	
	10/10	76	11.03%	84.21%	14.47%	0.00%	1.32%
	12/10	76	10.83%	82.89%	14.47%	0.00%	2.06%
	5/11	71	10.13%	80.28%	19.72%	0.00%	1.02%
	10/11	74	10.11%	85.14%	12.16%	2.70%	0.6%
	12/11	77	10.65%	89.61%	7.79%	2.60%	
	5/12	85	11.63%	88.24%	10.59%	1.18%	
10/12	90	10.75%	81.11%	13.33%	3.33%	ISP 2.23%	
Hawthorn 3-4	10/07	65	13.71%	80.69%	19.31%	0.00%	
	12/07	74	15.48%	74.73%	22.24%	3.02%	
	5/08	65	13.83%	66.00%	30.75%	3.25%	
	10/08	83	16.18%	80.02%	19.98%	0.00%	
	12/08	78	15.35%	68.11%	31.89%	0.00%	
	5/09	72	14.31%	70.98%	29.02%	0.00%	
	10/09	80	15.97%	83.75%	16.25%	0.00%	
	12/09	77	15.28%	81.82%	18.18%	0.00%	
	5/10	71	14.06%	80.28%	19.72%	0.00%	
	10/10	62	12.58%	82.26%	17.74%	0.00%	
	12/10	59	11.80%	83.05%	16.95%	0.00%	
	5/11	60	12.24%	81.67%	18.33%	0.00%	
	10/11	58	12.21%	86.21%	13.79%	0.00%	
	12/11	55	11.58%	90.91%	9.09%	0.00%	
	5/12	74	15.16%	85.14%	12.16%	0.00%	
10/12	56	11.45%	87.50%	8.93%	3.57%		
Oak Ridge 5-6	10/07	69	10.58%	53.61%	45.17%	0.81%	
	12/07	70	10.72%	54.76%	38.10%	5.95%	
	5/08	73	11.30%	54.27%	39.46%	5.13%	
	10/08	69	11.46%	65.93%	28.37%	4.25%	
	12/08	70	11.63%	69.38%	27.45%	2.08%	
	5/09	72	14.31%	70.98%	29.02%	0.00%	
	10/09	78	12.07%	71.79%	17.95%	1.28%	
	12/09	79	12.91%	68.35%	17.72%	2.53%	
	5/10	69	11.37%	72.46%	17.39%	2.90%	
	10/10	82	12.91%	85.37%	13.41%	1.22%	
12/10	81	12.84%	75.31%	12.35%	1.23%		

District Incidence Placement Chart from 12/05 to 10/12							
Building	Date	# Students with disability	Incidence rate	Placement >79% Goal >60%	Placement 40-79%	Placement <40% Goal <10.9%	Home bound
	5/11	75	12.14%	77.33%	12.00%	1.33%	
	10/11	86	13.67%	87.21%	12.79%	0.00%	
	12/11	89	14.10%	79.78%	17.98%	1.12%	
	05/12	83	13.05%	78.31%	19.28%	1.20%	
	10/12	95	14.77%	86.32%	12.63%	0.00%	
Hurricane Deck K-4	10/07	32	21.92%	73.61%	9.72%	0.00%	
	12/07	20	13.99%	100.00%	0.00%	0.00%	
	5/08	22	15.71%	100.00%	0.00%	0.00%	
	10/08	18	13.53%	100.00%	0.00%	0.00%	
	12/08	15	12.28%	100.00%	0.00%	0.00%	
	5/09	17	12.98%	93.33%	6.67%	0.00%	
	10/09	17	11.56%	100.00%	0.00%	0.00%	
	12/09	20	13.51%	100.00%	0.00%	0.00%	
	5/10	15	10.79%	100.00%	0.00%	0.00%	
	10/10	13	9.92%	100.00%	0.00%	0.00%	
	12/10	10	7.87%	100.00%	0.00%	0.00%	
	5/11	08	6.11%	100.00%	0.00%	0.00%	
	10/11	10	7.52%	100.00%	0.00%	0.00%	
	12/11	06	4.62%	100.00%	0.00%	0.00%	
	05/12	09	7.32%	100.00%	0.00%	0.00%	
	10/12	10	7.52%	100.00%	0.00%	0.00%	
Osage Beach K-4	10/07	23	12.57%	75.83%	24.17%	0.00%	
	12/07	21	11.60%	66.67%	33.33%	0.00%	
	5/08	20	11.05%	91.67%	8.33%	0.00%	
	10/08	15	9.09%	100.00%	0.00%	0.00%	
	12/08	14	8.48%	100.00%	0.00%	0.00%	
	5/09	17	9.66%	95.00%	0.05%	0.00%	
	10/09	15	8.08%	93.33%	6.67%	0.00%	
	12/09	15	8.72%	93.33%	6.67%	0.00%	
	5/10	13	7.56%	100.00%	0.00%	0.00%	
	10/10	19	8.52%	94.74%	5.26%	0.00%	
	12/10	19	8.48%	94.74%	5.26%	0.00%	
	5/11	18	8.00%	100.00%	0.00%	0.00%	
	10/11	23	10.50%	91.30%	8.70%	0.00%	
	12/11	25	11.68%	100.00%	0.00%	0.00%	
	05/12	20	9.66%	95.00%	0.00%	0.00%	
	10/12	20	10.10%	95.00%	5.00%	0.00%	
Middle School 7-8	10/07	60	9.33%	63.14%	36.86%	0.00%	
	12/07	62	9.64%	64.52%	24.19%	9.68%	
	5/08	58	9.16%	62.60%	30.23%	5.56%	
	10/08	67	9.85%	58.63%	28.29%	7.32%	
	12/08	67	9.71%	63.02%	30.49%	5.17%	
	5/09	58	8.52%	55.17%	31.03%	10.34%	
	10/09	68	9.97%	66.18%	26.47%	5.88%	

District Incidence Placement Chart from 12/05 to 10/12							
Building	Date	# Students with disability	Incidence rate	Placement >79% Goal >60%	Placement 40-79%	Placement <40% Goal <10.9%	Home bound
	12/09	70	10.20%	61.43%	30.00%	5.71%	
	5/10	61	8.93%	62.30%	32.79%	3.28%	
	10/10	59	9.41%	64.41%	33.90%	0.00%	1.69%
	12/10	59	9.31%	64.41%	33.90%	0.00%	1.69%
	5/11	63	9.92%	61.90%	33.33%	3.17%	2.94%
	10/11	71	11.41%	64.79%	35.21%	0.00%	
	12/11	66	10.71%	68.18%	31.82%	0.00%	
	05/12	65	10.47%	64.62%	33.85%	1.54%	
	10/12	70	11.25%	61.43%	35.71%	1.43%	
High School 9-12	10/07	154	10.69%	56.89%	35.27%	7.87%	
	12/07	153	10.07%	55.27%	35.06%	9.67%	
	5/08	137	9.80%	51.92%	37.39%	10.69%	
	10/08	148	10.83%	52.73%	33.10%	9.39%	
	12/08	145	10.68%	54.65%	27.29%	14.31%	
	5/09	124	9.40%	53.07%	35.87%	8.61%	
	10/09	137	10.04%	64.23%	37.96%	3.65%	
	12/09	129	9.48%	61.24%	36.43%	3.10%	
	5/10	120	9.08%	60.83%	39.17%	3.33%	
	10/10	122	9.00%	70.49%	26.23%	2.46%	0.82%
	12/10	121	9.05%	69.42%	49.59%	1.65%	0.82%
	5/11	115	8.74%	68.70%	50.43%	0.87%	
	10/11	110	8.13%	77.27%	20.00%	0.00%	0.03%
	12/11	110	8.21%	70.00%	23.64%	1.82%	4.55%
	05/12	106	8.12%	70.75%	22.64%	0.94%	5.66%
	10/12	111	8.83%	67.57%	25.23%	1.80%	1.80%

Students with Disabilities Assessment Data

State Performance Plan Indicator	Camdenton R-III School District 2011-2012	Met or not Met	State Target 2011-2012
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	19.26%	Not Met	≥83.70%
SPP 3c: Proficiency rate for children with IEPs on statewide assessment for Mathematics	23.87%	Not Met	≥81.70%

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
2011-2012 – IEP MAP and MAP-A								
Communication Arts					Mathematics			
3	35	100%	11.4%	28.1%	35	100%	22.9%	35.6%
4	37	100%	29.7%	29.5%	37	100%	27.0%	32.2%
5	46	100%	21.7%	28.1%	46	100%	28.3%	31.7%
6	34	100%	5.9%	23.4%	34	100%	11.8%	28.6%
7	40	100%	22.5%	24.0%	40	100%	32.5%	29.7%
8	27	100%	11.1%	21.9%	27	100%	11.1%	22.1%
11	25	100%	32.0%	36.8%	24	100%	29.2%	26.9%
3-5	118	100%	21.2%	28.6%	118	100%	26.3%	33.2%
6-8	101	100%	13.9%	23.2%	101	100%	19.8%	26.9%
All	244	100%	19.3%	27.3%	243	100%	23.9%	29.7%
2010-2011 – IEP MAP and MAP-A								
Communication Arts					Mathematics			
3	32	100%	18.8%	28.5%	32	100%	31.3%	34.5%
4	45	100%	24.4%	30.8%	45	100%	22.2%	33.6%
5	38	97.4%	8.1%	27.9%	38	97.4%	16.2%	31.6%
6	39	100%	28.2%	23.5%	39	100%	23.1%	30.5%
7	32	100%	28.1%	21.7%	32	100%	21.9%	25.4%
8	29	96.6%	7.1%	21.1%	29	96.6%	17.9%	22.3%
11	29	100%	17.2%	34.2%	44	93.2%	12.2%	27.1%
3-5	115	99.1%	17.5%	29.1%	115	99.1%	22.8%	33.2%
6-8	100	99%	22.2%	22.2%	100	99%	21.2%	26.2%
All	244	99.2%	19.4%	26.8%	259	98.1%	20.5%	29.5%
2009-2010 – IEP MAP and MAP-A								
Communication Arts					Mathematics			
3	48	100%	14.6%	27.5%	48	100%	25.0%	15.3%
4	36	100%	16.7%	30.0%	36	100%	16.7%	30.7%
5	42	97.6%	17.1%	28.2%	42	97.6%	22.0%	33.7%
6	29	100%	6.9%	21.4	29	100%	17.2%	32.9%
7	30	100%	6.7%	20.1%	30	100%	6.7%	31.4%
8	33	100%	18.2%	20.5%	33	100%	12.1%	27.6%
11	35	97.2%	25.7%	35.9%	33	100%	6.1%	25.7%
3-5	126	99.2%	16.0%	28.6%	126	99.2%	21.6%	32.7%
6-8	92	100%	10.9%	20.7	92	100%	12.0%	25.4%
All	254	99.2%	15.5%	26.1%	251	99.6%	16.0%	29.2%

Evaluation Data

State Performance Plan Indicator This indicator is only measured during MSIP cycle year	Camdenton R-III School District 2011-2012	Met or not Met	State Target 2010-2011
SPP 11: Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	NA	NA	=100%

Parent Survey Data

State Performance Plan Indicator This indicator is only measured during MSIP cycle year	Camdenton R-III School District 2011-2012	Met or not Met	State Target 2011-2012
SPP 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	NA	NA	≥80%

Suspension and Expulsion Data

State Performance Plan Indicator	Camdenton R-III School District 2011-2012	Met or not Met	State Target 2011-2012
SPP 4a: Was district identified as having significant discrepancies in suspension/expulsion rates?	NO		

Secondary Transition Data

State Performance Plan Indicator	Camdenton R-III School District 2011-2012	Met or not Met	State Target 2011-2012	
SPP 1: Graduation rate for students with disabilities	82.76%	Not Met	≥83.20%	
SPP 2: Dropout rate for students with disabilities	2.42%	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	25.00%	Met	≥24.40%
	Enrolled in higher education or competitively employed	54.55%	Met	≥46.90%
	Total employed/continuing education	65.91%	Met	≥51.30%

Graduation Rate/Drop Out Data:

	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Graduation Data							
Number of students with disabilities who graduated	22	26	26	30	23	37	25
Graduation rate for students with disabilities	66.67%	74.29%	76.47%	85.71%	79.31%	88.10%	82.76%
Dropout Data							
Number of students with disabilities ages 14-21	149	149	173	157	145	139	124
Number of students with disabilities who dropped out	11	9	8	5	6	5	3
Dropout rate for students with disabilities	7.38%	6.04%	4.62%	3.18%	4.14%	3.60%	2.42%

Follow-Up on Previous Year's Graduates (IEPs)

Districts are required to follow-up with all graduates six months after graduation.

Follow-up reported 2011-2012 School Year		10-11 Graduates		10-11 Dropouts		Total		State
		#	%	#	%	#	%	%
(1) 2- year college	<i>completed at least one term</i>	6	14.6%	0	0.0%	6	13.6%	23.9%
(2) 4- year college		5	12.2%	0	0.0%	5	11.4%	7.6%
(3) Non-college		5	12.2%	0	0.0%	5	11.4%	3.2%
(4) Employed (Competitively)	<i>at least 20 hrs per week for 90 days</i>	12	29.3%	0	0.0%	12	27.3%	21.1%
(5) Employed (Not Competitively)		0	0.0%	0	0.0%	0	0.0%	2.1%
(6) Military		1	2.4%	0	0.0%	1	2.3%	1.6%
(7) Other		10	24.4%	2	66.7%	12	27.3%	13.1%
(8) Continuing Education – did not complete one term		2	4.9%	0	0.0%	2	4.5%	3.9%
(9) Employed – less 20 hrs per week or 90 days		0	0.0%	0	0.0%	0	0.0%	3.4%
(10) Unknown		0	0.0%	1	33.3%	1	2.3%	19.9%
(11) <i>Not Available</i>		0		2		2		
Total (excludes Not Available)		41	100.0%	3	100.0%	44	100.0%	100.0%
A. Enrolled in higher education*		11	26.8%	0	0.0%	11	25.0%	31.6%
B. Enrolled in higher education or competitively employed*		24	58.5%	0	0.0%	24	54.5%	54.3%
C. Total employed / continuing Education*		29	70.7%	0	0.0%	29	65.9%	59.7%

***Summary Calculations**

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6)]

Other MSIP Standards for Special Education

Process Standard	12/12
7.1 District uses a variety of data (e.g. longitudinal, demographic, diagnostic, and perceptual) to support and inform district wide decisions.	Yes
7.2 The board of education annually reviews performance data disaggregated for any subgroup of five or more students at a grade level in order to effectively monitor student academic achievement and dropout/persistence-to-graduation rates.	Yes
7.3 The district uses disaggregated data to adjust instruction for subgroups and has criteria for evaluating the effectiveness of these adjustments.	Yes
7.4 The district has a written assessment plan which includes:	
a. Tests that are use and the purpose for each test;	Yes
b. Guidelines for including students with disabilities in district testing programs.	Yes
9.1 Instructional staff use evidence-based instructional practices to meet the learning needs of all students.	Yes
9.2 Instruction is routinely differentiated to address the needs of all students.	Yes
9.3 Instructional staff routinely use student data to provide interventions to address a continuum of student needs.	Yes
9.9 Supervision of instruction is a demonstrated priority for building leaders	Yes
10.1 All staff participate in regularly scheduled professional development as a part of ongoing school-based collaborative teams which are focused on student learning/performance as identified in the Comprehensive School Improvement Plan (CSIP).	Yes
10.2 Professional development promotes the practice of evidence-based skills that improve student achievement.	Yes
10.3 The implementation of new skills is supported through ongoing coaching, mentoring and collaboration.	Yes
10.4 New skills are monitored for fidelity of implementation through observation and supervision of classroom practices.	Yes
10.5 Professional development is evaluated based on its impact on teacher and administrator practices and student achievement.	Yes
16.1 A written process is in place for the early identification and implementation of learning and behavioral supports for students at risk of school failure.	Yes
16.2 Learning and behavioral supports are identified and coordinated at the classroom, building, district and community level.	Yes
16.3 The district uses a variety of student and program data to monitor, evaluate and inform decision-making to identify and implement successful learning and behavioral supports.	Yes
16.4 The district collaborates with community partners to develop systems of support for all students.	Yes
16.5 The district, through collaboration with community partners, provides learning and behavioral supports to address the academic, physical, and mental barriers impacting student success.	Yes
18.1 Parent education activities are provided, as required by the Early Childhood Development Act.	Yes
18.2 The district actively cooperates with other agencies or school groups (e.g., parent-teacher organizations, Practical Parenting Partnerships, Title I) to provide information related to child development and/or parenting skills.	Yes
18.3 Formal Strategies are in place to include parents/guardians in the educational process, and these strategies have been implemented successfully. These strategies include:	
a. Informing parents/guardians about the educational programs and services provided in the school(s) their children attend;	Yes
b. Informing parents/guardians of the learning objectives and goals in their children's classes;	Yes
c. Providing information/training regarding special education decision-making processes (for parents/guardians of children with disabilities);	Yes
d. Encouraging parents' participation in their children's education;	Yes
e. Providing resources that parents and children can use together to support learning.	Yes
19. The district complies with all provisions, regulations, and administrative rules applicable to each state and federal program which it has implemented.	Yes
23.2 The district has a written procedural plan, approved by the board of education, which coordinates the evaluation of all programs and services. This evaluation plan includes:	
a. Goals and objectives for the program and services offered;	Yes

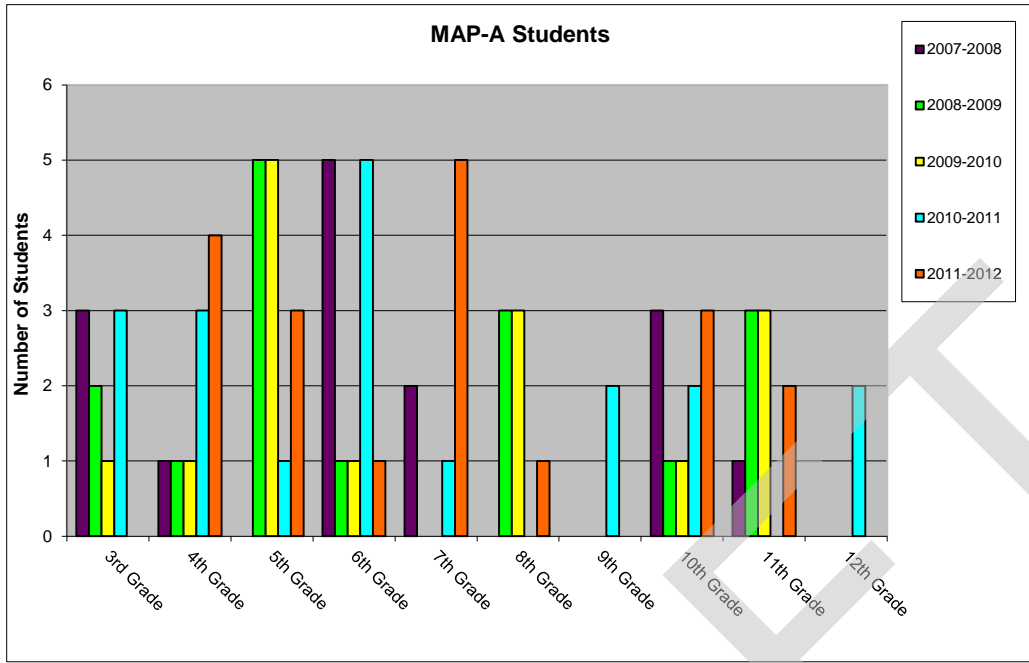
b. Data-driven measures based on the goals and objectives of the programs and services;	Yes
c. Designated responsible persons for the programs/services;	Yes
d. List of programs/services to be evaluated with timelines for reporting the results of these evaluations to the board of education.	Yes
23.3 The district conducts regular surveys of students and uses that information to inform decisions about its programs and services.	Yes
23.4 Patrons, parents, staff and students have opportunities to serve on committees, including those required by state or federal regulations, to study specific issues and provide feedback on district programs and services.	Yes
a. Required committees and councils meet and function within their stated mandates	Yes
24.6a The district submits data via DESE data collection mechanisms, including but not limited to MOSIS and Core Data, as required for each reporting period.	Yes
24.6b The district completes and submits self-monitoring documents to state and federal programs.	Yes
24.6d The district reviews the Annual Performance Report and submits and needed corrections promptly.	Yes
24.6e The district reports suspected child abuse and neglect to the Child Abuse or Neglect Hotline.	Yes
24.7a All programs and services in the district are housed in appropriate facilities.	Yes
24.7b Adequate maintenance services are provided to maintain all educational facilities in a clean, safe and orderly state.	Yes
25.1a The district complies with all state and federal requirements regarding reporting information to the public.	Yes
25.1b The district provides current information about the district's programs, services, and student performance through a variety of media.	Yes
25.2 The district has procedures to involve community members in educational activities	Yes
27.1 The district identifies and advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	Yes
27.2 The district collaborates with community leaders to collect, describe, and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and organization.	Yes
27.3 The district collects and accurately communicates data about educational performance in a clear and timely way to improve policies and inform community decisions.	Yes
27.4 District leadership implements processes to ensure regular collaboration with other agencies/organizations to respond to student needs in a timely manner.	Yes

Missouri Assessment Program-Alternate (MAP-A)

During the 2011-2012 school year, the district had 19 students participating in the Missouri Assessment Program (MAP-A).

To be eligible for the MAP-A, a student with a disability must meet all five criteria:

1. The student has a demonstrated significant cognitive disability and adaptive behavioral skills. Therefore, the student has a difficulty acquiring new skills, and skills must be taught in very small steps.
 2. The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.
 3. The student's educational program centers on the application of essential skills to the Missouri Show-Me Standards.
 4. The IEP team, as documented in the IEP, does not recommend participation in the MAP subject areas or taking the MAP with accommodations.
 5. The student's inability to participate in the MAP subject-area assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.
-
- 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.
 - 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.



DRAFT

Early Childhood – Preschool and Early Childhood Special Education

Current Data:

Preschool and Early Childhood Special Education Staff

	03-04 ECSE	04-05 ECSE	05-06 ECSE	06-07 ECSE	07-08 ECSE	08-09 ECSE & preschool	Dec 09-10 ECSE & preschool	10-11 ECSE & preschool	11-12 ECSE & Preschool	12-13 ECSE & Preschool
Process Coordinator/Educational Diagnostician/Categorical Consultant	.2	.2	1	1	1	1	1	1	1	1
Special Education certified Teachers for preschool and ECSE	3	3	3	3	3	6	7	7	7	7
Preschool certified teacher						1	0	0	0	0
Special Education Paraeducators	6	6	7	7	6	8	12	12	14	15
Preschool Paraeducators						4	0	0	0	0
Speech/Language Pathologists	1.6	1.6	1.6	1.4	1.4	1.6	1.6	1.6	2	2
Occupational Therapists (contracted-shared with K-12)	2	2	2	1	1	1	1	1	1	1
Physical Therapists (contracted-shared with K-12)	1	1	1	1	1	1	1	2	1	1
Visually Impaired teacher (contracted as needed-shared with K-12)					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 are typically in attendance on a half-day basis Monday, Tuesday, Thursday, and Friday. A few students with IEPs attend all day. Preschool staff members have planning, testing, collaboration, and meeting time on Wednesdays, as they do not have regular planning time when students are in attendance.

	DW	OB	HD	Total
Total ECSE students identified:	51	7	5	63
Number of students in process of evaluation: as of 12-1-12	7	1	2	10
Number of students being served in the home	0	0	0	0
Number of students receiving speech and language services:	50	4	5	59
Number of "typically developing peers" in program	44	13	11	68
Total number of students in preschool:	95	20	16	131

The ECSE Team has received a total of 48 referrals so far the 2012-2013 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 2011-2012	Met or not Met	State Target 2011-2012	
SPP 12: Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed by their third birthday	NA	NA	=100%	
SPP 7: Percent of children in ECSE who demonstrated improved:				
Positive social-emotional skills:	Summary Statement 1	100.00%	Met	≥92.70%
	Summary Statement 2	73.33%	Met	≥55.60%
Acquisition and use of knowledge and skills:	Summary Statement 1	91.67%	Not Met	≥93.80%
	Summary Statement 2	40.00%	Not Met	≥42.40%
Use of appropriate behaviors to meet needs:	Summary Statement 1	82.35%	Not Met	≥90.70%
	Summary Statement 2	66.67%	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				
	2009-2010	2010-2011	2011-2012	State: 2011-2012
Child Count	54	60	62	11,432
Participation Rate	8.06%	8.96%	7.68%	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	2009-2010		2010-2011		2011-2012		State 2011- 2012
	#	%	#	%	#	%	%
<i>In the regular early childhood program</i>	54	100.00%	59	98.33%	62	100.00%	56.88%
◆ 10+ hours with majority of sped services in:			54	90.00%	59	95.16%	24.46%
EC Program			5	8.33%	2	3.23%	20.24%
Other Program							
◆ less than 10 hours with majority of sped services in:			0	0.00%	0	0.00%	5.16%
EC Program			0	0.00%	1	1.61%	6.08%
Other Program							
Separate Class	0	0.00%	1	1.67%	0	0.00%	30.10%
Separate School	0	0.00%	0	0.00%	0	0.00%	1.58%
Residential Facility	0	0.00%	0	0.00%	0	0.00%	0.00%
Home	0	0.00%	0	0.00%	0	0.00%	1.09%
Service Provider Location	0	0.00%	0	0.00%	0	0.00%	11.17%
Total Early Childhood	54	100.00%	60	100.00%	62	100.00%	100.00%
Total attending and receiving majority of services in early childhood program* (SPP 6A)	54	100.00%	54	90.00%	59	95.16%	29.73%
Total separate placement** (SPP 6B)	0	0.00%	1	1.67%	0	0.00%	31.68%

*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	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Number referred and eligible	NA	NA	NA	4	NA
IEPs developed within acceptable timelines	NA	NA	NA	4	NA
Percent developed within acceptable timelines	NA	NA	NA	100.00%	NA
State % developed within acceptable timelines	97.38%	95.00%	38.58*	99.46%	95.90%

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: 2011-2012 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	#	%	%	#	%	%	#	%	%
a. did not improve functioning	0	0.00%	1.44%	1	3.33%	1.77%	1	3.33%	1.55%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	0	0.00%	3.62%	1	3.33%	2.82%	2	6.67%	4.09%
c. improved functioning to a level nearer to same-aged peers but did not reach	8	26.67%	41.51%	16	53.33%	51.23%	7	23.33%	35.80%
d. improved functioning to reach a level comparable to same-aged peers	9	30.00%	31.13%	6	20.00%	34.12%	7	23.33%	33.95%
e. maintained functioning at a level comparable to same-aged peers	13	43.33%	22.30%	6	20.00%	10.06%	13	43.33%	24.60%
Total:	30	100.00%	100.00%	30	100.00%	100.00%	30	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.		100.00%	93.48%		91.67%	94.90%		82.35%	92.51%
2. Percent of children who were functioning within age expectations by the time they exited		73.33%	53.43%		40.00%	44.18%		66.67%	58.55%

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
2011-2012	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	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Screening "Six Months to Kindergarten Entry"	533	499	655	605	643	642	564
High Needs Families "Birth to Five" (HN)	140	76	91	218	218	220	226

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

MSIP Standards for PAT

Process Standard	11/12
7.1 District uses a variety of data (e.g. longitudinal, demographic, diagnostic, and perceptual) to support and inform district wide decisions.	Yes
7.2 The board of education annually reviews performance data disaggregated for any subgroup of five or more students at a grade level in order to effectively monitor student academic achievement and dropout/persistence-to-graduation rates.	Yes
9.2 Instruction is routinely differentiated to address the needs of all students.	Yes
16.1 A written process is in place for the early identification and implementation of learning and behavioral supports for students at risk of school failure.	Yes
16.2 Learning and behavioral supports are identified and coordinated at the classroom, building, district and community level.	Yes
16.3 The district uses a variety of student and program data to monitor, evaluate and inform decision-making to identify and implement successful learning and behavioral supports.	Yes
16.4 The district collaborates with community partners to develop systems of support for all students.	Yes
16.5 The district, through collaboration with community partners, provides learning and behavioral supports to address the academic, physical, and mental barriers impacting student success.	Yes
18.1 Parent education activities are provided, as required by the Early Childhood Development Act.	Yes
18.2 The district actively cooperates with other agencies or school groups (e.g., parent-teacher organizations, Practical Parenting Partnerships, Title I) to provide information related to child development and/or parenting skills.	Yes

Process Standard	11/12
18.3 Formal Strategies are in place to include parents/guardians in the educational process, and these strategies have been implemented successfully. These strategies include: <ul style="list-style-type: none"> a. Informing parents/guardians about the educational programs and services provided in the school(s) their children attend; b. Informing parents/guardians of the learning objectives and goals in their children's classes; c. Providing information/training regarding special education decision-making processes (for parents/guardians of children with disabilities); d. Encouraging parents' participation in their children's education; e. Providing resources that parents and children can use together to support learning. 	Yes Yes Yes Yes Yes
19. The district complies with all provisions, regulations, and administrative rules applicable to each state and federal program which it has implemented.	Yes
23.2 The district has a written procedural plan, approved by the board of education, which coordinates the evaluation of all programs and services. This evaluation plan includes: <ul style="list-style-type: none"> a. Goals and objectives for the program and services offered; b. Data-driven measures based on the goals and objectives of the programs and services; c. Designated responsible persons for the programs/services; d. List of programs/services to be evaluated with timelines for reporting the results of these evaluations to the board of education. 	Yes Yes Yes Yes
23.3 The district conducts regular surveys of students and uses that information to inform decisions about its programs and services.	Yes
23.4 Patrons, parents, staff and students have opportunities to serve on committees, including those required by state or federal regulations, to study specific issues and provide feedback on district programs and services. <ul style="list-style-type: none"> a. Required committees and councils meet and function within their stated mandates 	Yes Yes
24.6a The district submits data via DESE data collection mechanisms, including but not limited to MOSIS and Core Data, as required for each reporting period.	Yes
24.6b The district completes and submits self-monitoring documents to state and federal programs.	Yes
24.6d The district reviews the Annual Performance Report and submits and needed corrections promptly.	Yes
24.6e The district reports suspected child abuse and neglect to the Child Abuse or Neglect Hotline.	Yes
24.7a All programs and services in the district are housed in appropriate facilities.	Yes
24.7b Adequate maintenance services are provided to maintain all educational facilities in a clean, safe and orderly state.	Yes
25.1b The district provides current information about the district's programs, services, and student performance through a variety of media.	Yes
25.2 The district has procedures to involve community members in educational activities	Yes
25.3 District leadership identifies preschool opportunities available to children and informs the community on the importance of early childhood education.	Yes

Section 504

Current DATA:

Submitted by Tracy Evans, 504 Coordinator

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.
- Many differences exist between Section 504 and IDEA.
- 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.
- Learning is the primary activity schools are generally concerned with for purposes of 504; however other life activities that qualify under Section 504 are walking, seeing, hearing, etc.
- 504 requires recipients operating public elementary and secondary education programs to annually undertake to locate and identify all students with disabilities.
- 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
Feb. 2003	1	-	3	1	9	10	25	0
Feb. 2004	1	-	2	0	7	12	19	2
Dec. 2004	1	-	1	5	12	6	21	5
Dec. 2005	2	-	5	5	12	6	28	11
Dec. 2006	0	-	0	4	17	6	17	5
Dec. 2007	1	3	0	4	13	8	13	1
Dec. 2008	2	3	0	3	7	12	15	0
Dec. 2009	2	1	0	1	7	16	19	0
Dec. 2010	1	4	4	1	8	14	21	1
Dec. 2011	2	4	2	1	8	3	22	3
Dec. 2012	4	2	3	2	8	7	25	0

Currently there are **51** students being served on 504 Nondiscrimination Plans versus **45** 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. During the 2011-2012 school year, the Camdenton R-III School District paid for the following outside placements for the 2011-2012 school year.

# of Students	Location	Cost
18	Other School Districts	\$4,151.82
1	State Residential Placements	\$7,367.53
11	Two Missouri State School for Severe Disabilities	\$71,951.99

Other Responsibilities - Homebound / Hospital Instruction

- Sophia Colvin, Special Services Administrative Secretary, coordinates district-wide Homebound Instruction.
- Ten students were provided with homebound instruction during the 2011-2012 school year due to medical issues and two for pregnancy.
- Eight 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 \$27,839.40
- During the 2011-2012 school year, we had twelve students who received educational services while hospitalized. Students were hospitalized at Lakeland Regional, Royal Oaks, Heartland, and Pathways. The students ranged from 2nd thru 11th grade. Three students were 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.
- Leslie Luttrell, 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 2011-2012 school year, the Camdenton 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

Special Services Annual Board Report respectfully submitted,

Dr. Kristy Kindwall

Dr. Kristy Kindwall, Director of Interventions