

Hampshire County Schools Special Education Performance Summary

July 2024



Focus Area 1: Efficiency Indicator Status –

All required corrective activities completed from Special Circumstance Review

Hampshire County Schools (HCS) has experienced challenges in meeting special education requirements for several years. As a result, they dropped into the “Needs Substantial Intervention” category on their 2023 Special Education Determination status. Effective June 7, 2024, with the issuance of the 2024 LEA Special Education Determinations, the county has been able to show progress sufficient to move up to the “Needs Assistance” category, a designation that does not carry the threshold of concern or the threat of loss of funds that was previously assigned. The matrix is attached that gives details of the 2024 Determinations, and a few specific details follow in the narrative and graph below to give a longitudinal look at the changes in data. Please note that based on the most recent available data, the annual special education determination results are consistently lagged one-to-two school years, according to the indicator, as reflected in the matrix.

From 2023 to 2024, HCS demonstrated the following with respect to the 46 special education results and compliance indicators on the Annual Desk Audit:

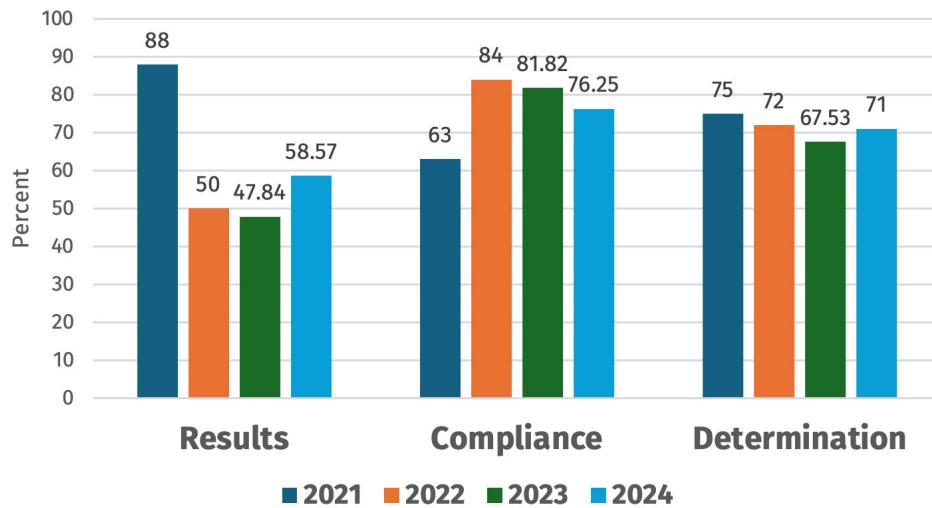
- **Improvement** in 19 indicators
- **Slippage** in 16 indicators
- **Positive maintenance** in 8 indicators
 - » (maintained performance at or above established target)
- **Negative maintenance** in 3 indicators
 - » (maintained performance below established target)

Overall, HCS met established targets for 20 out of 46 special education results and compliance indicators according to the Annual Desk Audit 2024.

- Results indicator targets are set by the state with stakeholder input
- Compliance indicator targets are set by the U.S. Department of Education, Office of Special Education Programs (OSEP) at 100% or 0%.

In addition to the Annual Desk Audit and special education determination process, HCS received onsite cyclical monitoring reviews during both the 2022-2023 and the 2023-2024 school years. HCS was able to make all required corrections to the 2022-2023 monitoring findings and has recently received its report from the 2023-2024 monitoring review. While results from the most recent cyclical monitoring show improvements at the elementary and middle school levels, there are still several concerns at Hampshire High School, and a required correction period follows all cyclical monitoring visits.

LEA Determination Trend



Focus Area 2: County Administrative Practices and Allocation of Resources

Significant progress has been made on the Special Circumstance report's recommendations in this area, including but not limited to, the hiring of a compliance specialist, a mentor/support professional to assist the special education director with her multitude of responsibilities, and the assignment of a West Virginia Department of Education special education liaison to provide targeted and intensive support in the areas of graduation, dropout, and secondary transition planning. While it did take some time to secure these positions, capacity-building initiatives have been successful thus far. Improvements are still ongoing, and more significant plans have been made with continuous improvements expected in the upcoming school year.

Focus Area 3: Individualized Education Programs (IEPs)

Significant work has been undertaken in this area and all corrective actions have been addressed with varying levels of success. Service verification is a challenge for many districts as services on IEPs and school schedules must align to the minute. Any overserving or underserving is unacceptable. School- and district-wide training initiatives have been put in place to address service verifications and improvements in decision making related to least restrictive environment (LRE) during IEP processes. In addition, an Inclusive Practices training is scheduled prior to the opening of the 2024-2025 school year to further focus on LRE practices.

Focus Area 4: Access to Curriculum – Continuing Progress

Training at the LEA- and state-level are ongoing to address instructional practices and access to the curriculum for students with disabilities. Co-teaching training will be implemented for the upcoming school year. Maintenance and/or improvements were noted on the annual determination in most areas of achievement for students with disabilities.