

Special Education in the Partner Districts

Report of School Year 2020-21 Results



April 2022

Table of Contents

Executive Summary	2
Report Description	3
How to Use This Report	4
Results and Implications for Equity	
Data/Reporting Element 1: Incidence Rates and Identification Patterns	7
Data/Reporting Element 2: Educational Environments (LRE)	12
Data/Reporting Element 3: Academic Achievement	15
Data/Reporting Element 4: Disciplinary Outcomes	17
Data/Reporting Element 5: Graduation and Dropout Trends	21
Data/Reporting Element 6: Post-Secondary Outcomes	22
Strengths and Opportunities for Improvement	24
Appendix A: Enrollment and Demographic Data	25
Appendix B: Household Computer and Internet Use Estimates	29
Appendix C: SSD School and Program Enrollment	30
Appendix D: Disaggregated State Test Results	31
Appendix E: Rates of Discipline by Student	33

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

Executive Summary

SSD produces an annual report of the Special Education Part B State Performance Plan (SPP) results achieved by its partner districts in St. Louis County. 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**. A discussion of trends and implications is provided. In some cases, supplemental data (e.g., identification risk ratios) is reported and analyzed.

Key Findings

- Virtual learning options mandated or made available in response to the COVID-19 pandemic are assumed to have impacted outcomes for students with disabilities over school years 2020 and 2021. These shifts in instructional modalities and student attendance patterns pose challenges to interpreting and drawing inferences related to trends observed across the SPP outcome indicators.
- Overall disability incidence in St. Louis County declined in school year 2021 following annual increases since 2015. Incidence in St. Louis County continues to exceed that statewide. The report reviews trends in incidence across individual partner districts.
- Autism is now the third most common primary disability category among students in St. Louis County.
- Black students remain nearly three times more likely than students in other race groups to receive services under the disability category of Intellectual Disability. Disproportionality in other eligibility categories is low to moderate countywide.
- The proportion of students receiving services in the least restrictive educational environment category of $\geq 80\%$ (of the school day in general education) increased a small degree in 2021. The St. Louis County rate (63.6% in 2021) exceeds the statewide rate (57.9%), 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 of twenty-two partner districts met the $\geq 80\%$ state LRE target in 2021.
- The percentage of St. Louis County students in separate placements (4.0% in 2021) declined to its lowest level since 2013, though it still exceeds the statewide rate (3.5%) and the most recent SPP target (3.6%).
- DESE provided guidance advocating a cautious approach to interpreting 2021 state assessment results and using them to make high-stakes decisions. Acknowledging this caution, eleven of the twenty-two St. Louis County districts achieved the SPP target in English language arts (ELA), whereas nine of twenty-two achieved the target in math. Substantial variance in the state test performance of students with disabilities across individual partner districts persists.
- As might be expected given reduced in-person attendance, most districts reported only a fraction of suspensions of students with disabilities in 2021 relative to that reported in prior school years. However, countywide suspension *ratios* (i.e., the metric comparing suspension rates for students with disabilities to those for students without disabilities) increased in 2021, indicating that students with disabilities were even more likely to have received a suspension than students without disabilities relative to prior years.
- The countywide 4-year graduation rate for students with disabilities stood at 74% in 2021, declining for the third consecutive year. Fourteen of SSD's twenty-two partner districts achieved the SPP graduation target of 74.5%. The dropout rate for students with disabilities was 1.5% in 2021, which lies below the statewide rate of 2.1%.
- The proportion of graduates found to have met criteria for a positive post-secondary outcome based on education and/or employment status in the sixth months following graduation declined to its lowest level since 2010. Countywide, 57.8% percent of students who exited in school year 2020 were determined to have "Any post-secondary training or employment" that met the OSEP criteria for success. Thirteen of twenty-two partner districts met the state target in that category.

Description

This report highlights SSD-partner district collaboration through a review of special education process and outcome data, focusing on results of the State Performance Plan (SPP) Indicators (Part B).

The majority of data used in this report is taken from the “Special Education District Profiles” generated by DESE for each district in the state. These profiles are typically made available in the late fall of each school year. They provide data on the performance of each Local Education Agency (LEA) in relation to the targets established in the SPP.¹

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 **20,134** in St. Louis County as of December 1, 2020 (the count is down from 21,270 in 2019-20). In addition, 1,631 students were receiving early childhood special education services (down from 2,061 in 2019-20), and 991 students with disabilities were attending private/parochial schools (down from 1,068 in 2019-20). District enrollments and demographic summaries are provided in **Appendix A**.

It is important to note that **virtual learning options implemented as a response to the COVID-19 pandemic have impacted the 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 re-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, though testing was re-instituted in 2020-21. The administration of disciplinary suspensions markedly reduced 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, unpredictable economic conditions stemming from the pandemic surely influenced opportunities for employment and education available to recent graduates.

¹ SPP targets referenced in this report are for school year 2020 (including several updates to 2020 targets previously disseminated). Targets for school year 2021 were not yet available at the time this report was produced.

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

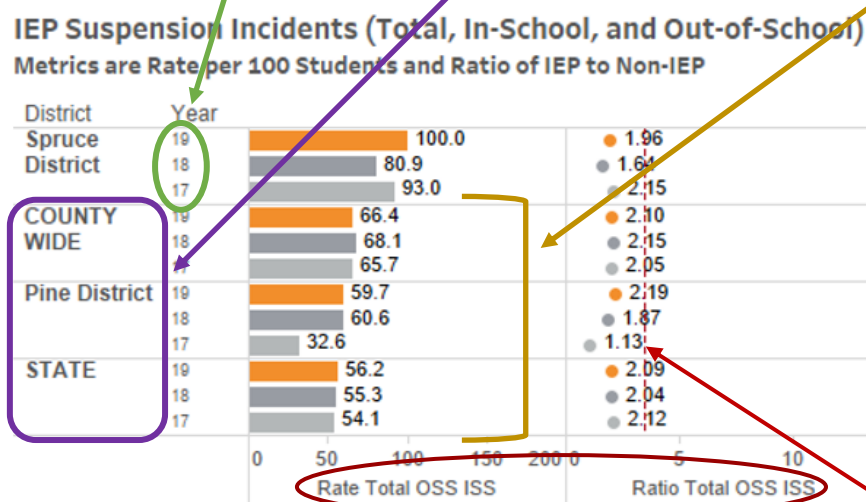
ASSESS: Set future performance targets based on state- and countywide performance (and/or similar districts)

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 “implications for equity” 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.

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](#)².

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, the user is 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 late fall release may not align perfectly with subsequent updates.

FOLLOW-UP QUESTIONS

This report has been developed by the [SSD Evaluation and Research Department](#). 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 https://apps.dese.mo.gov/MCDS/Reports/SSRS_Print.aspx?Reportid=d0568068-7df0-44bb-8140-f12e6d34d933

Results

Data/Reporting Element 1: 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 being observed?*

The figure that follows displays trends in incidence over 4 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. 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.

Results Summary (Incidence)

- Overall incidence in St. Louis County declined in school year 2021 following annual increases since 2015. The incidence rate was 16.0% as of school year 2021, down from 16.4% the prior year.³ Most (but not all) individual districts experienced a drop in incidence rate in 2021. Incidence in St. Louis County continues to exceed that statewide (the statewide rate, which includes SSD, was 13.5% in 2021).⁴
- Districts with the highest incidence rates⁵ as of 2021 include **Ferguson-Florissant** (17.6%), **Ritenour** (16.8%), **Jennings** (16.5%), and **Hancock Place** (16.1%).
- Districts with the lowest incidence rates (i.e., rates that lie below the statewide rate) as of 2021 include **Clayton** (10.7%), **Ladue** (11.3%), **Valley Park** (11.4%), **Webster Groves** (12.9%), **Rockwood** (13.2%), and **Kirkwood** (13.4%).
- Districts demonstrating the largest increases in overall incidence across 4 years include **Afton** (+3.0 percentage points), **Normandy** (+1.6), **University City** (+1.5), and **Lindbergh** (+1.5).
- Districts that experienced the most sizeable declines in incidence rate across 4 years include **Bayless** (-1.9 percentage points), **Valley Park** (-1.2), and **Pattonville** (-1.2).
- 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 (3.65% in 2021) remains considerably higher than it is statewide (3.10%).
 - **Specific Learning Disability (SLD)** remains the second most common disability category. The statewide incidence rate for SLD (3.50% in 2021) exceeds the rate in St. Louis County (3.20%).
 - The incidence of **Autism (AU)** continues to increase year over year, rising from 1.29% in 2010 to 2.43% in 2021 in St. Louis County. AU is now the *third most common primary disability* among students in St. Louis County, and the number of students with the primary disability of AU (3,212) is nearly as high as the number of students served under the primary categories of Emotional Disability (ED) and Intellectual Disability (ID) combined (3,324). The statewide incidence rate for Autism is substantially lower (1.60% in 2021), though also increasing.

³ 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.

⁴ 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 2021, SSD served 42% 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.

⁵ 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 C.

- Countywide incidence of **Language Impairment (LI)** continues to decrease and stood at 0.83% in 2021. DESE introduced revised LI eligibility criteria (which may impact incidence trends) in school year 2019-20.
- The incidence of **ED** (1.41%) continued a gradual upward trend. ED incidence countywide has increased a small degree annually since 2013.
- Incidence for the category of **Speech Impairment (SI)** (2.41%) declined in 2021 after rising in small increments annually since 2015. Speech Impairment incidence is considerably higher in St. Louis County than it is statewide (1.70%).
- Incidence for **ID** declined from 1.14% in 2020 to 1.10% in 2021. The rate of ID is marginally higher in St. Louis County than it is statewide (1.00%). Updates to the state eligibility criteria for ID were initiated in school year 2021-22.
- Several individual districts experienced changes within a given category over 4 years that considerably exceeded those for the county.⁶ A summary of districts with notable increases or decreases within a given category is provided in the table below.

Notable Individual Disability Category Incidence Changes Over 4 Years

Disability Category	Notable Relative Increases in Incidence Rate	Notable Relative Decreases in Incidence Rate
OHI	Affton (+1.02) Brentwood (+0.87) Maplewood-Richmond Heights (+0.77) Clayton (+0.54) Jennings (+0.53)	Bayless (-0.78) Valley Park (-0.78)
SLD	Lindbergh (+1.13) Normandy (+0.63) Jennings (+0.54)	Pattonville (-0.67) Ladue (-0.57)
SI	Maplewood-Richmond Heights (+0.58)	Bayless (-1.41) Hancock (-0.79) Rockwood (-0.59) Valley Park (-0.57)
AU	Maplewood-Richmond Heights (+0.94)	Clayton (-0.62)
ED	Hancock (+0.78) Affton (+0.55)	None
ID	None	Jennings (-0.57) Riverview Gardens (-0.39)
LI	None	Maplewood-Richmond Heights (-0.62) Brentwood (-0.61) Valley Park (-0.43)

Note. The data provided refer to the change in incident rate percentage for the respective disability category. 2021 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.

⁶ 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.

K-12 Disability Incidence Rate Trends

District	Year	Total Incidence	OHI	SLD	SI	AU	ED	ID	LI
Ferg Flor	21	17.6%	3.61%	4.39%	2.46%	2.10%	1.45%	2.23%	0.84%
	20	17.5%	3.63%	4.10%	2.52%	2.08%	1.30%	2.16%	0.88%
	19	16.8%	3.37%	4.09%	2.20%	2.00%	1.35%	2.12%	0.84%
	18	17.0%	3.29%	4.03%	2.40%	1.93%	1.30%	2.05%	1.03%
Ritenour	21	16.8%	3.69%	4.01%	2.08%	2.37%	1.56%	1.50%	0.77%
	20	17.1%	3.64%	4.13%	2.04%	2.38%	1.66%	1.58%	0.86%
	19	16.9%	3.62%	4.05%	2.11%	2.31%	1.62%	1.47%	0.85%
	18	16.2%	3.53%	3.89%	1.75%	2.09%	1.60%	1.49%	1.03%
Jennings	21	16.5%	3.47%	4.31%	2.30%	1.80%	0.96%	1.93%	0.96%
	20	16.8%	3.25%	4.49%	2.22%	1.81%	0.99%	2.14%	1.03%
	19	16.5%	3.09%	4.08%	2.14%	1.81%	1.07%	2.55%	1.11%
	18	15.5%	2.94%	3.77%	1.87%	1.35%	0.99%	2.50%	1.27%
Hancock	21	16.1%	4.21%	2.48%	3.24%	2.78%	1.13%	0.98%	0.75%
	20	16.4%	4.39%	2.97%	3.40%	2.41%	0.92%	1.06%	0.92%
	19	15.2%	4.18%	2.58%	2.86%	2.58%	0.70%	1.18%	0.49%
	18	15.3%	3.96%	2.36%	4.03%	2.36%	0.35%	0.97%	0.69%
COUNTY WIDE	21	16.0%	3.65%	3.20%	2.41%	2.43%	1.41%	1.10%	0.83%
	20	16.4%	3.65%	3.30%	2.67%	2.37%	1.39%	1.14%	0.87%
	19	16.2%	3.57%	3.24%	2.61%	2.29%	1.37%	1.14%	0.96%
	18	16.0%	3.42%	3.25%	2.59%	2.18%	1.25%	1.15%	1.05%
Affton	21	15.7%	4.03%	2.47%	2.55%	2.35%	1.64%	0.72%	0.68%
	20	15.5%	4.21%	2.59%	2.63%	2.09%	1.47%	0.66%	0.70%
	19	13.9%	3.58%	2.22%	2.57%	1.98%	1.28%	0.74%	0.78%
	18	12.7%	3.01%	2.19%	2.38%	1.88%	1.09%	0.74%	0.70%
Hazelwood	21	15.5%	3.35%	2.97%	1.90%	2.13%	1.55%	1.47%	1.07%
	20	15.9%	3.38%	3.13%	2.19%	1.97%	1.46%	1.57%	1.10%
	19	16.1%	3.33%	3.23%	2.26%	1.90%	1.35%	1.53%	1.25%
	18	15.6%	2.98%	3.43%	2.08%	1.76%	1.25%	1.64%	1.26%
Riverview	21	15.5%	2.97%	4.44%	1.89%	1.47%	1.29%	2.07%	0.76%
	20	15.1%	3.05%	4.25%	1.61%	1.39%	1.09%	2.23%	0.78%
	19	15.5%	3.05%	4.22%	1.71%	1.30%	0.98%	2.34%	1.00%
	18	15.8%	2.93%	4.14%	2.04%	1.25%	0.91%	2.46%	1.10%
Mehlville	21	15.3%	4.15%	2.94%	2.24%	2.44%	1.44%	0.84%	0.70%
	20	15.5%	4.01%	3.02%	2.54%	2.29%	1.42%	0.90%	0.68%
	19	15.5%	3.96%	3.00%	2.40%	2.18%	1.49%	0.85%	0.87%
	18	15.1%	3.78%	2.73%	2.60%	2.04%	1.28%	0.76%	1.07%
Bayless	21	15.2%	3.52%	2.91%	1.52%	2.85%	1.39%	0.97%	1.45%
	20	16.3%	4.02%	3.03%	1.69%	2.74%	1.81%	1.05%	1.22%
	19	17.5%	4.16%	3.25%	2.65%	3.01%	1.69%	0.90%	1.21%
	18	17.1%	4.30%	3.16%	2.93%	2.57%	1.13%	1.01%	1.43%
Pattonville	21	15.1%	3.52%	2.58%	2.38%	2.85%	1.34%	0.66%	0.95%
	20	15.2%	3.28%	2.86%	2.51%	2.71%	1.48%	0.57%	0.97%
	19	16.2%	3.68%	3.02%	2.77%	2.67%	1.39%	0.58%	1.12%
	18	16.3%	3.72%	3.25%	2.52%	2.56%	1.37%	0.62%	1.07%
Lindbergh	21	14.9%	3.98%	2.75%	2.23%	2.64%	1.28%	0.65%	0.67%
	20	15.3%	4.06%	2.48%	2.72%	2.85%	1.27%	0.59%	0.66%
	19	14.1%	3.88%	1.89%	2.47%	2.83%	1.20%	0.58%	0.69%
	18	13.4%	3.81%	1.62%	2.55%	2.36%	0.95%	0.60%	0.86%
University City	21	14.7%	2.74%	2.78%	2.12%	2.57%	1.39%	1.02%	1.06%
	20	14.7%	2.63%	2.95%	1.75%	2.79%	1.36%	1.04%	1.20%
	19	14.5%	2.67%	3.05%	1.70%	2.67%	1.12%	0.93%	1.20%
	18	13.2%	2.45%	2.78%	1.67%	2.22%	0.96%	0.93%	1.45%
Maplewood-Richmond Heights	21	14.6%	3.46%	2.40%	2.89%	3.10%	1.20%	0.28%	0.35%
	20	14.3%	3.34%	2.16%	2.71%	2.92%	1.25%	0.42%	0.49%
	19	13.6%	2.81%	2.16%	2.38%	2.45%	1.08%	0.43%	0.94%
	18	13.3%	2.69%	2.09%	2.31%	2.16%	0.82%	0.37%	0.97%
Normandy	21	14.5%	3.61%	2.86%	1.80%	1.47%	1.47%	2.03%	0.94%
	20	13.2%	2.85%	2.68%	1.91%	1.14%	1.44%	1.84%	0.64%
	19	12.8%	2.84%	2.27%	2.05%	1.07%	1.26%	1.89%	0.82%
	18	12.9%	3.15%	2.23%	1.56%	1.02%	1.08%	1.91%	0.76%
Parkway	21	14.4%	3.69%	2.64%	2.32%	2.30%	1.14%	0.51%	0.81%
	20	15.2%	3.73%	2.85%	2.76%	2.20%	1.09%	0.54%	0.84%
	19	15.2%	3.55%	2.88%	2.72%	2.10%	1.23%	0.51%	0.98%
	18	15.0%	3.35%	2.97%	2.56%	2.19%	1.08%	0.53%	1.03%
Brentwood	21	13.6%	3.81%	1.23%	1.50%	3.54%	0.54%	0.68%	0.41%
	20	13.3%	3.65%	1.30%	1.69%	3.26%	0.65%	0.65%	0.65%
	19	12.8%	3.19%	1.53%	1.15%	3.06%	0.38%	0.64%	0.64%
	18	12.9%	2.94%	1.28%	1.66%	3.07%	0.77%	0.77%	1.02%
STATE	21	13.5%	3.10%	3.50%	1.70%	1.60%	0.80%	1.00%	1.00%
	20	13.7%	3.00%	3.60%	1.90%	1.50%	0.80%	1.00%	1.00%
	19	13.5%	2.94%	3.52%	2.04%	1.44%	0.81%	1.05%	0.98%
	18	13.4%	2.80%	3.50%	2.10%	1.30%	0.80%	1.10%	1.00%
Kirkwood	21	13.4%	2.22%	2.97%	2.64%	2.29%	0.97%	0.67%	0.95%
	20	14.4%	2.39%	2.98%	3.36%	2.29%	0.94%	0.55%	0.99%
	19	14.2%	2.32%	3.16%	2.95%	2.35%	1.02%	0.55%	1.02%
	18	13.8%	2.12%	2.99%	2.86%	2.17%	1.11%	0.59%	1.20%
Rockwood	21	13.2%	3.46%	3.33%	2.00%	1.66%	0.92%	0.49%	0.76%
	20	13.8%	3.46%	3.44%	2.43%	1.60%	0.89%	0.49%	0.86%
	19	13.7%	3.34%	3.34%	2.50%	1.50%	0.89%	0.51%	0.95%
	18	13.9%	3.22%	3.58%	2.59%	1.42%	0.83%	0.51%	1.00%
Webster	21	12.9%	2.50%	2.76%	2.34%	2.36%	1.09%	0.35%	0.72%
	20	13.0%	2.50%	2.81%	2.72%	2.32%	1.05%	0.31%	0.69%
	19	13.4%	2.87%	2.58%	2.65%	2.38%	1.11%	0.40%	0.67%
	18	13.3%	2.92%	2.41%	2.67%	2.39%	0.91%	0.36%	0.91%
Valley Park	21	11.4%	2.44%	2.20%	1.83%	1.83%	0.86%	1.10%	0.49%
	20	12.2%	2.53%	1.95%	2.41%	2.07%	0.92%	1.03%	0.57%
	19	13.5%	3.31%	2.01%	2.48%	1.89%	1.06%	0.83%	0.95%
	18	12.6%	3.20%	2.06%	2.40%	1.60%	0.92%	1.03%	0.92%
Ladue	21	11.3%	2.62%	1.75%	2.50%	1.80%	0.84%	0.34%	0.41%
	20	12.2%	2.83%	1.96%	2.81%	1.61%	0.87%	0.42%	0.47%
	19	11.8%	2.81%	2.10%	2.36%	1.58%	0.73%	0.45%	0.66%
	18	12.2%	2.72%	2.32%	2.46%	1.54%	0.76%	0.43%	0.66%
Clayton	21	10.7%	3.37%	2.50%	1.62%	1.62%	0.75%	0.20%	0.24%
	20	11.0%	3.17%	2.44%	1.83%	1.80%	0.80%	0.27%	0.23%
	19	11.4%	3.05%	2.41%	1.85%	2.11%	0.68%	0.38%	0.34%
	18	11.0%	2.83%	2.50%	1.53%	2.24%	0.60%	0.41%	0.41%

Note. Sorted top to bottom by 2021 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. 2021 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.⁷ 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 2020-21, 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.⁸ 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 over two years from 3.02 to 2.94 in 2021. The current ratio can be interpreted to mean that Black students were 2.94 times more likely to be identified with ID than students in all other racial groups combined in St. Louis County in school year 2021. Several individual districts exceeded the 3.5 significant disproportionality threshold for ID in 2021.
- 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 Language⁹, 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.

Implications for Equity: Incidence Rates and Identification Patterns

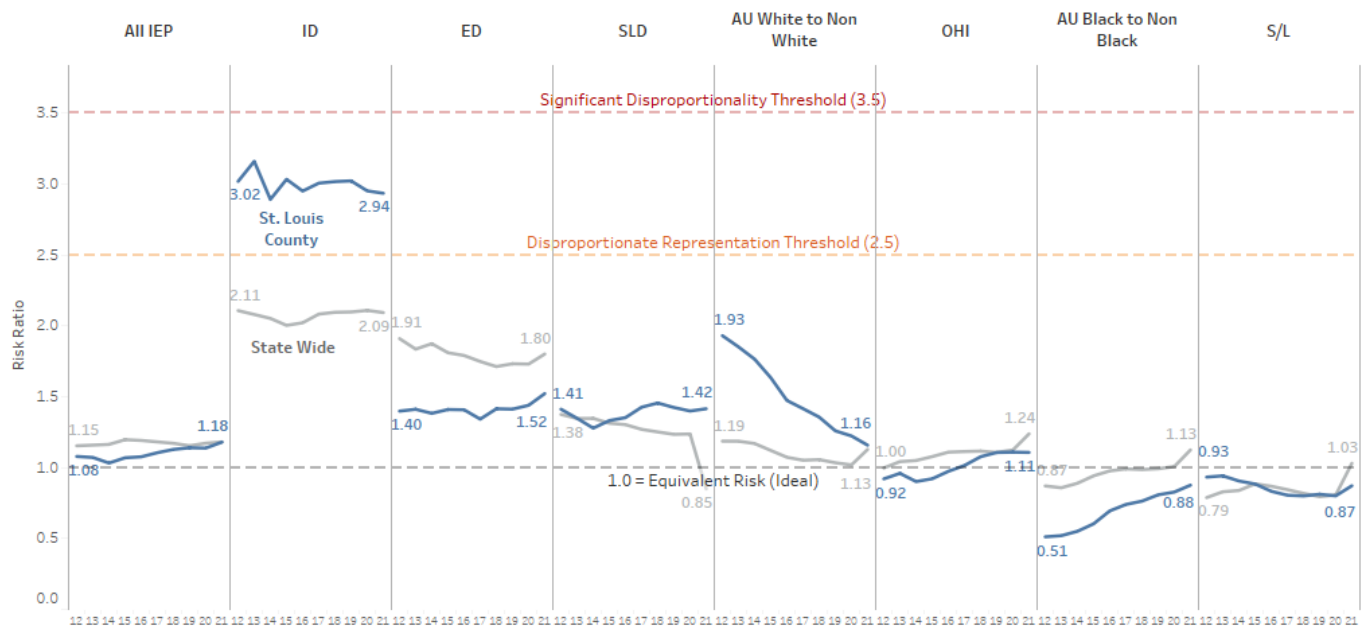
- The likelihood that a student is identified with an educational disability (as represented by the incidence rate) ranged from 10.7% to 17.6% across SSD's partner districts in 2021, reflecting considerable variance.
- Black students continue to be overrepresented in the disability category of ID. For most other disability categories, however, risk of identification among Black students falls equivalent to or below that statewide.

⁷ Note that disproportionality metrics (i.e., risk ratios) for incidence are not included in the Special Education Profiles.

⁸ 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. Moving forward, the disproportionate representation calculation will be based on identification in grades K-12, while the significant disproportionality calculation will expand to students in grades Pre-K (age 3) through 12.

⁹ Speech Impairment and Language Impairment eligibilities are combined in data DESE provides.

Change in Disability Risk Ratios for Black* Students, 2012-2021
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 2020 risk ratio. 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.

Data/Reporting Element 2: 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?*

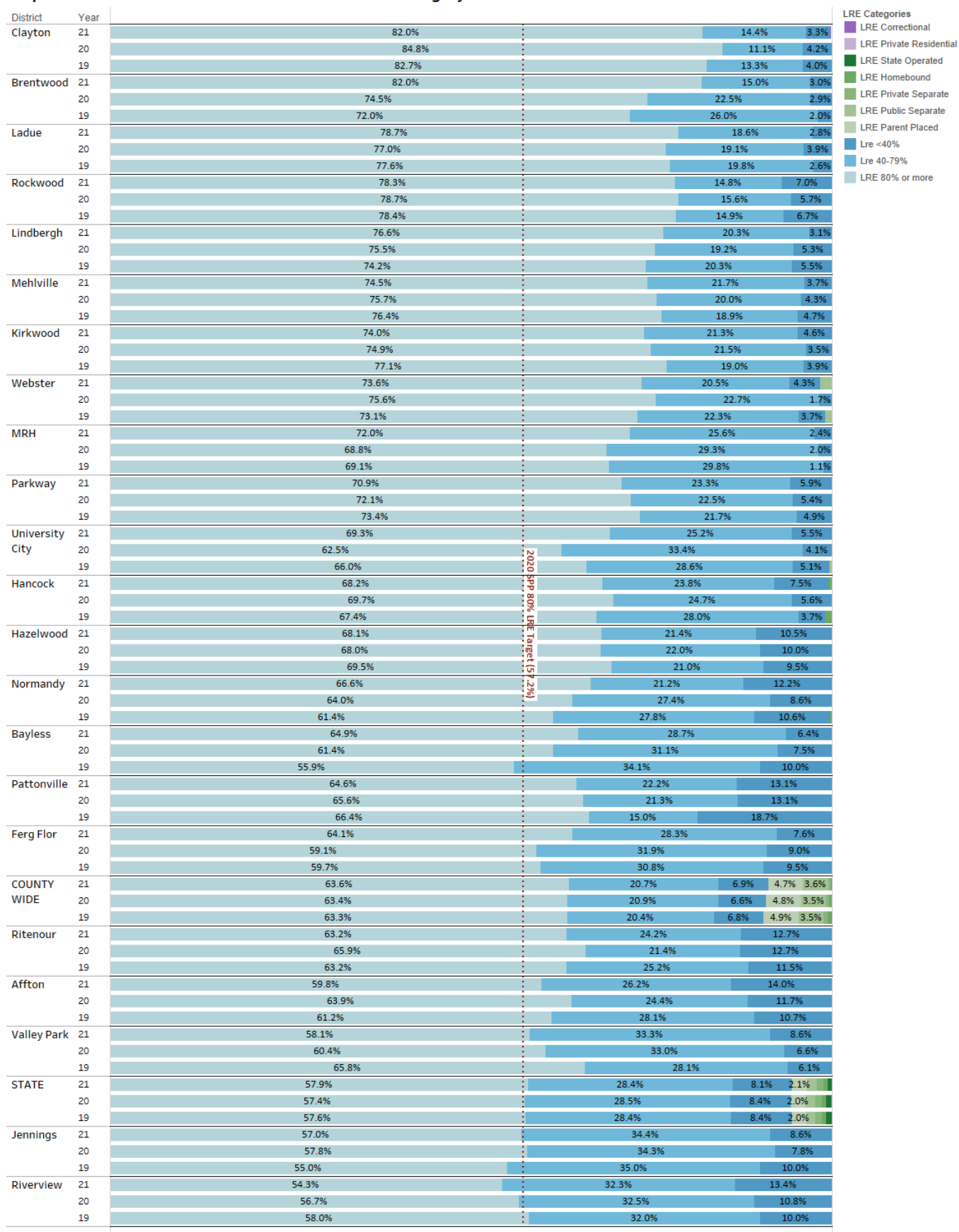
Least Restrictive Environment (LRE) refers to the percentage of the school day that students with disabilities spend in settings alongside nondisabled peers. Though some students require more restrictive placements to be successful, in most cases maximizing LRE is preferable. The DESE State Plan sets 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. Updated state targets for school year 2020 were set at 57.2%, 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 C**.¹⁰

Results Summary

- The proportion of students in the $\geq 80\%$ LRE category countywide increased in small degree, from 63.4% to 63.6%, in 2021. The percentage of students in St. Louis County that fall in the least restrictive category of $\geq 80\%$ exceeds the statewide percentage (57.9%), 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 of twenty-two partner districts met the $\geq 80\%$ SPP target in 2021.
- The proportion of students in the more restrictive $< 40\%$ category was 6.9% as of 2021, reversing a trend of annual decreases since 2013.
- Fourteen of SSD's twenty-two partner districts met the most recent $< 40\%$ SPP target of 8.4% in 2021.
- The percentage of St. Louis County students in separate placements (4.0% in 2021) declined to its lowest level since 2013, though it still exceeds the statewide rate (3.5%), as well as the SPP target of 3.6%. In total, however, the percentage of students who spend most of their day outside the general education setting (including the $< 40\%$ and separate placement categories combined) remains marginally lower in St. Louis County (10.9% in 2021) than it is statewide (11.6%).
- Eleven of twenty-two districts have demonstrated improvements in LRE since 2019 as indicated by rising proportions of students in the $\geq 80\%$ category. Partner districts experiencing notable increases since 2019 include **Brentwood** (+10.0 percentage points since 2019), **Bayless** (+9.0), and **Normandy** (+5.2). Districts experiencing notable decreases in the less inclusive $< 40\%$ category included **Pattonville** (-5.6 percentage points since 2019) and **Bayless** (-3.6).
- Inclusiveness as indicated by $\geq 80\%$ LRE declined most markedly over 3 years **Valley Park** (-7.7), **Riverview Gardens** (-3.7), and **Kirkwood** (-3.1). Districts experiencing notable increases in the less inclusive $< 40\%$ category included **Hancock Place** (+3.8), **Riverview Gardens** (+3.4), and **Afton** (+3.3).
- Parent private placements (i.e., students who attend parochial schools but receive services through the SNAP program) represented 4.7% of students with disabilities in St. Louis County in 2021.

¹⁰ Note that, except in rare circumstances, all separate placements are attributed to SSD schools and programs on Special Education Profiles of districts in St. Louis County (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 2021 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 differences between 2019 and 2021 in 80% or more rate failed to achieve statistical significance at $p < .05$.

Implications for Equity: Educational Environments

- Certain research indicates that greater inclusiveness tends to be associated with improved outcomes for students with disabilities.¹¹ 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 54.3% to 82.0% in 2021. 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 C**) varies across partner districts, with school year 2021-22 estimates ranging from as low as 0.16% (Clayton) to as high as 1.32% (Normandy).¹² This pattern may be a result of differences across districts with respect to student needs, the continuum of services and supports available, the frequency of transfers into a district of students with high needs from outside St. Louis County, etc. The distribution of SSD school enrollment as a proportion of overall district enrollment mirrors closely the ranking of SSD's partner districts on socioeconomic indicators such as child poverty and student mobility rates (see **Appendix A**).

¹¹ 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).

¹² With respect to the Normandy rate, as of February 2021, this equates to **approximately 10% of students with disabilities** being served through an SSD school, Purchase of Service, or the SSD Homebound program (excluding transition, early childhood, and CTE).

Data/Reporting Element 3: 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?*

Given COVID-related impacts on both assessment participation and instructional delivery in 2020-21, the Department of Elementary and Secondary Education (DESE) has cautioned that, **"Results this year should not be viewed in the same way as in other years".¹³ DESE has 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.** This caution notwithstanding, differences between 2019 and 2021 results can be reviewed in **Appendix D**. State accountability assessments were not administered in school year 2020 due to pandemic-related school closures.

The proportions of students with IEPs across St. Louis County who scored Proficient or Advanced¹⁴ on the state assessment in the content areas of ELA and math in 2021 appear in the figure below. 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 are provided in **Appendix D**. The Appendix D 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 2021. They also achieved proficiency rates that lie closer to those for the overall student population based on comparison ratios (see **Appendix D**).
- The SPP targets for 2020 were 20% for ELA and 15% for math. Performance of students with IEPs overall in St. Louis County **fell below** these targets (whereas the targets were met in 2019). Eleven of the twenty-two St. Louis County districts achieved the target in ELA, while nine of twenty-two achieved the target in math.

Implications for Equity: 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 2021 ranged from a high of 39.2%¹⁵ to a low of 2.3%. Math proficiency rates ranged from a high of 34.8% to a low of 0.7%.
- DESE guidance and cautions notwithstanding, the proportion of students with disabilities scoring in the Proficient or Advanced range in St. Louis County was lower in 2021 relative to 2019 (with a substantial decline in math), suggesting learning loss and/or less-than-typical growth over the initial year of the pandemic.

¹³ These cautions were included in the state-level assessment data files available for download on the [Missouri Comprehensive Data System](#) site.

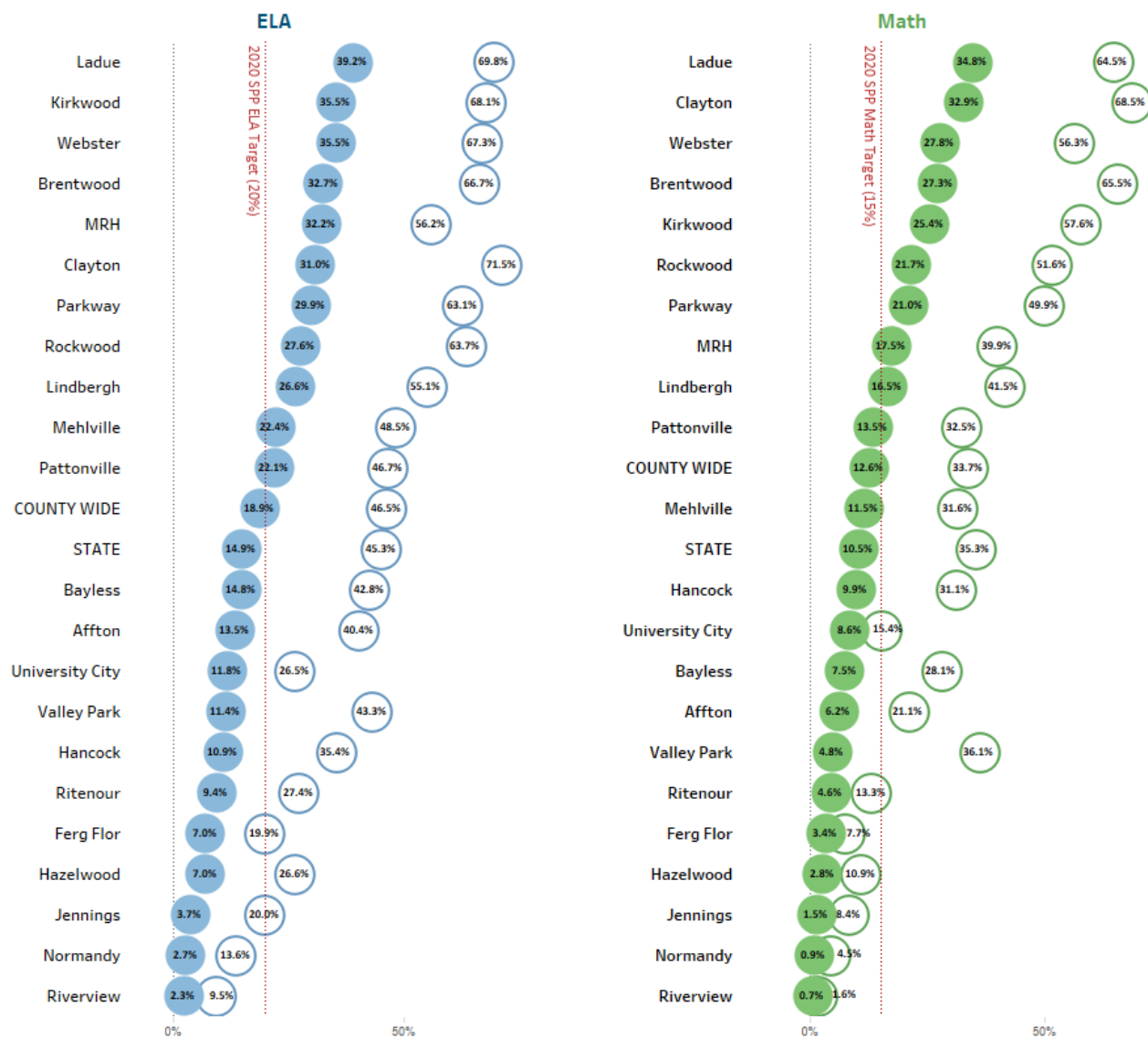
¹⁴ Some 2020-21 school year reporting suggests DESE has shifted focus to the percentage of students scoring in the Basic range or higher as a preferred (or at minimum alternative) unit of analysis. However, the special education profiles report only the percentage of students scoring Proficient or Advanced.

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.

2021 MAP "Top Two" Percentages: Students with Disabilities and District Students Overall

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 D.

Data/Reporting Element 4: 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 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. Districts are sorted from highest to lowest by the 3-year average of combined (OSS and ISS) suspension rate. Discipline rates by student (rather than by incident) appear in **Appendix E**.

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 among students with disabilities to that among 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 that school year.

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.¹⁶ 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 considering overall >10 day 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 (see discussion on page 3 of this report). Fewer days of, and students participating in, in-person instruction minimizes scenarios under which behavioral infractions typically occur. Thus, few if any suspensions would have been expected during periods of school closure and virtual learning implemented as a response to the COVID-19 pandemic. 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.¹⁷ Thus suspension *rates* for school years 2020 and 2021 will lack comparability to prior years and to each 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

- Relative to preceding school years, few suspensions of students with disabilities were administered by SSD's partner districts in 2020-21 based on data districts reported to DESE. There were only 1,275 suspensions countywide in 2021; in comparison, there were 10,906 suspensions reported in 2020 (likewise a shortened / partially virtual year), and 16,176 suspensions reported in 2019. Only 52 suspensions of greater than 10 days were reported for 2021 (vs. 590 and 907 that were reported for 2020 and 2019, respectively). Thus, suspension rates were markedly lower in 2021 both countywide and across partner districts.

¹⁶ 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 count of students with disabilities who receive ISS and/or OSS (including unique examination of suspensions 10 days or less and over 10 days) in one race/ethnicity category to the count of students with disabilities who receive ISS and/or OSS 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. Risk ratios corresponding to the significant disproportionality indicators are not detailed here given that data available in the special education profiles are insufficient to calculate estimates of them.

¹⁷ 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.

- Countywide suspension *ratios* increased in 2021, indicating that students with disabilities were even more likely to have received a suspension than students without disabilities relative to recent prior years. Suspension ratios were also higher in St. Louis County than they were statewide. However, this result should be interpreted with caution given the overall low number of suspensions and lack of information regarding in-person vs. virtual attendance for students with disabilities compared to students without disabilities. Prior to 2021, suspension ratios in St. Louis County had been declining and were lower than the statewide rate.
- Several districts reported a small fraction of suspensions they had reported in prior years (including districts that historically have experienced the highest suspension rates, many of which offered a virtual-instruction option only across most of the school year). Valid inferences regarding suspension patterns are difficult to generate given low suspension numbers and anomalies of the 2020 and 2021 school years previously discussed. This report excludes analysis of suspension trends for individual partner districts given this concern.

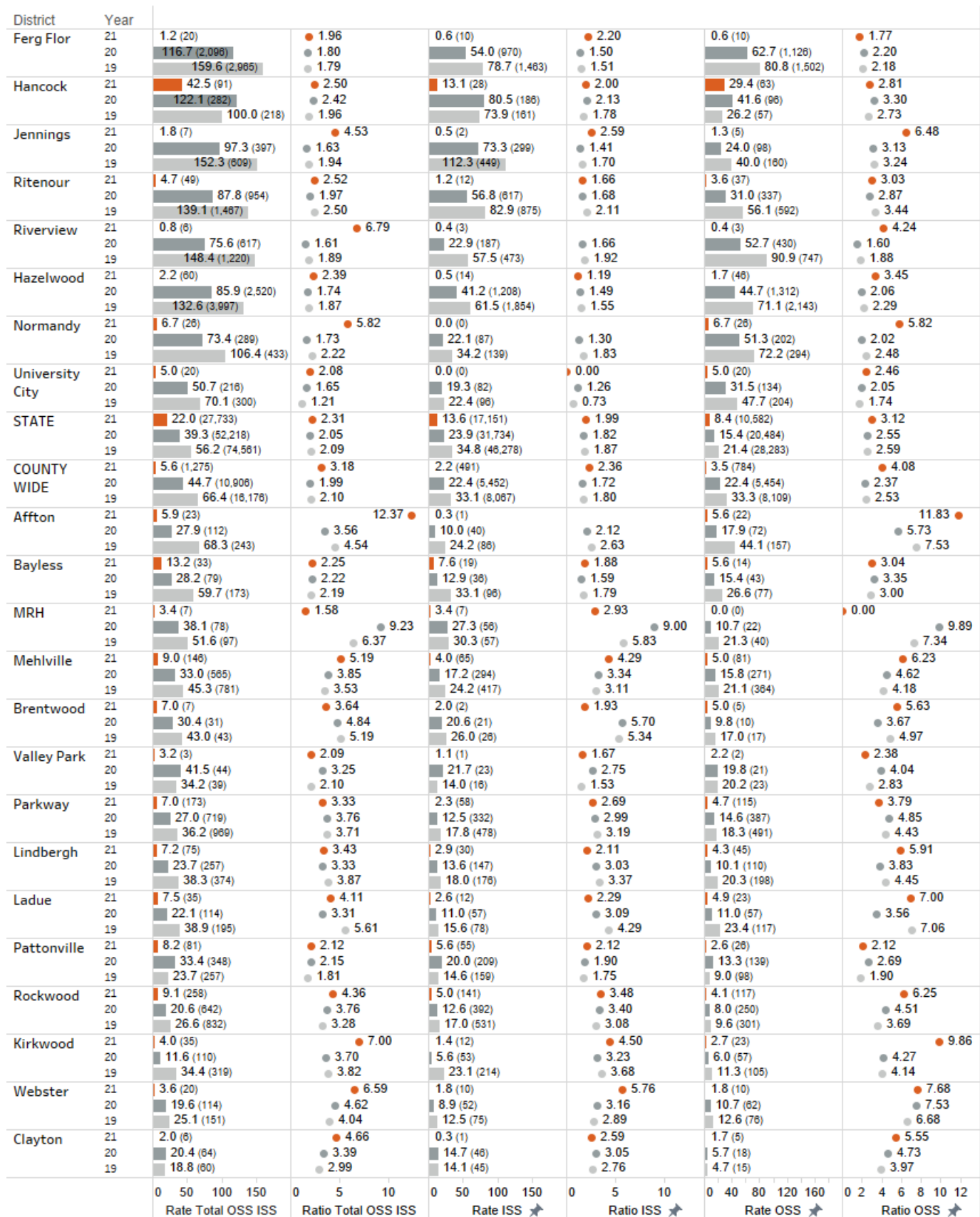
Implications for Equity: Disciplinary Outcomes

- Acknowledging significantly lower numbers of suspensions in 2021, students with disabilities countywide were 3.2 times more likely than students without disabilities to receive any suspension type, and 4.2 times more likely to receive >10 day suspensions. Interpretive cautions and caveats are discussed above.

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)



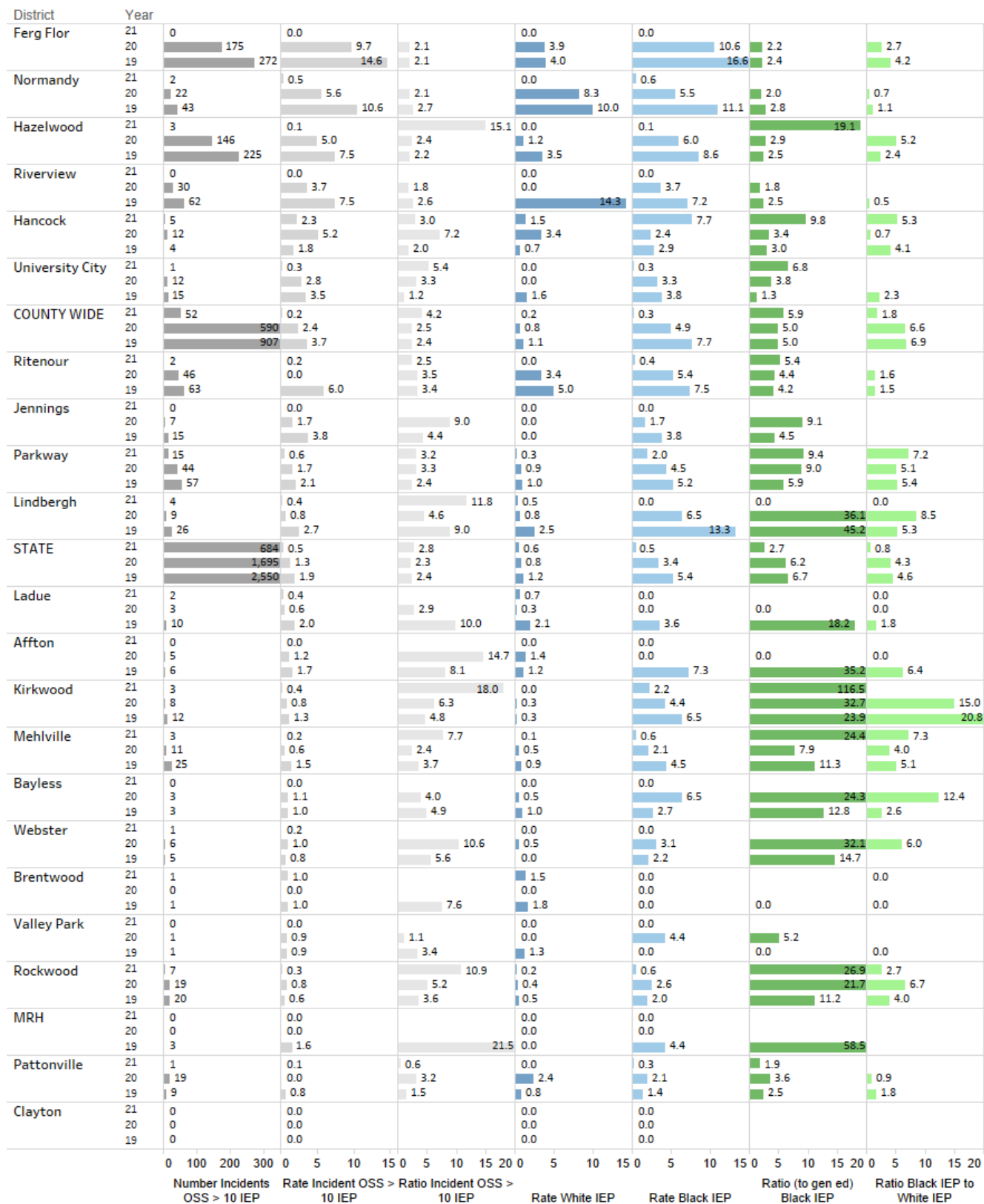
Note. See notes on interpretation of 2020 and 2021 results provided in the report narrative. Sorted top to bottom by average total suspension incident rate over 3 years. Counts of suspension incidents appear in parentheses.

Incidents of Out-of-School Suspension Exceeding 10 days per 100 Students

Overall and Comparisons by Race (Black and White)

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

*Rates and ratios from school year 2021 should be interpreted with caution given low >10 day OSS counts



Note.

See notes on interpretation of 2020 and 2021 results provided in the report narrative. Districts sorted top to bottom by average rate of >10 OSS over 3 years. Ratios represent a comparison between the rate of >10 day suspensions for one group with that for another. Ratios can be interpreted as the factor by which students in one group are more likely to receive a >10 day suspension than 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). Rates and ratios for students in other race categories were excluded based on low student counts and few indicators of discipline disproportionality among those groups.

Data/Reporting Element 5: 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 74.5% for 2020 (the dropout target was 3.5%). Smaller districts with fewer students with disabilities in a grade-level cohort may be prone to greater fluctuation in graduation rate across school years.

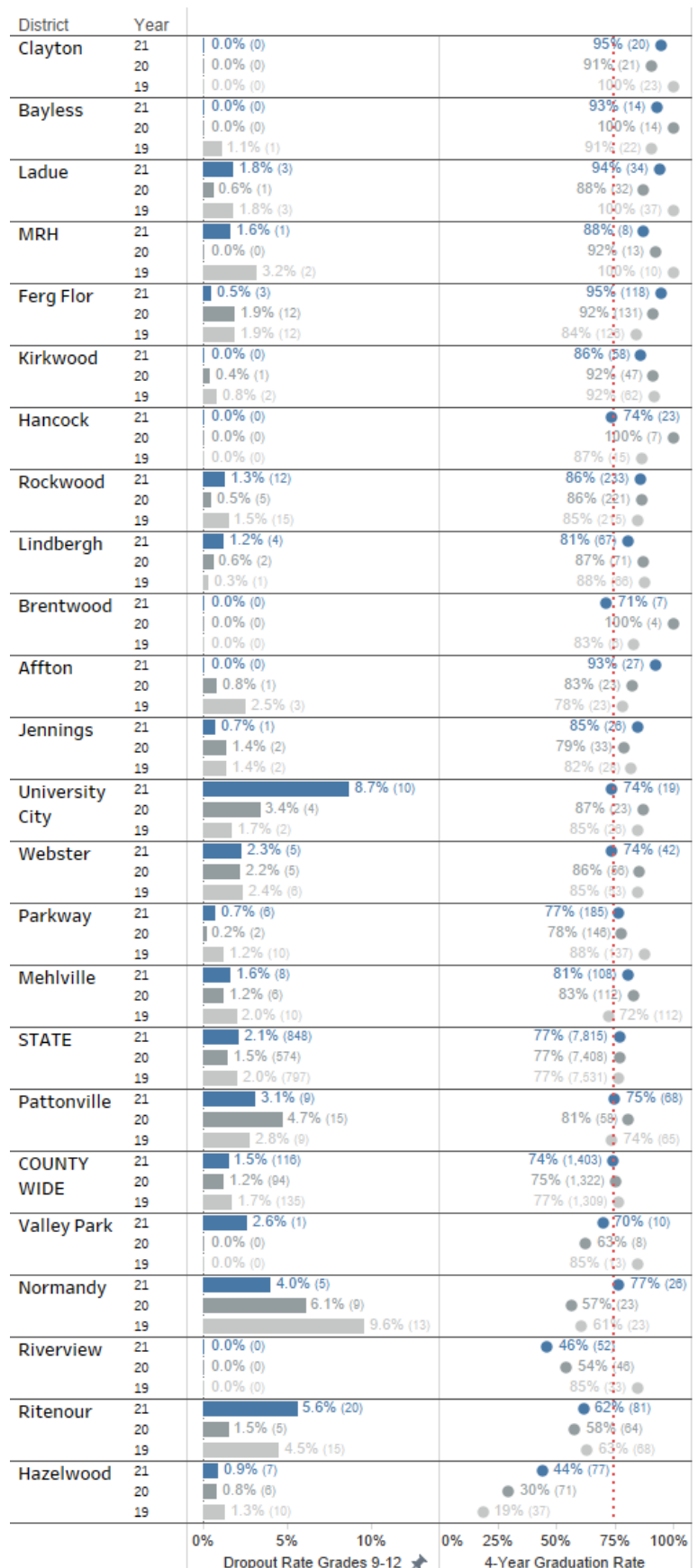
Results Summary

- The reported overall graduation rate for students with IEPs in St. Louis County was 74.3% in 2021 (slightly below the 74.5% target), representing a third consecutive year of decline. The statewide rate was 77% in 2021.
- The dropout rate among students with disabilities across the county increased to 1.5% in 2021. This falls below the 2021 statewide dropout rate of 2.1%.
- Across individual districts, 2020 graduation rates for students with disabilities ranged from 44% to 95%. Fourteen of SSD's twenty-two partner districts met or exceeded the SPP target for graduation rate in 2021 (with several others falling just below the target).

Implications for Equity: Graduation and Dropout Trends

- The likelihood of graduation, as well as the risk of dropout, varies considerably across county districts for students with disabilities.
 - A number of districts that experience above average levels of student poverty and/or mobility (see **Appendix A**) have achieved relatively strong graduation rates in recent school years (e.g., Ferguson-Florissant, Bayless).
- Study of practices in these districts may inform efforts to improve graduation rates in other locales.

Graduation and Dropout Rates for Students With Disabilities



Note. 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%.

Data/Reporting Element 6: 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. These data represent the results of follow-up inquiries partner districts conduct with students approximately 6 months following their graduation cohort's exit.¹⁸ 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); 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. It may make sense to highlight the second category (shown in the middle column in the chart below) given that it includes both education and employment outcomes but also defines a successful outcome more narrowly than the third category.

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.

Results Summary

- Countywide, the proportion of graduates meeting the positive post-secondary outcome criteria decreased in 2021 in all three outcome categories. The results in the "Any post-secondary training or employment" (57.8%) and "Higher education or competitively employed" (54.0%) categories fell to their lowest rates since 2010 and fell below the statewide result. Students in St. Louis County exceed the statewide result in the category of "Higher education".
- Twelve of SSD's twenty-two partner districts met the state target for percent of students in "higher education or employment" in 2021 (sixteen met the target in 2020).

Implications for Equity: Post-Secondary Outcomes

- Several districts identified less than 20% of students exiting in school year 2020 who met the criteria for a positive post-secondary outcome in the first 6 months following exit. These districts included **University City**, **Riverview Gardens**, **Hazelwood**, **Hancock Place**, **Normandy**, and **Valley Park**. In all of these cases, the number of exiting students a follow-up was attempted for was 25 or less.¹⁹
- The successful pursuit of post-secondary education and/or employment among students with disabilities in the relative 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.

¹⁸ Follow-up on 2019 exiters would have been completed prior to the initiation of virtual instruction in March of 2020, and prior to the emergence of any business closures or economic downturn stemming from the COVID-19 pandemic that may have impacted employment opportunities in fall of 2020.

¹⁹ It is unclear why the count of exiters for Hazelwood, a large district, was only 30 and 22 for the 2019 and 2020 cohorts, respectively. Hazelwood's count of graduates and dropouts in the 2018 exiting cohort was 170. Parkway, which serves a similar number of students with disabilities, followed up on 139 students in 2021.

²⁰ Variances may reflect inconsistencies in follow-up procedures and coding across districts. Successful follow-up may be more challenging in locations where student mobility rates are high. Inconsistencies in assessment procedures pose challenges to confident evaluation of how well SSD and its partners are preparing students with disabilities for post-secondary success.

Post-Secondary Employment/Education Outcomes

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

District	Year	Total Followup Count	% Higher Ed	% Ed or competitive employ	Any post-sec training or employ
Brentwood	21 20 19	7 6 8	57.1% 83.3% 50.0%	100.0% 100.0% 50.0%	100.0% 100.0% 75.0%
Lindbergh	21 20 19	68 65 52	58.8% 47.7% 42.3%	83.8% 90.8% 84.6%	88.2% 92.3% 90.4%
Webster	21 20 19	53 49 50	67.9% 67.3% 76.0%	81.1% 81.6% 96.0%	86.8% 83.7% 98.0%
Ladue	21 20 19	32 47 45	68.8% 70.2% 75.6%	75.0% 78.7% 91.1%	81.3% 78.7% 95.6%
Kirkwood	21 20 19	49 63 50	59.2% 66.7% 58.0%	77.6% 84.1% 74.0%	89.8% 88.9% 74.0%
Jennings	21 20 19	34 25 27	11.8% 28.0% 14.8%	82.4% 80.0% 77.8%	82.4% 80.0% 85.2%
Clayton	21 20 19	20 24 20	70.0% 75.0% 80.0%	70.0% 79.2% 80.0%	75.0% 79.2% 90.0%
Rockwood	21 20 19	223 213 248	56.1% 56.3% 61.3%	71.3% 79.8% 74.2%	76.7% 83.6% 81.9%
Parkway	21 20 19	139 195 184	59.7% 65.1% 70.1%	74.1% 72.8% 76.6%	75.5% 73.8% 79.3%
MRH	21 20 19	12 12 11	58.3% 41.7% 54.5%	75.0% 66.7% 72.7%	83.3% 66.7% 72.7%
Bayless	21 20 19	14 23 8	21.7% 25.0% 25.0%	100.0% 78.3% 75.0%	100.0% 78.3% 75.0%
Valley Park	21 20 19	6 11 9	16.7% 22.2% 81.8%	16.7% 100.0% 77.8%	16.7% 100.0% 88.9%
Aftton	21 20 19	21 21 14	33.3% 38.1% 28.6%	81.0% 81.0% 42.9%	81.0% 81.0% 29.9%
Ferg Flor	21 20 19	142 119 123	23.2% 31.9% 25.2%	45.1% 62.2% 66.7%	52.1% 68.9% 73.2%
STATE	21 20 19		23.6% 24.6% 25.2%	57.1% 57.4% 57.9%	61.5% 61.6% 62.6%
COUNTY WIDE	21 20 19		37.2% 43.2% 36.6%	54.0% 62.8% 55.5%	57.8% 65.4% 59.4%
Hancock	21 20 19	9 14 14	11.1% 28.6% 7.1%	11.1% 78.6% 78.6%	11.1% 78.6% 78.6%
Pattonville	21 20 19	71 61 81	31.0% 57.4% 30.9%	46.5% 73.8% 39.5%	49.3% 78.7% 39.5%
Ritenour	21 20 19	54 63 80	22.2% 20.6% 22.5%	40.7% 38.1% 38.3%	42.6% 42.9% 38.8%
Normandy	21 20 19	22 25 28	4.5% 4.0% 14.3%	40.9% 4.0% 67.9%	45.5% 4.0% 67.9%
Riverview	21 20 19	25 33 37	0.0% 0.0% 13.5%	4.0% 0.0% 83.8%	4.0% 0.0% 89.2%
Mehlville	21 20 19	106 107 88	8.5% 2.8% 6.8%	20.8% 15.0% 14.8%	21.7% 15.0% 14.8%
Hazelwood	21 20 19	22 30 170	0.0% 0.0% 4.7%	9.1% 0.0% 12.4%	13.6% 0.0% 15.3%
University City	21 20 19	23 27 33	4.3% 0.0% 6.1%	4.3% 0.0% 15.2%	4.3% 0.0% 15.2%
		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. 2021 rates pertain to 2020 cohort graduates.

Strengths and Opportunities for Improvement

Potentially Positive Trends

- Incidence risk ratios for disability categories other than ID fell well below the DESE threshold for disproportionality in 2021.
- The proportion of students receiving services in the least restrictive educational environment category of $\geq 80\%$ increased a small degree in 2021. Relative to state-level results, a greater proportion of students with disabilities in St. Louis County receive most of their instruction in the general education setting alongside nondisabled peers.
- The percentage of St. Louis County students in separate placements (4.0% in 2021) declined to its lowest level since 2013.
- The dropout rate among students with IEPs in St. Louis County fell below that statewide in 2021.
- The percent of students with disabilities exiting school in 2020 who completed a semester of higher education was considerably higher in St. Louis County (37.2%) than it was statewide (23.6%).

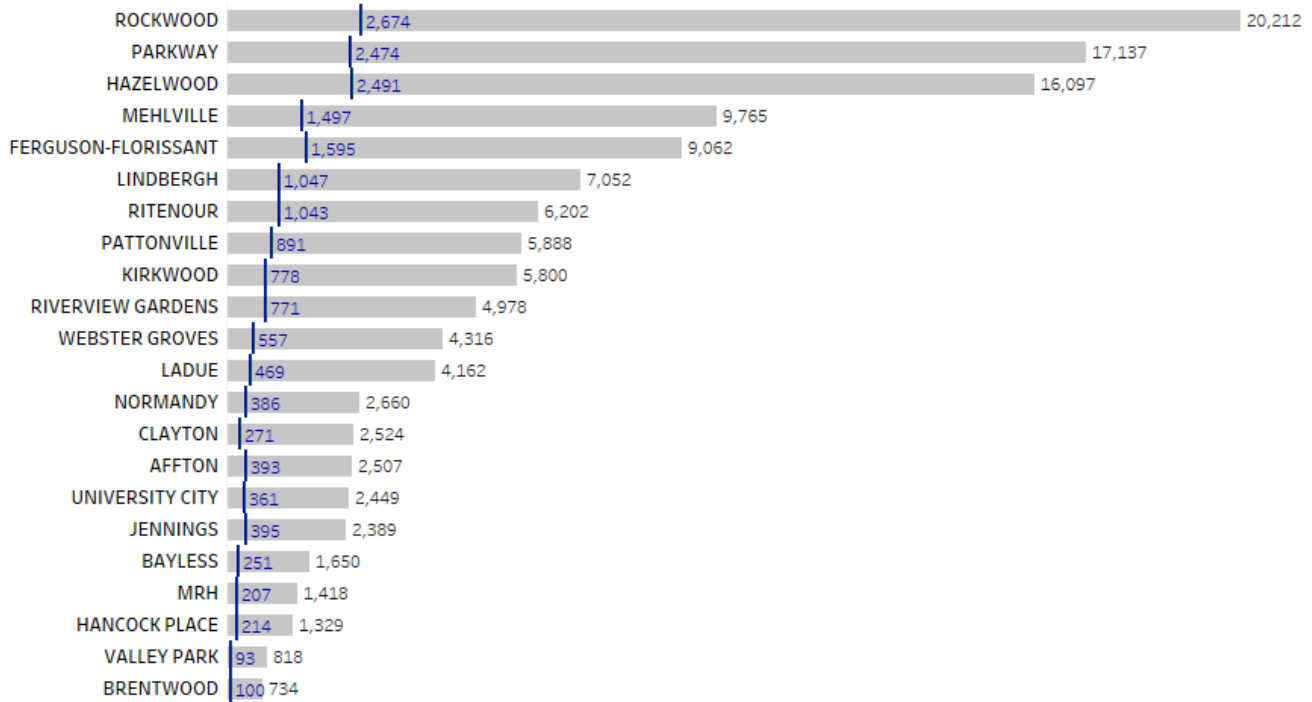
Trends That May Require Further Study, Planning, or Response

- Special education outcomes across SSD's 22 partner districts are highly variable, suggesting potential inequities in opportunity and/or service provision.
- OHI is the most common primary disability category among students in St. Louis County, and the incidence of OHI is considerably higher in St. Louis County than it is statewide.
- The primary disability category of Autism is now the third most common eligibility category under which students in St. Louis County receive services.
- Black students remain approximately three times more likely to be served under the primary disability category of Intellectual Disability than students in other race groups.
- Several partner districts have a substantially greater percentage of their students placed in SSD separate schools and programs relative to other districts.
- Countywide IEP suspension ratios increased in 2021, indicating that students with disabilities were even more likely to have received a suspension than students without disabilities relative to prior years (see a discussion of interpretive cautions around these data in the Disciplinary Outcomes section of the report).
- The countywide 4-year graduation rate for students with disabilities fell below the SPP target in 2021 and declined for the third consecutive year.
- The proportion of graduates found to have met criteria for a positive post-secondary outcome based on education and/or employment status in the sixth months following graduation declined to its lowest level since 2010. Several districts identified a relatively low percentage of students who met the criteria for a positive post-secondary outcome.

Appendix A Enrollment and Demographic Data

2021 SSD Partner District Enrollment (K-12)

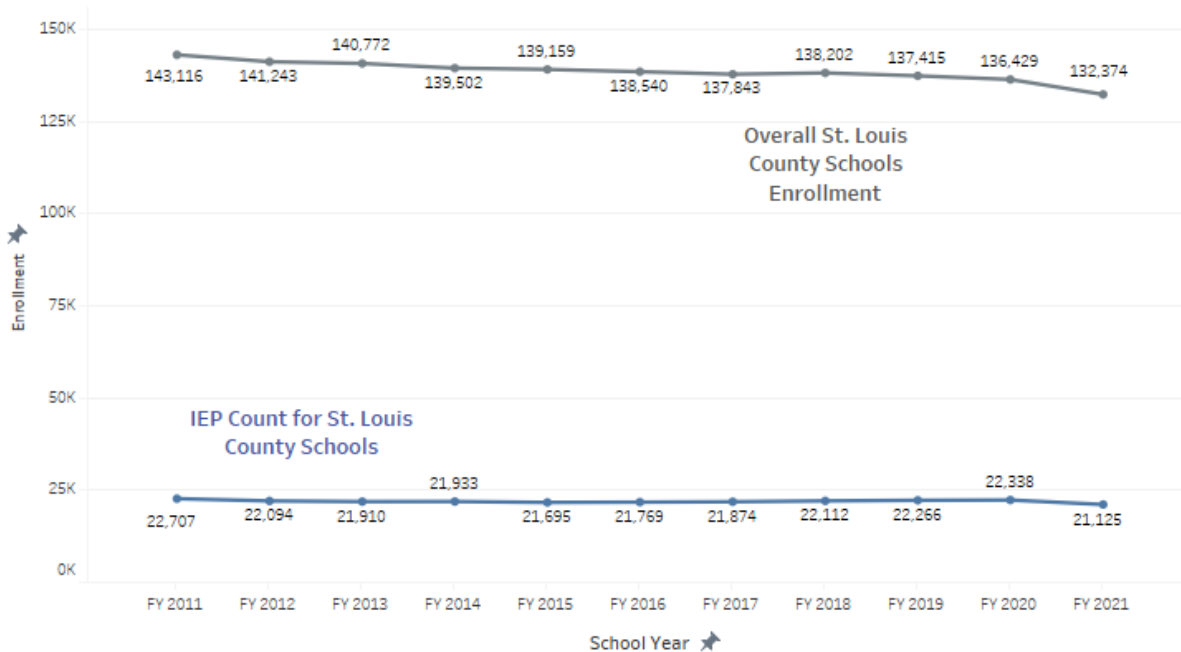
IEP and Overall



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

Annual Enrollment Trend

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



Source: Missouri DESE.

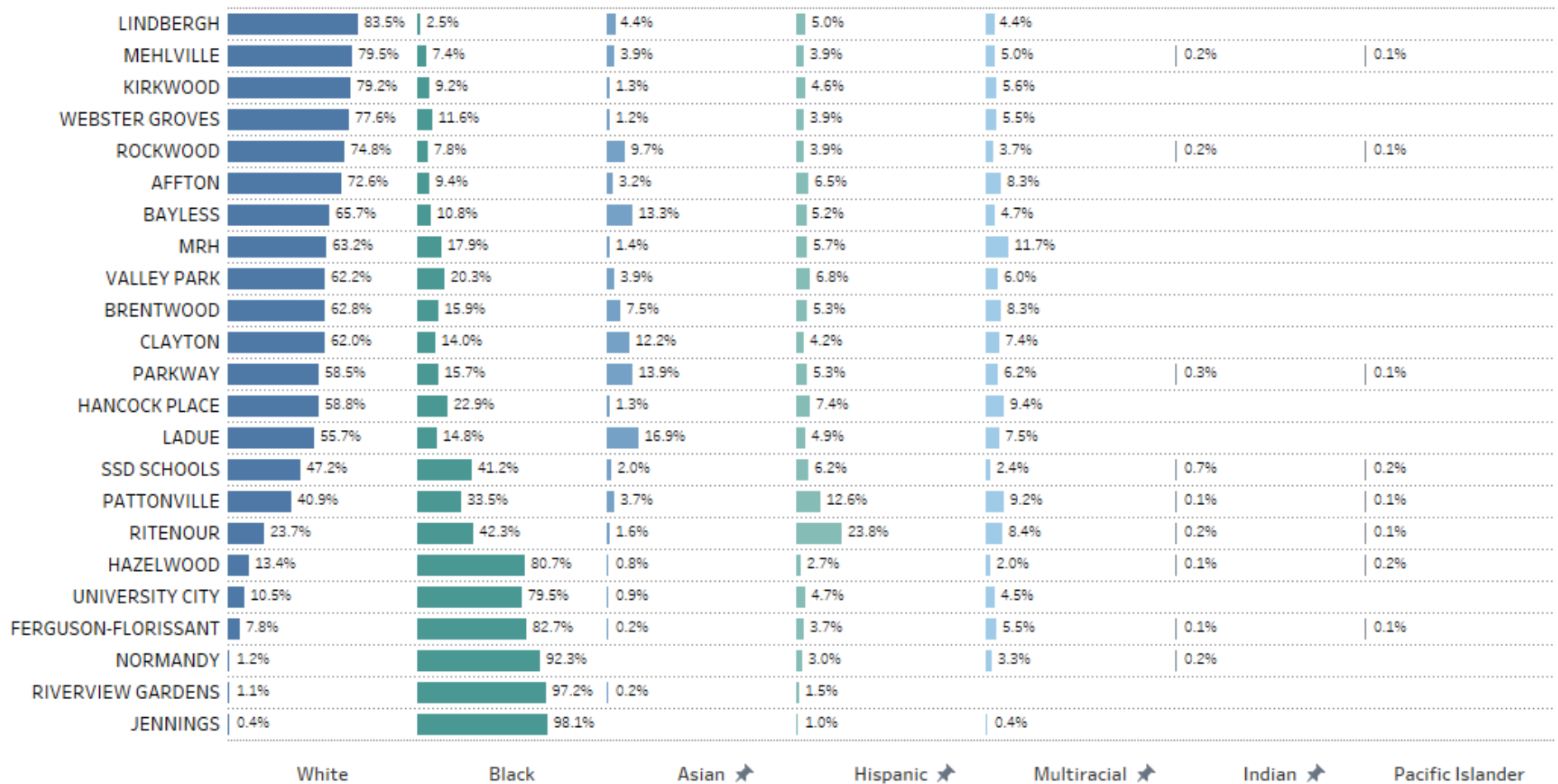
Counts of K-12 Students by Disability Category

2021

District	Total IEP	Count OHI	Count SLD	Count AU	Count SI	Count ED	Count ID	Count LI
Affton	393	101	62	59	64	41	18	17
Bayless	251	58	48	47	25	23	16	24
Brentwood	100	28	9	26	11	4	5	3
Clayton	271	85	63	41	41	19	5	6
Ferg Flor	1,595	327	398	190	223	131	202	76
Hancock	214	56	33	37	43	15	13	10
Hazelwood	2,491	537	476	341	305	248	235	172
Jennings	395	83	103	43	55	23	46	23
Kirkwood	778	129	172	133	153	56	39	55
Ladue	469	109	73	75	104	35	14	17
Lindbergh	1,047	281	194	186	157	90	46	47
MRH	207	49	34	44	41	17	4	5
Mehlville	1,497	405	287	238	219	141	82	68
Normandy	386	96	76	39	48	39	54	25
Parkway	2,474	633	452	394	397	196	87	138
Pattonville	891	207	152	168	140	79	39	56
Ritenour	1,043	229	249	147	129	97	93	48
Riverview	771	148	221	73	94	64	103	38
Rockwood	2,674	699	674	336	405	185	99	153
University City	361	67	68	63	52	34	25	26
Valley Park	93	20	18	15	15	7	9	4
Webster	557	108	119	102	101	47	15	31
SSD Schools	2,166	371	255	415	371	272	212	60
COUNTY WIDE	21,125	4,826	4,236	3,212	3,194	1,863	1,461	1,102

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.

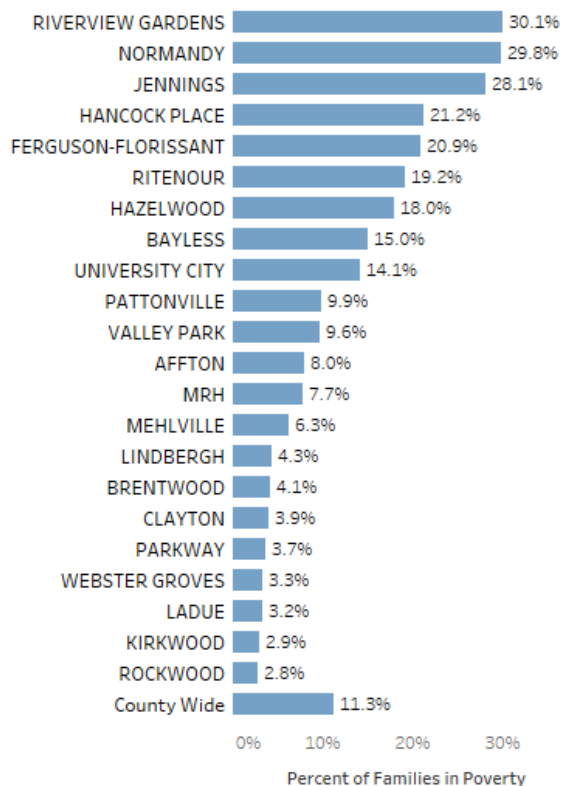
District Total Enrollment by Race 2021



Source: Missouri DESE. Districts are sorted by percentage White. DESE obscures counts/percentages by race in publicly available data files when cell count is very low (typically less than 10) and thus the chart may omit data for smaller districts, and percentages presented may not total 100% in some cases.

Poverty Estimates for Children Ages 5 to 17

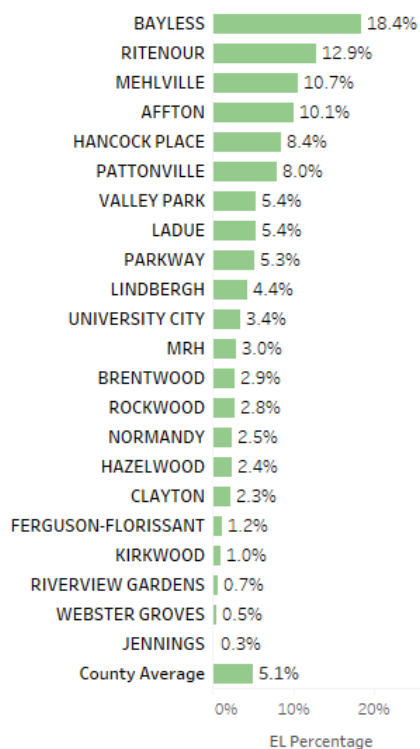
2020



Source: US Census Bureau Small Area Income and Poverty Estimates (SAIPE) program. This estimate is based on 2020 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)

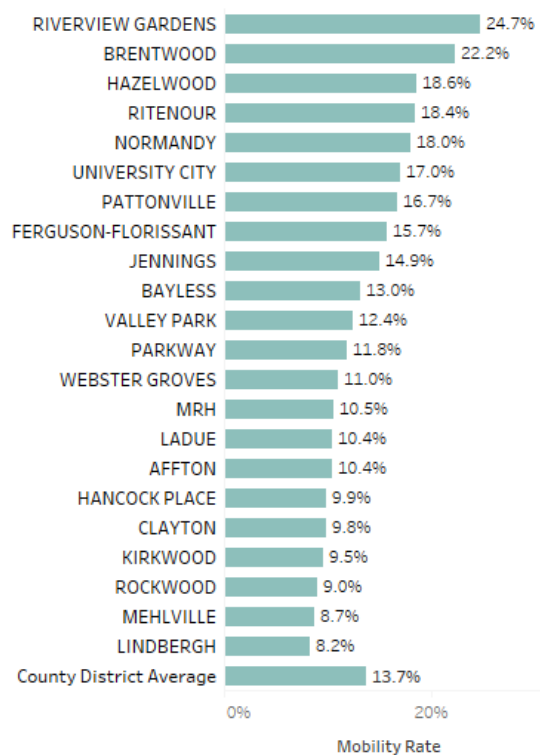
2021



Source: Missouri DESE.

Student Mobility Rates (K-12)

2021

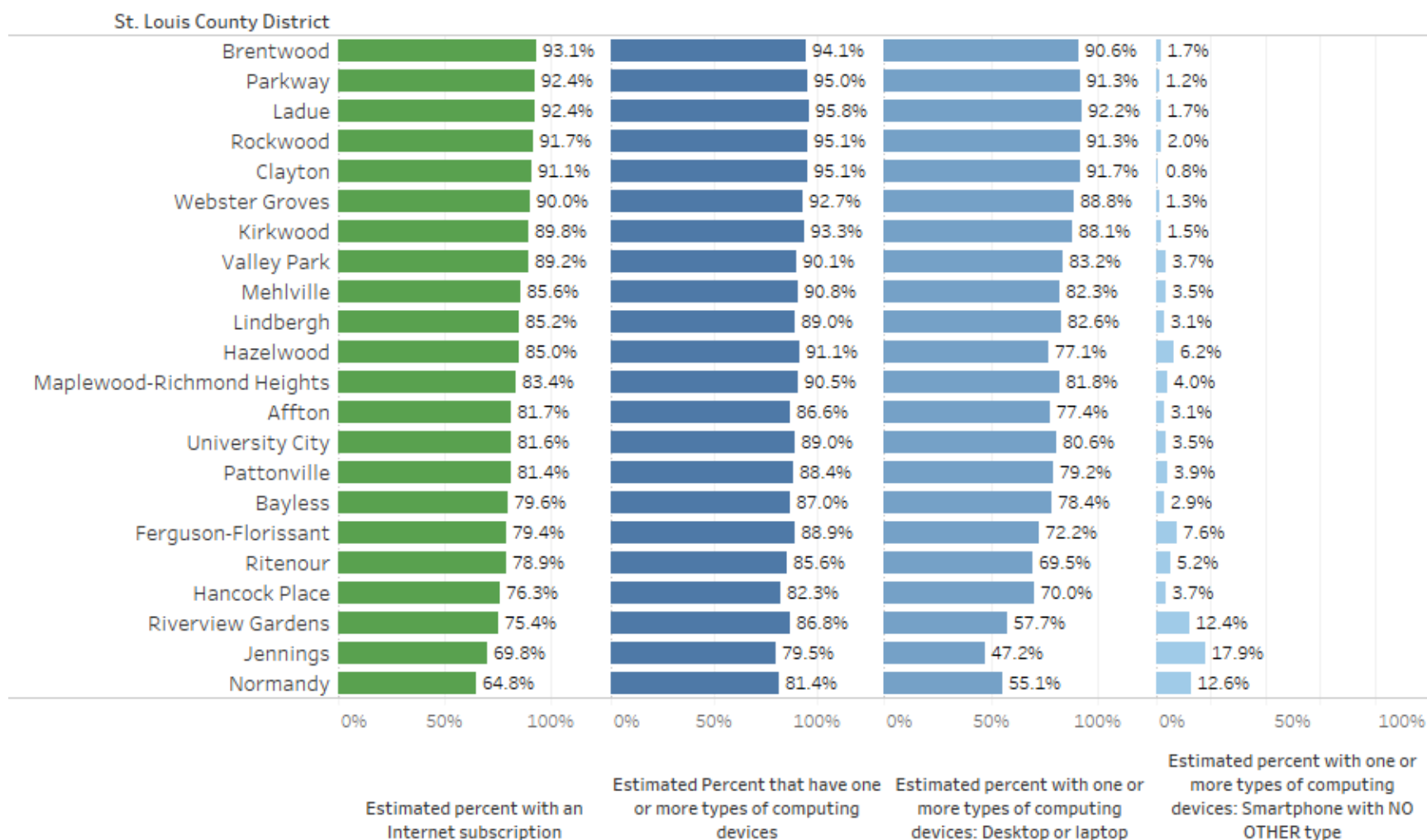


Source: Missouri DESE. DESE defines mobility as the proportion of students who changed schools during a school year. Mobility rates were lower than usual in 2021 for most districts.

Appendix B: Household Computer and Internet Use Estimates

Household Computer and Internet Use Population Estimates, by Geographic Feature Unified School District

Source: US Census Bureau American Community Survey (2018 5-year estimate)

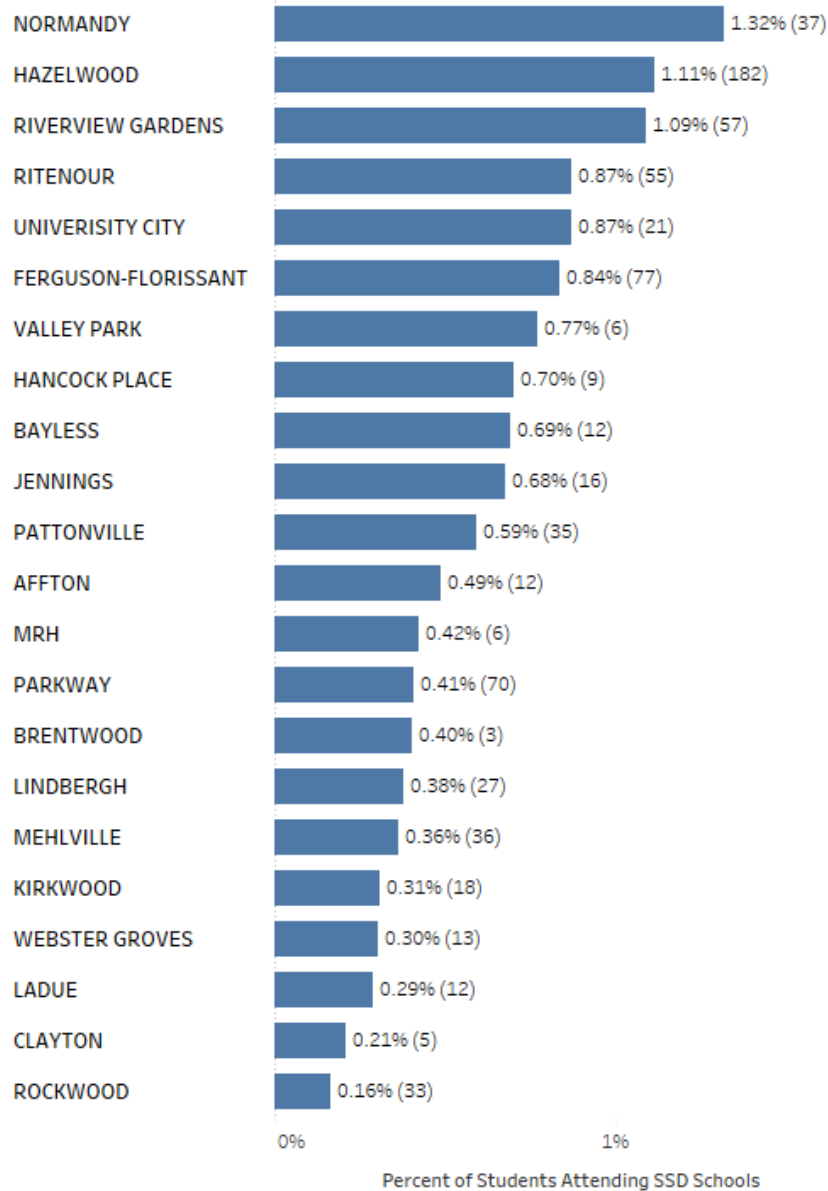


Note. Retrieved from <https://www.census.gov/acs/www/data/data-tables-and-tools/>

Appendix C: SSD School and Program Enrollment

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

As of December 2021-22; Includes SSD Separate Schools and Purchase of Service placements, but excludes Homebound, Transition Programs and CTE; student counts are shown in parentheses



Source: SSD separate site enrollment is based on preliminary 2021-22 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 Enrollment 2021-22 Preliminary).

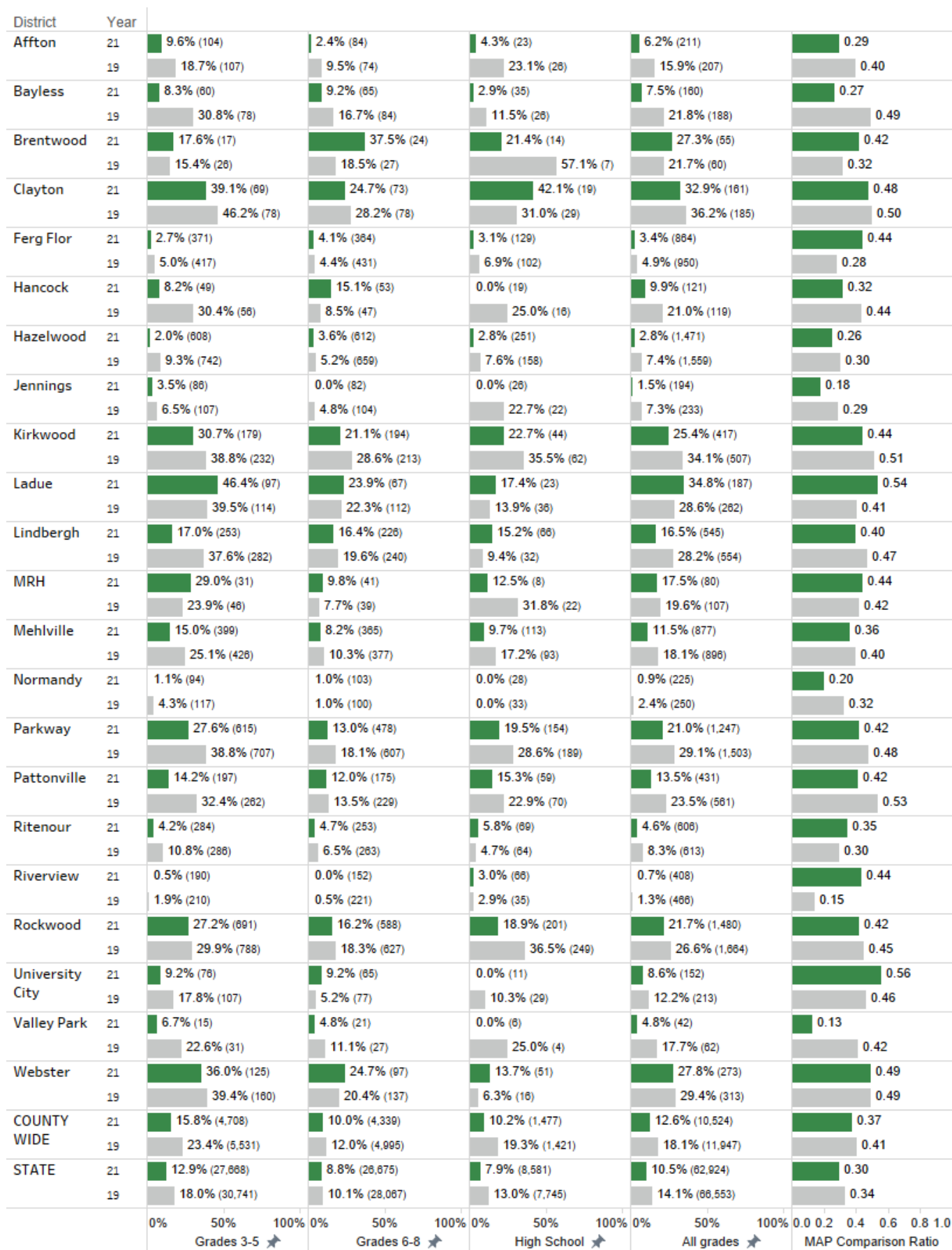
Appendix D: Disaggregated State Test Results (ELA and Math)

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

District	Year	Grades 3-5	Grades 6-8	High School	All Grades	MAP Comparison Ratio
Affton	21	11.5% (104)	14.6% (89)	21.4% (14)	13.5% (207)	0.33
	19	21.5% (107)	19.5% (77)	50.0% (20)	23.5% (204)	0.49
Bayless	21	13.3% (80)	15.4% (65)	15.7% (51)	14.8% (178)	0.35
	19	25.6% (78)	20.2% (84)	36.4% (11)	23.7% (173)	0.45
Brentwood	21	23.5% (17)	33.3% (24)	50.0% (8)	32.7% (49)	0.49
	19	38.5% (28)	14.8% (27)	60.0% (5)	29.3% (58)	0.43
Clayton	21	37.7% (89)	28.8% (73)	20.7% (29)	31.0% (171)	0.43
	19	46.2% (78)	26.9% (78)	34.6% (26)	36.3% (182)	0.49
Ferg Flor	21	6.2% (371)	8.1% (389)	5.9% (102)	7.0% (842)	0.35
	19	8.6% (417)	7.9% (442)	10.2% (98)	8.5% (957)	0.32
Hancock	21	8.2% (49)	11.3% (53)	17.6% (17)	10.9% (119)	0.31
	19	25.0% (58)	14.6% (48)	23.5% (17)	20.7% (121)	0.44
Hazelwood	21	5.7% (610)	8.5% (610)	6.0% (217)	7.0% (1,437)	0.26
	19	12.1% (744)	6.7% (659)	11.0% (191)	9.7% (1,594)	0.29
Jennings	21	3.4% (89)	3.7% (82)	4.7% (43)	3.7% (214)	0.19
	19	3.7% (108)	3.8% (105)	21.1% (19)	5.2% (232)	0.21
Kirkwood	21	40.8% (179)	32.8% (195)	27.1% (48)	35.5% (422)	0.52
	19	47.8% (232)	40.8% (213)	45.3% (64)	44.6% (509)	0.61
Ladue	21	46.4% (97)	35.8% (67)	23.3% (30)	39.2% (184)	0.56
	19	47.4% (114)	25.9% (112)	29.4% (34)	35.8% (260)	0.49
Lindbergh	21	33.6% (253)	20.8% (221)	19.4% (72)	26.6% (548)	0.48
	19	37.6% (282)	22.5% (240)	17.5% (57)	29.4% (579)	0.46
MRH	21	35.5% (31)	24.4% (41)	44.4% (18)	32.2% (90)	0.57
	19	30.4% (48)	22.5% (40)	9.1% (11)	24.7% (97)	0.41
Mehlville	21	25.8% (399)	17.9% (388)	25.2% (107)	22.4% (874)	0.46
	19	25.1% (428)	17.2% (378)	27.5% (109)	22.1% (913)	0.41
Normandy	21	1.1% (93)	3.8% (105)	3.7% (27)	2.7% (225)	0.20
	19	3.4% (118)	3.0% (100)	5.4% (37)	3.5% (255)	0.23
Parkway	21	35.1% (615)	23.4% (487)	29.9% (147)	29.9% (1,249)	0.47
	19	36.4% (706)	22.8% (615)	30.8% (198)	30.2% (1,519)	0.47
Pattonville	21	20.8% (197)	24.3% (177)	19.6% (51)	22.1% (425)	0.47
	19	37.6% (263)	18.6% (231)	29.5% (61)	28.8% (555)	0.55
Ritenour	21	9.8% (285)	9.7% (259)	6.2% (65)	9.4% (609)	0.34
	19	12.2% (287)	9.4% (266)	14.3% (63)	11.2% (618)	0.33
Riverview	21	2.1% (190)	1.9% (158)	4.4% (45)	2.3% (393)	0.24
	19	2.4% (212)	2.3% (220)	2.6% (39)	2.3% (471)	0.15
Rockwood	21	32.5% (692)	21.3% (607)	30.3% (188)	27.6% (1,487)	0.43
	19	35.7% (788)	27.0% (644)	34.2% (222)	32.1% (1,654)	0.48
University City	21	14.5% (78)	10.4% (67)	0.0% (10)	11.8% (153)	0.45
	19	24.3% (107)	7.8% (77)	20.8% (24)	17.8% (208)	0.53
Valley Park	21	13.3% (15)	9.5% (21)	12.5% (8)	11.4% (44)	0.26
	19	25.8% (31)	14.8% (27)	33.3% (6)	21.9% (64)	0.47
Webster	21	37.9% (124)	34.0% (97)	30.0% (30)	35.5% (251)	0.53
	19	46.3% (180)	20.3% (138)	11.4% (44)	31.3% (342)	0.49
COUNTY WIDE	21	21.5% (4,713)	16.5% (4,394)	17.6% (1,396)	18.9% (10,503)	0.41
	19	25.7% (5,538)	16.5% (5,044)	22.4% (1,484)	21.5% (12,066)	0.42
STATE	21	16.6% (27,718)	13.1% (28,856)	14.7% (8,227)	14.9% (62,801)	0.33
	19	20.4% (30,773)	14.4% (28,329)	18.3% (7,589)	17.6% (66,891)	0.36
		0% 50% 100% Grades 3-5	0% 50% 100% Grades 6-8	0% 50% 100% High School	0% 50% 100% All Grades	0.0 0.2 0.4 0.6 0.8 1.0 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



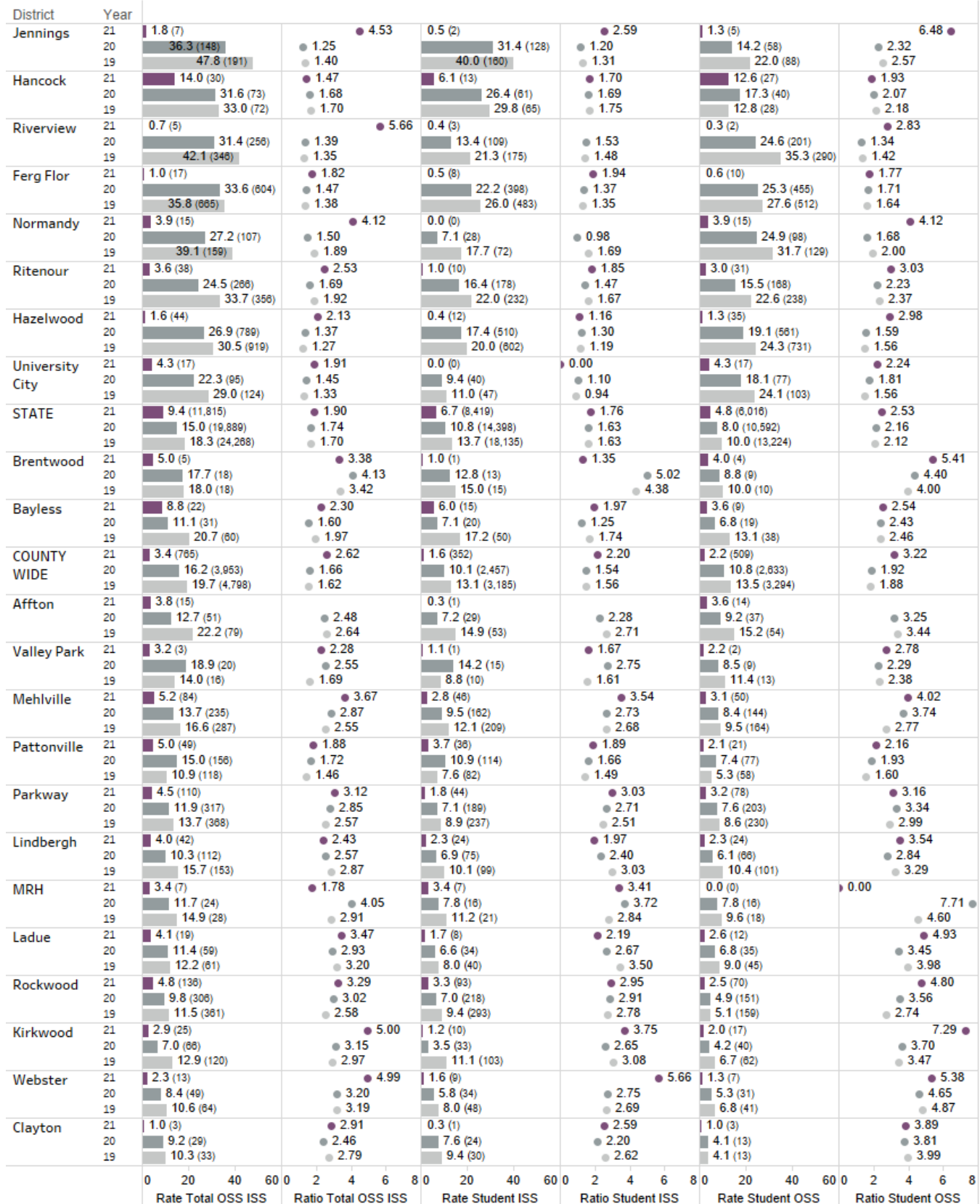
Note. Counts of students tested appear in parentheses.

APPENDIX E: 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.