



# OFFICE OF SPECIAL EDUCATION

*New Superintendents - 2014*

July 2014

Missouri Department  
of Elementary and Secondary Education

# Basic Points

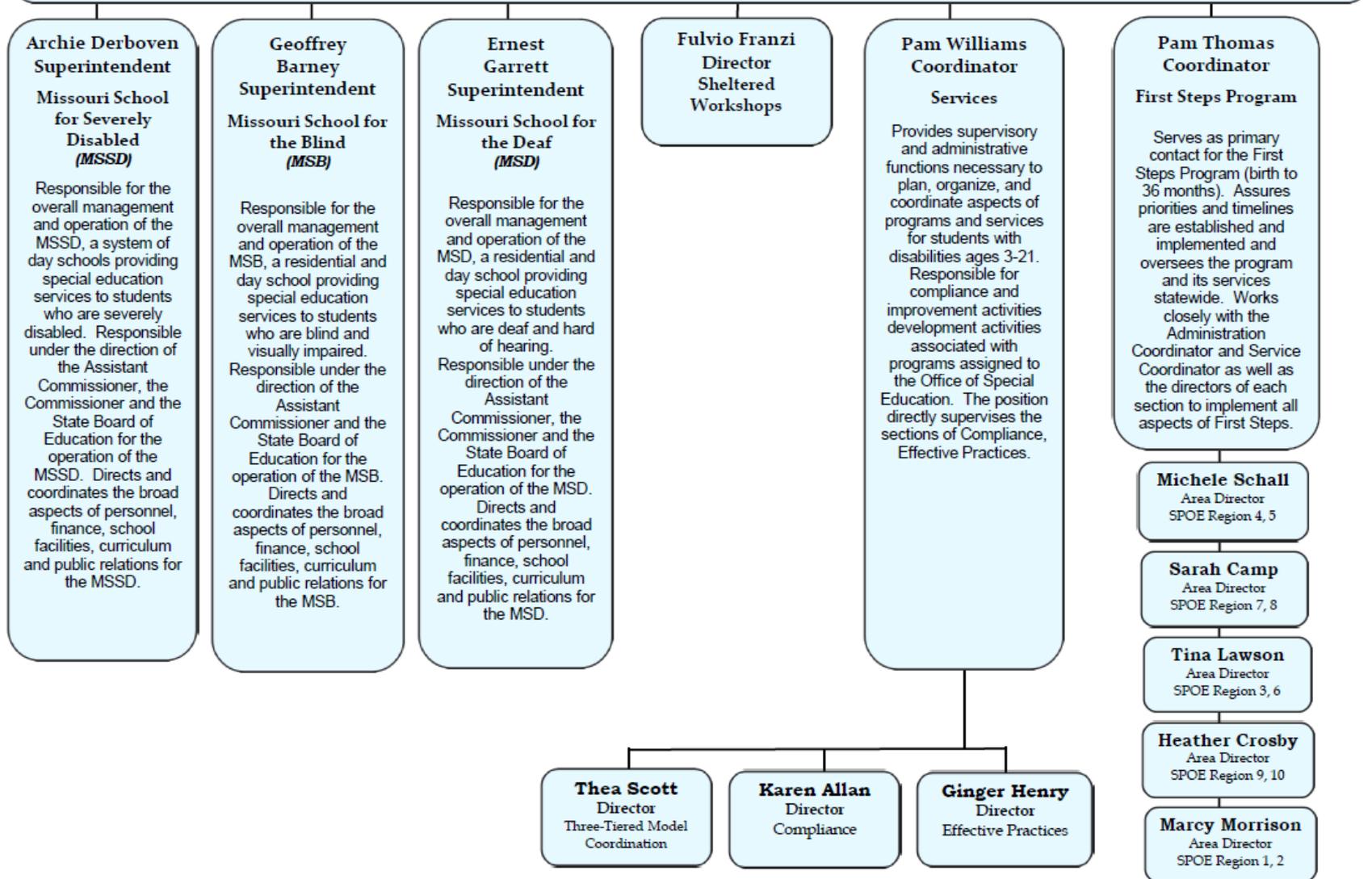
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- Understand the organization of Office of Special Education
- Due process is fairly limited
- Students with disabilities is more varied and changeable than most people understand
- What OSE has initiated to help all schools with Risk and/or Non-Risk populations



# Department of Elementary and Secondary Education Office of Special Education

**Dr. Stephen Barr**  
Assistant Commissioner



# Major Engagement w/OSE

- Compliance Section—three year cohort model in collaboration with other federal programs
- Effective Practices Section:
  - Collaborative Work—all school reform
  - Schoolwide Positive Behavior Supports—all school
  - Professional Learning Communities—all school
  - Transition, Drop-out, Graduation—all school
  - Early Childhood Special Education (ECSE)
- Child complaint/due process (relax a little—it's not that bad)



# Due Process 3-Year Summary

Over a three year span 73 districts accounted for 182 due process complaints:

- 9 districts had complaints in all 3 years
- 20 districts had complaints in 2 of the 3 years
- 44 districts had complaints in only 1 of the 3 years
- Less than 20% typically go to a hearing

	2010-11	2011-12	2012-13	Totals
# of Complaints	56	59	67	182
No. of districts	38	44	37	73



# Limit Issues w/Families

- Treat everyone with respect
- IEP Facilitation (pilot spring 2015)
- Mediation
- Dispute resolution



# Data Observations

- IEP students = 12.7% of student population (122,918 students ages 3-21)
- 60% of Students w/Disabilities are F/R lunch
- F/R students 1.5 x's more likely to have an IEP
- 13 categories of disability—great variance
- Variance between elementary and secondary
  - Speech/Lang 4 times higher in elementary
  - LD and ED almost double in secondary
  - OHI and DD increase by 1.5 and 1.4 in secondary



# More Data Observations

- Some categories of SWD perform similar to non-disabled students and some do not
  - Speech impaired and autism perform similar to All students
  - LD, OHI, and ED on average have significant gaps in performance from All students—except in poor performing districts
- Discipline rates of SWDs is 2 Xs higher than All
  - ED and LD more likely to be long term removed



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



# Collaborative Data Teams

<b>Effective Teaching and Learning Practices</b>	<b>Common Formative Assessments</b>	<b>Data-Based Decision - making</b>
<p>Collaborative Data Teams support each other to select and use “effective” teaching and learning practices</p> <p>Teaching and learning practices fit directly into teacher evaluation model</p>	<p>Collaborative Data Teams use common formative assessments to monitor the value of the teaching and learning practices</p> <p>Use of formative assessments fits directly into the teacher evaluation model</p>	<p>Collaborative data teams collectively analyze data to determine what practices are most likely to work for re-teaching</p> <p>Using data to guide decisions fits directly into the teacher evaluation model</p>

# DISCUSSION

**Districts where SWDs perform at high levels treat SWDs first as part of the general education learner population and secondarily as a person with a disability. What is your role as a district leader to help make that happen—policy, PD, structure, conversation, focus on effective practices?**

# Contact Us

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