

# Special Education in the Partner Districts

## Report of School Year 2018-19 Results



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## 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 result trends and implications is provided. In some cases supplemental data (e.g., identification risk ratios) is reported and analyzed.

### Key Findings

- Overall disability **incidence in St. Louis County (16.2%) has gradually increased since 2015 and remains well above that state wide (13.5%)**. The report reviews trends in incidence rates of note across individual partner districts.
- African-American students remain **three times more likely** than students in other race groups to receive services under the disability category of **Intellectual Disability**.
- The proportion of students receiving services in the **least restrictive category of  $\geq 80\%$**  (of the school day in general education) was **approximately the same in 2019** after increasing in each of the 4 years prior. The St. Louis County rate (63.3% in 2019) exceeds the state-wide rate (57.6%), which means that **more students with disabilities in St. Louis County receive the large majority of their instruction in the general education setting alongside nondisabled peers**. Nearly all partner districts met the  $\geq 80\%$  state target in 2019. In addition, **the proportion of students in the more restrictive  $< 40\%$  category has decreased each year since 2013** for St. Louis County as a whole.
- As a whole, students with disabilities in St. Louis County continue to **perform more strongly on the state test than do students with disabilities in Missouri who reside outside of St. Louis County**. However, proficiency rates among students with disabilities **declined in 2019 in the content area of English language arts (ELA)**, though this may be related to MAP-A eligibility changes. Fifteen of SSD's twenty-two partner districts met the state targets (in both ELA and math) for proficiency on state-wide assessments among students with disabilities. There is substantial variance in state test performance across the 22 partner districts.
- County-wide **suspension rates for students with disabilities declined for the first time since school year 2012-13**. The ratio of suspensions administered to students with disabilities against those without disabilities declined in 2019 as well. **Rates of out-of-school suspension (OSS) for students with disabilities remain higher in St. Louis County than they are state wide**. In contrast, suspension ratios are modestly lower in St. Louis County compared to the state. **Rates of suspension in some districts remain quite high**. At the same time, over half of SSD's partner districts suspended students with disabilities at a lower rate than occurred state wide in 2019, and **several partner districts have administered very few long-term suspensions to students with disabilities over multiple years**.
- County wide, **students with disabilities were 2.4 times more likely to receive a suspension exceeding 10 days than were nondisabled students in 2019**. African-American students with disabilities continue to receive long-term (10+ days) suspensions at a higher rate than both nondisabled peers and white students with disabilities.
- The final county-wide 4-year graduation rate for 2019 remains uncertain due to unresolved data exceptions in one district. Graduation trends for SSD have approximated those state wide over recent school years. Seventeen of SSD's twenty-two partner districts achieved 4-year graduation rates for students with disabilities in 2019 that exceeded the state-wide rate of 77%. The county-wide dropout rate has remained stable over 4 years.
- The 2019 county-wide results for post-secondary outcomes remain undetermined pending resolution of suspected data exceptions for two districts.<sup>1</sup> At minimum, 15 of SSD's 22 partner districts both met the state target and exceeded the state-wide rate for "percent of students in higher education or employment" in 2019.

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<sup>1</sup> This report will be updated once the identified data exceptions are resolved.

## Description

The SSD Mission Statement reads, *In collaboration with partner districts, we provide technical education and a wide variety of individualized educational and support services designed for each student's successful contribution to our community.* 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.

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 possesses 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 county wide, 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 **21,176** in St. Louis County as of December 1, 2018 (in addition, 2,098 students were receiving early childhood special education services, and 1,090 students with disabilities were attending private/parochial schools). District enrollments and demographic summaries are provided in **Appendix A**.

An annual report of the SPP results is required under Board Policy IM. The previous data report was presented to the Board on 6/11/19.

### 2018-19 SSD CSIP Strategies Relevant to This Report

Strategy 1.1 Improve the quality of instruction in literacy for all students.

Strategy 1.2 Improve the quality of instruction in numeracy for all students.

Strategy 1.3 Increase and improve prevention and intervention efforts for behavioral/social success for all students.

Strategy 1.5 Ensure that all students have an individual student plan to acquire necessary skills and opportunities to complete their program, graduate and accomplish their post-secondary pursuits.

Strategy 1.6 Increase family engagement by building the capability of families and educators to partner together for improved academic outcomes for students.

Strategy 1.7 Sustain and improve collaborative relationships with industries, agencies, and partner districts to expand future work opportunities for students with differing needs.

Strategy 1.8 Ensure that all students increase independence by demonstrating self-determination and self-advocacy through engagement in student-led meetings.

Strategy 4.1 Ensure SSD staffing and resources are matched to student and partner district needs throughout the county.

Strategy 4.3 Sustain strong area coordinator and principal relationships.

Strategy 4.7 Define and improve quality of services and programs across the 22 partner districts.

### Previous Recommendations

#### From the Report of 2017-18 School Year Results

Recommendation 1: Further analyze the relationship between inclusiveness (in the form of LRE) and academic achievement among students with disabilities. Consider summarizing internal, reading and math formative assessment growth results in future reports.

Status of Recommendation: As the quality and comprehensiveness of formative academic data collection improves, SSD is beginning to use such data more strategically to generate inferences regarding student growth and relative effectiveness of programming. Drawing actionable conclusions regarding how inclusiveness impacts achievement remains challenging given the complexity of the relationship between these factors as well as other educational inputs/practices (e.g., core curriculum characteristics, implementation of multi-tiered supports, etc.). Across partner districts, there is a moderate to strong correlation between MAP proficiency rates and the percent of students whose service amount is categorized as least restrictive. At the same time, districts with lower proportions of students receiving services in inclusive environments also tend to be those that are most impacted by high rates of poverty and mobility (see **Appendix A**). SSD is continuing work to collaborate with partner districts in support of highly inclusive services.

Recommendation 2: Examine the impact of transfers from outside St. Louis County on LRE patterns.

Status of Recommendation: It is hypothesized that higher proportions of students receiving more restrictive services in some district relates to greater frequency of transfers from outside St. Louis County in those districts. It is often observed that students who transfer in from districts outside of St. Louis County received more minutes in the special education setting (i.e., more restrictive services) in their sending district than would likely be the case for a student with similar needs attending the receiving school. SSD and its partner districts generally honor the prior IEP in the short term as the student adjusts to the new setting. In combination these factors contribute to the suspicion that lower rates of inclusiveness may result, at least in part, from differences in transfer patterns. Study of this issue remains in progress.

### **Additional Recommendations Appearing in Recent Editions of This Report**

- Further study of increases in the incidence of OHI is needed in order to better understand contributing factors and ensure equitable access to services.
- Review variations in post-secondary follow-up outcomes and determine whether process improvements are indicated in order to ensure accuracy and reliability of data reported.
- Implement strategies aimed at reducing disproportionality among African-American students in the disability category of Intellectual Disability.
- Work collaboratively with select partner districts to reduce the use of exclusionary discipline as well as inequities in discipline for students with disabilities.
- Continue to utilize SPP data to identify key opportunities for improvement. There may be benefit in setting individualized performance targets for partner districts in reference to the comparative benchmarks (e.g., state-wide results, county-wide results, results of demographically similar districts, historical performance, etc.) that appear in this report.

# 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 may be challenging for many readers. 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 three horizontal bars/ data points corresponding to the years 2017, 2018, and 2019.

### 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

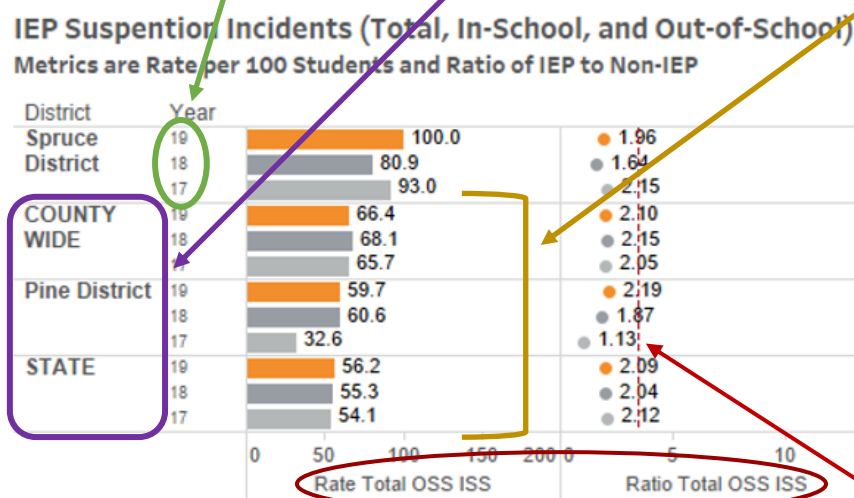
**ASSESS:** Set future performance targets based on state- and county-wide performance (and/or similar districts)

**HOW:** (a) Consult county-wide 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 state-wide and county-wide 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 county-wide 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***

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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***

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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 that can be accessed here: [https://apps.dese.mo.gov/MCDS/Reports/SSRS\\_Print.aspx?Reportid=d0568068-7df0-44bb-8140-f12e6d34d933](https://apps.dese.mo.gov/MCDS/Reports/SSRS_Print.aspx?Reportid=d0568068-7df0-44bb-8140-f12e6d34d933)

## ***LIMITATIONS FOR USE***

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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 county-wide performance data provided in figures includes outcomes for students attending SSD separate schools and programs. This is typically the reason why county-wide 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 results updated later in the current school year.

## ***FOLLOW-UP QUESTIONS***

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This report has been developed by the SSD Evaluation and Research Department. The SSD director and/or area coordinator that supervise special education services in a given district or school might also provide assistance in contextualizing the information.

## Results

### Data/Reporting Element 1: Incidence Rates and Identification Patterns

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

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.

#### Results Summary (Incidence)

- Overall incidence in St. Louis County has increased moderately each year since 2015. The 2019 incidence rate was 16.2%, which substantially exceeds the state-wide rate of 13.5% (the rate across all Missouri districts excluding St. Louis County was 13.0%). The St. Louis County 2019 incident rate excluding non-public students served through SSD was 15.4% (the similar rate state-wide was 13.3%; among districts lying outside St. Louis County it was 12.9%). Because 47% of non-public students identified with disabilities in the state of Missouri received services through SSD, this segment of students contributes proportionally more to St. Louis County's incidence rate, in comparison to the remainder of the state.
- Districts with the highest incidence rates as of 2019 include **Bayless** (17.5%), **Ritenour** (16.9%), **Ferguson-Florissant** (16.8%), **Jennings** (16.5%), **Pattonville** (16.2%), and **Hazelwood** (16.1%).<sup>2</sup>
- Districts with the lowest incidence rates as of 2019 include **Clayton** (11.4%), **Ladue** (11.8%), **Brentwood** (12.8%), and **Normandy** (12.8%).
- Districts demonstrating the largest increases in incidence over 4 years include **University City** (+2.4% percentage points), **Maplewood-Richmond Heights** (+1.9%), **Ritenour** (+1.7%), **Hancock Place** (+1.4%), **Ferguson-Florissant** (+1.3%), **Lindbergh** (+1.2%), and **Jennings** (+1.1%).
- Districts that experienced the most sizeable declines in incident rate over 4 years include **Brentwood** (-0.9%), **Ladue** (-0.8%), **Rockwood** (-0.4%), and **Affton** (-0.4%).
- 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 (3.6% in 2019) is considerably higher than it is state wide (2.9%).
  - The incidence of SLD has remained stable over 4 years following multiple years of decline. SLD remains the second most common disability category. The state-wide incidence rate for SLD (3.5% in 2019) exceeds the rate in St. Louis County (3.2%).
  - The incidence of autism (AU) continues to gradually increase. AU is the fourth most common disability among students in St. Louis County, with an incidence rate of 2.3% in 2019. The state-wide incidence rate for Autism in 2019 was substantially lower at 1.4%.
  - The county-wide incidence of Language Impairment (LI) has decreased each year since 2014. Revised LI eligibility criteria were introduced in school year 2019-20. The District is advised to closely monitor the impact of this change on LI rate patterns.
  - The incidence of Emotional Disability (ED) has increased modestly over 4 years from 1.2% to 1.4%.

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<sup>2</sup> 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.



- Incidence for the categories of Speech Impairment (SI) and Intellectual Disability (ID) have remained relatively stable over 4 years. The rate of ID (1.1%) was identical for St. Louis County and the state as a whole in 2019.
- Several individual districts have experienced changes within a given category over 4 years that considerably exceed those for the County as a whole.<sup>3</sup> A summary of districts with notable increases or decreases within a given category is provided in the table below.

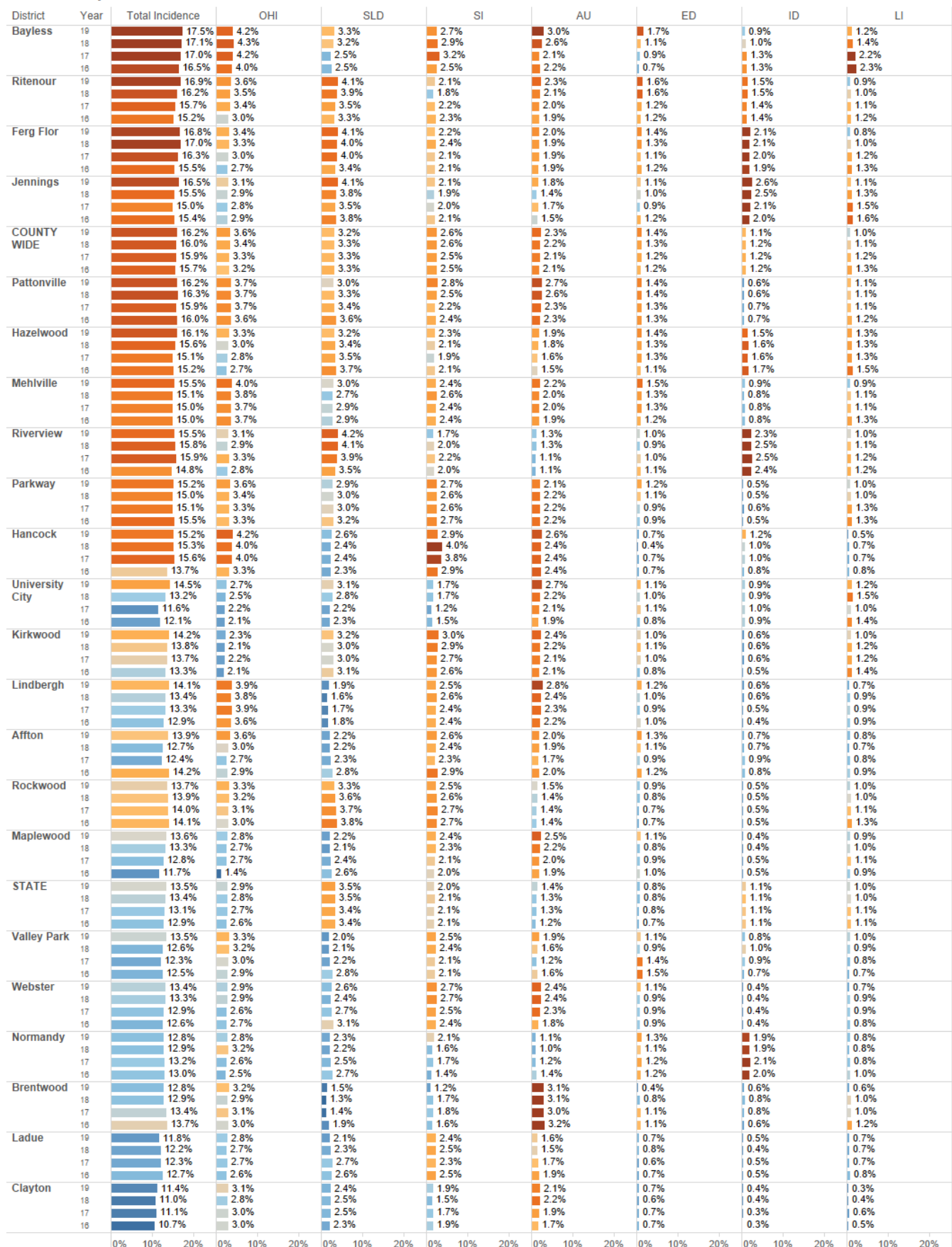
#### Notable Individual Disability Category Incidence Changes over 4 Years

Disability Category	Notable Relative Increases in Incidence Rate	Notable Relative Decreases in Incidence Rate
<b>OHI</b>	Maplewood-Richmond Heights (+1.43%) Hancock Place (+0.85%) Hazelwood (+0.66%) Ritenour (+0.66%) Affton (+0.66%) Ferguson-Florissant (+0.64%)	None
<b>SLD</b>	University City (+0.78%) Ritenour (+0.75%) Bayless (+0.72%) Riverview Gardens (+0.72%) Ferguson-Florissant (+0.66%)	Valley Park (-0.81%) Affton (-0.62%) Pattonville (-0.60%) Ladue (-0.54%) Rockwood (-0.50%)
<b>SI</b>	Normandy (+0.68%)	Brentwood (-0.46%)
<b>AU</b>	Bayless (+0.86%) University City (+0.82%) Lindbergh (+0.64%) Webster Groves (+0.61%) Maplewood-Richmond Heights (+0.58%)	None
<b>ED</b>	Bayless (+1.00%) Ritenour (+0.45%)	Brentwood (-0.74%) Valley Park (-0.40%)
<b>ID</b>	Jennings (+0.54%) Hancock (+0.42%)	Bayless (-0.43%)
<b>LI</b>	None	Bayless (-1.13%) Brentwood (-0.60%) Ferguson-Florissant (-0.49%) Jennings (-0.47%)

Note. The data provided refer to the change in incident rate percentage for the respective disability category. 2019 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.

<sup>3</sup> 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, most districts identified as having large relative changes are districts with lower enrollment.

## K-12 Disability Incidence Rate Trends



Note. Sorted top to bottom by 2019 total incidence and left to right by incidence per disability category. Higher incidence is shaded orange while lower incidence is shaded blue. "County Wide" includes SSD schools and programs. 2019 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. The county-wide difference in incidence rate between 2016 and 2019 is significant at  $p < .01$ .

## Results Summary (Disproportionate Representation)

In addition to incidence, DESE also reviews data pertaining to disproportional representation of minority students in special education disability categories.<sup>4</sup> 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. The current DESE "threshold" for disproportionality is a risk ratio exceeding 3.5 in three consecutive years. A chart displaying risk ratio data over 8 years for African-American students (as well as white students in the category of Autism), across six disability categories, appears below.

- The county-wide risk ratio for the disability category of ID continues to far exceed the state-wide risk ratio, as well as risk ratios for other disability categories in St. Louis County. The risk ratio of 3.02 for 2019 is unchanged from the prior year and indicates that, county wide, African-American students are approximately three times more likely to be identified with ID than are students in all other racial groups combined.
- Underrepresentation of African-American students (and corresponding overrepresentation of white students) in the category of Autism continues to decline (i.e., improve).
- Risk ratios for African-American students are relatively close to 1.0 in disability categories including ED, OHI, Speech and Language<sup>5</sup>, and SLD. With the exception of SLD, the risk ratio for St. Louis County falls either below or approximately equal to that state wide in these categories.

## Implications for Equity: Incidence Rates and Identification Patterns

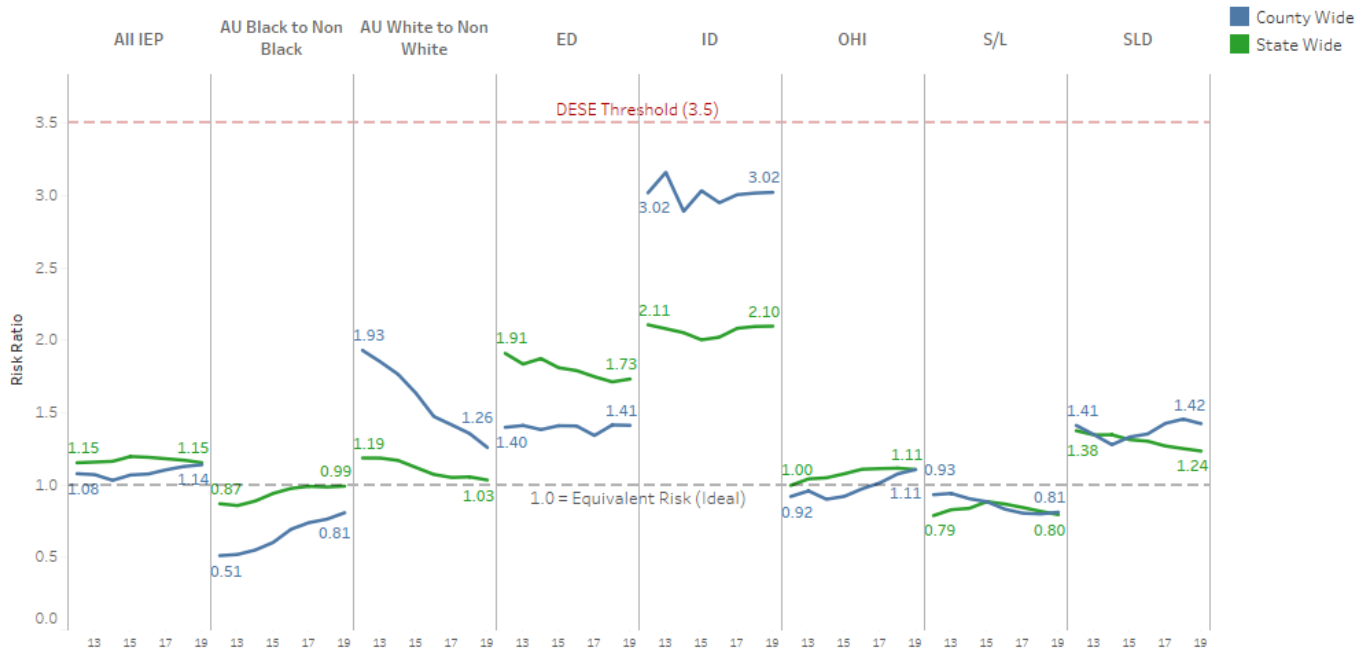
- African-American students continue to be overrepresented in the disability category of ID. For most other disability categories, however, risk of identification among African-American students falls equivalent to or below that state wide.
- The likelihood that a student is identified with an educational disability (as represented by the incidence rate) ranges across SSD's partner districts from 11.4% to 17.5%. This considerable variance, in combination with the variable outcomes reviewed in this report, are indicative of a range of unique challenges and barriers facing students across districts. As such, understanding these differences and the potential opportunity/supporting service gaps that exist can better inform resourcing and service delivery so that every student gets the supplemental/differentiated supports they need to succeed in their learning environment.

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<sup>4</sup> Note that disproportionality metrics such as risk ratios are not included in the special education profiles. A detailed report analyzing incidence risk ratios by partner districts is available upon request.

<sup>5</sup> Speech Impairment and Language Impairment eligibilities are combined in data DESE provides.

Change in Disability Risk Ratios for African-American Students, 2012-2019  
St. Louis County and State-Wide



Note. Ratios compare the “risk index” for a disability among African-American students to the risk index for students in all other race categories. 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 county wide? 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. State targets have remained the same since 2013-14 and are 56.0%, 10.2%, and 3.7%, 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**.<sup>6</sup>

### Results Summary

- The proportion of students in the  $\geq 80\%$  LRE category county wide was approximately the same in 2019 after increasing in each of the 4 years prior. The percentage of students in St. Louis County that fall in the least restrictive category of  $\geq 80\%$  (63.3% in 2019) exceeds the state-wide percentage (57.6%), which means that more students with disabilities in St. Louis County receive the large majority of their instruction in the general education setting alongside nondisabled peers (in contrast to St. Louis County, the state-wide  $\geq 80\%$  rate has decreased each year since 2016).
- All districts met the  $\geq 80\%$  SPP target in 2019 with the exception of **Bayless** and **Jennings**, whose rates fell just short of the target.

<sup>6</sup> Note that, except in rare circumstances, all separate placements are attributed to Special School District 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).

- The proportion of students in the more restrictive <40% category was 6.8% as of 2019 and has decreased each year since 2013. The percentage of St. Louis County students in separate placements (4.4%) increased slightly in 2019 and continues to exceed the state-wide rate (3.6%) as well as the SPP target of 3.65%. In total, however, the percentage of students who spend the majority of their day outside the general education setting (including the <40% and separate placement categories combined) remains marginally lower in St. Louis County (11.2% in 2019) than it is state wide (12.0%).
- Eighteen of SSD's twenty-two partner districts met the <40% SPP target of 10.2% in 2019 (an increase from 15 districts meeting this target the year prior). The **Pattonville** <40% rate of 18.7% in 2019 exceeds that of other partner districts by a large margin and reflects a significant increase for this district over 3 years.
- Over half of districts have demonstrated improvements in LRE since 2017 as indicated by rising proportions of students in the ≥80% category. Partner districts experiencing notable increases since 2017 include **University City** (+8.1 percentage points since 2017), **Ladue** (+3.5%), **Lindbergh** (+3.2%), and **Webster Groves** (+2.9%). Inclusiveness as indicated by LRE has also declined in some districts over 3 years (e.g., **Affton**, **Maplewood-Richmond Heights**, **Brentwood**, **Riverview Gardens**).
- Parent private placements (i.e., students who attend parochial schools but receive services through the SNAP program) remain considerably higher in St. Louis County (4.9% of students with IEPs in 2019) than across the state as a whole (2.0% of students with IEPs). As noted previously, St. Louis County accounted for 47% of all parentally-placed private school students that received special education services in the state of Missouri in 2019 (vs. the 19% of school age students with disabilities overall in the state that are served by SSD).

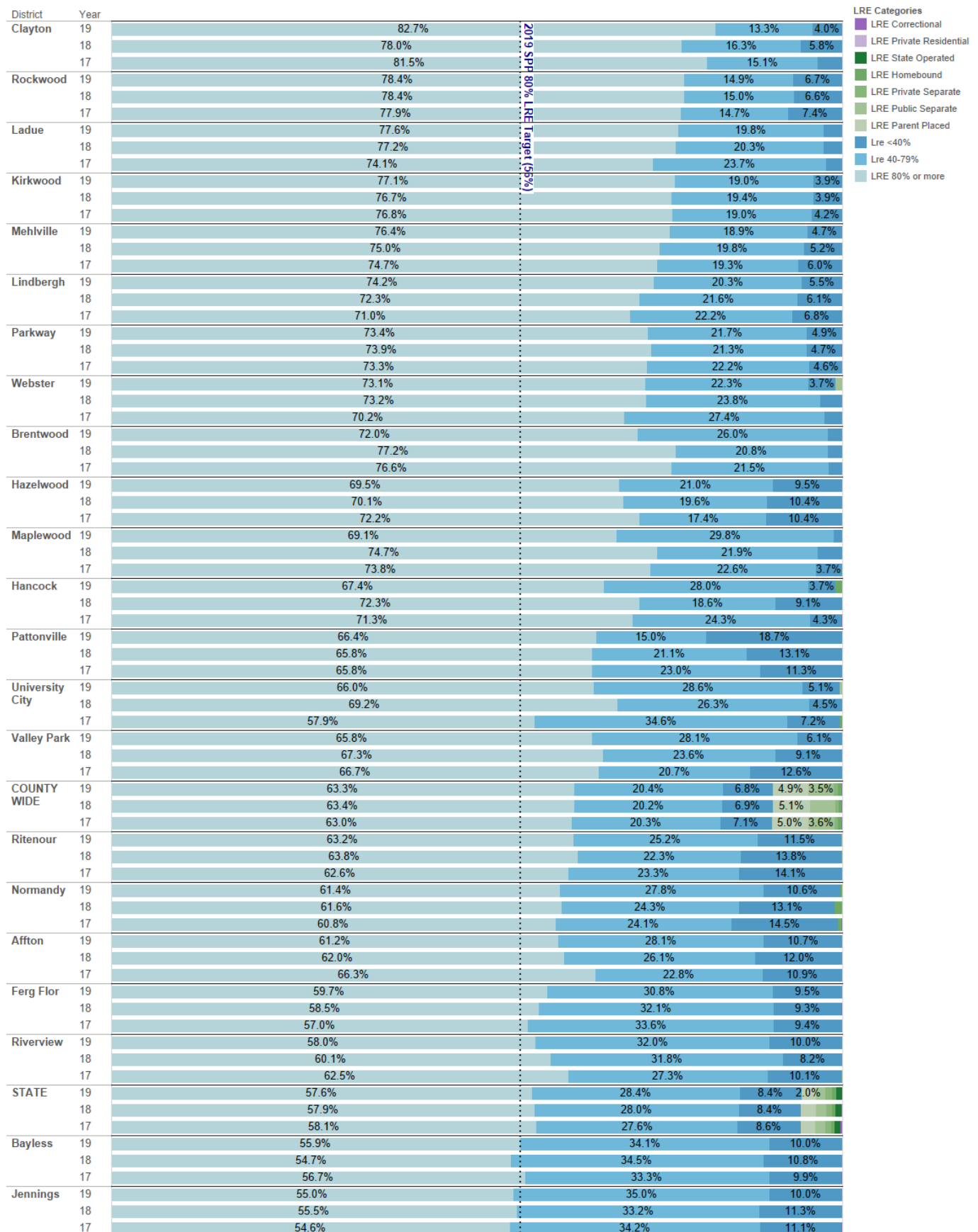
### Implications for Equity: Educational Environments

- Research indicates that greater inclusiveness tends to be associated with improved outcomes for students with disabilities.<sup>7</sup> 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 55.0% (**Jennings**) to 82.7% (**Clayton**) in 2019. 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 effect 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 2020 estimates ranging from as low as 0.2% (**Clayton**) to as high as 1.7% (**Normandy**).<sup>8</sup> 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 fairly closely the ranking of SSD's partner districts on socioeconomic indicators such as child poverty and student mobility rates (see **Appendix A**).

<sup>7</sup> 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).

<sup>8</sup> With respect to the Normandy rate, as of February 2020, this moreover equates to **11%-12% of students with disabilities** being served through an SSD school, Purchase of Service, or the SSD Homebound program (excluding transition, early childhood, and CTE).

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



Note. Sorted top to bottom by 2019 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 county-wide differences between 2017 and 2019 in 80% or more, 40-79%, and <40% category rates failed to achieve statistical significance at  $p < .05$ .

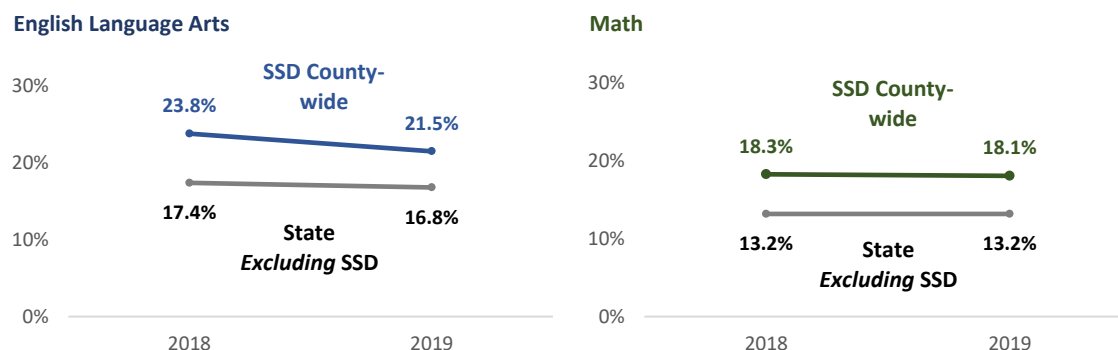
## Data/Reporting Element 3: Academic Achievement

**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?*

The proportion 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 over 2 years appears in the figure below. Given that the state transitioned to a new assessment in school year 2018, results for 2018 and 2019 only are provided, based on their direct comparability. Results by district for 2019 appear in a subsequent figure. Proficiency rates for *all* students (i.e., those with and without disabilities combined) in the respective partner district are also included in this figure in order 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 C**. The Appendix C chart also includes 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.

State assessment results should be interpreted in light of DESE guidance in 2017-18 that prompted districts to begin re-assessing MAP-A determinations based upon the finding of undesirably high alternative assessment participation. Recategorizing a portion of students from MAP-A to grade-level MAP or EOC was anticipated to reduce proficiency rates, as such students are, in general, more likely to perform well on the MAP-A and less likely to perform well on the standard assessment. In fact, state wide across school years 2018 and 2019, the percentage of students taking the alternative assessment who scored proficient or advanced decreased from 35.9% to 27.5% in ELA, and from 11.4% to 9.0% in math (though state-level results for students with disabilities taking the regular assessment formats were not discernably different). The percentage of students with disabilities across the state who took the MAP-A decreased from 7.7% in 2018 to 6.2% in 2019.<sup>9</sup>

### Proficient and Advanced Percentage Among Students with Disabilities



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

### Results Summary

- Students with disabilities in St. Louis County continue to perform in the proficient or advanced range in ELA and math at higher percentages than students with disabilities across the rest of the state. They also achieve proficiency rates that lie closer to those for the overall student population based on comparison ratios (see **Appendix C**).
- County-wide proficiency rates among students with disabilities decreased by 2.3 percentage points in ELA, and just slightly in math, from 2018 to 2019.<sup>10</sup> ELA and math proficiency rates also fell in 2019 for students in St. Louis County as a whole (i.e., all students, not only those with disabilities).

<sup>9</sup> A detailed summary of MAP-A participation rates for St. Louis County was unavailable at the time of this report. DESE public reports exclude MAP-A results for many districts due to insufficient cell size.

<sup>10</sup> The ELA difference is statistically significant at  $p < .01$ , while the math difference failed to achieve statistical significance.



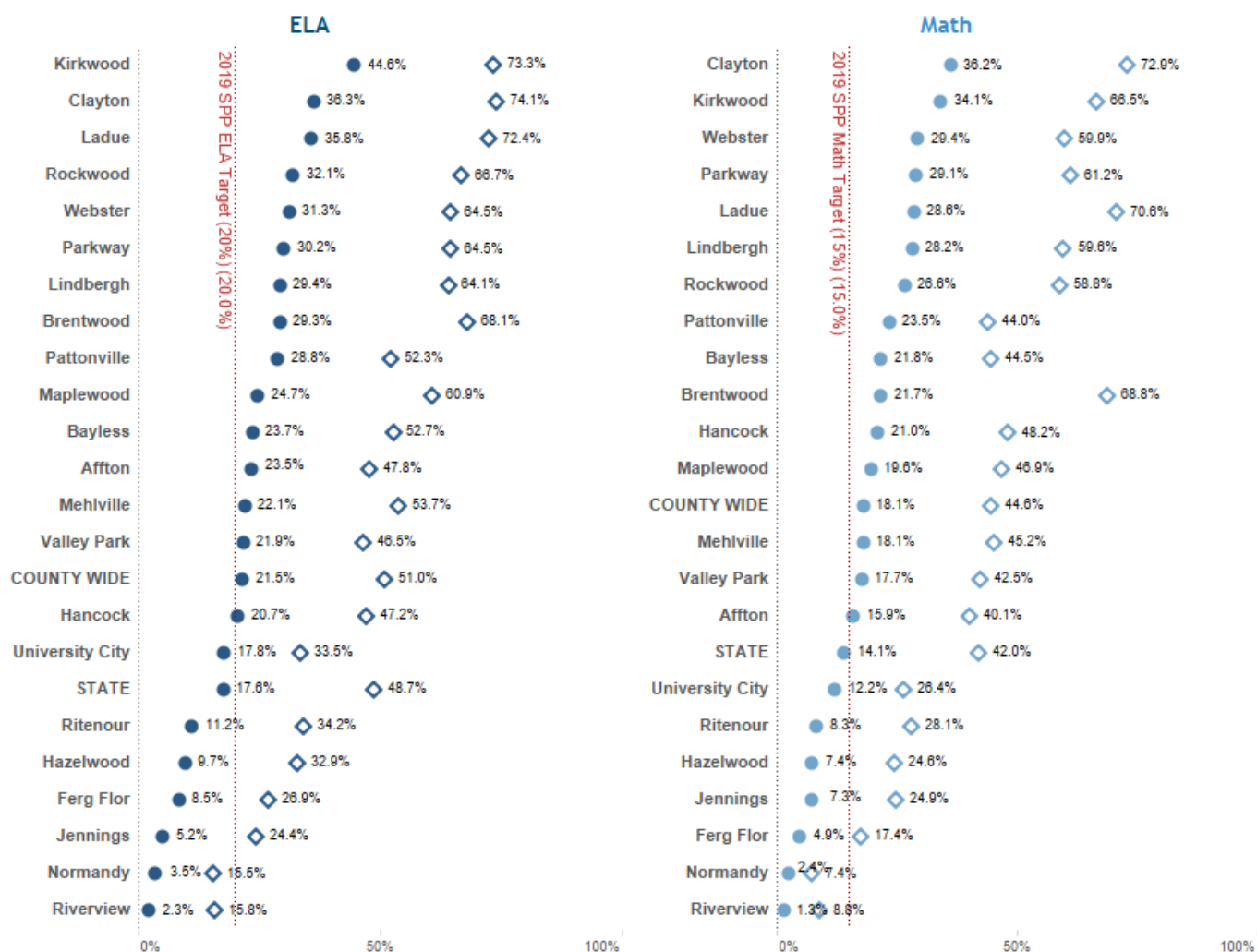
- The SPP targets for 2019 were 20% for ELA and 15% for math. Performance of students with IEPs overall in St. Louis County **met** these targets. Fifteen of the 22 St. Louis County districts achieved the target in ELA, and likewise (the same) 15 of 22 achieved the target in math.

## 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 2019 ranged from a high of 44.6% (**Kirkwood**)<sup>11</sup> to a low of 2.3% (**Riverview Gardens**). Math proficiency rates ranged from a high of 36.2% (**Clayton**) to a low of 1.3% (**Riverview Gardens**).
- Generally proficiency rates of students with disabilities track overall partner district proficiency rates. However, students with IEPs in some districts achieved a proficiency rate that was “closer” to that district’s overall proficiency rate (i.e., when the IEP rate is calculated as a proportion of the overall rate). These patterns can be examined visually in the chart below, and comparison ratios are provided in the right-most columns of the charts found in **Appendix C**. The ratio metric can serve as an alternate comparison of IEP test performance that attempts to account for differences in overall district proficiency rates.

### 2019 MAP “Top Two” Percentages: Students with Disabilities and District Students Overall

Filled circles denote students with disabilities and open diamonds students overall  
Districts are sorted top to bottom by IEP Top Two %



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

<sup>11</sup> Note that in some cases, students with disabilities in a particular district are outperforming students overall (both IEP and non-IEP) in other districts. For example, Kirkwood’s 2019 ELA IEP proficiency rate of 44.6% exceeds the overall ELA proficiency rates of 7 St. Louis County districts. Likewise, Clayton’s 2019 Math IEP proficiency rate of 36.2% exceeds the overall math proficiency rates of 7 St. Louis County districts.



## 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 2019 combined (OSS and ISS) suspension rate. 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 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. DESE has provided guidance that a ratio of 3.5 or greater in 3 consecutive years would be used to identify the presence of discipline disproportionality. Several partner districts have neared or exceeded this threshold over 3 years.

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

### Results Summary

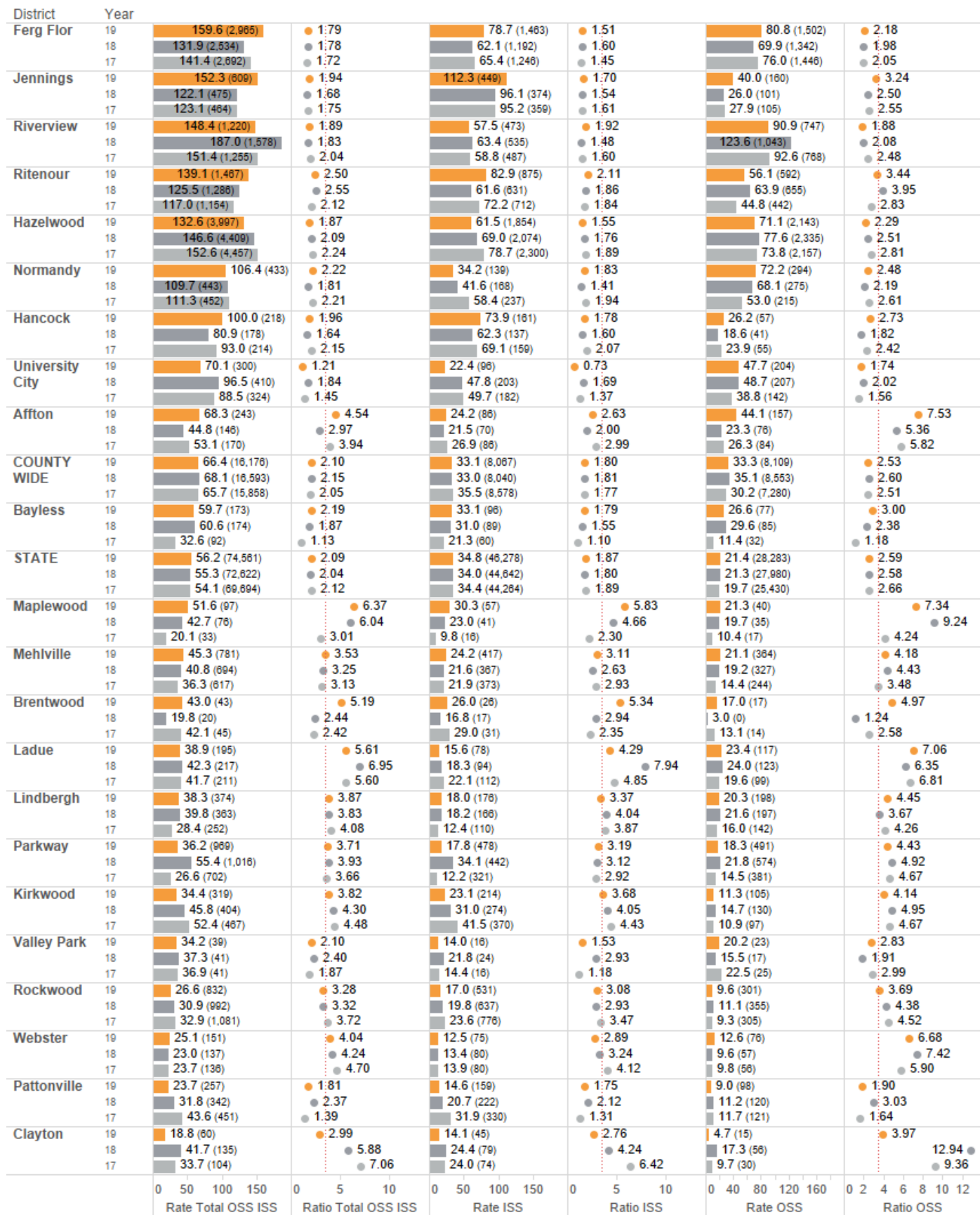
- Total (OSS and ISS combined) county-wide rates of suspension for students with disabilities, as well as the ratio of suspensions of student with disabilities to suspensions of students without disabilities, decreased for the first time since school year 2012-13. Schools documented 66.4 suspension incidents for every 100 students with disabilities across St. Louis County districts in 2019. County-wide, 19.7% of students with a disability received at least one suspension (either ISS or OSS).
- Students with disabilities in St. Louis County continue to be suspended at a higher rate than is the case state wide, though the gap narrowed in 2019. This difference remains largely accounted for by out-of-school suspension rates (33.3 OSS incidents per 100 students in St. Louis County vs. 21.4 OSS incidents per 100 students across the entirety of Missouri in 2018). In contrast, suspension *ratios* are comparable between St. Louis County and the state as a whole; the OSS ratio was slightly lower among St. Louis County districts (2.53) in 2019 than it was state wide (2.59).
- In general, districts with the highest IEP *disproportionalities* in discipline as indicated by the ratio metric tend to be those with low to moderate suspension incident *rates*. This is often a function of lower rates of ISS/OSS among general education students in those districts. Several districts with the lowest IEP suspension rates in the County also have surpassed the disproportionality threshold in 3+ consecutive years (e.g., **Clayton, Webster Groves**). SSD's partner districts with high rates of suspension of students with disabilities appear to also suspend nondisabled students at a fairly high rate (resulting in lower ratios).
- In reference to the second chart below pertaining to suspensions exceeding 10 days, students with disabilities county wide were 2.4 times more likely than nondisabled students to receive such longer-term suspensions in 2019. This ratio declined in comparison to the 2.7 observed in 2018 (see column *Ratio Incident OSS >10*).
- Partner districts that experienced clear *increases* in suspension incidence rates in 2019 compared to recent preceding years included **Ferguson-Florissant, Jennings, Ritenour** (ISS), **Hancock Place, Affton** (OSS), and **Maplewood-Richmond Heights**.
- Partner districts that experienced clear *decreases* in suspension incidence rates in 2019 compared to recent preceding years included **Hazelwood, University City** (ISS), **Kirkwood, Rockwood, Pattonville**, and **Clayton**.

## Implications for Equity: Disciplinary Outcomes

- Rates of OSS and/or ISS remain high in some districts. For example, **Ferguson-Florissant** experienced the highest combined suspension incident rate in 2019, administering 160 suspensions for every 100 students with disabilities. **Jennings** reported the highest per student combined rate (see **Appendix D**) in 2019, with 48% of students with disabilities receiving at least one suspension (though the majority of Jennings' suspensions were ISS, rather than OSS).
- By some measure ISS, under which condition students attend school and can complete work or continue to receive instruction in some form under supervision, may be a preferable disciplinary response to OSS, a completely exclusionary consequence. Trends suggest that partner districts vary in their use of ISS or OSS as the more common disciplinary response.
- Several partner districts continue to administer suspensions exceeding 10 days at a high rate compared to what is typical across the County and state (see second chart below). For example, **Ferguson-Florissant** experienced a rate of 14.6 >10 day incidents per 100 students in 2019, vs. the county-wide rate of 3.7.
- In general, districts with the highest suspension rates tend to have student populations that are impacted by high poverty and mobility rates (see **Appendix A** for demographic data).
- County wide in 2019, African-American students with disabilities were 5.0 times more likely to receive a suspension exceeding 10 days than were nondisabled students across all race categories (see column labelled *Ratio to Gen Ed Black IEP*). However, this rate has declined over 3 years, and also falls below the comparable 2019 state-wide rate of 6.7. African-American students with disabilities were 6.9 times more likely to receive a suspension exceeding 10 days than were white students with disabilities (see column *Ratio Black IEP to White IEP*). This ratio both increased since 2018 and exceeds the same metric for the state as a whole (4.6).
- Some districts administer a relatively small number of suspensions to students with disabilities year-over-year. Furthermore, suspension of students with disabilities has declined in recent years for some districts. Practices in these districts contributing to the reduced use and/or necessity of long-term suspension for students with disabilities might inform efforts of other districts to address exclusionary discipline concerns.

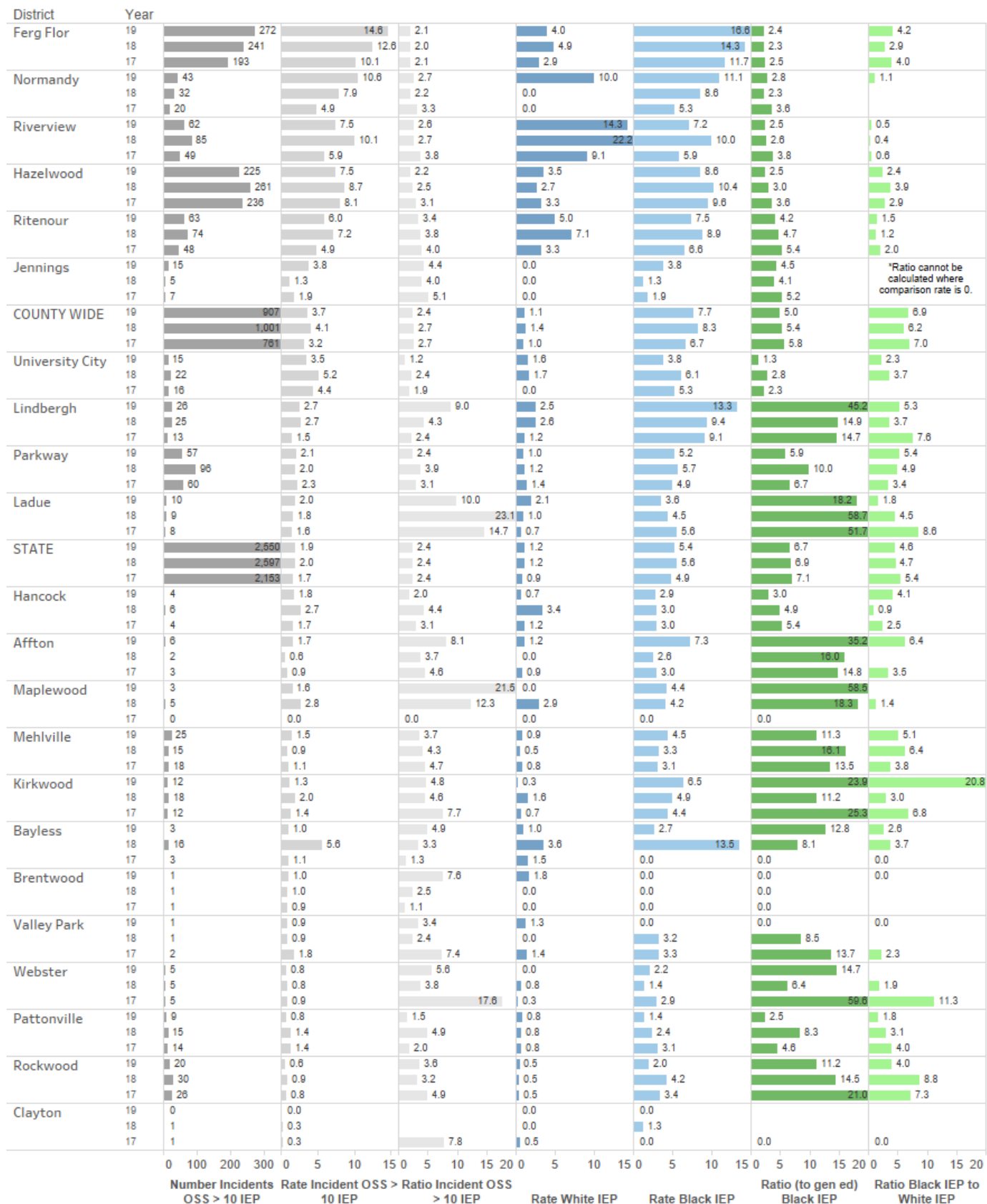
## IEP Suspension Incidents (Total, In-School, and Out-of-School)

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



Note. Sorted top to bottom by total suspension incident rate in 2019. Counts of suspension incidents appear in parentheses. The red dotted line represents the DESE threshold for disproportionality (ratio  $\geq 3.5$ ). The county-wide difference in rate between 2018 and 2019 is statistically significant at  $p < .05$ .

## Incidents of Out-of-School Suspension Exceeding 10 days per 100 Students Overall and Comparisons by Race (White and African-American)



Note. Sorted top to bottom by total district rate of > 10 OSS in 2019. 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. The county-wide difference in rate between 2018 and 2019 is significant at  $p < .05$ .

## 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 the years. DESE listed no SPP targets for graduation and dropout in 2019 (the 2018 target was 74%). Smaller districts with low enrollment of students with disabilities in a grade-level cohort may be prone to considerable fluctuation in graduation rate across school years.

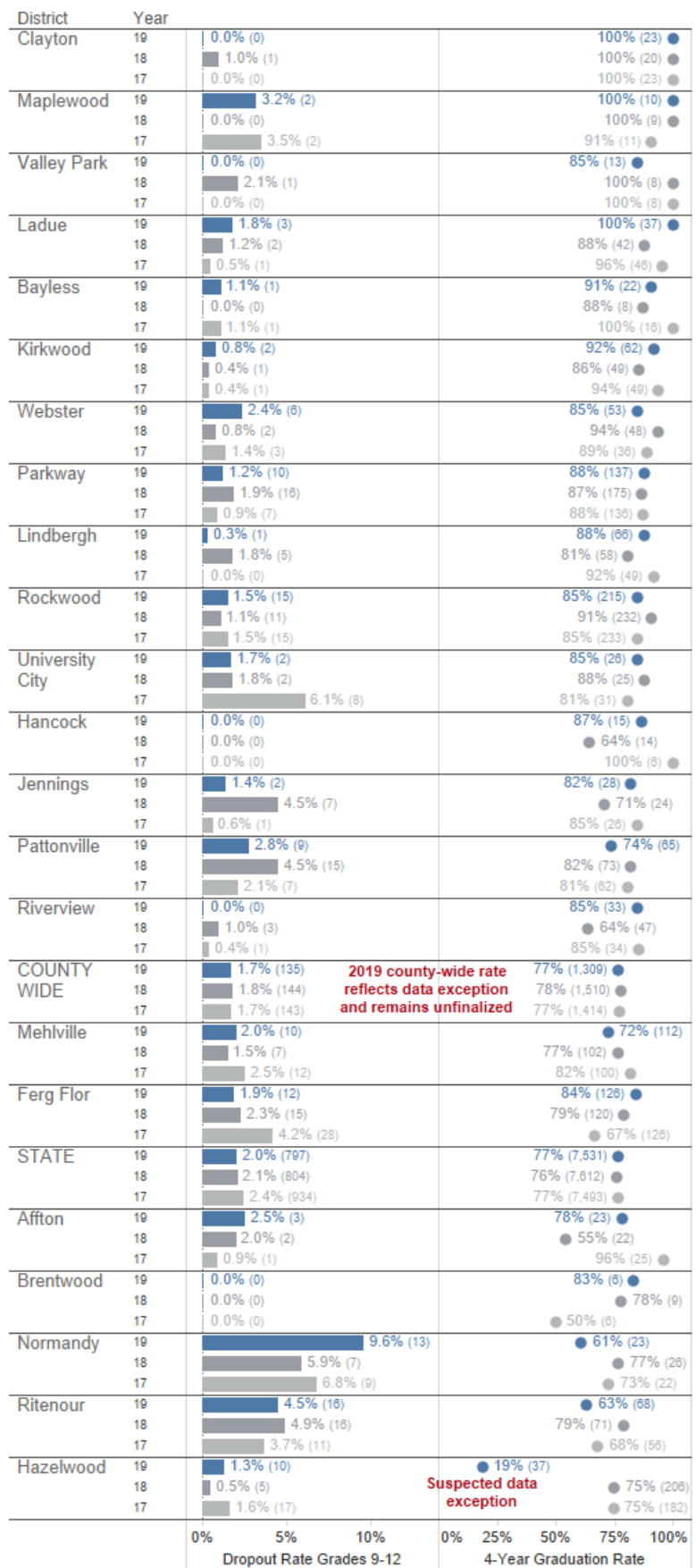
### Results Summary

- **Pending resolution of a data exception for one district**, the reported overall graduation rate for students with IEPs in St. Louis County was 77% in 2019. The rate has held relatively steady over 7 years, ranging from 76% to 78%. This approximates the state-wide rate and trend.
- Similarly, the dropout rate among students with disabilities across the County (1.7% in 2019) has remained fairly stable over 4 years. The state-wide dropout rate in 2019 was 2.0%.
- Across individual districts and excluding a suspected data exception, 2019 graduation rates for students with disabilities ranged from 61% to 100%. Seventeen of SSD's twenty-two partner districts achieved graduation rates that exceeded the state-wide rate in 2019.
- **Ritenour** and **Normandy** districts have experienced several consecutive years of relatively high dropout rates.

### Implications for Equity: Graduation and Dropout Trends

- The likelihood of graduation, as well as the risk of dropout, varies across county districts for students with disabilities. The previous year's version of this report noted that **Ferguson-Florissant** had implemented a monitoring process and credit recovery class targeting students with disabilities that, if effective, might be emulated. In fact, graduation rates had increased, while dropout rates declined, as of 2019 for students with disabilities that attend Ferguson-Florissant.

## 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 DESE standards?*

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. There are three distinct metrics: (1) Percent of students in higher education (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 (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 (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 IEP post-graduate outcomes in the classification of students via this metric. Each partner district conducts their own follow-up. This likely introduces some degree of error into the results given the intricacies 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 graduates. Smaller districts will likely be subject to greater year-to-year variability than will larger districts.

### Results Summary

- Several suspected data exceptions prevent finalization of county-wide post-secondary outcome results for 2019.
- At minimum 15 of SSD's 22 partner districts both met the state target and exceeded the state-wide rate for "percent of students in higher education or employment" in 2019. In contrast, all 22 districts met the same target 2 years prior in 2017.

### Implications for Equity: Post-Secondary Outcomes

- 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. 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.
- Differences in data patterns suggest potential 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					
Clayton	19	20		80.0%	80.0%	90.0%
	18	23		91.3%	91.3%	95.7%
	17	22		86.4%	86.4%	95.5%
Ladue	19	45		75.6%	91.1%	95.6%
	18	39		66.7%	82.1%	87.2%
	17	47		72.3%	87.2%	89.4%
Lindbergh	19	52		42.3%	84.6%	90.4%
	18	47		44.7%	80.9%	89.4%
	17	55		50.9%	85.5%	87.3%
Riverview	19	37	13.5%		83.8%	89.2%
	18	31	12.9%		93.5%	93.5%
	17	31	9.7%		74.2%	80.6%
Valley Park	19	9	22.2%		77.8%	88.9%
	18	8	50.0%		87.5%	87.5%
	17	5	60.0%		80.0%	80.0%
Webster	19	50		76.0%	96.0%	98.0%
	18	37		54.1%	73.0%	75.7%
	17	44		75.0%	81.8%	81.8%
Rockwood	19	248		61.3%	74.2%	81.9%
	18	223		68.6%	78.5%	81.2%
	17	251		57.8%	72.9%	78.9%
Hancock	19	14	7.1%		78.6%	78.6%
	18	7	28.6%		71.4%	71.4%
	17	9	22.2%		88.9%	88.9%
Kirkwood	19	50		58.0%	74.0%	74.0%
	18	55		63.6%	80.0%	80.0%
	17	59		66.1%	81.4%	81.4%
Parkway	19	184		70.1%	76.6%	79.3%
	18	143		67.8%	77.6%	79.0%
	17	152		59.9%	75.0%	75.7%
Maplewood	19	11	54.5%		72.7%	72.7%
	18	13	30.8%		61.5%	69.2%
	17	11	27.3%		81.8%	81.8%
Brentwood	19	8	50.0%		50.0%	75.0%
	18	3	33.3%		66.7%	66.7%
	17	9	55.6%		55.6%	77.8%
Jennings	19	27	4.8%		77.8%	85.2%
	18	29	20.7%		58.6%	58.6%
	17	28	17.9%		75.0%	75.0%
Normandy	19	28	4.3%		67.9%	67.9%
	18	23	26.1%		65.2%	65.2%
	17	35	22.9%		85.7%	85.7%
Aftton	19	14	28.6%		42.9%	42.9%
	18	27	44.4%		85.2%	88.9%
	17	32	50.0%		78.1%	81.3%
STATE	19		25.2%		57.9%	62.6%
	18		25.6%		58.3%	63.0%
	17		28.5%		59.7%	64.3%
COUNTY WIDE	19	2019 county-wide rates reflect data exceptions and remain unfinalized		36.6%	55.5%	59.4%
	18			40.3%	57.7%	60.8%
	17			44.8%	65.5%	68.8%
Ferg Flor	19	123	25.2%		66.7%	73.2%
	18	124	20.2%		41.1%	50.0%
	17	113	38.9%		55.8%	59.3%
Pattonville	19	81	30.9%		39.5%	39.5%
	18	71	53.5%		73.2%	74.6%
	17	72	43.1%		59.7%	61.1%
Bayless	19	8	25.0%		37.5%	37.5%
	18	21	23.8%		42.9%	61.9%
	17	15	40.0%		66.7%	66.7%
Mehlville	19	88	6.8%		14.8%	14.8%
	18	94	42.6%		52.1%	52.1%
	17	100	60.0%		83.0%	85.0%
Ritenour	19	56	22.5%		36.3%	38.8%
	18	56	26.8%		33.9%	39.3%
	17	70	30.0%		47.1%	57.1%
University City	19	32	6.1%		15.2%	15.2%
	18	32	0.0%		0.0%	0.0%
	17	35	40.0%		71.4%	77.1%
Hazelwood	19	170	4.7%		12.4%	15.3%
	18	178	9.6%		23.0%	24.7%
	17	194	26.8%		47.9%	51.5%
		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. 2019 rates pertain to 2018 cohort graduates.

## Strengths and Opportunities for Improvement

### Positive Trends/Strengths

- Underrepresentation of African-American students in the disability category of Autism continues to diminish. Risk ratios for disability categories other than ID fall well below the DESE threshold for disproportionality.
- The percentage of students in St. Louis County that fall in the least restrictive service delivery category of  $\geq 80\%$  (63.3% in 2019) exceeds the state-wide percentage (57.6%), which means that more students with disabilities in St. Louis County receive the large majority of their instruction in the general education setting alongside nondisabled peers. Nearly all partner districts met the  $\geq 80\%$  state target in 2019. In addition, the proportion of students in the more restrictive  $< 40\%$  category has decreased each year since 2013 for St. Louis County as a whole.
- As a whole, students with disabilities in St. Louis County continue to perform more strongly on the state test than do students with disabilities in Missouri who reside outside of St. Louis County. Fifteen of SSD's twenty-two partner districts met the state targets (in both ELA and math) for proficiency on state-wide assessments among students with disabilities.
- County-wide suspension rates for students with disabilities declined for the first time since school year 2012-13. The ratio of suspensions administered to students with disabilities against those without disabilities declined in 2019 as well. Several districts rarely administer suspension exceeding 10 days as a consequence for students with disabilities. These districts may be implementing disciplinary or positive behavior strategies that could inform improvement efforts in other districts. Though still high, the ratio of  $> 10$  days suspensions for African-American students to those for nondisabled students has decreased over 3 years.
- The dropout rate among students with IEPs in St. Louis County (1.7% in 2019) also falls below the comparable state-wide rate (2.0%).
- The majority of districts in St. Louis County continue to exceed both the state targets and the state-wide rates for post-secondary outcomes among students with disabilities.

### Trends of Potential Concern and Opportunities for Improvement

- Special education outcomes across SSD's 22 partner districts are highly variable, suggesting potential inequities in opportunity and/or service provision.
- The disability incidence rate in St. Louis County has gradually increased since 2015 and remains considerably higher than for the state overall.
- Disproportionate representation of African-American students in the eligibility category of Intellectual Disability remains high, and well in excess of the state-wide rate.
- Several partner districts have a much larger percentage of their students placed in SSD separate schools and programs than others.
- Proficiency rates among students with disabilities declined in 2019 in the content area of English language arts (ELA). Students in seven districts failed to meet state proficiency targets in both ELA and math.
- Rates of OSS for students with disabilities remain higher in St. Louis County than they are state wide (in contrast, suspension ratios are modestly lower in St. Louis County compared to the state). Rates of suspension in some districts remain high. Students with IEPs were 2.4 times more likely to receive a suspension exceeding 10 days than were nondisabled students in 2019. African-American students with disabilities remain considerably more likely to receive long-term suspensions than both nondisabled peers and white students with disabilities.
- **Ritenour** and **Normandy** districts have experienced several consecutive years of relatively high dropout rates among students with disabilities in grades 9-12.
- Fewer districts met post-secondary outcome targets in 2019 compared to 2017. Positive post-secondary outcome rates vary substantially across St. Louis County districts. Differences in data patterns suggest potential inconsistencies in follow-up procedures and coding across districts.



## **New Recommendations for Action**

SSD has taken steps during school year 2019-20 to audit instructional practices and will be developing a Districtwide plan for implementation of quality instructional practices to increase student outcomes in literacy, numeracy, and social emotional learning. In addition, SSD leaders will be collaborating with partner districts to create district-specific plans. Strategies in the current SSD comprehensive school improvement plan target areas such as social/behavioral prevention and intervention, student self-determination and self-advocacy, and individual student plans that ensure post-secondary success. SSD has also begun within-year collection and monitoring of suspensions of students with disabilities. There are no additional recommendations beyond these and other planned and ongoing improvement initiatives.

## **Dissemination Plan**

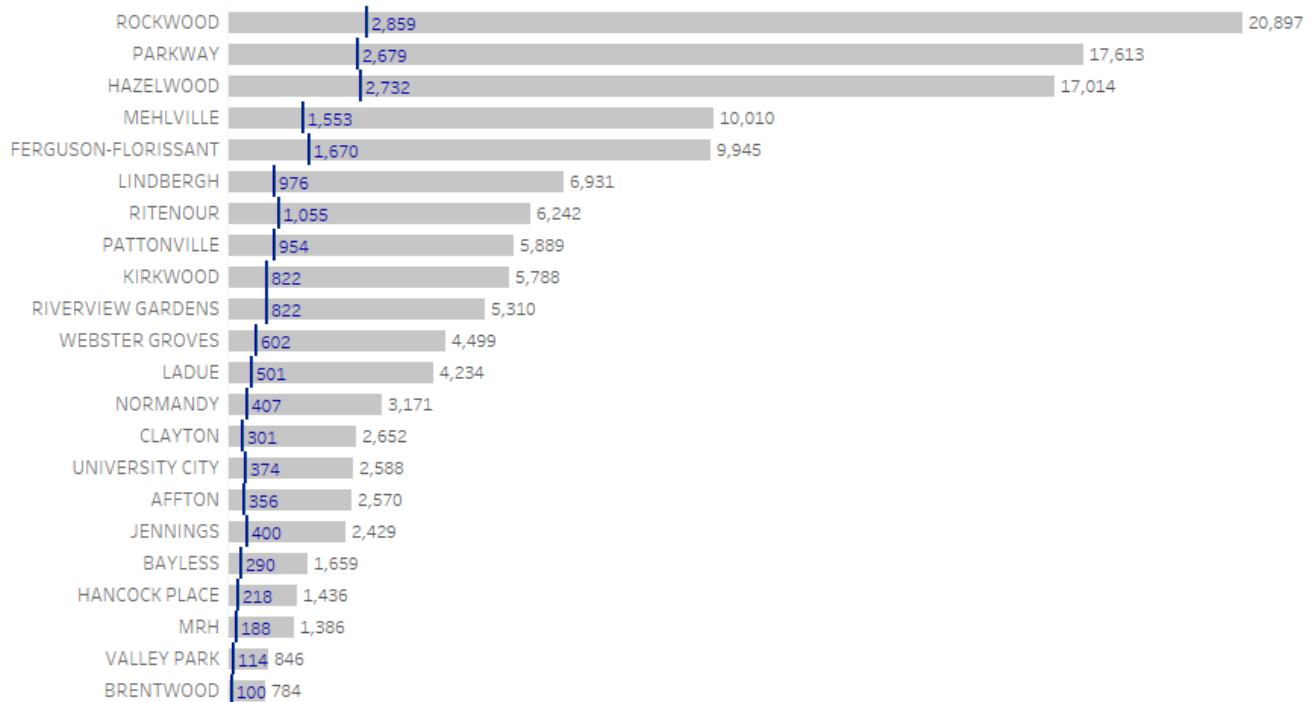
The report will be disseminated to instructional directors via email and to partner district liaisons through the liaison advisory committee. The report will be posted on the District website and on the Evaluation and Research sub-site of SSD Life.

## Appendix A

### Partner District Enrollment and Demographic Data

#### 2019 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.

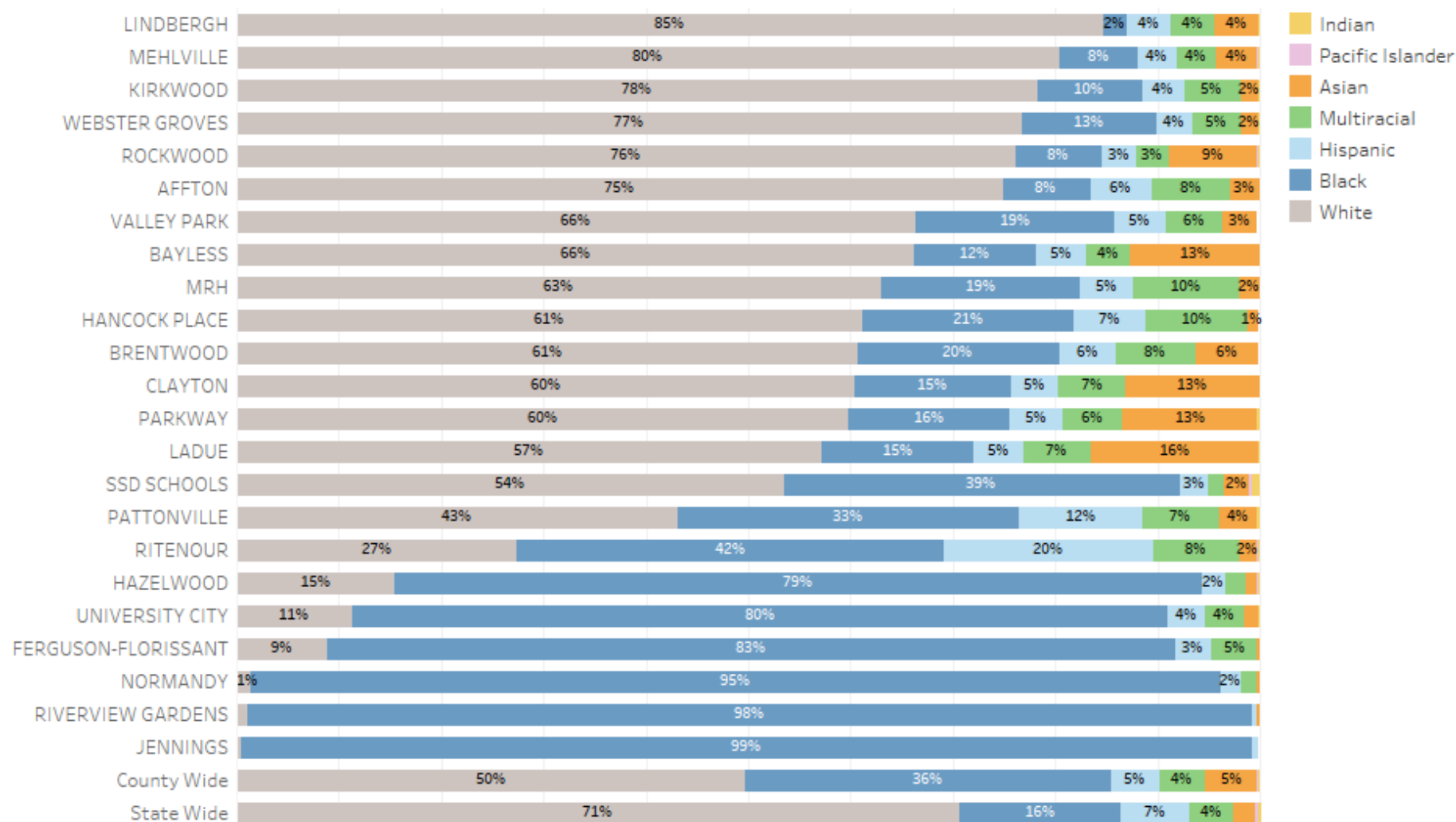
#### Counts of K-12 Students by Disability Category

2019

District	Total IEP	Count OHI	Count SLD	Count SI	Count AU	Count ED	Count ID	Count LI
Affton	356	92	57	66	51	33	19	20
Bayless	290	69	54	44	50	28	15	20
Brentwood	100	25	12	9	24	3	5	5
Clayton	301	81	64	49	56	18	10	9
Ferg Flor	1,670	335	407	219	199	134	211	84
Hancock	218	60	37	41	37	10	17	7
Hazelwood	2,732	567	549	384	323	230	261	213
Jennings	400	75	99	52	44	26	62	27
Kirkwood	822	134	183	171	136	59	32	59
Ladue	501	119	89	100	67	31	19	28
Lindbergh	976	269	131	171	196	83	40	48
Maplewood	188	39	30	33	34	15	6	13
Mehlville	1,553	396	300	240	218	149	85	87
Normandy	407	90	72	65	34	40	60	26
Parkway	2,679	626	508	479	369	217	90	172
Pattonville	954	217	178	163	157	82	34	66
Ritenour	1,025	223	246	111	132	101	94	65
Riverview	822	162	224	91	69	52	124	53
Rockwood	2,859	699	698	522	314	187	107	198
University City	357	66	75	45	60	26	25	39
Valley Park	114	28	17	21	16	9	7	8
Webster	602	129	116	119	107	50	18	30
SSD Schools	2,293	397	290	373	431	297	228	66
COUNTY WIDE	22,266	4,904	4,447	3,588	3,145	1,883	1,566	1,323
STATE	119,185	25,899	30,929	17,884	12,625	7,107	9,248	8,646

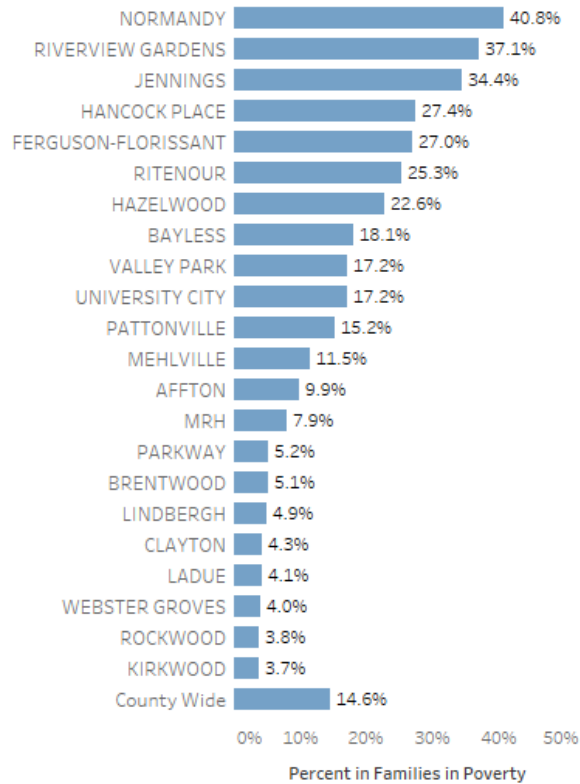
Source: Missouri DESE. IEP counts for partner districts exclude students attending SSD schools and programs. SSD Schools includes students with disabilities attending full-day career technical education programs.

## 2019 District Enrollment by Race



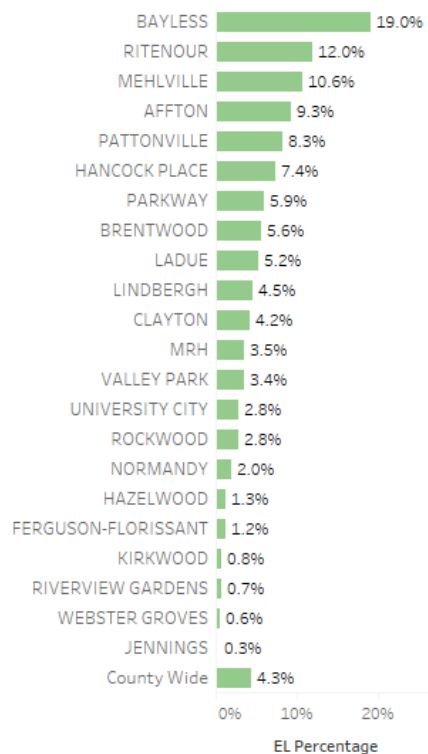
Source: Missouri DESE. Districts are sorted by percentage white. DESE obscures counts/percentages by race in publically-available data files when cell count is very low (typically less than 10) and thus the chart may omit data for smaller districts, and percentages presented may not total 100% in some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

## Poverty Estimates for Children Ages 5 to 17



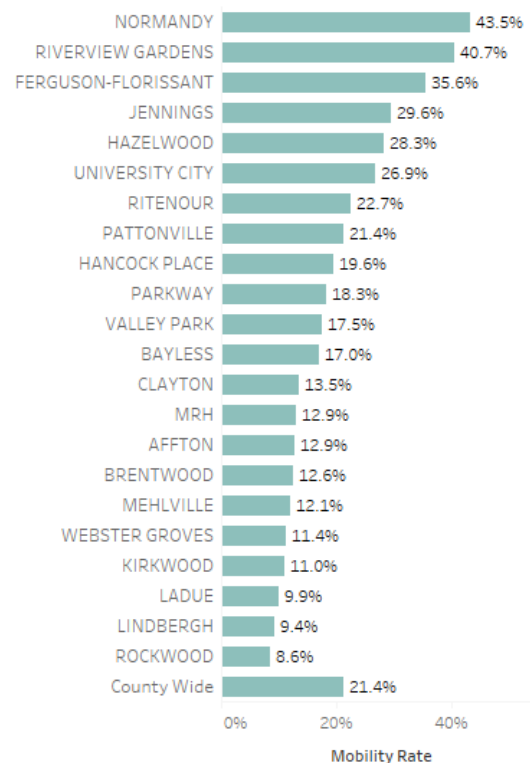
Source: US Census Bureau Small Area Income and Poverty Estimates (SAIPE) program. This estimate is based on 2018 data. The metric represents the estimated percentage of children ages 5 to 17 who live in a family whose income lies below the poverty threshold. SAIPE uses different thresholds than are used by the Free and Reduced-Price Lunch (FRPL) program. The 2019 Census Bureau threshold for a family of four containing two related children under age 18 was \$25,750. For additional information, see <https://www.census.gov/programs-surveys/saie.html>.

## Percent English Learners (K-12) 2019



Source: Missouri DESE.

## Student Mobility Rate (K-12) 2019

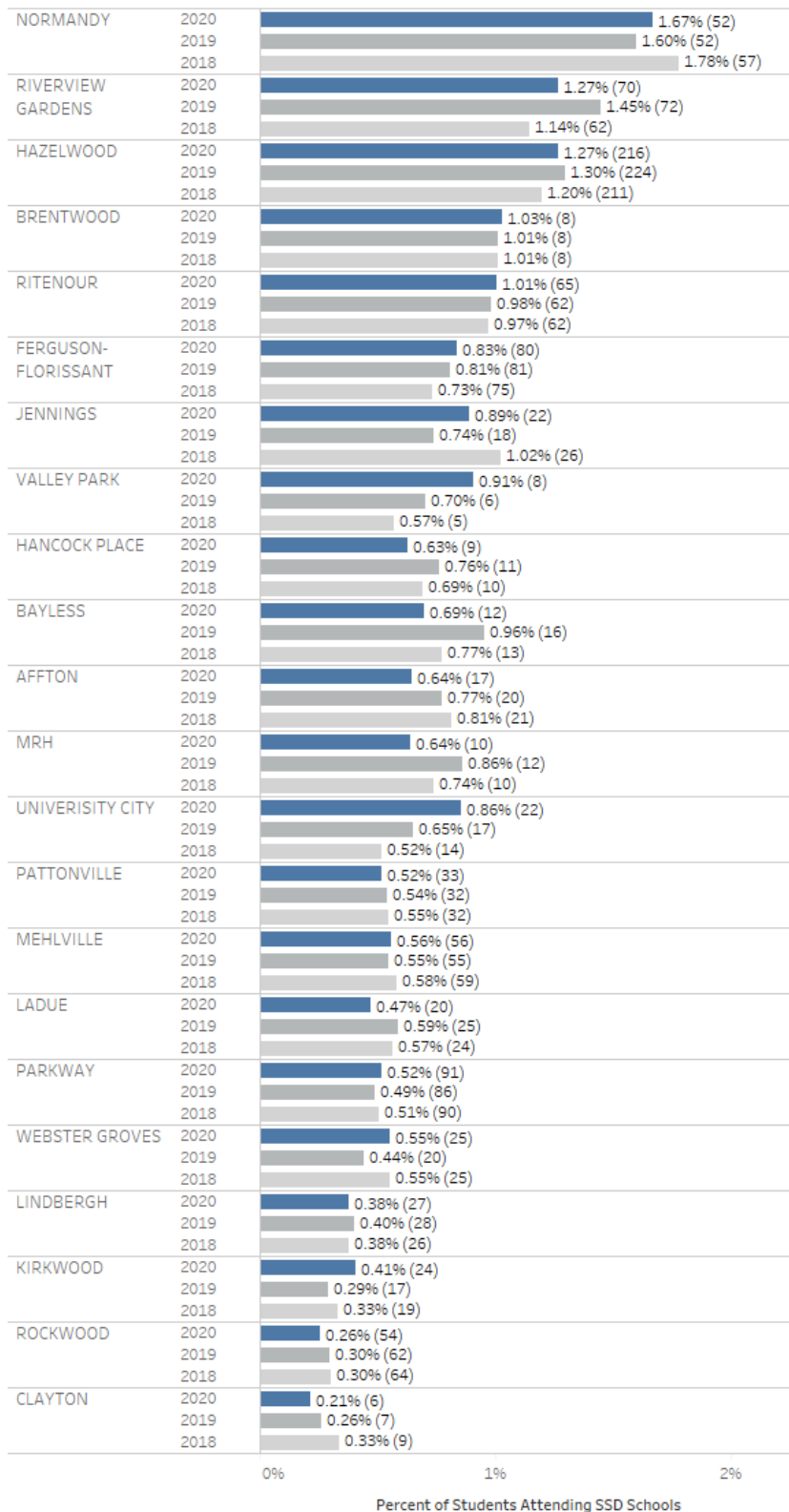


Source: Missouri DESE. DESE defines mobility as the proportion of students who changed schools during a school year.

## Appendix B: SSD School and Program Enrollment

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

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 was obtained from SSD's Phoenix student information database. Current year data based on enrollment as of January 2020. Partner district enrollments used in the calculation were retrieved from the DESE comprehensive data site (District Enrollment 2020 Preliminary). Districts in the figure are sorted by 3-year average proportion.

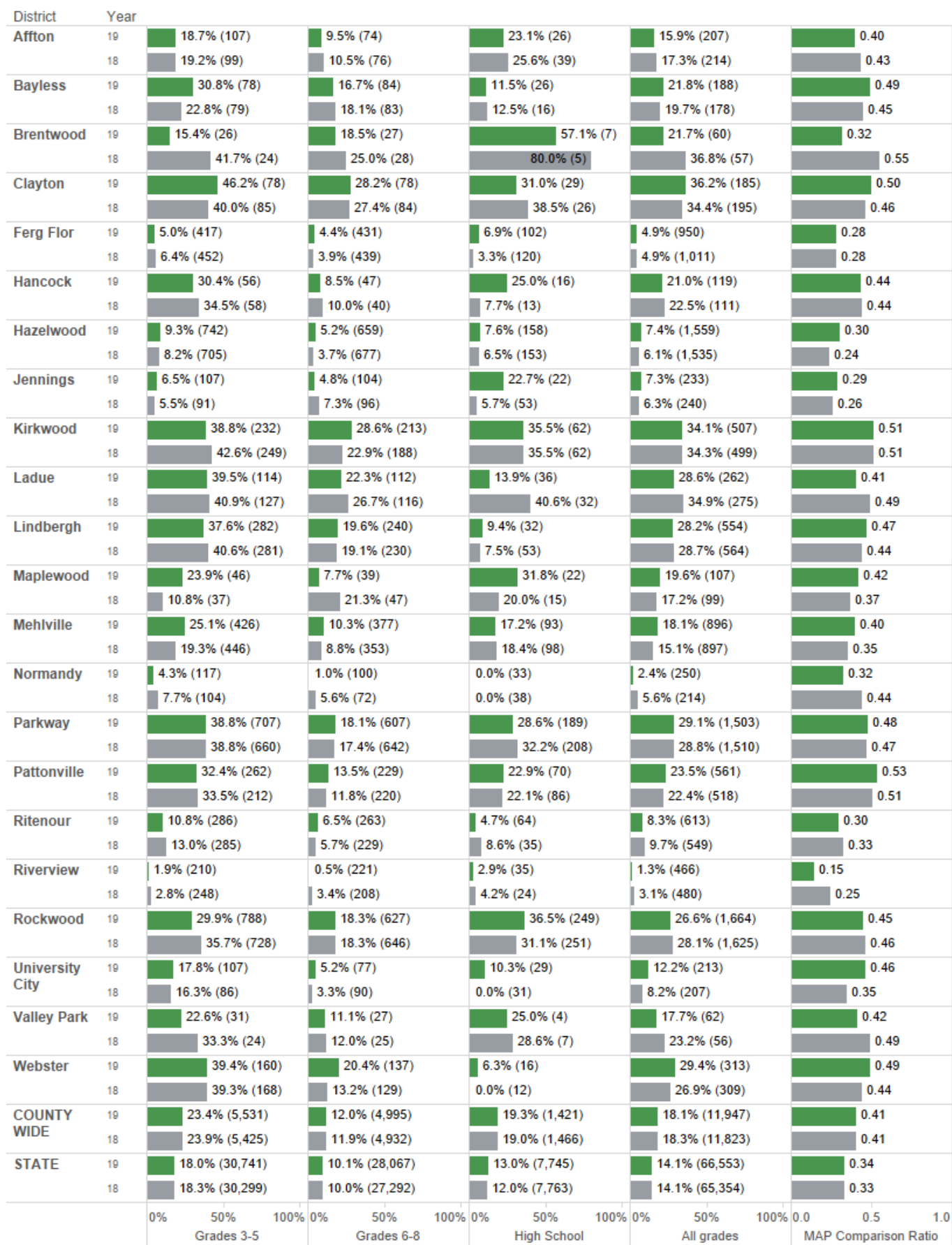
## Appendix C: Disaggregated State Test Results (ELA and Math)

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

District	Year	Grades 3-5	Grades 6-8	High School	All Grades	MAP Comparison Ratio
Affton	19	21.5% (107)	19.5% (77)	50.0% (20)	23.5% (204)	0.49
	18	23.2% (99)	12.8% (78)	21.9% (32)	19.1% (209)	0.39
Bayless	19	25.6% (78)	20.2% (84)	36.4% (11)	23.7% (173)	0.45
	18	26.6% (79)	18.1% (83)	38.1% (21)	24.0% (183)	0.47
Brentwood	19	38.5% (26)	14.8% (27)	60.0% (5)	29.3% (58)	0.43
	18	41.7% (24)	17.9% (28)	40.0% (5)	29.8% (57)	0.46
Clayton	19	46.2% (78)	26.9% (78)	34.6% (26)	36.3% (182)	0.49
	18	37.6% (85)	31.0% (84)	33.3% (18)	34.2% (187)	0.46
Ferg Flor	19	8.6% (417)	7.9% (442)	10.2% (98)	8.5% (957)	0.32
	18	13.1% (452)	8.4% (443)	6.8% (117)	10.3% (1,012)	0.35
Hancock	19	25.0% (56)	14.6% (48)	23.5% (17)	20.7% (121)	0.44
	18	43.1% (58)	15.0% (40)	15.4% (13)	29.7% (111)	0.52
Hazelwood	19	12.1% (744)	6.7% (659)	11.0% (191)	9.7% (1,594)	0.29
	18	14.6% (707)	7.1% (677)	12.1% (182)	11.0% (1,566)	0.31
Jennings	19	3.7% (108)	3.8% (105)	21.1% (19)	5.2% (232)	0.21
	18	7.5% (93)	10.4% (96)	11.8% (51)	9.6% (240)	0.34
Kirkwood	19	47.8% (232)	40.8% (213)	45.3% (64)	44.6% (509)	0.61
	18	54.2% (249)	37.2% (188)	38.2% (55)	45.9% (492)	0.62
Ladue	19	47.4% (114)	25.9% (112)	29.4% (34)	35.8% (260)	0.49
	18	45.7% (127)	29.3% (116)	17.9% (28)	35.8% (271)	0.49
Lindbergh	19	37.6% (282)	22.5% (240)	17.5% (57)	29.4% (579)	0.46
	18	44.5% (281)	25.9% (232)	41.5% (65)	36.7% (578)	0.52
Maplewood	19	30.4% (46)	22.5% (40)	9.1% (11)	24.7% (97)	0.41
	18	24.3% (37)	29.8% (47)	18.2% (11)	26.3% (95)	0.43
Mehlville	19	25.1% (426)	17.2% (378)	27.5% (109)	22.1% (913)	0.41
	18	27.3% (447)	19.8% (358)	14.2% (113)	22.8% (918)	0.43
Normandy	19	3.4% (118)	3.0% (100)	5.4% (37)	3.5% (255)	0.23
	18	6.7% (104)	9.5% (74)	4.8% (21)	7.5% (199)	0.38
Parkway	19	36.4% (706)	22.8% (615)	30.8% (198)	30.2% (1,519)	0.47
	18	40.3% (662)	24.3% (653)	33.0% (188)	32.5% (1,503)	0.50
Pattonville	19	37.6% (263)	18.6% (231)	29.5% (61)	28.8% (555)	0.55
	18	43.9% (212)	23.8% (223)	25.4% (63)	32.5% (498)	0.61
Ritenour	19	12.2% (287)	9.4% (266)	14.3% (63)	11.2% (616)	0.33
	18	18.2% (286)	9.4% (235)	21.4% (56)	14.9% (577)	0.40
Riverview	19	2.4% (212)	2.3% (220)	2.6% (39)	2.3% (471)	0.15
	18	5.2% (249)	5.2% (210)	3.8% (26)	5.2% (485)	0.29
Rockwood	19	35.7% (788)	27.0% (644)	34.2% (222)	32.1% (1,654)	0.48
	18	43.4% (728)	28.1% (663)	26.8% (235)	34.7% (1,626)	0.51
University City	19	24.3% (107)	7.8% (77)	20.8% (24)	17.8% (208)	0.53
	18	20.9% (86)	8.9% (90)	16.0% (25)	14.9% (201)	0.47
Valley Park	19	25.8% (31)	14.8% (27)	33.3% (6)	21.9% (64)	0.47
	18	33.3% (24)	24.0% (25)	44.4% (9)	31.0% (58)	0.57
Webster	19	46.3% (160)	20.3% (138)	11.4% (44)	31.3% (342)	0.49
	18	44.9% (167)	19.4% (129)	14.0% (57)	30.6% (353)	0.47
COUNTY WIDE	19	25.7% (5,538)	16.5% (5,044)	22.4% (1,484)	21.5% (12,066)	0.42
	18	29.4% (5,433)	18.5% (4,986)	21.2% (1,488)	23.8% (11,907)	0.45
STATE	19	20.4% (30,773)	14.4% (28,329)	18.3% (7,589)	17.6% (66,691)	0.36
	18	21.9% (30,313)	15.3% (27,528)	16.9% (7,541)	18.5% (65,382)	0.38
		0% 50% 100%	0% 50% 100%	0% 50% 100%	0% 50% 100%	0.0 0.5 1.0
		Grades 3-5	Grades 6-8	High School	All Grades	MAP Comparison Ratio

Note. The state transitioned to a new assessment in 2018. Counts of students tested appear in parentheses.

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



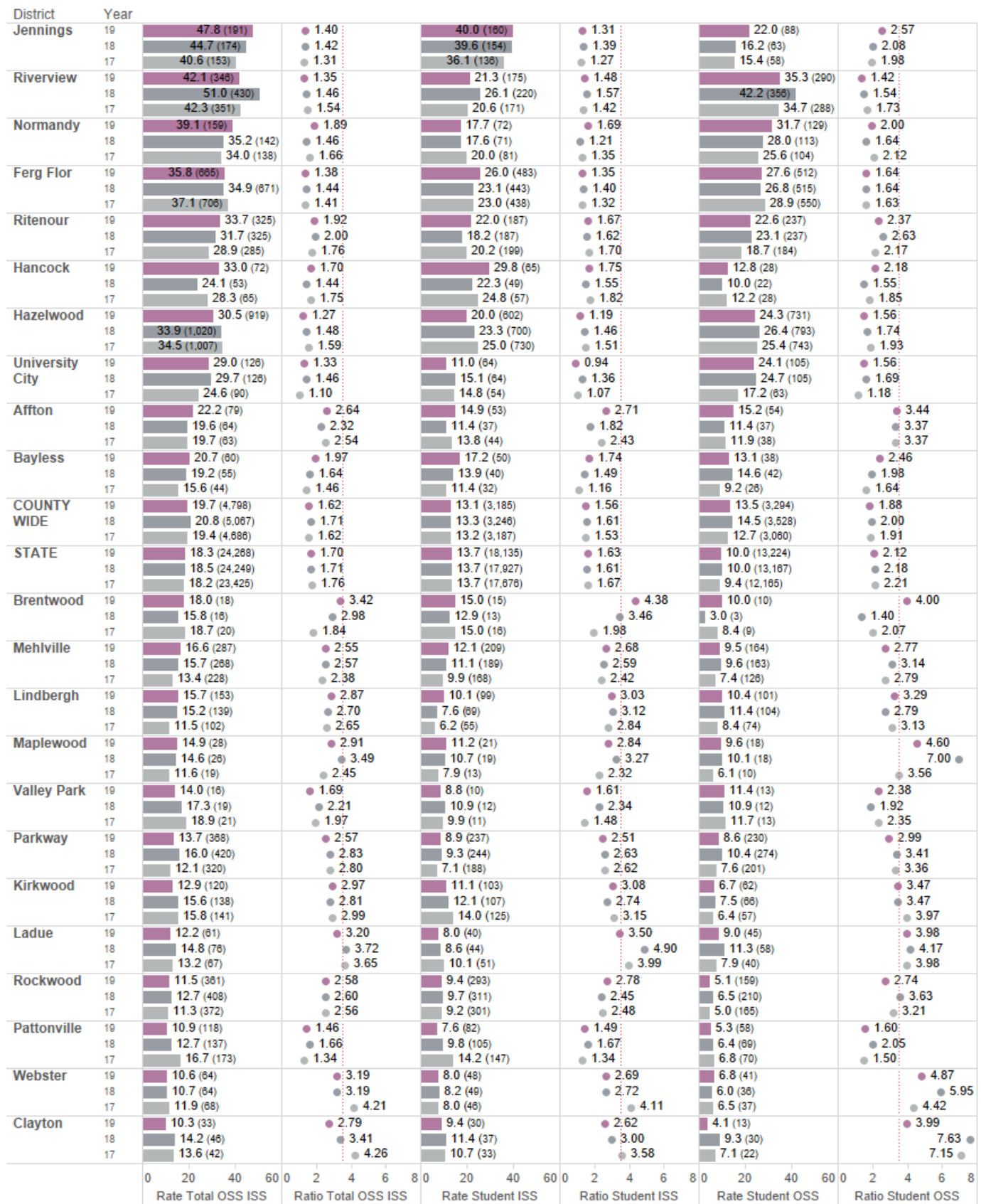
Note: The state transitioned to a new assessment in 2018. Counts of students tested appear in parentheses.



## 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



Note. Sorted top to bottom by Total OSS and ISS rate in 2019. Counts of students receiving a suspension appear in parentheses. The red dotted line represents the DESE threshold for disproportionality (ratio  $\geq 3.5$ ).