

Special Education at a Glance

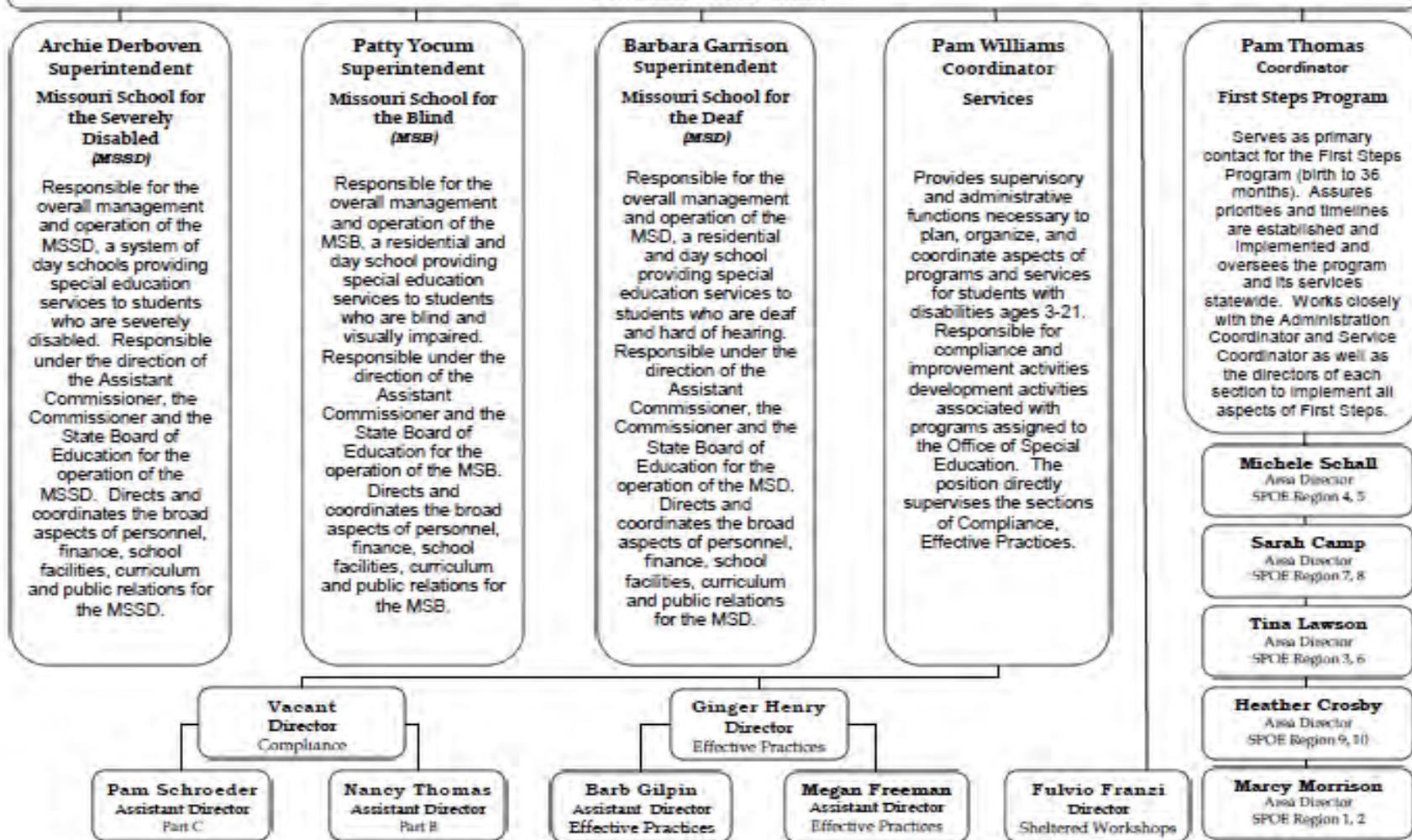
New District Superintendents

Stephen Barr, Assistant Commissioner,
Office of Special Education

Department of Elementary and Secondary Education

Office of Special Education

Dr. Stephen Barr
Assistant Commissioner



Total Child Complaints/Due Process

Complaints	Number	Percent
Filed	122	
Withdrawn	54	44.3% of Filed
Mediated	7	5.7% of Filed
Issued	56	24.6% of Filed
Pending	12	9.8% of Filed

Child Complaints (2011-12 Report)

Complaints	Number	Percent
Filed	66	
Withdrawn/Dismissed	11	16.7% of Filed
Pending	1	1.5% of Filed
Report Issued	54	81.8% of Filed
Filed with Findings	28	42.4% of Filed
Report Issued with Findings	28	51.9% of Issued

Due Process Complaints (2011-12 Report)

Complaints	Number	Percent
Filed	56	45.9% of Total
Withdrawn/Dismissed (including resolved)	43	76.8% of Filed
Resolved w/o Hearing	15	34.9% of Wdrawn/Dismiss
Adjudicated	2	3.6% of Filed
Pending	11	19.6% of Filed

Due Process 3-Year Summary

Over a three year span 73 districts accounted for 141 due process complaints:

- 56 districts had complaints in only 1 of the 3 years
- 13 districts had complaints in 2 of the 3 years
- 7 districts had complaints in all 3 years

	2010-11	2011-12	2012-13	Totals
# of Complaints	56	59	26	141
No. of districts	38	44	20	73

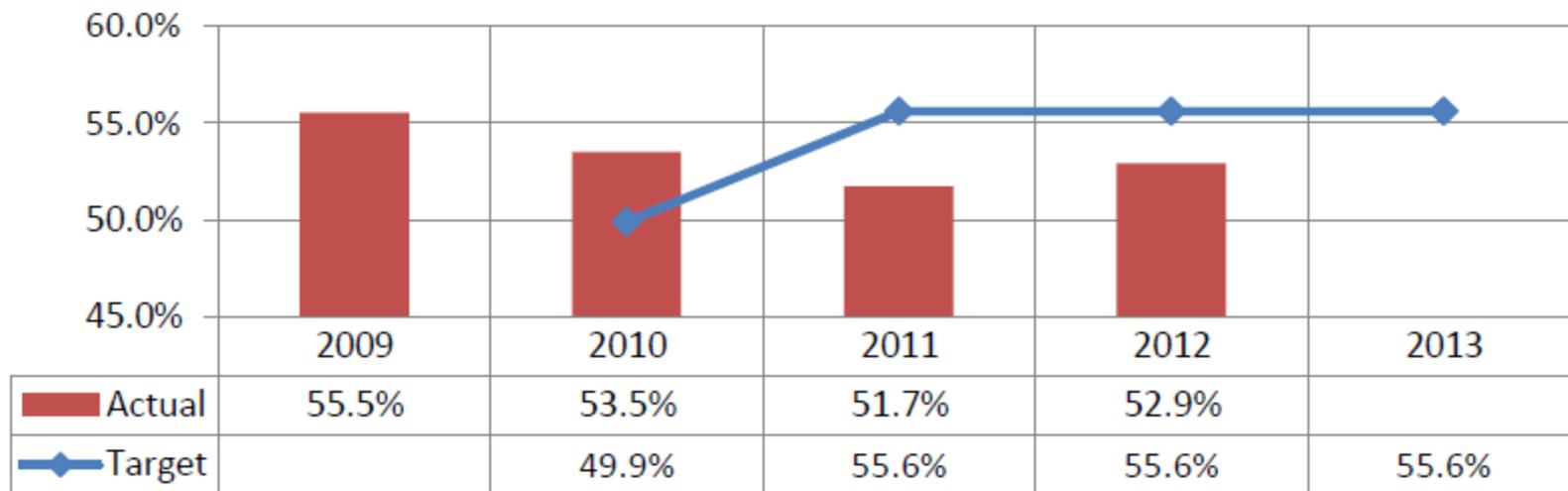
MO Socio-Econ Prevalence Data

Category	All	Non-IEP	IEP
Unreduced	51.0% (9.9% have IEPs) Elem: 47.9% (10.2% w/IEP) Sec: 58.1% (9.2% w/IEP)	52.5% E: 49.2% S: 60.0%	40.7% E: 39.0% S: 44.6%
Reduced	7.6% (13% have IEPs) Elem: 7.7% (13.3% w/IEP) Sec: 7.4% (12.35 w/IEP)	7.5% E: 7.6% S: 7.4%	8.0% E: 8.2% S: 7.7%
Free	41.4% (15.3% have IEPs) Elem: 44.4% (14.9% w/IEP) Sec: 34.5% (16.5% w/IEP)	40.0% E: 43.2% S: 32.6%	51.3% E: 52.8% S: 47.7%
Total	100.0% (12.4% have IEPS) Elem: (12.6% w/IEP) Sec: (11.9% w/IEP)	100.0%	100.0%

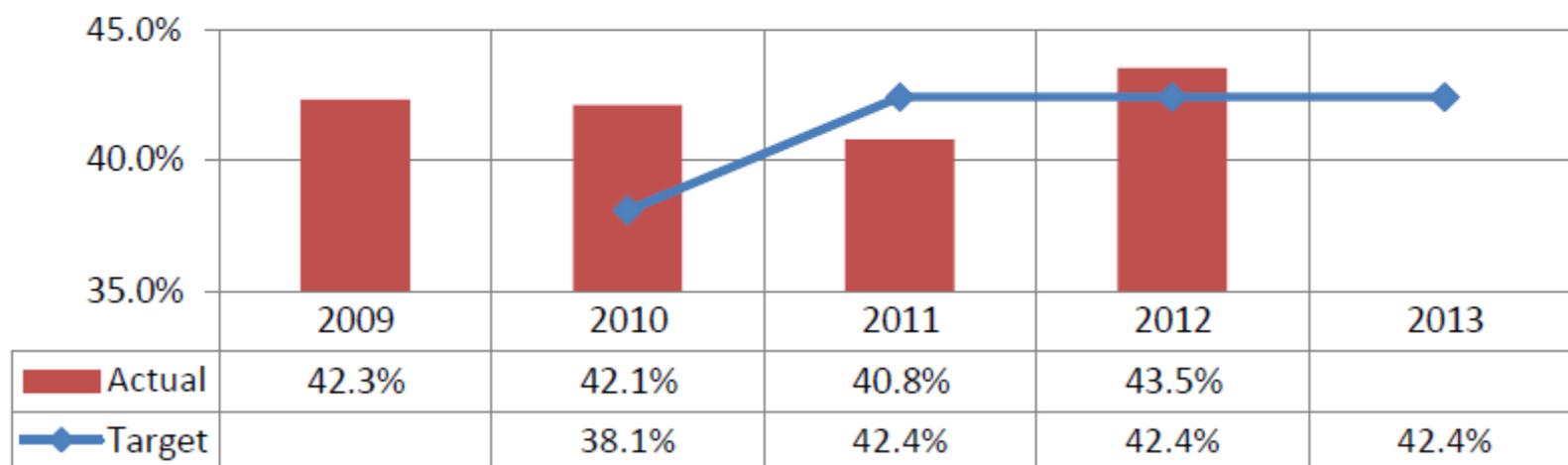
Early Childhood Outcomes

- Outcome Areas:
 - Positive social-emotional skills
 - Acquisition and use of language and skills
 - Use of appropriate behaviors to meet needs
- Summary Statement 2
 - The percent of ECSE children who were functioning within age expectations by the time they exited ECSE

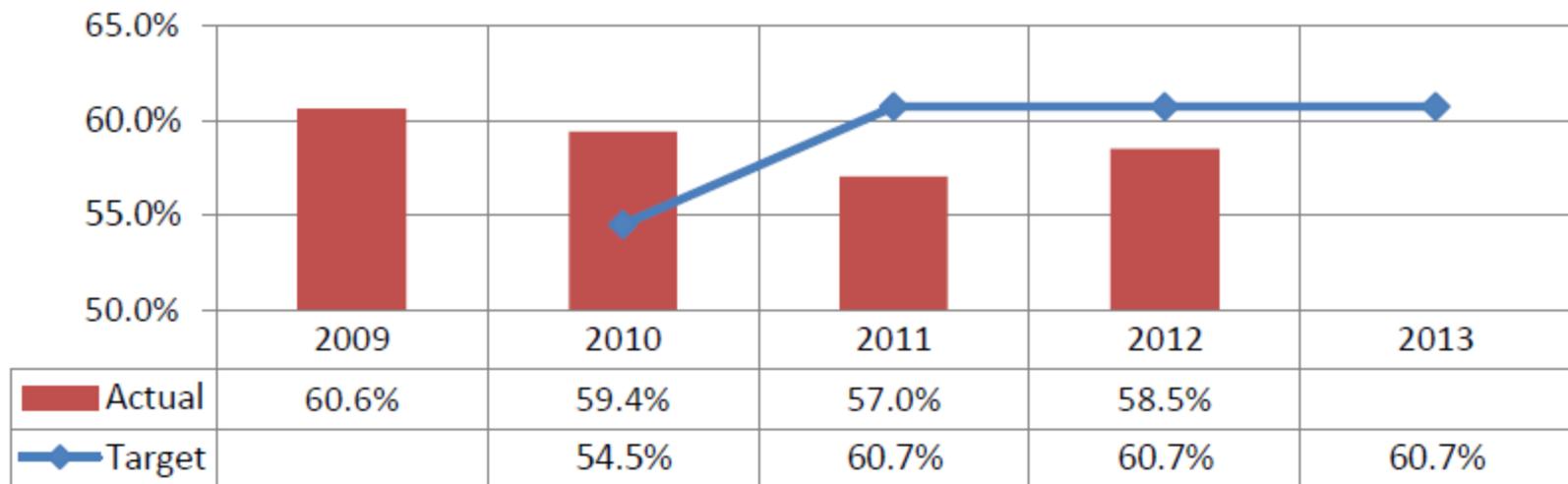
Indicator 7A: Social-Emotional Summary Statement 2



Indicator 7B: Knowledge & Skills Summary Statement 2



Indicator 7C: Behaviors Summary Statement 2



Communication Arts 2012 —sans MAP-A

SWD Cat	No. Rpt 3-8	Top 2	Top 2 %	No. Rpt 9-12	Top 2	Top 2 %
Speech Impaired	8,782	4,179	47.6%	231	154	66.7%
AU	2,701	683	25.3%	517	290	56.1%
ED	3,062	563	18.4%	844	305	36.1%
OHI	9,541	1,247	13.1%	2,602	809	31.1%
LD	16,430	1,834	11.2%	5,020	1,384	26.9%
Lang Imp	5,090	424	8.3%	791	158	20.0%
MR	2,097	21	1.0%	587	33	5.6%
Totals	48,807	9,173	18.8%	10,923	3,213	29.4%

Mathematics 2012 --sans MAP-A

SWD Cat	No. Rpt 3-8	Top 2	Top 2 %	No. Rpt 9-12	Top 2	Top 2 %
Speech Impaired	8,779	4,698	53.5%	266	171	64.3%
Autism	2,702	817	30.2%	548	247	45.1%
OHI	9,533	1,458	15.3%	2,125	476	22.4%
ED	3,064	540	17.6%	703	148	21.1%
LD	16,417	2,757	16.8%	4,628	1,013	21.9%
Lng Imprd	5,091	774	15.2%	690	150	21.7%
MR	2,095	37	1.8%	495	32	6.5%
Totals	48,783	11,312	23.2%	9,779	2,315	23.7%

Discipline Data >10 days – duplicated count w/ Multiple Short Sessions

Category	O	T	W	N	V	D	A	Total
Non	7,433	267	327	666	858	1,234	159	10,944 74%
IEP	2,665	90	135	195	356	308	39	3,788 26%
Total	10,098	357	462	861	1,214	1,542	198	14,732
Non	67.9%	2.4%	3.0%	6.1%	7.8%	11.3%	1.5%	100%
IEP	70.4%	2.4%	3.6%	5.1%	9.4%	8.1%	1.0%	100%
Total	68.5%	2.4%	3.1%	5.8%	8.2%	10.5%	1.3%	100%

Graduation Rate

SWD Category	2011 IEP Stdts	2011 Grads	2011 Grad Rate	2012 Grads 5-yr	2012 5-yr Rate	2012 Grad Rate -4
MR/ID	1,106	671	60.7%	751	66.9%	62.2%
ED	1,049	527	50.2%	588	55.5%	58.7%
LD	5,086	3,663	72.0%	3,865	75.7%	77.9%
OHI	1,697	1,201	70.8%	1,309	77.5%	73.7%
AU	341	219	64.2%	242	69.3%	66.2%
Lang Imp	398	318	79.9%	339	87.1%	87.0%
Spch Imp	38	31	81.6%	32	84.2%	72.3%
Totals	10,029	6,816	68.0%	7,335	72.9%	72.9%

Post-Secondary Follow-up

- A: Enrolled in higher education [completed one term] within one year of leaving high school
- B: Enrolled in higher education [completed one term] or competitively employed [at least 90 days and 20 hours per week] within one year of leaving high school
- C: Enrolled in higher education or in some other postsecondary education or training program [completed one term] or competitively employed or in some other employment [at least 90 days and 20 hours per week] within one year of leaving high school

Category (2011-12 Graduates)	Number of SWD	Competitive Employed	Higher Education	Employ/Cont Ed	MAP Prof CA 9-12
Intellectual Disability/MR	741	25.9%	11.5%	45.7%	5.6%
Emotional Disturbance	479	21.9%	32.2%	61.0%	36.1%
Learning Disability	3,006	26.6%	39.7%	73.7%	26.9%
Other Health Impaired	1,207	25.9%	32.9%	65.5%	31.1%
Autism	320	15.6%	34.7%	58.8%	56.1%
Language Impaired	317	26.2%	42.9%	77.6%	20.0%
All SWD	6,370	24.8%	34.1%	66.4%	29.4%

Collaborative Data Teams

Effective Teaching and Learning Practices	Common Formative Assessments	Data-Based Decision - making
<p>Collaborative Data Teams help each other learn to select and use effective teaching and learning practices which are intentionally used to improve student outcomes</p>	<p>Collaborative Data Teams use common formative assessments to monitor the value of the teaching and learning strategies and of student acquisition of knowledge and skills</p>	<p>Collaborative data teams collectively analyze data to determine what practices are most likely to work for re-teaching and who needs more help. Re-testing validates their decisions.</p>

Questions?

Discussion:

Districts where SWDs perform at high levels first treat SWDs first as part of the learner population and secondarily as a person with a disability. What is your role as a district leader to help make that happen?