

Special Education in the Partner Districts

Report of School Year 2021-22 Results



July 2023

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The Special Education in the Partner Districts report is produced annually by the **SSD Evaluation and Research Division**.

Key Results and Trends

Incidence and Identification

- Overall disability incidence in St. Louis County declined in school year 2022 for the second consecutive year. Incidence in St. Louis County continues to exceed that statewide.
- Across SSD's partner districts, incidence ranged from 10.5% to 16.7% in 2022. The report highlights districts that have experienced substantial increases or decreases in incidence since 2020.
- Incidence for certain disability categories is considerably higher in St. Louis County than it is statewide. This is true of Other Health Impairment (OHI), which is the primary disability category under which the largest number of students in St. Louis County receive special education services, and Autism, the incidence of which continues to increase (standing at 2.44% as of 2022).
- Black students in St. Louis County were 2.91 times more likely than students in other race groups to receive services under the primary disability category of Intellectual Disability (ID) in 2022. However, this disproportionality has marginally declined / improved over several years. Disproportionality in other eligibility categories is low to moderate countywide.

Educational Environments

- The proportion of students receiving services in the least restrictive educational environment category of $\geq 80\%$ (of the school day in general education) increased to 64.5% in 2022. The St. Louis County rate exceeds the statewide rate, which suggests that more students with disabilities in St. Louis County receive the large majority of their instruction in the general education setting alongside nondisabled peers.
- Twenty-one of twenty-two partner districts met the $\geq 80\%$ state LRE target in 2022, but only thirteen of twenty-two met the $< 40\%$ target.
- The percentage of St. Louis County students in separate placements (3.9% in 2022) declined to its lowest level since 2013, moving it closer to the SPP target of 3.6%.

Academic Achievement

- Students with disabilities in St. Louis County performed in the Proficient or Advanced range in ELA and math at higher percentages than students with disabilities across the rest of the state in 2022. They also achieved proficiency rates that lie closer to those for the overall student population based on comparison ratios.
- Countywide, all SPP academic achievement targets were exceeded in 2022.
- While caution should be taken in comparing state assessments results from school years 2021 and 2022, among students with disabilities, reading proficiency rates declined in 2022, whereas math proficiency rates increased considerably.
- Substantial variance in the state test performance of students with disabilities across individual partner districts persists.

Discipline

- Countywide, the total suspension rate was 48.8 in 2022, meaning 48.8 suspensions were administered for every 100 students with IEPs. This is nearly identical to the statewide rate. Out-of-school suspension (OSS) is used as a disciplinary response for students with disabilities more often among St. Louis County districts (as a whole) than in the state overall.
- Students with disabilities were 2.14 times more likely to receive a suspension than were students without disabilities in 2022.
- For SSD / St. Louis County districts as a whole in 2022, DESE-established significant discrepancy and significant disproportionality thresholds, as applied to Black students, were exceeded. For Black students with a disability, receipt of an OSS exceeding 10 days was 4.6 times more common than for nondisabled students (of all races), and 4.1 times more common than for students with disabilities in other race groups.
- Patterns in the administration of suspensions to students with disabilities vary markedly across St. Louis County districts.

Graduation and Dropout

- The countywide 4-year graduation rate for students with disabilities was 79% in 2022, an improvement over the 2 prior years but below the newly-established (and more demanding) SPP target of 84%. The statewide rate was 78% in 2022.
- Twelve of SSD's twenty-two partner districts met or exceeded the graduation target in 2022.
- The dropout rate for students with disabilities was 2.0% in 2021, which represents an increase but at the same time falls below the statewide rate of 2.2% and well below the SPP target of 10.8%.

Post-secondary Placement

- The proportion of graduates found to have met criteria for a positive post-secondary outcome of any sort in the 6 months following graduation was 57.7% in 2022. This falls below the state target of 60.4%. However the percent of students with a positive higher education outcome (34.5%) substantially exceeds the state target (23.4%).
- Several districts reported less than 20% of students exiting in school year 2021 who met the criteria for a positive post-secondary outcome in the first 6 months following exit.

Description

SSD produces an annual report highlighting outcomes from the Special Education State Performance Plan (SPP) Indicators (Part B). SPP Part B Indicators include (1) **incidence rates and identification patterns**; (2) **educational environments (LRE)**; (3) **academic achievement**; (4) **discipline (suspensions)**; (5) **graduation and dropout trends**; and (6) **post-secondary placement**. In addition certain supplemental data (e.g., identification risk ratios) are reported and analyzed.

The source of the majority of data used in this report are the “Special Education District Profiles” generated by DESE for each district in the state. These profiles publicize data on the performance of each Local Education Agency (LEA) in relation to the targets established in the SPP. The profiles are typically made available mid-year of the subsequent school year, and thus the data reported here are “lagging” (i.e., the report is produced well after the most recent school year it covers has concluded).

Special education delivery in St. Louis County is unique in that [SSD collaborates with 22 partner districts to provide services and supports](#). Service delivery occurs through the coordination of many “programs” and departments. Collectively these efforts result in the provision of high-quality special education services to a large number of students attending a range of independent school districts, each of which possess unique curriculum, programs, systems of student support, technology infrastructure, financial resources, etc. SSD services include eligibility evaluation, direct and collaborative instruction, related services, and administration of stand-alone programs housed in partner district buildings. SSD also provides programs for students who are Deaf and Hard of Hearing countywide, as well as early childhood special education services for 14 of its 22 partner districts. In addition, SSD offers professional learning opportunities open to partner district staff, and many SSD educators engage in consultative services and/or contribute to school-wide planning and programming for students both with and without disabilities.

This report focuses on students attending K-12 public schools who receive special education, of whom there were **20,695** in St. Louis County as of December 1, 2021 (the count increased from 20,134 in 2020-21). In addition, 1,592 students were receiving early childhood special education services countywide (679 through SSD Early Childhood Special Education), and 935 students with disabilities were attending private/parochial schools (down from 991 in 2020-21). District enrollment and demographic summaries are provided in **Appendix A**.

It is important to note that **virtual learning options and other mitigation measures implemented as a response to the COVID-19 pandemic in school years 2019-20 and 2020-21 impacted results presented in this report**. All school districts in St. Louis County discontinued in-person instruction in approximately March of the 2019-20 school year. All districts then remained virtual-only at the outset of the 2020-21 school year, with some districts implementing in-person or blended learning options beginning mid-fall, and others maintaining exclusively virtual learning through much of the year. Potential impacts include a reduction in special education referrals and evaluations. State accountability assessment requirements were cancelled in 2019-20. Evidence of student “learning loss” during the pandemic is [well documented](#).¹ The administration of disciplinary suspensions markedly declined during periods of virtual and blended learning, reducing comparability to historical results. In addition, dropout and graduation results may have been impacted by modifications to administrative practices related to attendance, grading, and the award of course credits. Furthermore, socioeconomic impacts of the pandemic likely influenced opportunities for employment and education available to graduates in the short term.

¹ <https://educationrecoveryscorecard.org/>

How to Use This Report

Purpose

This report includes an extensive amount of data. However, wading through all the data in order to identify important trends and improvement targets can be challenging. While some trends for individual districts are highlighted in the narrative of the report, more frequently the discussion centers around outcomes for students served by SSD as a whole. Thus, the purpose of this “how to” guide is to offer suggestions on how consumers of this report might approach utilizing the information presented in a manageable, efficient way.

Potential Opportunities for Use

Evaluate effectiveness of service delivery

ASSESS: Performance over time

HOW: Trend over time is depicted in the charts by horizontal bars / data points corresponding to the 2-4 most recent school years.

Determine outcome patterns that require additional study

ASSESS: Performance relative to other districts

HOW: The figures generally list individual districts in order by level of performance on the indicator in question.

Identify opportunities for improvement

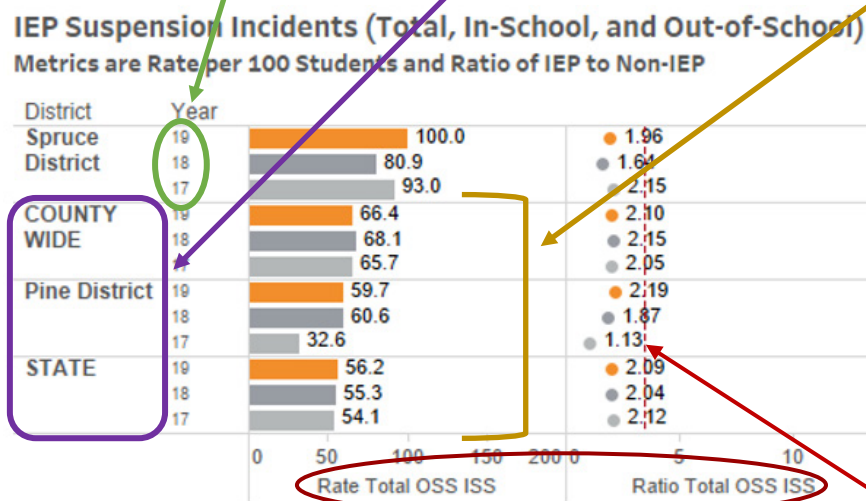
ASSESS: Set future performance targets based on state- and countywide performance (and/or similar districts)

HOW: (a) Consult countywide data and set a multi-year goal that falls in line with those results

AND/OR

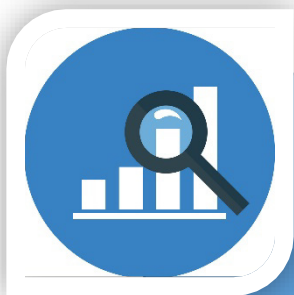
(b) Consult *Appendix A* to find a district with similar demographics. Based on that information, consider the data of comparable districts with stronger performance, and set improvement targets reflective of their outcomes.

**Note: Your team may also benefit from reaching out to the comparable district to learn about their practices.*



Metrics

Dashed red lines indicate state targets



Issue: Leaders in the Spruce School District would like to better understand and improve suspension rates among students with disabilities.

STEPS:

1. Spruce district leaders locate their district's data (see annotated chart above) and observe the three stacked horizontal bars to understand trends in suspension rates over time in their district.
2. After recognizing there has been a substantial increase over the previous year, Spruce leaders consult the statewide and countywide suspension rates to assess how they are doing comparatively.
3. Spruce leaders realize their suspension rates greatly exceed the state and county averages. They decide to additionally explore what suspension rates might be in other local districts that operate in similar contexts to themselves. After reviewing districts with lower suspension rates and consulting Appendix A, Spruce leaders determine that the Pine district would be a good comparator, based on (a) its lower rates of suspension, and (b) its similar demographic makeup and geographic proximity to Spruce.
4. After conducting the analysis above and engaging in discussion regarding possible factors contributing to the issue, Spruce district leaders determine that it would also be worthwhile to reach out to Pine district leaders in the hopes of better understanding practices and conditions that may be contributing to Pine's lower suspension rates that could be emulated.
5. Having acknowledged opportunities for improvement with respect to reducing suspension rates, Spruce leaders now turn their conversation to determining what success would look like. In doing so, they look to state- and countywide rates, as well as their identified comparator's (Pine district) recent performance, as reference points that will inform annual improvement targets that are ambitious yet feasible to achieve over time. Based on that review, they also decide to track and set within-year targets for suspensions and office discipline referrals among students with disabilities in order to assess the effectiveness of improvement efforts in the short term.

Equity

Notes on “equity considerations” are provided throughout the report to underscore outcome disparities that may inform improvement targets. Some figures include data points that reflect discrepancies in outcomes between students with disabilities and those without disabilities, and/or comparison of outcomes by student racial group. Drawing connections between performance and demographic features of districts as shown in **Appendix A** may inform discussions around not only equitability of outcomes but also equitability of opportunity.²

Data Source / Representation

Most figures include special education performance trends over 2-4 years for each district in St. Louis County, as well as results for the county and state as a whole. Data is presented on six key outcome areas from the Special Education Profiles. The source of the information provided in the report is the [MO DESE Special Education Profiles](#)³.

Limitations for Use

In some cases, the outcomes reported are based upon data from a relatively small number of students. Be aware that as sample sizes decrease, the likelihood that year-to-year changes in performance represent random variation (as opposed to a “true” trend) increases. Also note that rates for some indicators could be impacted by variations in data collection procedures (e.g., post-secondary success) or administrative practices/policies (e.g., suspensions). In addition, users are reminded that the countywide performance data provided in figures includes outcomes for students attending SSD separate schools and programs. This is typically the reason why countywide results do not necessarily rank toward the “middle” of the distribution relative to SSD’s partner districts. Finally, DESE continues to update the Special Education Profile results across the year if/when data exceptions or errors are identified. Therefore, data presented here sourced from the mid-year release may not align perfectly with subsequent updates.

Follow-up Questions

This report has been developed by the [SSD Evaluation and Research Division](#). The SSD director and/or special education coordinator(s) that supervise special education services in each district or school might also provide assistance in contextualizing the information.

² Information regarding SSD equity initiatives can be found at <https://www.ssdmo.org/Domain/294>.

³ <https://apps.dese.mo.gov/MCDS/Visualizations.aspx?id=31>

Results and Equity Considerations

Incidence Rates and Identification Patterns

Performance/Effectiveness Question(s) These Data Inform: *How have incidence rates changed over time? Is incidence of certain disability categories increasing or decreasing? What are patterns in incidence rate trends across individual partner districts? Is disproportionality in incidence/identification a concern?*

The graphics below displays trends in incidence over 3 years for each of SSD's partner districts as well as St. Louis County and the state of Missouri as a whole. The incidence rate refers to the proportion of students who receive special education among all students in a district. Total incidence rate along with the incidence rates for each of the seven most common disability categories are displayed. Note that, for districts with lower enrollment, the addition or subtraction of a relatively small number of students from a disability category can impact incidence rate.⁴

Results Summary (Incidence)

- Overall incidence in St. Louis County decreased in school year 2022, marking the second consecutive year of decline following annual increases since 2015. The incidence rate was 15.6% as of school year 2022, compared to 16.0% the prior year.⁵ Incidence in St. Louis County continues to exceed that statewide (the statewide rate, which includes SSD, was 13.3% in 2021).⁶
- Districts with the highest incidence rates⁷ as of 2022 include **Ritenour** (16.7%), **Afton** (16.6%), and **Jennings** (16.4%).
- Districts with the lowest incidence rates (i.e., rates that lie below the statewide rate) as of 2022 include **Clayton** (10.5%), **Ladue** (11.4%), **Brentwood** (12.0%), **Webster Groves** (12.4%), **Rockwood** (13.1%), and **Kirkwood** (13.2%).
- Districts demonstrating the largest increases in overall incidence from 2020 to 2022 include **Valley Park** (+1.56 percentage points), **Maplewood-Richmond Heights** (+1.29), **Afton** (+1.09), and **University City** (+0.97).
- Districts that experienced the largest declines in incidence rate from 2020 to 2022 include **Ferguson-Florissant** (-2.05 percentage points), **Bayless** (-1.46), **Brentwood** (-1.27), and **Kirkwood** (-1.20).
- The extent to which individual districts experienced changes in overall incidence and/or incidence for a given disability category over 3 years can be reviewed in the table below.⁸ In the table, decreases in incidence correspond to progressively darker blue shading, while increases in incidence correspond to progressively darker orange shading.
- Trends for individual disability categories are summarized below.
 - **Other Health Impairment (OHI)** remains the most common primary disability category under which students receive services. OHI incidence in St. Louis County (3.62%) remains considerably higher than it is statewide (3.08%).
 - **Specific Learning Disability (SLD)** remains the second most common disability category. However the statewide incidence rate for SLD (3.57%) exceeds the rate in St. Louis County (3.16%).

⁴ Also note that the incidence rate is based upon a *December* census of special education enrollment. Thus 2020-21 incidence was likely impacted by pandemic mitigation measures, but 2019-20 incidence would not have been.

⁵ One potential contributor to the incidence drop could be the reduction in special education referrals and evaluations completed over spring of school year 2020 and fall of school year 2021, resulting in fewer new identifications.

⁶ The St. Louis County incidence rate is higher than the statewide rate, in part, due to the higher number of non-public students served in comparison to other areas of the state. As of 2022, SSD served 44% of all non-public students identified with disabilities in the state of Missouri. Despite this, the St. Louis County incidence rate still exceeds that statewide even when non-public students are excluded from the calculation.

⁷ Note that students attending SSD separate schools and programs do not count toward a partner district's incidence rate in these statistics. Were they included, incidence rates would be higher for many districts. Find data on SSD school/program enrollment in Appendix B.

⁸ It is important to reiterate that the lower a district's enrollment, the greater fluctuation in incidence we might expect based on random variation alone. In fact, districts identified as having large relative changes are often those with lower enrollment.

- The incidence of **Autism (AU)** continues to increase and stands at 2.44% as of 2022 (as recently as 2010 it was only 1.29%). AU is the third most common primary disability among students in St. Louis County. The statewide incidence rate for Autism is substantially lower (1.66%), though also increasing.
- There was a slight uptick in countywide incidence of **Language Impairment (LI; 0.86%)** following multiple successive years of decline (it was 1.62% in 2010). Incidence of LI in St. Louis County falls below that statewide (1.09%). DESE introduced revised LI eligibility criteria (which may impact incidence trends) in school year 2019-20.
- The incidence of **Emotional Disability (ED; 1.32%)** decreased in 2022. Prior to 2022 it had increased a small degree annually since 2013. A much higher percentage of students are eligible under ED in St. Louis County than is the case statewide (0.78%).
- Incidence for the category of **Speech Impairment (SI; 2.20%)** declined for the second consecutive year. While SI incidence has declined precipitously over 10 years statewide (it was 1.47% in 2022), the SI rate in St. Louis County has been relatively stable.
- Incidence for **Intellectual Disability (ID; 1.05%)** declined in 2022. The rate of ID is marginally higher in St. Louis County than it is statewide (0.96%). Updates to the state eligibility criteria for ID were initiated in school year 2021-22.

Special Education Incidence Change 2020 to 2022

Data represent percentage point change in incidence. Increases are shaded **orange** and decreases are shaded **blue**.

District	Total Incidence	OHI	SLD	AU	SI	ED	ID	LI
Valley Park	1.56%	0.61%	0.93%	0.28%	-0.06%	0.00%	-0.11%	-0.31%
MRH	1.29%	0.14%	0.82%	0.49%	0.13%	0.03%	-0.21%	-0.06%
Affton	1.09%	0.25%	0.55%	0.47%	-0.53%	0.22%	0.00%	0.25%
University City	0.97%	0.30%	0.10%	0.01%	0.26%	0.06%	0.21%	0.35%
Normandy	0.27%	0.30%	0.18%	0.20%	-0.14%	-0.28%	-0.03%	0.34%
Riverview	-0.06%	-0.43%	0.17%	0.20%	0.10%	0.00%	-0.21%	0.13%
Lindbergh	-0.20%	0.02%	0.70%	-0.19%	-0.88%	0.02%	-0.02%	0.01%
Ritenour	-0.33%	-0.46%	0.06%	0.09%	0.04%	-0.05%	-0.16%	0.09%
STATE	-0.36%	0.08%	-0.03%	0.16%	-0.43%	-0.02%	-0.04%	0.09%
Parkway	-0.39%	0.25%	-0.20%	0.18%	-0.59%	0.04%	0.02%	-0.02%
Jennings	-0.44%	0.20%	-0.40%	-0.06%	0.12%	0.33%	-0.18%	0.04%
Clayton	-0.59%	0.06%	-0.16%	0.15%	-0.34%	-0.05%	-0.10%	-0.02%
Webster	-0.62%	-0.04%	-0.14%	0.07%	-0.49%	0.00%	-0.08%	0.10%
Rockwood	-0.68%	-0.01%	-0.12%	0.17%	-0.53%	-0.04%	-0.04%	-0.11%
Mehlville	-0.70%	0.14%	-0.23%	0.15%	-0.65%	-0.04%	-0.10%	0.07%
Hancock	-0.74%	-0.23%	-0.77%	0.34%	-1.36%	0.26%	0.20%	-0.06%
COUNTY WIDE	-0.79%	-0.03%	-0.14%	0.07%	-0.47%	-0.07%	-0.09%	-0.01%
Ladue	-0.80%	0.27%	-0.25%	0.27%	-0.50%	-0.10%	-0.08%	-0.16%
Hazelwood	-0.82%	0.02%	-0.25%	0.09%	-0.30%	-0.10%	-0.35%	-0.05%
Pattonville	-0.83%	-0.08%	-0.32%	0.34%	-0.58%	-0.04%	0.11%	0.01%
Kirkwood	-1.20%	-0.13%	-0.07%	0.10%	-0.85%	-0.05%	0.03%	-0.15%
Brentwood	-1.27%	0.53%	0.18%	-0.43%	-0.34%	-0.25%	0.02%	-0.11%
Bayless	-1.46%	-0.48%	-0.42%	-0.36%	-0.12%	-0.36%	-0.06%	0.23%
Ferg Flor	-2.05%	-0.50%	-0.42%	-0.16%	-0.52%	-0.13%	-0.05%	-0.01%

Note. The data provided refer to the change in incident rate percentage for the respective disability category. 2022 student counts by disability are provided in Appendix A. AU = Autism; ED = Emotional Disability; ID = Intellectual Disability; LI = Language Impairment; OHI = Other Health Impairment; SI = Speech Impairment; SLD = Specific Learning Disability. Districts are sorted by total incidence change. Disabilities are sorted left to right by countywide incidence rate.

K-12 Disability Incidence Rate Trends

District	Year	Total Incidence	OHI	SLD	AU	SI	ED	ID	LI
Ritenour	22	16.7%	3.18%	4.19%	2.47%	2.08%	1.61%	1.42%	0.95%
	21	16.8%	3.69%	4.01%	2.37%	2.08%	1.56%	1.50%	0.77%
	20	17.1%	3.64%	4.13%	2.38%	2.04%	1.66%	1.58%	0.86%
Affton	22	16.6%	4.46%	3.14%	2.56%	2.10%	1.69%	0.66%	0.95%
	21	15.7%	4.03%	2.47%	2.35%	2.55%	1.64%	0.72%	0.68%
	20	15.5%	4.21%	2.59%	2.09%	2.63%	1.47%	0.66%	0.70%
Jennings	22	16.4%	3.45%	4.09%	1.75%	2.34%	1.32%	1.96%	1.07%
	21	16.5%	3.47%	4.31%	1.80%	2.30%	0.96%	1.93%	0.96%
	20	16.8%	3.25%	4.49%	1.81%	2.22%	0.99%	2.14%	1.03%
University City	22	15.6%	2.93%	3.05%	2.80%	2.01%	1.42%	1.25%	1.55%
	21	14.7%	2.74%	2.78%	2.57%	2.12%	1.39%	1.02%	1.06%
	20	14.7%	2.63%	2.95%	2.79%	1.75%	1.36%	1.04%	1.20%
Hancock	22	15.6%	4.16%	2.20%	2.75%	2.04%	1.18%	1.26%	0.86%
	21	16.1%	4.21%	2.48%	2.78%	3.24%	1.13%	0.98%	0.75%
	20	16.4%	4.39%	2.97%	2.41%	3.40%	0.92%	1.06%	0.92%
COUNTY WIDE	22	15.6%	3.62%	3.16%	2.44%	2.20%	1.32%	1.05%	0.86%
	21	16.0%	3.65%	3.20%	2.43%	2.41%	1.41%	1.10%	0.83%
	20	16.4%	3.65%	3.30%	2.37%	2.67%	1.39%	1.14%	0.87%
MRH	22	15.6%	3.48%	2.98%	3.41%	2.84%	1.28%	0.21%	0.43%
	21	14.6%	3.46%	2.40%	3.10%	2.89%	1.20%	0.28%	0.35%
	20	14.3%	3.34%	2.16%	2.92%	2.71%	1.25%	0.42%	0.49%
Ferg Flor	22	15.5%	3.13%	3.68%	1.92%	2.00%	1.17%	2.11%	0.87%
	21	17.6%	3.61%	4.39%	2.10%	2.46%	1.45%	2.23%	0.84%
	20	17.5%	3.63%	4.10%	2.08%	2.52%	1.30%	2.16%	0.88%
Lindbergh	22	15.1%	4.08%	3.18%	2.66%	1.84%	1.29%	0.57%	0.67%
	21	14.9%	3.98%	2.75%	2.64%	2.23%	1.28%	0.65%	0.67%
	20	15.3%	4.06%	2.48%	2.85%	2.72%	1.27%	0.59%	0.66%
Hazelwood	22	15.1%	3.40%	2.88%	2.06%	1.89%	1.36%	1.22%	1.05%
	21	15.5%	3.35%	2.97%	2.13%	1.90%	1.55%	1.47%	1.07%
	20	15.9%	3.38%	3.13%	1.97%	2.19%	1.46%	1.57%	1.10%
Riverview	22	15.0%	2.62%	4.42%	1.59%	1.71%	1.09%	2.02%	0.91%
	21	15.5%	2.97%	4.44%	1.47%	1.89%	1.29%	2.07%	0.76%
	20	15.1%	3.05%	4.25%	1.39%	1.61%	1.09%	2.23%	0.78%
Bayless	22	14.9%	3.54%	2.61%	2.38%	1.57%	1.45%	0.99%	1.45%
	21	15.2%	3.52%	2.91%	2.85%	1.52%	1.39%	0.97%	1.45%
	20	16.3%	4.02%	3.03%	2.74%	1.69%	1.81%	1.05%	1.22%
Mehlville	22	14.8%	4.15%	2.79%	2.44%	1.89%	1.38%	0.80%	0.75%
	21	15.3%	4.15%	2.94%	2.44%	2.24%	1.44%	0.84%	0.70%
	20	15.5%	4.01%	3.02%	2.29%	2.54%	1.42%	0.90%	0.68%
Parkway	22	14.8%	3.98%	2.65%	2.38%	2.17%	1.13%	0.56%	0.82%
	21	14.4%	3.69%	2.64%	2.30%	2.32%	1.14%	0.51%	0.81%
	20	15.2%	3.73%	2.85%	2.20%	2.76%	1.09%	0.54%	0.84%
Pattonville	22	14.3%	3.20%	2.54%	3.05%	1.93%	1.44%	0.68%	0.98%
	21	15.1%	3.52%	2.58%	2.85%	2.38%	1.34%	0.66%	0.95%
	20	15.2%	3.28%	2.86%	2.71%	2.51%	1.48%	0.57%	0.97%
Valley Park	22	13.7%	3.14%	2.88%	2.35%	2.35%	0.92%	0.92%	0.26%
	21	11.4%	2.44%	2.20%	1.83%	1.83%	0.86%	1.10%	0.49%
	20	12.2%	2.53%	1.95%	2.07%	2.41%	0.92%	1.03%	0.57%
Normandy	22	13.5%	3.15%	2.86%	1.34%	1.77%	1.16%	1.81%	0.98%
	21	14.5%	3.61%	2.86%	1.47%	1.80%	1.47%	2.03%	0.94%
	20	13.2%	2.85%	2.68%	1.14%	1.91%	1.44%	1.84%	0.64%
STATE	22	13.3%	3.08%	3.57%	1.66%	1.47%	0.78%		1.09%
	21	13.5%	3.10%	3.50%	1.60%	1.70%	0.80%	1.00%	1.00%
	20	13.7%	3.00%	3.60%	1.50%	1.90%	0.80%	1.00%	1.00%
Kirkwood	22	13.2%	2.26%	2.91%	2.39%	2.51%	0.89%	0.58%	0.84%
	21	13.4%	2.22%	2.97%	2.29%	2.64%	0.97%	0.67%	0.95%
	20	14.4%	2.39%	2.98%	2.29%	3.36%	0.94%	0.55%	0.99%
Rockwood	22	13.1%	3.45%	3.32%	1.77%	1.90%	0.85%	0.45%	0.75%
	21	13.2%	3.46%	3.33%	1.66%	2.00%	0.92%	0.49%	0.76%
	20	13.8%	3.46%	3.44%	1.60%	2.43%	0.89%	0.49%	0.86%
Webster	22	12.4%	2.46%	2.67%	2.39%	2.23%	1.05%	0.23%	0.79%
	21	12.9%	2.50%	2.76%	2.36%	2.34%	1.09%	0.35%	0.72%
	20	13.0%	2.50%	2.81%	2.32%	2.72%	1.05%	0.31%	0.69%
Brentwood	22	12.0%	4.18%	1.48%	2.83%	1.35%	0.40%	0.67%	0.54%
	21	13.6%	3.81%	1.23%	3.54%	1.50%	0.54%	0.68%	0.41%
	20	13.3%	3.65%	1.30%	3.26%	1.69%	0.65%	0.65%	0.65%
Ladue	22	11.4%	3.10%	1.71%	1.88%	2.31%	0.77%	0.34%	0.31%
	21	11.3%	2.62%	1.75%	1.80%	2.50%	0.84%	0.34%	0.41%
	20	12.2%	2.83%	1.96%	1.61%	2.81%	0.87%	0.42%	0.47%
Clayton	22	10.5%	3.23%	2.28%	1.95%	1.49%	0.75%	0.17%	0.21%
	21	10.7%	3.37%	2.50%	1.62%	1.62%	0.75%	0.20%	0.24%
	20	11.0%	3.17%	2.44%	1.80%	1.83%	0.80%	0.27%	0.23%

Note. Sorted top to bottom by 2022 total incidence and left to right by incidence per disability. Higher incidence is shaded orange while lower incidence is shaded blue.

“Countywide” includes SSD schools and programs. 2022 student counts by disability are provided in Appendix A. OHI = Other Health Impairment; SLD = Specific Learning Disability; SI = Speech Impairment; AU = Autism; ED = Emotional Disability; ID = Intellectual Disability; LI = Language Impairment. Incidence rate calculations for districts exclude students attending SSD separate public schools and programs. The countywide difference in incidence rate between 2020 and 2021 failed to achieve statistical significance at $p < .05$.

Results Summary (Disproportionate Representation)

In addition to incidence, DESE also reviews data pertaining to disproportionate representation of minority students in special education disability categories.⁹ A district's "risk ratio" for a given disability category serves as an indicator of disproportionality. The risk ratio represents the extent to which students in one racial/ethnic group are more or less likely to be identified for special education (or under a specific special education disability category) than students in other racial/ethnic groups. For example, a risk ratio of 2.0 for a given racial group in a disability category would indicate that students from that group are twice as likely to be receiving services under that category than are students in all other groups; a risk ratio of 1.0 indicates that the risk of identification for students in a given racial group is the same as that for students in other groups.

As of 2021-22, the DESE threshold for "disproportionate representation" is a risk ratio exceeding 2.5 in 2 consecutive years. The threshold established for "significant disproportionality" is a risk ratio exceeding 3.5 in 3 consecutive years.¹⁰ A chart displaying risk ratio data over 10 years for Black students (as well as White students in the category of Autism), across six disability categories, appears below.

- The countywide risk ratio for the disability category of ID in grades K-12 continues to exceed the statewide risk ratio, as well as risk ratios for other disability categories in St. Louis County. The countywide risk ratio has declined in recent years, from 3.02 in 2019-20, to 2.94 in 2020-21, then to 2.91 in 2021-22. The current ratio can be interpreted to mean that Black students were 2.91 times more likely to be identified with ID than students in all other race groups combined in St. Louis County in school year 2022. Several individual districts exceeded the 3.5 significant disproportionality threshold for ID in 2022.
- Underrepresentation of Black students (and corresponding overrepresentation of White students) in the category of Autism continues to decline (i.e., improve).
- Risk ratios for Black students are relatively close to 1.0 in disability categories including ED, OHI, Speech and Language¹¹, and SLD. With the exception of SLD, the risk ratio for St. Louis County falls either below or approximately equal to that statewide in these categories.

Equity Considerations: Incidence Rates and Identification Patterns

The likelihood that a student is identified with an educational disability (as represented by the incidence rate) ranged from 10.5% to 16.7% across SSD's partner districts in 2021, reflecting considerable variance.

On the whole, districts with lower rates of poverty / less socioeconomic distress have lower incidence rates (i.e., a smaller proportion of students have disabilities).

Black students continue to be overrepresented in the disability category of ID. For most other disability categories, however, risk of identification among Black students falls equivalent to or below that statewide.

Incidence for certain disability categories (OHI, AU, Speech Impairment, ED) is considerably higher in St. Louis County than it is statewide.

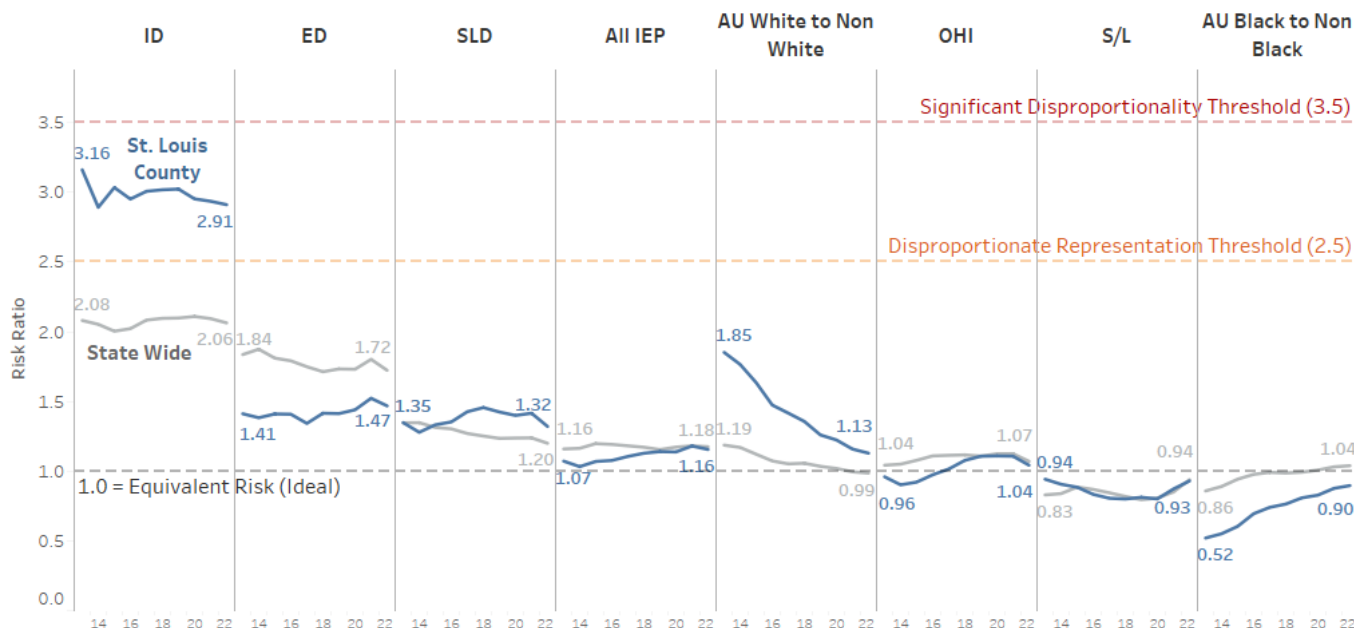
⁹ Note that disproportionality metrics (i.e., risk ratios) for incidence are not included in the Special Education Profiles.

¹⁰ The requirement to allocate a portion of IDEA Part B funds for Comprehensive Coordinated Early Intervening Services (CCEIS) is triggered when this significant disproportionality criteria is met. Exceeding the lower disproportionate representation threshold prompts a DESE review and requires a self-assessment, along with goal/progress reporting in cases where the disproportionality persists over multiple years. Starting in 2020-21, the disproportionate representation calculation is based on identification in grades K-12, while the significant disproportionality calculation includes students in grades Pre-K (age 3) through 12.

¹¹ Speech Impairment and Language Impairment eligibilities are combined in data DESE provides.

Change in Disability Risk Ratios for Black* Students, 2013-2022

St. Louis County and State-Wide



Note. In addition to risk ratios for Black students, the chart also includes an Autism risk ratio for White students. Individual disability categories are sorted left to right by 2022 risk ratio for St. Louis County. Risk ratios compare the “risk index” for a disability among Black students to the risk index for students in all other race categories. Risk ratios below 1.0 suggest *under*-representation. Speech Impairment and Language Impairment disability categories are combined. AU = Autism; ED = Emotional Disability; ID = Intellectual Disability; OHI = Other Health Impairment; S/L = Speech Impairment and Language Impairment; SLD = Specific Learning Disability.

Educational Environments (LRE)

Performance and Effectiveness Question(s) These Data Inform: As indicated by LRE, how inclusive are SSD services in the partner districts? What proportion of students are being served in each LRE category across districts and countywide? How are patterns in LRE changing over time?

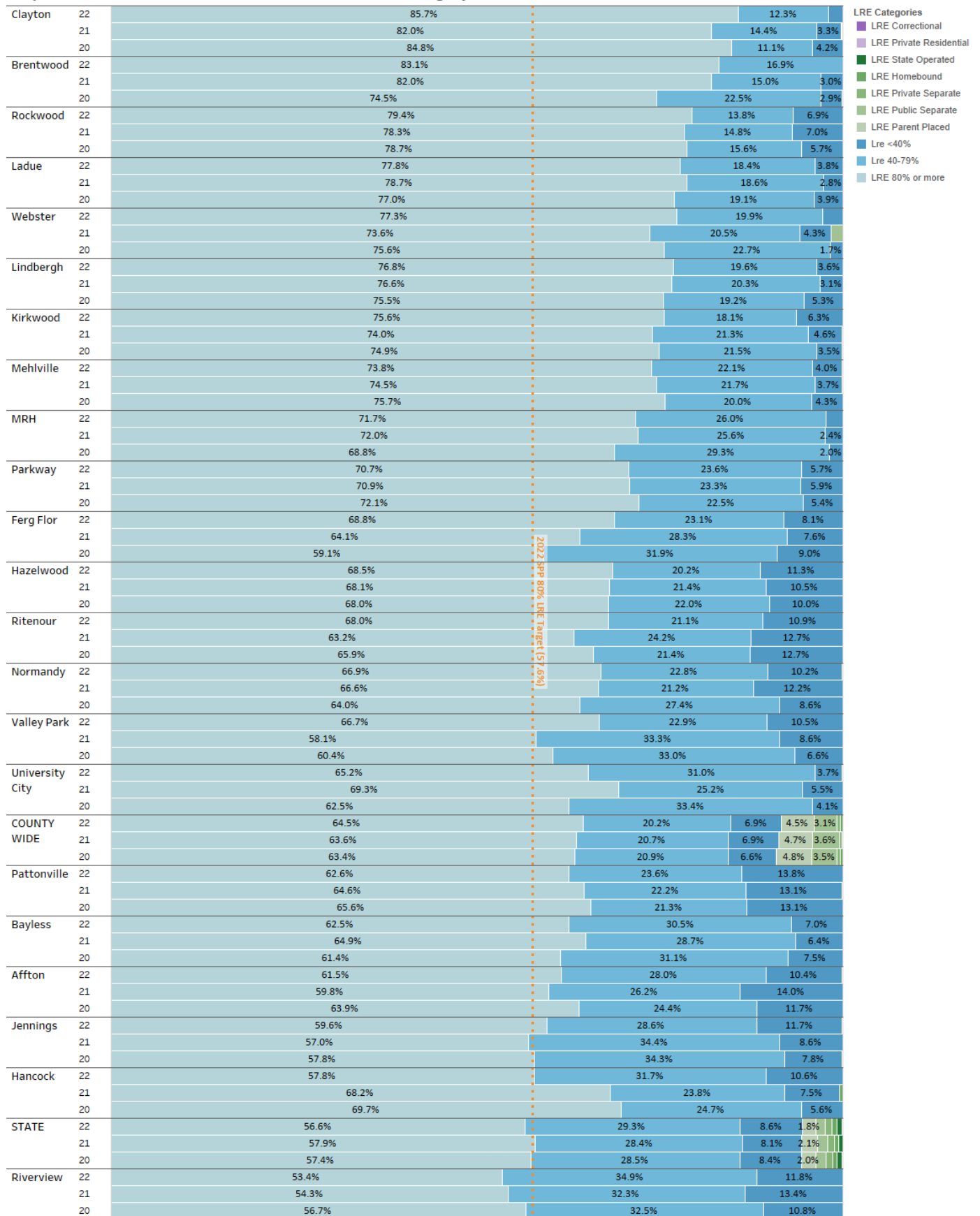
Least Restrictive Environment (LRE) refers to the percentage of the school day that students with disabilities spend in settings alongside nondisabled peers. Though some students require more restrictive placements to be successful, in most cases maximizing LRE is preferable. The DESE State Plan sets yearly LRE targets for districts with respect to the proportion of students whose placements fall in the categories of $\geq 80\%$ of the school day, $< 40\%$ of the school day, and placement in separate settings.¹² Updated state targets for school year 2022 were set at 57.6%, 8.4%, and 3.6%, respectively, for the $\geq 80\%$, $< 40\%$, and separate placement LRE categories. Results are summarized below and depicted in the figure on the following page. An estimate of the proportion of students attending an SSD separate placement for each district is also provided in **Appendix B**.

Results Summary

- The proportion of students in the $\geq 80\%$ LRE category countywide increased from 63.6% in 2021 to 64.5% in 2022. The percentage of students in St. Louis County that fall in the least restrictive category of $\geq 80\%$ exceeds the statewide percentage (56.6% in 2022), which suggests that more students with disabilities in St. Louis County receive the large majority of their instruction in the general education setting alongside nondisabled peers.
- Twenty-one of twenty-two partner districts met the $\geq 80\%$ SPP target in 2022.
- The proportion of students in the more restrictive $< 40\%$ category was 6.9% for the second consecutive year.
- Thirteen of SSD's twenty-two partner districts met the $< 40\%$ SPP target of 8.4% in 2022.
- The percentage of St. Louis County students in separate placements (3.9% in 2021) declined to its lowest level since 2013, moving closer to the statewide rate (3.5%) and the SPP target of 3.6%.
- Partner districts experiencing notable increases in the proportion of students in the $\geq 80\%$ category between 2020 and 2022 included **Ferguson-Florissant** (+9.7 percentage points), **Brentwood** (+8.6), **Bayless** (+9.0), and **Valley Park** (+6.3).
- The **Hancock Place** district experienced a marked decline in the proportion of students falling in the $\geq 80\%$ LRE category since 2020 (-11.9 percentage points).
- Parent placements (i.e., students who attend parochial schools but receive services through the SNAP program) comprised 4.5% of students with disabilities in St. Louis County in 2022. Statewide only 1.8% of students with disabilities were parentally placed. SSD provided services to 44% of parentally-placed students in the state as of 2022 (whereas SSD provides services to approximately 18% of all students with disabilities statewide).

¹² Separate settings contributing to this percentage include private and public separate facilities, homebound or hospital, private residential facilities, and state operated schools. Note that, except in rare circumstances, all separate placements for County students appear on the special education profile for SSD schools and programs (as students who attend SSD schools and programs are considered enrollees of SSD).

Proportion of Students With Disabilities in Each LRE Category Over 3 Years



Note. Sorted top to bottom by 2022 percentage in the 80% or more LRE category. Partner district rates exclude students attending SSD schools. Overall student counts used to calculate the LRE percentages are equivalent to the IEP enrollments that appear in Appendix A. The countywide difference between 2020 and 2022 in the 80% or more rate achieved statistical significance at $p < .05$.

Equity Considerations: Educational Environments

Research generally indicates that greater inclusiveness tends to be associated with improved outcomes for students with disabilities.¹³ However, opportunities for students with disabilities to learn alongside nondisabled peers vary depending upon the St. Louis County district they attend. Comparing SSD's partner districts, the proportion of students receiving services under the least restrictive category ranged from 53.4% to 85.7% in 2022. Similarly, the proportion of students served in the more restrictive category of <40% varies considerably across districts. These variances may reflect differences in service delivery and/or prioritization of inclusiveness across districts. In addition, differential patterns/rates of students transferring from outside St. Louis County might affect LRE, given that teams generally attempt to provide comparable services/minutes to those received at the sending school, at least initially.

The proportion of a given district's *overall* student population that attends an SSD separate school or program (see **Appendix B**) varies across partner districts, with school year 2022-23 estimates ranging from as low as 0.13% (Clayton) to as high as 1.47% (Normandy). This pattern may be a result of differences across districts with respect to student needs, the continuum of services and supports available, etc. The distribution of SSD school enrollment as a proportion of overall district enrollment roughly corresponds to the ranking of SSD's partner districts on socioeconomic indicators such as child poverty and student mobility rates (see **Appendix A**).

¹³ For example, see Rojewski, Lee, & Gregg (2015). Causal effects of inclusion on postsecondary education outcomes of individuals with high-incidence disabilities. *Journal of Disability Policy Studies*, 25(4).

Academic Achievement

Performance and Effectiveness Question(s) These Data Inform: How well are students with IEPs performing on state accountability assessments overall and across partner districts? Where has performance improved or declined?

The proportions of students with IEPs across St. Louis County who scored Proficient or Advanced on the state assessment in the content areas of ELA and math in 2022 appear in the figure on the next page. Proficiency rates for *all* students (i.e., those with and without disabilities combined) in the respective partner district are also included in this figure to provide context for the performance of students with disabilities. Results disaggregated by grades 3-5, 6-8, and high school for school years 2021 and 2022 are provided in **Appendix C**.¹⁴ Appendix C charts also include a calculation of the proficiency rate of students with IEPs as a proportion of the overall district proficiency rate (a higher proportion roughly indicating that students with IEPs are performing relatively “closer” to nondisabled students). Note that MAP results presented include *all* students with IEPs, regardless of whether their IEP included academic goals or they received ELA or math instruction/services from a special educator.

Results Summary

- Students with disabilities in St. Louis County performed in the Proficient or Advanced range in ELA and math at higher percentages than students with disabilities across the rest of the state in 2022. They also achieved proficiency rates that lie closer to those for the overall student population based on comparison ratios (see **Appendix C**).
- Countywide across all grade levels, the percent of students achieving proficiency declined modestly in ELA in (from 18.9% in 2021 to 18.0% in 2022). Statewide the proportion of students scoring proficient or advanced in ELA also decreased.
- In math, the percent of students scoring in the proficient or advanced range in St. Louis County increased (to 15.5% in 2022 from 12.6% in 2021). The statewide math proficiency rate also increased in 2022, but to a lesser degree than was observed among County students.
- As of 2021-22 DESE is basing assessment proficiency SPP targets on performance of students in grades 4, 8, and high school (previously targets were based on combined results for students across all grades). Performance against targets is displayed in the table below; the performance of students with disabilities in St. Louis County exceeded all targets in 2022.

State Achievement Proficiency Relative to State Performance Plan Targets

Grade Level	ELA Target	ELA SSD	ELA Statewide	Math Target	Math SSD	Math Statewide
4th	18.0%	21.6% ↑	15.1% ↓	15.5%	19.5% ↑	15.8% ↑
8th	12.0%	14.3% ↑	10.8% ↓	8.0%	9.0% ↑	8.3% ↑
High School	15.0%	18.6% ↑	15.9% ↑	8.0%	17.1% ↑	11.0% ↑

Note. Arrows indicate whether the result falls above or below the State Performance Plan target.

Equity Considerations: Academic Achievement

Substantial variance in the state test performance of students with disabilities across individual partner districts persists. Partner district ELA proficiency rates for students with disabilities in 2022 ranged from a high of 38.8%¹⁵ to a low of 2.0%. Math proficiency rates ranged from a high of 35.7% to a low of 0.6%.

The proportion of students demonstrating proficiency continues to lag behind the pre-COVID, 2019 school year results¹⁶, potentially indicative of persistent “learning loss”.

¹⁴ Given COVID-related impacts on both assessment participation and instructional delivery in 2020-21, the Department of Elementary and Secondary Education (DESE) cautioned that, “Results [for 2021] should not be viewed in the same way as in other years.” With respect to 2021 results, DESE advised that districts should not: Use results to make certain high-stakes decisions; interpret test scores in the same way as in previous years; or use/interpret results without considering the learning environment and other contextual factors. State accountability assessments were not administered in school year 2020 due to pandemic-related school closures.

¹⁵ Note that in some cases, students with disabilities in a particular district have outperformed students overall (both IEP and non-IEP) in other districts.

¹⁶ Countywide school year 2019 overall proficiency rates were 21.5% for ELA and 18.1% for math.

2022 MAP "Top Two" Percentages: Students with Disabilities and Students Overall in the District

Filled circles denote students with disabilities and open circles students overall

Districts are sorted top to bottom by IEP Top Two %



Note. Counts of students assessed can be found in Appendix C.

Disciplinary Outcomes

Performance and Effectiveness Question(s) These Data Inform: *What are the rates of exclusionary discipline for students with IEPs? Where is exclusionary discipline more problematic? Where are rates of exclusionary discipline increasing or decreasing? How equitable are exclusionary discipline outcomes?*

The figure immediately below displays total suspension, in-school suspension (ISS), and out-of-school suspension (OSS) incident rate data for students with disabilities by district over 3 years. Discipline rates by student (rather than by incident) appear in **Appendix D**.

Two distinct metrics are displayed in the chart below: (1) Incidents of suspension per 100 students (indicated by horizontal bars in the figure), and (2) the ratio of suspension rates for students with disabilities to that for students without disabilities (indicated by circles in the figure). The ratio metric is calculated by dividing the rate for students with disabilities by that for students without disabilities; an OSS ratio of 2.0 would indicate that students with disabilities in a district were twice as likely to have received an OSS as were students without disabilities.

A subsequent chart displays data on incidents of suspension exceeding 10 days for students with disabilities. The chart also highlights rates and ratios of >10 day suspension for Black students.¹⁷ Note that, in some cases, these ratios are based on a very small number of suspensions, and thus interpretations of individual district results should be made with caution and in light of suspension counts shown in the first column of the chart.

Interpretation of disciplinary data for school years 2020 and 2021. The suspension metrics are based on cumulative data across the school year. However, days of in-person instruction were reduced in both school years 2020 and 2021 due to the COVID-19 pandemic. Fewer days of in-person instruction reduced opportunities for behavioral infractions to occur. Thus, few if any suspensions would have been expected during periods of school closure and virtual learning. The suspension *rate* metric will be most directly impacted by reduced in-person attendance, given that the denominator for the metric (i.e., enrollment) remained constant, whereas opportunities for suspensions (i.e., the numerator in the calculation) to be administered decreased.¹⁸ Thus suspension *rates* for school years 2020 and 2021 will lack comparability to future years and to one another. In contrast, the *ratio* metric is a comparison of suspension rates between students who have disabilities and those who do not have disabilities, and therefore this metric is somewhat less influenced by days of in-person instruction (though 2021 ratios should still be interpreted with caution; see discussion below).

Results Summary

- Countywide, the total suspension rate (including ISS and OSS) was 48.8 in 2022, meaning 48.8 suspensions were administered for every 100 students with IEPs. This is nearly identical to the statewide rate of 48.7. The countywide rates for ISS and OSS were 18.6 and 30.2, respectively. OSS are administered in the County more frequently than they are statewide.
- Students with disabilities were 2.14 times more likely to receive a suspension than were students without disabilities in 2022. The ratio was 1.88 for ISS and 2.34 for OSS. The statewide ratio for OSS in 2022 was moderately higher at 2.56. The countywide OSS ratio in 2022 is similar to what it was in 2020.

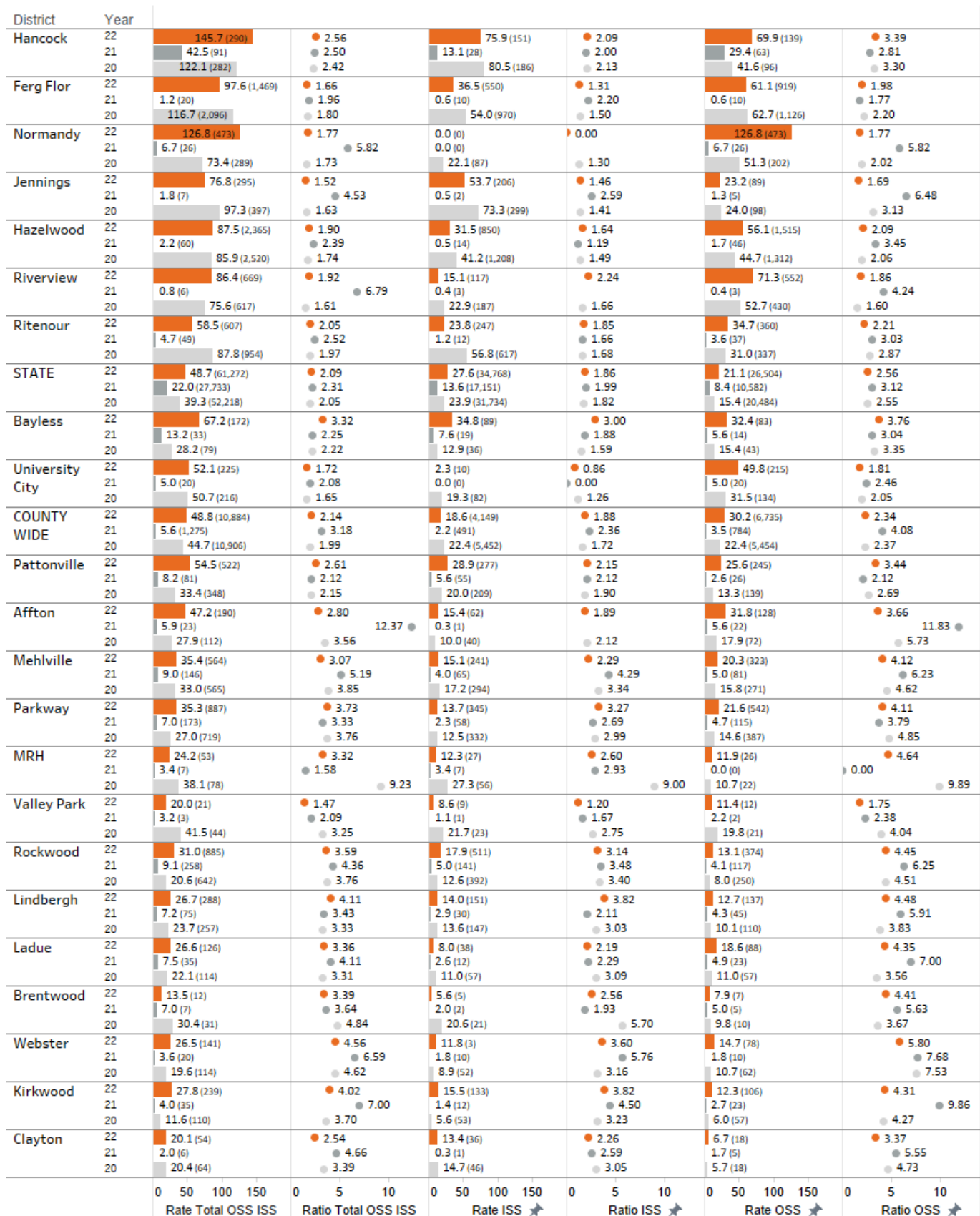
¹⁷ As of 2021, the DESE threshold for “significant discrepancy” in discipline is a risk ratio for OSS removals greater than 10 days exceeding 4.0 in 2 consecutive years; this applies to both students with disabilities overall as well as students with disabilities in specific race/ethnicity groups. The “significant discrepancy” indicators for discipline correspond to SPP/APR indicators 4A and 4B. Note that “significant *disproportionality*” in discipline is calculated differently than significant discrepancy. As of 2021, significant disproportionality determination is based on a comparison of the rates of ISS and/or OSS for students with disabilities in one race/ethnicity category to rates of ISS and/or OSS for students with disabilities in all other race/ethnicity categories. Districts are cited for significant disproportionality when risk ratios resulting from these comparisons exceed 3.5 in 3 consecutive years. The requirement to allocate IDEA Part B funds for Comprehensive Coordinated Early Intervening Services (CCEIS) is triggered when significant *disproportionality* criteria is met.

¹⁸ Note that, given how they are calculated, suspension rates for 2020 and 2021 could only have *increased* (assuming additional suspensions) from what is shown in the charts if closures / virtual learning had not occurred.

IEP Suspension Incidents (Total, In-School, and Out-of-School)

Metrics are Rate per 100 Students and Ratio of IEP to Non-IEP

2020 and 2021 results were impacted by pandemic-related virtual learning options (see discussion in the report narrative)



Note. See notes on interpretation of 2020 and 2021 results provided in the report narrative. Sorted top to bottom by average total suspension incident rate over 3 years. Counts of suspension incidents appear in parentheses.

Equity Considerations: Disciplinary Outcomes

In 2022, students with disabilities countywide were 2.14 times more likely than students without disabilities to receive any suspension type, and experienced a >10 day suspension rate that was 2.4 times higher than that for nondisabled students.

The administration of suspensions varies markedly across St. Louis County districts. Total suspension rates for students with disabilities in 2022 ranged from a high of 145.7 (Hancock Place) to a low of 20.1 (Clayton).

SSD (i.e., all districts countywide combined) exceeded the significant discrepancy threshold (set by DESE) for OSS removals greater than 10 days for Black students. Countywide, the OSS>10 rate for Black students with IEPs was 4.6 times higher than that for nondisabled students, and 4.1 times higher than that for students with disabilities in other race groups.

Incidents of Out-of-School Suspension Exceeding 10 days per 100 Students, School Year 2021-22

Overall and Comparisons by Disability Status and Race (Black to non-Black)

Data/bars shaded gold represent metrics that can be used to identify significant discrepancy / disproportionality

	Count Incidents OSS > 10 All IEP	Count Incidents OSS > 10 Black IEP	Rate OSS > 10 All IEP	Rate OSS > 10 Black IEP	Rate OSS > 10 Non-Black IEP	Ratio (to Gen Ed) OSS > 10 All IEP	Ratio (to Gen Ed) OSS > 10 Black IEP	Ratio OSS > 10 Black IEP to Non-Black IEP
Normandy	83	76	22.3	22.4	20.6	1.9	1.9	1.1
Riverview	70	67	9.0	9.0	11.5	2.3	2.3	0.8
Hazelwood	225	197	8.3	9.2	5.7	2.1	2.3	1.6
Ferg Flor	112	105	7.4	8.4	3.0	2.2	2.4	2.8
University City	30	28	6.9	8.2	3.0	2.0	2.3	2.7
Hancock	12	4	6.0	8.9	5.2	2.0	3.0	1.7
Ritenour	54	37	5.2	7.7	3.0	2.1	3.1	2.5
Parkway	111	52	4.4	10.2	2.9	4.0	9.2	3.5
COUNTY WIDE	902	659	4.1	7.8	1.9	2.4	4.6	4.1
Pattonville	36	21	3.8	6.2	2.7	4.9	8.0	2.3
Aftton	13	4	3.2	8.7	2.5	4.4	11.8	3.5
Bayless	8	3	3.1	11.5	2.2	3.0	11.0	5.3
Lindbergh	26	6	2.4	19.4	1.9	9.0	72.3	10.1
STATE	2,729	1,210	2.2	5.7	1.6	2.4	6.4	3.6
Jennings	8	8	2.1	2.1	0.0	2.4	2.4	
Webster	11	7	2.1	6.1	1.0	5.8	17.2	6.3
Rockwood	48	18	1.7	5.9	1.3	6.3	22.3	4.7
Mehlville	25	8	1.6	4.7	1.3	3.9	11.6	3.6
Kirkwood	9	3	1.1	2.4	0.9	2.4	5.5	2.6
Ladue	5	3	1.1	2.8	0.5	3.0	7.7	5.0
Clayton	1	1	0.4	1.6	0.0			
Brentwood	0	0	0.0	0.0	0.0	0.0	0.0	
MRH	0	0	0.0	0.0	0.0	0.0	0.0	
Valley Park	0	0	0.0	0.0	0.0	0.0	0.0	

Note. Districts are sorted top to bottom by rate of >10 OSS for all students with IEPs. The OSS >10 removal total represents the sum of (a) the number of individual OSS exceeding 10 days, and additionally (b) the count of students whose combined days of distinct OSS ≤ 10 days exceeded 10 total. Ratios can be interpreted as the factor by which the >10 day rate for students in one group exceeds the rate for students in the comparison group. Ratios cannot be calculated when the rate for the comparison group is zero (represented by blank cells in the chart). The chart focuses on results for all students with IEPs and Black students with IEPs; rates and ratios for students in other non-White race categories (Asian, Hispanic, American Indian, Multiple Race, Pacific Islander) were excluded from the view given the small number of OSS>10 and lack of disproportionality among those groups.

Graduation and Dropout Trends

Performance and Effectiveness Question(s)

These Data Inform: Across partner districts and St. Louis County, what proportion of students with disabilities graduate in four years? What proportion drop out of school?

Four-year graduation and dropout rates over 3 years for students with disabilities are shown in the figure at right. Partner districts are sorted top to bottom by average IEP graduation rate over 3 years. DESE listed an SPP graduation target of 84.0% for 2022 (a substantial increase over the previous published 2020 target of 74.5%). The dropout target is 10.8%. Smaller districts with fewer students with disabilities in a grade-level cohort may be prone to greater fluctuation in graduation rate across school years.

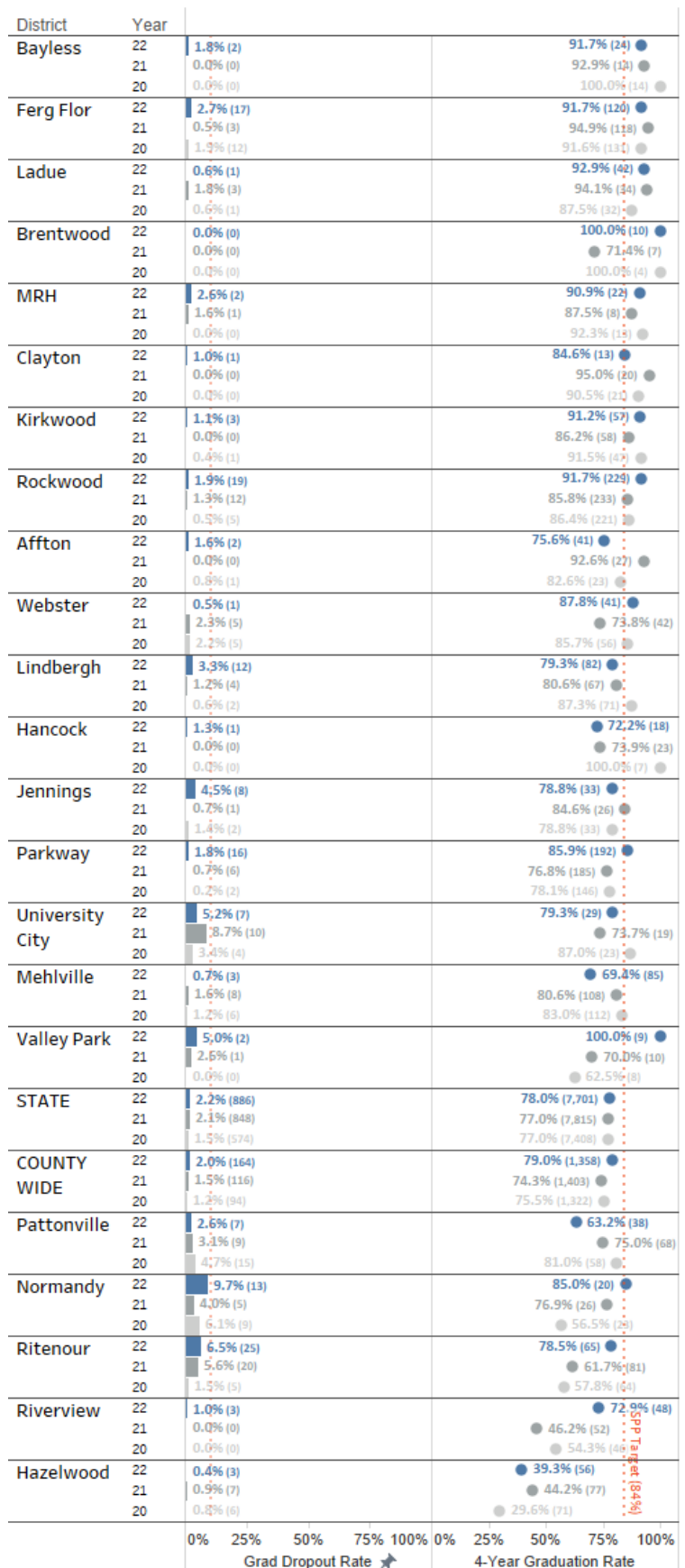
Results Summary

- The reported overall graduation rate for students with IEPs in St. Louis County was 79.0% in 2022, which is an increase over the prior two years but falls below the 84% target. The statewide rate was 78.0% in 2022.
- The dropout rate among students with disabilities across the county increased to 2.0% in 2022. This falls below the 2022 statewide dropout rate of 2.2%.
- Twelve of SSD's twenty-two partner districts met or exceeded the state target for graduation rate in 2022.

Equity Considerations: Graduation and Dropout

The likelihood of graduation, as well as the risk of dropout, varies considerably across county districts for students with disabilities. 2022 graduation rates ranged from 39.3% to 100% across districts.

Graduation and Dropout Rates for Students With Disabilities



Note. Sorted by average 3-year grad rate. Counts appear in parentheses. Grad rate count represents the number of exiters in the 4-year cohort. The dropout rate represents the proportion of all students with disabilities in grades 9-12 who dropped out during the school year. Thus the graduation rate and dropout rate would not be expected to sum to 100%.

Post-Secondary Outcomes

Performance and Effectiveness Question(s) These Data Inform: *What proportion of students who were receiving special education services at the time of graduation (or dropout) reported education or employment status that meets OSEP criteria for positive placement?*

Post-secondary outcomes are displayed in the chart below.¹⁹ These data represent the results of follow-up inquiries partner districts conduct with students approximately 6 months following their graduation cohort's exit.²⁰ There are three distinct metrics: (1) Percent of students in higher education (Indicator 14.A; i.e., the percent who completed a semester at a 2-year or 4-year institution); (2) Percent of students in higher education or employment (Indicator 14.B; i.e., the percent who either fell in the first category and/or had been competitively employed *at least half time for a period of 90 days or longer*²¹); and (3) Any post-secondary training or employment (Indicator 14.C; this includes graduates who fall in either of the first two categories plus those who were completing other types of training programs, those who were non-competitively employed, and those who were serving in the military). Although all three metrics are of interest, which to focus more attention on may depend on a district's priorities and specific post-secondary objectives for students with disabilities.

Results Summary

- Countywide, 57.7% of exiters reported a positive post-secondary outcome based on the more inclusive 14.C criteria described above, which falls below the state target of 60.4%. Fifty-four percent reported a positive employment or education outcome (14.B), which approaches the 55.4% target. The percent reporting a positive higher education outcome (34.5%; 14.A) exceeds the state target of 23.4%.
- Results for school years 2021 and 2022 were similar with the exception of a lower percentage of higher education outcomes in 2022. Post-secondary success rates remain below results observed in 2020 and preceding recent school years.
- Post-secondary success rates were higher in St. Louis County than statewide in 2022, substantially so in the category of "Higher education".
- Thirteen of SSD's twenty-two partner districts met the state target for percent of students in "higher education or employment" in 2022.

Equity Considerations: Post-secondary Outcomes

Several districts reported less than 20% of students exiting in school year 2021 who met the criteria for a positive post-secondary outcome in the first 6 months following exit.²²

The successful pursuit of post-secondary education and/or employment among students with disabilities in the short term following graduation varies considerably across SSD's partner districts.²⁰ This variance includes the type of post-secondary pursuits (in some districts, graduates with disabilities are largely college-bound, while in other districts graduates more commonly enter the workforce following high school).

¹⁹ The year displayed in the chart reflects outcomes for students who exited the prior school year (e.g., the 2022 results reflect 2021 school year graduates). Note that 2020 results (i.e., follow-up on 2019 exiters) would have been completed prior to March of 2020 and thus not impacted by the COVID-19 pandemic.

²⁰ DESE relies on districts to correctly apply the criteria for successful post-graduate outcomes in the classification of students. Each partner district conducts their own follow-up. This likely introduces some degree of error into the results given the complexities of the criteria. In addition, students whom districts are unable to locate and whose whereabouts are unknown contribute to the calculation as a negative outcome. Thus, rates for this SPP indicator, in part, represent a district's capacity to successfully locate and survey exiting students. Smaller districts will likely be subject to greater year-to-year variability than will larger districts.

²¹ This "90 days /20 hours" requirement is unique to the OSEP criteria and reflects a more demanding standard. Missouri district accountability / accreditation criteria for positive post-secondary outcomes include no duration or hours per week threshold.

²² It is unclear why the count of exiters for Hazelwood, a large district, has fallen below those for similarly-sized districts.

Post-Secondary Employment/Education Outcomes

(1) Higher education; (2) Higher education or competitively employed; (3) Any post-secondary education/training or employment

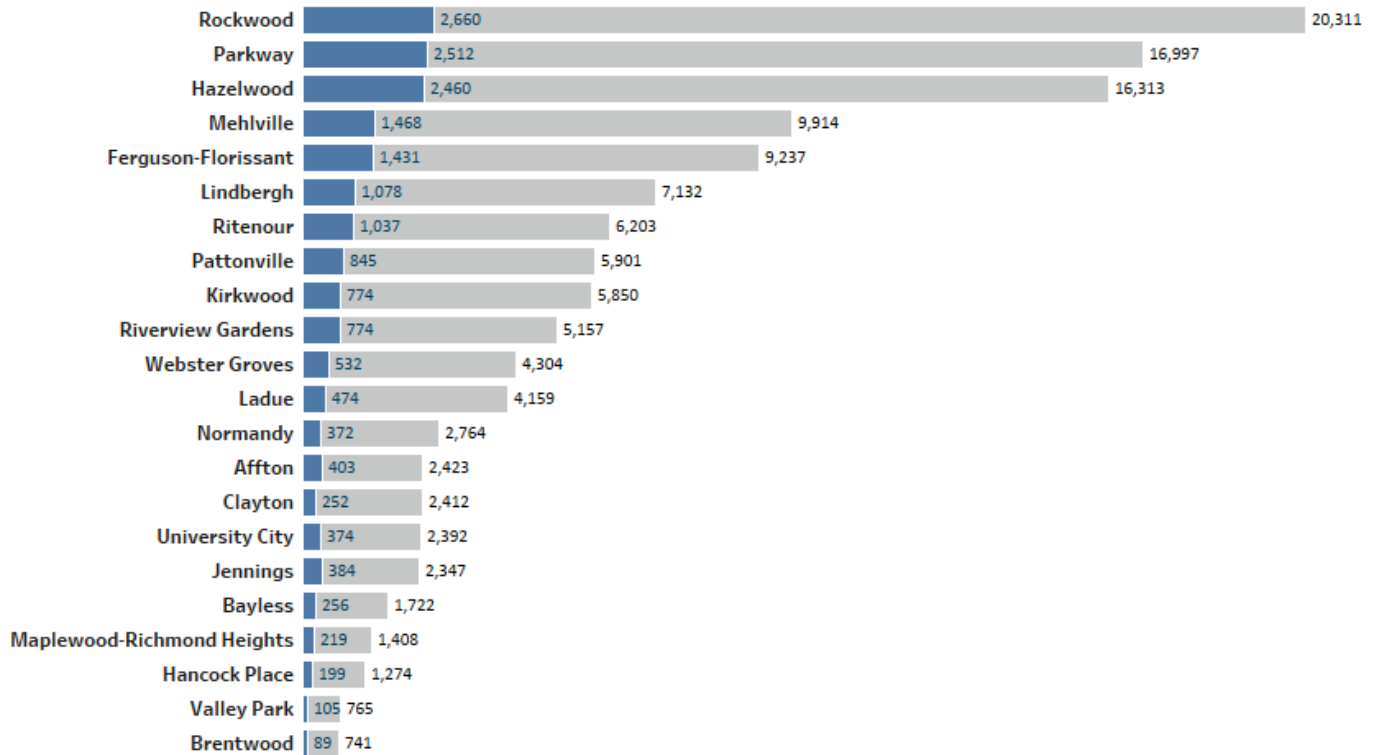
District	Year					
Brentwood	22	6	50.0%	100.0%	100.0%	
	21	7	57.1%	100.0%	100.0%	
	20	6	83.3%	100.0%	100.0%	
Lindbergh	22	57	40.4%	84.2%	87.7%	
	21	68	58.8%	83.8%	88.2%	
	20	65	47.7%	90.8%	92.3%	
Webster	22	36	55.6%	72.2%	97.2%	
	21	53	67.9%	81.1%	86.8%	
	20	49	67.3%	81.6%	83.7%	
Kirkwood	22	59	57.6%	81.4%	84.7%	
	21	49	59.2%	77.6%	89.8%	
	20	63	66.7%	84.1%	88.9%	
Aftton	22	24	50.0%	87.5%	95.8%	
	21	21	33.3%	81.0%	81.0%	
	20	21	38.1%	81.0%	81.0%	
Clayton	22	20	80.0%	85.0%	100.0%	
	21	20	70.0%	70.0%	75.0%	
	20	24	75.0%	79.2%	79.2%	
Rockwood	22	233	58.4%	84.1%	91.0%	
	21	223	56.1%	71.3%	76.7%	
	20	213	56.3%	79.8%	83.6%	
Bayless	22	16	37.5%	68.8%	68.8%	
	21	14	78.6%	100.0%	100.0%	
	20	23	21.7%	78.3%	78.3%	
Jennings	22	26	7.7%	69.2%	69.2%	
	21	34	11.8%	82.4%	82.4%	
	20	25	28.0%	80.0%	80.0%	
Ladue	22	40	52.5%	57.5%	65.0%	
	21	32	68.8%	75.0%	81.3%	
	20	47	70.2%	78.7%	78.7%	
Parkway	22	190	56.3%	68.4%	70.0%	
	21	139	59.7%	74.1%	75.5%	
	20	195	65.1%	72.8%	73.8%	
MRH	22	8	12.5%	37.5%	50.0%	
	21	12	58.3%	75.0%	83.3%	
	20	12	41.7%	66.7%	66.7%	
COUNTY WIDE	22		34.5%	54.0%	57.7%	
	21		37.2%	54.0%	57.8%	
	20		43.2%	62.8%	65.4%	
STATE	22		21.9%	52.8%	56.2%	
	21		23.6%	57.1%	61.5%	
	20		24.6%	57.4%	61.6%	
Hancock	22	16	25.0%	87.5%	87.5%	
	21	9	11.1%	11.1%	11.1%	
	20	14	28.6%	78.6%	78.6%	
Pattonville	22	59	33.9%	44.1%	44.1%	
	21	71	31.0%	45.5%	49.3%	
	20	61	57.4%	73.8%	78.7%	
Ferg Flor	22	113	1.8%	11.5%	11.5%	
	21	142	23.2%	45.1%	52.1%	
	20	119	31.9%	62.2%	68.9%	
Valley Park	22	7	0.0%	14.3%	14.3%	
	21	6	16.7%	16.7%	16.7%	
	20	11	81.8%	100.0%	100.0%	
Ritenour	22	75	21.3%	34.7%	37.3%	
	21	54	22.2%	40.7%	42.6%	
	20	63	20.6%	38.1%	42.9%	
Riverview	22	24	12.5%	91.7%	95.8%	
	21	25	0.0%	4.0%	4.0%	
	20	33	0.0%	0.0%	0.0%	
Normandy	22	23	17.4%	43.5%	47.8%	
	21	22	4.5%	40.5%	45.5%	
	20	25	4.0%	4.0%	4.0%	
Mehlville	22	110	9.1%	17.3%	17.3%	
	21	106	8.5%	20.8%	21.7%	
	20	107	2.8%	15.0%	15.0%	
Hazelwood	22	39	2.6%	2.6%	5.1%	
	21	22	0.0%	9.1%	13.6%	
	20	30	0.0%	0.0%	0.0%	
University City	22	24	4.2%	4.2%	4.2%	
	21	23	4.3%	4.3%	4.3%	
	20	27	0.0%	0.0%	0.0%	
Total Followup Count			% Higher Ed	% Ed or competitive employ	Any post-sec training or employ	

Note. Sorted by 3-year average of "Any post-secondary training or employment" category. 2022 rates pertain to 2021 cohort graduates.

Appendix A: Enrollment and Demographic Data

2022 SSD Partner District Enrollment (K-12)

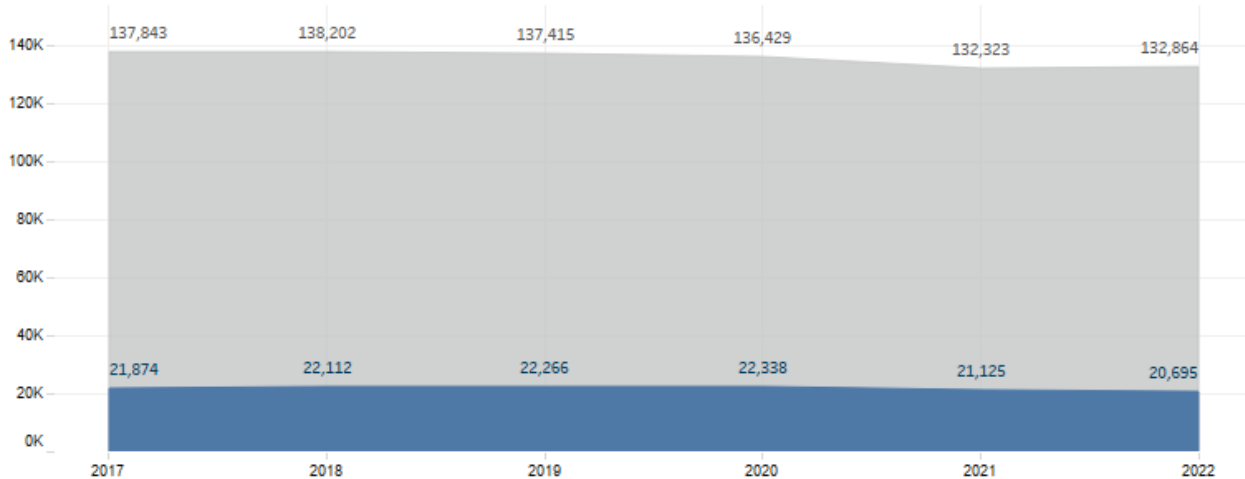
Overall and IEP



Source: Missouri DESE. Sorted by partner district overall enrollment. IEP enrollment is indicated by the blue bar/label. IEP counts exclude those students attending SSD schools and programs.

St. Louis County Enrollment Trends (K-12): Overall and IEP

IEP count includes SSD schools and non-public students receiving services



Source: Missouri DESE.

Counts of K-12 Students by Disability Category

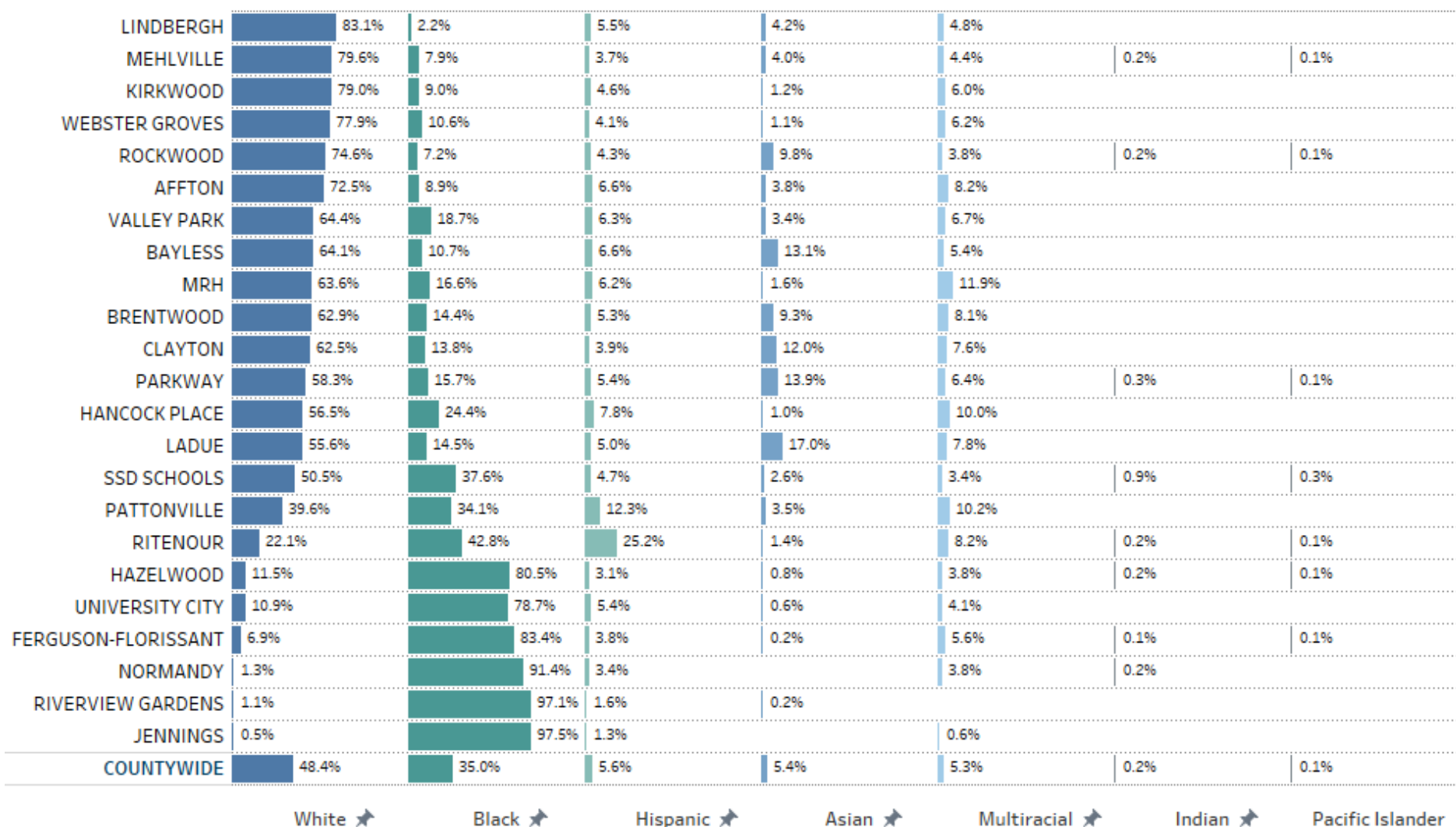
2022

District	Total IEP	Count OHI	Count SLD	Count AU	Count SI	Count ED	Count ID	Count LI
Aftton	403	108	76	62	51	41	16	23
Bayless	256	61	45	41	27	25	17	25
Brentwood	89	31	11	21	10	3	5	4
Clayton	252	78	55	47	36	18	4	5
Ferg Flor	1,431	289	340	177	185	108	195	80
Hancock	199	53	28	35	26	15	16	11
Hazelwood	2,460	554	470	336	309	222	199	171
Jennings	384	81	96	41	55	31	46	25
Kirkwood	774	132	170	140	147	52	34	49
Ladue	474	129	71	78	96	32	14	13
Lindbergh	1,078	291	227	190	131	92	41	48
MRH	219	49	42	48	40	18	3	6
Mehlville	1,468	411	277	242	187	137	79	74
Normandy	372	87	79	37	49	32	50	27
Parkway	2,512	676	450	404	368	192	95	139
Pattonville	845	189	150	180	114	85	40	58
Ritenour	1,037	197	260	153	129	100	88	59
Riverview	774	135	228	82	88	56	104	47
Rockwood	2,660	701	675	360	385	172	91	153
University City	374	70	73	67	48	34	30	37
Valley Park	105	24	22	18	18	7	7	2
Webster	532	106	115	103	96	45	10	34
SSD Schools	1,996	364	238	375	332	237	213	49
COUNTY WIDE	20,695	4,816	4,198	3,238	2,927	1,754	1,397	1,139

Source: Missouri DESE. IEP counts for partner districts exclude students attending SSD schools and programs. SSD Schools includes students with disabilities attending full-day career technical education programs and non-public students.

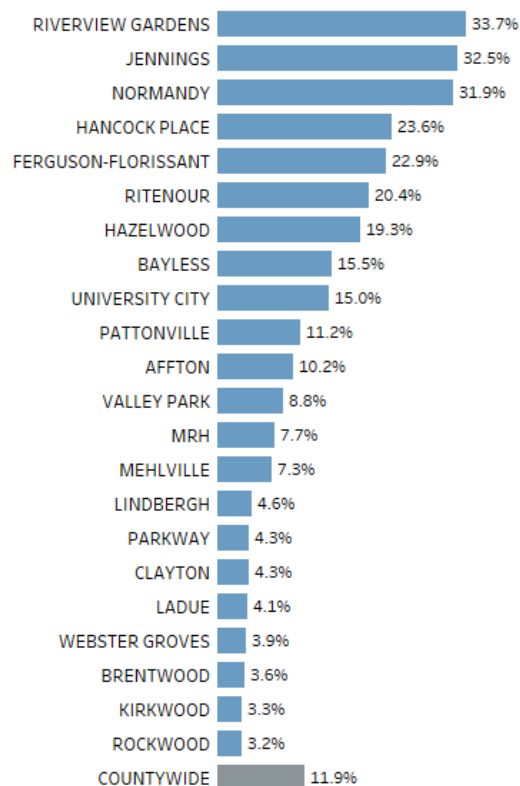
District Total Enrollments by Race

2022



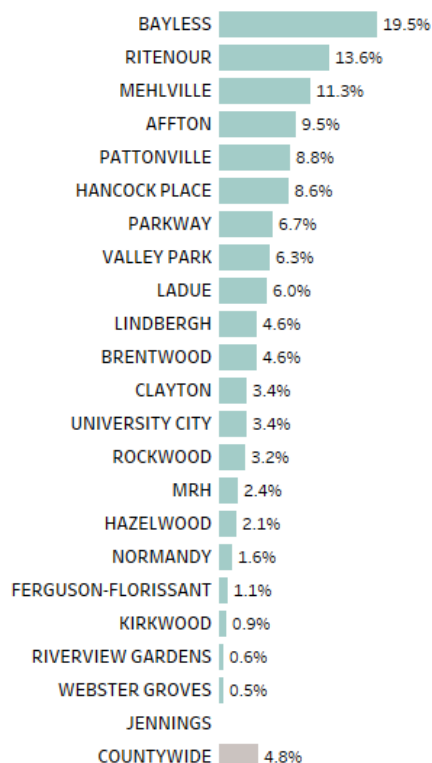
Source: Missouri DESE. Districts are sorted by percentage White. DESE suppresses counts/percentages by race in publicly available data files when cell count is very low (typically less than 10) and thus the chart omits data for some districts/race groups, and percentages presented may not total 100% in some cases. In addition, the countywide total calculation will exclude suppressed data.

Poverty Estimates for Children Ages 5 to 17 2021



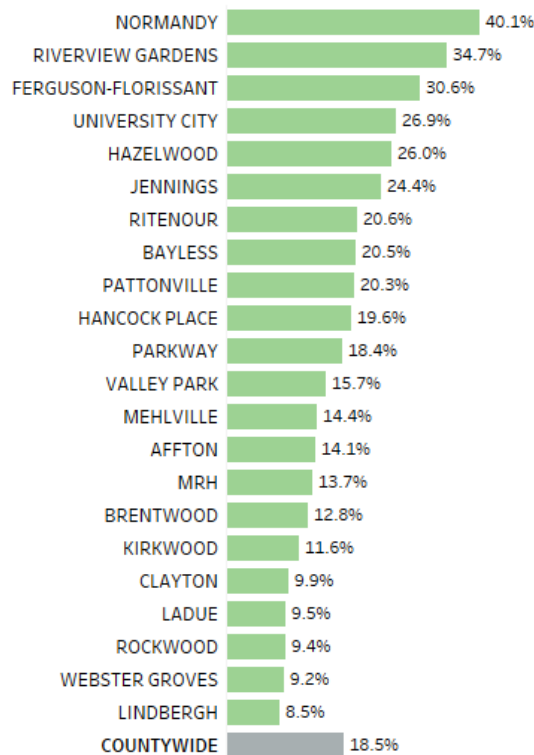
Source: US Census Bureau Small Area Income and Poverty Estimates (SAIPE) program. This estimate is based on 2021 data. The metric represents the estimated percentage of children ages 5 to 17 who live in a family whose income lies below the poverty threshold. SAIPE uses different thresholds than are used by the Free and Reduced-Price Lunch (FRPL) program. The 2021 Census Bureau poverty threshold for a family of four containing two related children under age 18 was \$27,479. For additional information, see <https://www.census.gov/programs-surveys/saipe.html>.

Percent English Learners (K-12) 2021-22



Source: Missouri DESE. EL data for Jennings was suppressed due to small cell size.

Student Mobility Rates (K-12) 2021-22



Source: Missouri DESE. DESE defines mobility as the proportion of students who changed schools during a school year. Countywide rate excludes SSD schools.

Appendix B: SSD School and Program Enrollment

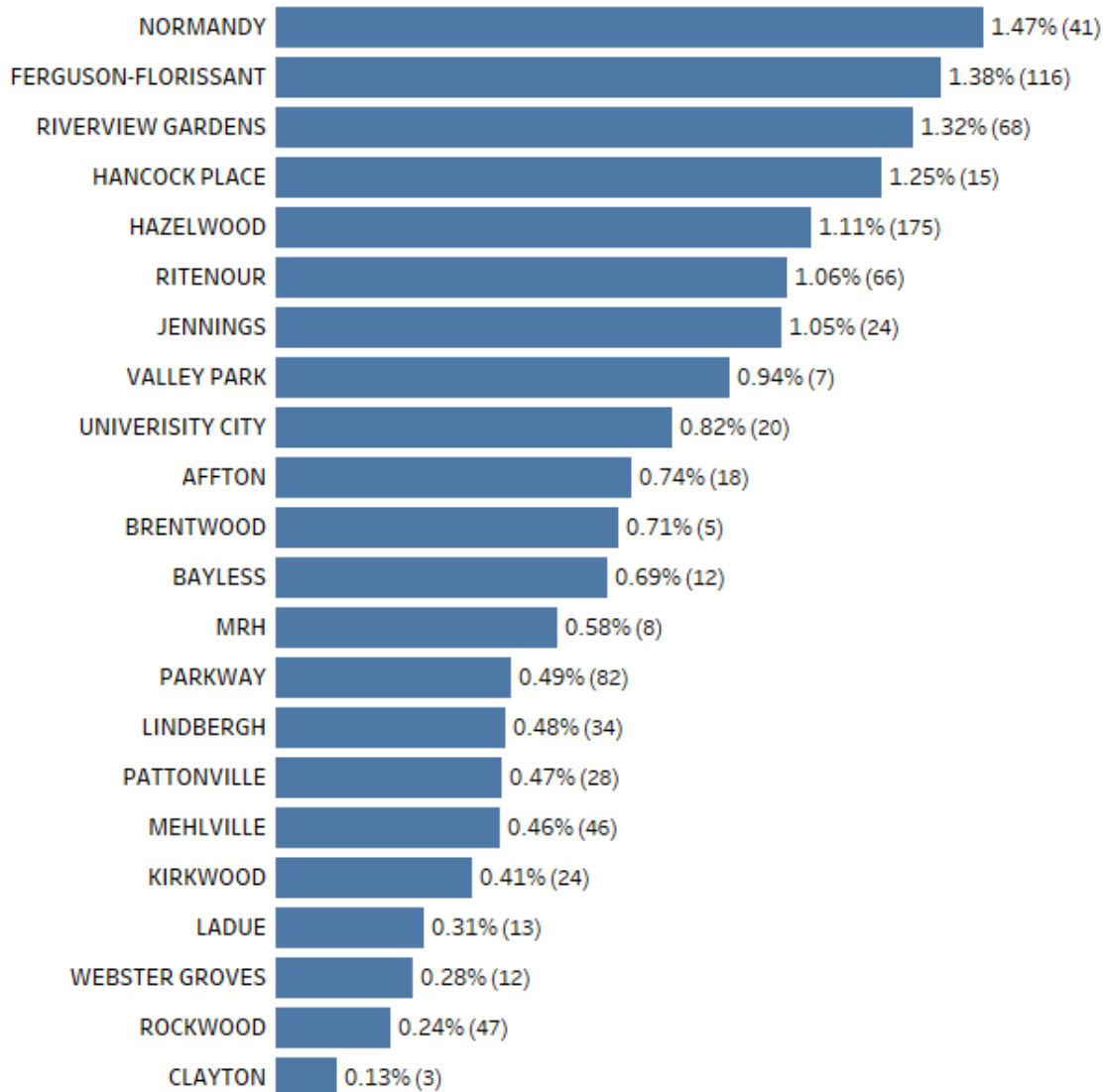
Proportion of Partner District K-12 Students Attending SSD Separate Schools and Programs (Estimated)

As of December (2022-23 school year)

Includes SSD Separate Schools, Purchase of Service, and Homebound placements

Excludes Vocational Skills Program, SNAP, Early Childhood programs, and Career Technical Education programs

Student counts appear in parentheses



Source: SSD separate site enrollment is based on 2022-23 December 1 count data from SSD's Phoenix student information database. Partner district enrollments used in the calculation were retrieved from the DESE comprehensive data site (District/Charter Enrollment 2022-23 Preliminary).


















































































































































































































Appendix C: Disaggregated State Test Results (ELA and Math)

IEP MAP ELA "Top Two" Percentages by Grade Level Group Plus IEP to Overall Result Ratio

Affton	22					
	21					
Bayless	22					
	21					
Brentwood	22					
	21					
Clayton	22					
	21					
Ferg Flor	22					
	21					
Hancock	22					
	21					
Hazelwood	22					
	21					
Jennings	22					
	21					
Kirkwood	22					
	21					
Ladue	22					
	21					
Lindbergh	22					
	21					
MRH	22					
	21					
Mehlville	22					
	21					
Normandy	22					
	21					
Parkway	22					
	21					
Pattonville	22					
	21					
Ritenour	22					
	21					
Riverview	22					
	21					
Rockwood	22					
	21					
University City	22					
	21					
Valley Park	22					
	21					
Webster	22					
	21					
COUNTY WIDE	22					
	21					
STATE	22					
	21					
		Grades 3-5 ➤	Grades 6-8 ➤	High School ➤	All Grades ➤	MAP Comparison Ratio

Note. Counts of students tested appear in parentheses.

IEP MAP Math "Top Two" Percentages by Grade Level Group Plus IEP to Overall Result Ratio

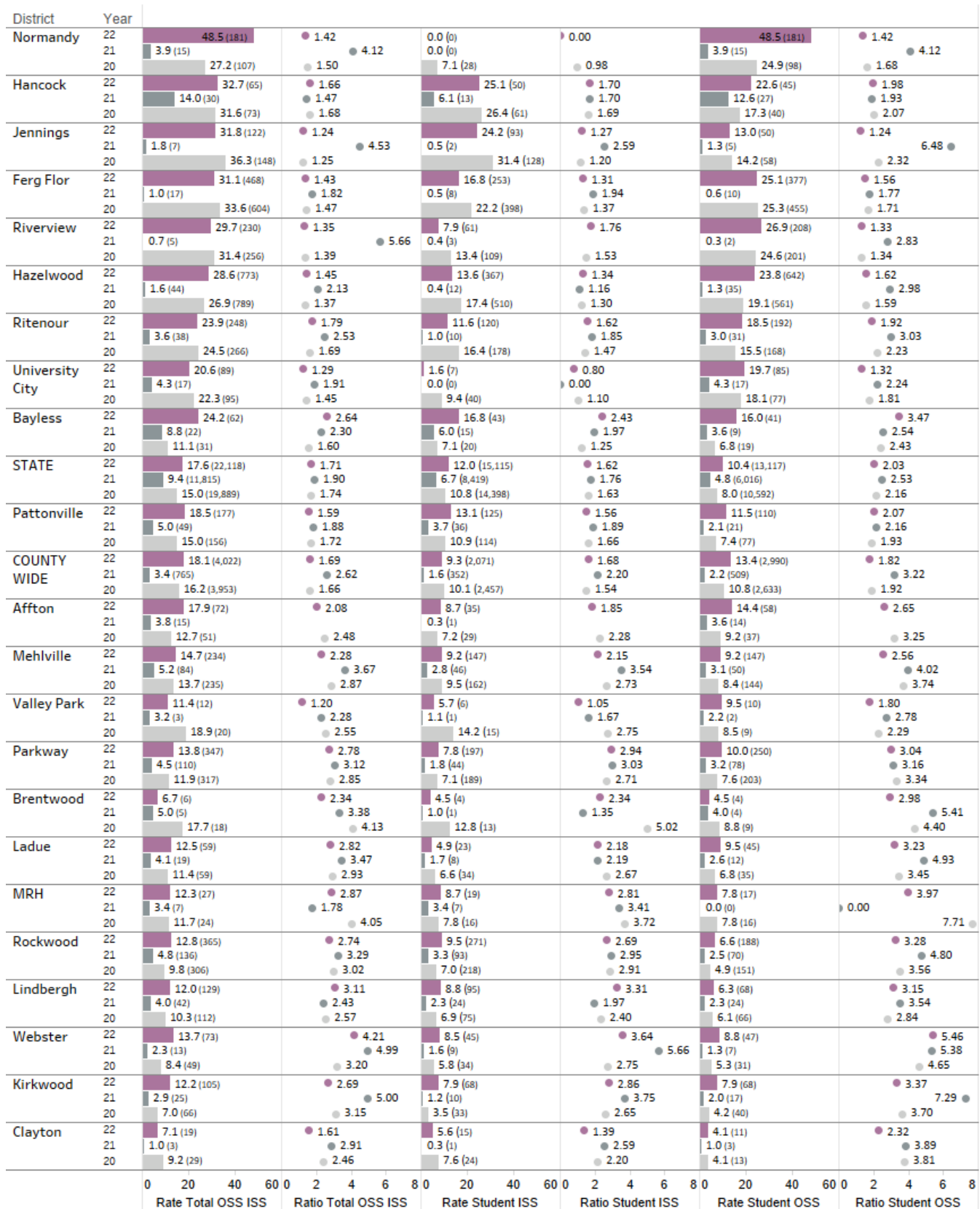
Affton	22	 14.4% (111)	 4.4% (91)	 5.6% (36)	 9.2% (238)	 0.34
	21	 9.6% (104)	 2.4% (84)	 4.3% (23)	 6.2% (211)	 0.29
Bayless	22	 20.0% (55)	 22.4% (87)	 23.1% (13)	 21.5% (135)	 0.45
	21	 8.3% (80)	 9.2% (85)	 2.9% (35)	 7.5% (160)	 0.27
Brentwood	22	 33.3% (21)	 20.0% (20)	 57.1% (7)	 31.3% (48)	 0.48
	21	 17.6% (17)	 37.5% (24)	 21.4% (14)	 27.3% (55)	 0.42
Clayton	22	 41.3% (83)	 22.8% (57)	 14.3% (21)	 29.8% (141)	 0.44
	21	 39.1% (89)	 24.7% (73)	 42.1% (19)	 32.9% (181)	 0.48
Ferg Flor	22	 4.2% (353)	 3.6% (382)	 7.2% (139)	 4.4% (854)	 0.27
	21	 2.7% (371)	 4.1% (384)	 3.1% (129)	 3.4% (884)	 0.44
Hancock	22	 7.3% (41)	 4.0% (50)	 31.3% (16)	 9.3% (107)	 0.27
	21	 8.2% (49)	 15.1% (53)	 0.0% (19)	 9.9% (121)	 0.32
Hazelwood	22	 4.4% (630)	 4.6% (630)	 10.3% (117)	 5.0% (1,377)	 0.26
	21	 2.0% (608)	 3.6% (612)	 2.8% (251)	 2.8% (1,471)	 0.26
Jennings	22	 4.9% (81)	 4.3% (94)	 11.1% (27)	 5.4% (202)	 0.37
	21	 3.5% (86)	 0.0% (82)	 0.0% (26)	 1.5% (194)	 0.18
Kirkwood	22	 29.1% (199)	 26.0% (198)	 33.7% (83)	 28.7% (478)	 0.47
	21	 30.7% (179)	 21.1% (194)	 22.7% (44)	 25.4% (417)	 0.44
Ladue	22	 40.5% (111)	 27.2% (92)	 41.3% (48)	 35.7% (249)	 0.53
	21	 46.4% (97)	 23.9% (87)	 17.4% (23)	 34.8% (187)	 0.54
Lindbergh	22	 27.1% (314)	 16.8% (274)	 21.6% (134)	 22.2% (722)	 0.46
	21	 17.0% (253)	 16.4% (228)	 15.2% (88)	 16.5% (545)	 0.40
MRH	22	 22.9% (48)	 17.0% (47)	 42.1% (19)	 23.7% (114)	 0.49
	21	 29.0% (31)	 9.8% (41)	 12.5% (8)	 17.5% (80)	 0.44
Mehlville	22	 18.2% (379)	 10.7% (374)	 19.0% (42)	 14.7% (20)	 0.37
	21	 15.0% (399)	 8.2% (385)	 9.7% (113)	 11.5% (877)	 0.36
Normandy	22	 4.1% (122)	 0.9% (107)	 0.0% (41)	 2.2% (270)	 0.26
	21	 1.1% (94)	 1.0% (103)	 0.0% (28)	 0.9% (225)	 0.20
Parkway	22	 27.7% (592)	 20.7% (584)	 16.2% (179)	 23.2% (1,355)	 0.43
	21	 27.6% (615)	 13.0% (478)	 19.5% (154)	 21.0% (1,247)	 0.42
Pattonville	22	 10.8% (241)	 14.1% (213)	 13.9% (38)	 12.4% (490)	 0.34
	21	 14.2% (197)	 12.0% (175)	 15.3% (59)	 13.5% (431)	 0.42
Ritenour	22	 9.1% (285)	 6.3% (287)	 6.1% (88)	 7.5% (838)	 0.33
	21	 4.2% (284)	 4.7% (253)	 5.8% (89)	 4.6% (806)	 0.35
Riverview	22	 1.5% (203)	 0.0% (216)	 0.0% (83)	 0.6% (482)	 0.31
	21	 0.5% (190)	 0.0% (152)	 3.0% (86)	 0.7% (408)	 0.44
Rockwood	22	 32.1% (707)	 17.9% (680)	 27.9% (290)	 25.6% (1,877)	 0.44
	21	 27.2% (891)	 16.2% (588)	 18.9% (201)	 21.7% (1,480)	 0.42
University City	22	 12.0% (83)	 6.7% (104)	 4.4% (45)	 8.2% (232)	 0.38
	21	 9.2% (76)	 9.2% (85)	 0.0% (11)	 8.6% (152)	 0.56
Valley Park	22	 18.5% (27)	 8.7% (23)	 10.5% (19)	 13.0% (89)	 0.32
	21	 6.7% (15)	 4.8% (21)	 0.0% (6)	 4.8% (42)	

Appendix D: Rates of Discipline by Student

Rates at which Individual Students Received Suspensions (Total, In-School, and Out-of-School)

Metrics are Rate per 100 Students and Ratio of IEP to Non-IEP

2020 and 2021 results were impacted by pandemic-related virtual learning options (see discussion in the report narrative)



Note. See notes on interpretation of 2020 and 2021 results provided in the narrative. Districts sorted by average total OSS and ISS rate over 3 years. Counts of students receiving a suspension appear in parentheses.