Special Education in the Partner Districts

Report of School Year 2022-23 Results

June 2024

Table of Contents

Key Results and Trends 2

Report Description 3

How to Use This Report 4

Results and Equity Considerations

- Incidence Rates and Identification Patterns 7
- Educational Environments (LRE) 12
- Academic Achievement 15
- Disciplinary Outcomes 17
- Graduation and Dropout Trends 20
- Post-Secondary Outcomes 21

Appendix A: Enrollment and Demographic Data 23

Appendix B: SSD School and Program Enrollment 27

Appendix C: Disaggregated State Test Results 28

Appendix D: Rates of Discipline by Student 30

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

Key Results and Trends

Incidence and Identification

- Countywide **incidence** remained **stable** in school year 2023. Incidence for SSD continues to be **considerably higher** than for the state overall.
- Incidence of **Autism** continues to **increase**.
- SSD **partner district incidence** ranged from **11.2% to 17.4%**.
- **Black students** in K-12 are **2.86 times** more likely to receive services under the eligibility category of **Intellectual Disability**. This risk ratio has **declined** from a peak of 3.02 in 2019.

Educational Environments

- Students with disabilities (SWD) in St. Louis County receive are educated in the general education setting **alongside nondisabled peers** most of the school day (i.e., 80%+ LRE) **more frequently** than is the case statewide.
- **Separate placements** have **declined**. As of 2023 the countywide separate placement rate **meets the SPP target** and equals that statewide.

Academic Achievement

- SWD in St. Louis County demonstrate **higher rates of proficiency** than SWD statewide on the **state accountability assessment**.
- The percent of SWD **scoring Proficient or Advanced increased** in both English language arts and math.
- **MAP/EOC** results for SWD countywide **exceed state targets**, whereas alternative state assessment (**MAP-A**) results fall **below state targets**.

Discipline

- The **overall suspension rate** for SWD **increased**, though it falls **below the statewide rate**.
- SWD in St. Louis County are **suspended *out of school*** at a much **higher rate** than SWD statewide.
- SWD were **twice as likely** to receive a suspension **than nondisabled students**, though **the ratio/discrepancy** has **narrowed**.
- Nearly **9%** of Black SWD received **over 10 days of out-of-school suspension**, which is **4.4 times** the rate for nondisabled students and **4.2 times** the rate for non-Black SWD.

Graduation and Dropout

- The **graduation rate** for SWD: (1) **decreased**; (2) **falls below** the statewide rate; and (3) **failed to meet** the state target.
- In contrast, the **dropout rate** (grades 9-12) **declined**, lies **below** the statewide rate, and **meets the SPP target**.

Post-secondary Placement

- Overall **positive post-secondary outcomes** for SWD **improved** in 2023 and **exceed** the state target, but **fall slightly below** the statewide result.
- The rate at which SWD in St. Louis County **participate in higher education** after graduation **substantially exceeds** that statewide.

Description

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

The source of the majority of data used in this report are the "Special Education District Profiles" generated by DESE for each district in the state. These profiles publicize data on the performance of each Local Education Agency (LEA) in relation to the targets established in the SPP. The profiles are typically made available second semester of the subsequent school year, and thus the data reported here are "lagging" (i.e., the report is produced well after the most recent school year it covers has concluded). DESE now also offers an online Special Education Profile dashboard – see https://apps.dese.mo.gov/MCDS/Visualizations.aspx?id=31.[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 schools who receive special education, of whom there were **20,559** in St. Louis County as of December 1, 2022 (the count decreased from 20,695 in 2021-22). This count includes 910 students with disabilities (SWD) who were attending private/parochial schools (down from 935 in 2021-22). In addition, 1,972 students were receiving early childhood special education services countywide (up from 1,592 the year prior; 903 of these were served through SSD Early Childhood Special Education). District enrollment and demographic summaries are provided in **Appendix A**.

It is important to note that **virtual learning options and other mitigation measures implemented as a response to the COVID-19 pandemic in school years 2019-20 and 2020-21 impacted results presented in this report**. All school districts in St. Louis County discontinued in-person instruction in approximately March of the 2019-20 school year. All districts then remained virtual-only at the outset of the 2020-21 school year, with some districts implementing in-person or blended learning options beginning mid-fall, and others maintaining exclusively virtual learning through much of the year. Potential impacts include a reduction in special education referrals and evaluations. State accountability assessment requirements were cancelled in 2019-20. Evidence of student "learning loss" during the pandemic is well documented.[2] The administration of disciplinary suspensions markedly declined during periods of virtual and blended learning, reducing comparability to historical results. In addition, dropout and graduation results may have been impacted by modifications to administrative practices related to attendance, grading, and the award of course credits. Furthermore, socioeconomic impacts of the pandemic likely influenced opportunities for employment and education available to graduates in the short term.

[1] DESE will modify information in the profiles and on the website following the initial release as corrections and updates are made to core data. Such updates may occur a year or more after the fact. However, readers should be aware that **the data in this report reflects what appeared in the *initial* release and will not include updates**. For example, if the 2022 graduation rate for a district was reported as 1.0% percent in the 2022 special education profile, but was then updated to 2.0% with the issue of the 2023 special education profile, the 2022 result reported here would remain 1.0%.

[2] https://educationrecoveryscorecard.org/

How to Use This Report

Purpose

This report includes extensive 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

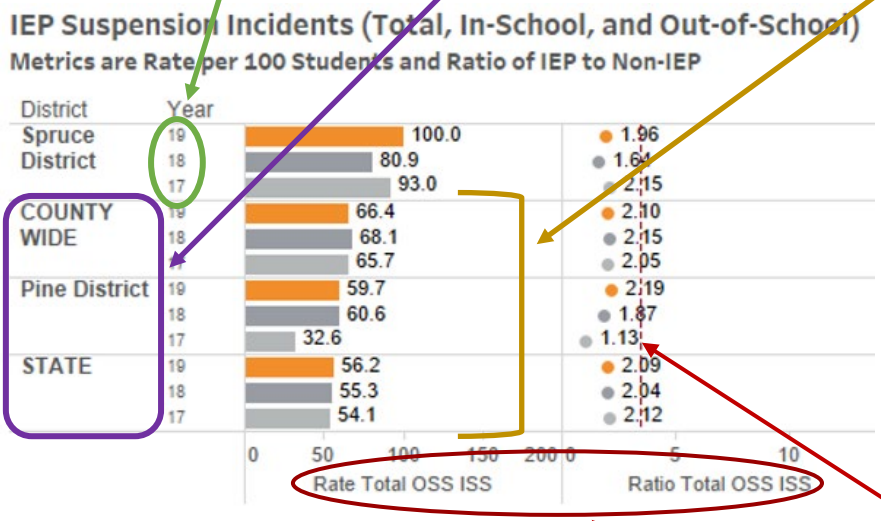
ASSESS: Set future performance targets based on state- and countywide performance (and/or similar districts)

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.

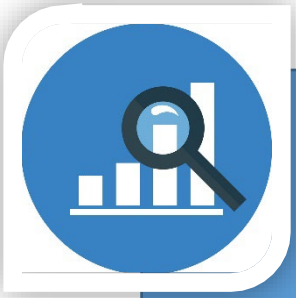
**Note: Your team may also benefit from reaching out to the comparable district to learn about their practices.*



Metrics

Dashed red lines indicate state targets

Hypothetical Example of Data Use in Practice
(Based on Data Shown on the Prior Page)



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 further explore what suspension rates might be in other local districts that operate in similar contexts to themselves. After reviewing districts with lower suspension rates and consulting Appendix A, Spruce leaders determine that the Pine district would be a good comparator, based on (a) its lower rates of suspension, and (b) its similar demographic makeup and geographic proximity to Spruce.

4. After conducting the analysis above and engaging in discussion regarding possible factors contributing to the issue, Spruce district leaders determine that it would also be worthwhile to reach out to Pine district leaders in the hopes of better understanding practices and conditions that may be contributing to Pine's lower suspension rates that could be emulated.

5. Having acknowledged opportunities for improvement with respect to reducing suspension rates, Spruce leaders now turn their conversation to determining what success would look like. In doing so, they look to state- and countywide rates, as well as their identified comparator's (Pine district) recent performance, as reference points that will inform annual improvement targets that are ambitious yet feasible to achieve over time. Based on that review, they also decide to track and set within-year targets for suspensions and office discipline referrals among students with disabilities in order to assess the effectiveness of improvement efforts in the short term.

Equity

Notes on "equity considerations" are provided throughout the report to underscore outcome disparities that may inform improvement targets. Some figures include data points that reflect discrepancies in outcomes between SWD 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.[3]

Limitations for Use

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

Follow-up Questions

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

[3] Information regarding SSD equity initiatives can be found at https://www.ssdmo.org/Domain/294.

Results and Equity Considerations

Incidence Rates and Identification Patterns

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

The graphics below displays trends in incidence over 3 years for each of SSD's partner districts as well as St. Louis County and the state of Missouri as a whole. The incidence rate refers to the proportion of students who receive special education among all students in a district. The first graphic in this section (Special Education Incidence Change) shows the extent to which individual districts experienced changes in overall incidence and/or incidence for a given disability category over 3 year.[4] In the table, decreases in incidence correspond to progressively darker blue shading, while increases in incidence correspond to progressively darker orange shading. The second graphic displays total incidence rate along with the incidence rates for each of the seven most common disability categories.

Results Summary (Incidence)

- **Overall incidence** in St. Louis County **remained unchanged** in school year 2023. The incidence rate was **15.6%** as of school year 2023. Incidence in St. Louis County continues to exceed that statewide (the statewide rate, which includes SSD, was 13.4% in 2023).[5]
- Partner districts with incidence rates **exceeding the countywide rate**[6] as of 2023 include **Ritenour**, **Jennings**, **Maplewood-Richmond Heights**, and **Affton**.
- Partner districts with incidence rates **falling below the statewide rate** as of 2023 include **Clayton**, **Ladue**, **Brentwood**, **Webster Groves**, **Kirkwood**, and **Rockwood**.
- Districts demonstrating the **largest increases** in overall incidence from 2021 to 2023 include **Valley Park**, **Maplewood-Richmond Heights**, and **Lindbergh**.
- Districts that experienced the **largest declines** in incidence rate from 2021 to 2023 include **Ferguson-Florissant**, **Hancock Place**, and **Bayless**.
- **Other Health Impairment (OHI)** remains the **most common primary disability category** under which students receive services. OHI incidence in St. Louis County (3.55%) is considerably higher than it is statewide (3.11%).
- **Specific Learning Disability (SLD)** remains the **second most common disability category**. However the statewide incidence rate for SLD (3.59%) exceeds the rate in St. Louis County (3.22%).
- The incidence of **Autism (AU) continues to increase** (jumping 0.19 percentage points from the prior year) and stands at 2.63% as of 2023. As recently as 2010 it was only 1.29%. AU is the third most common primary disability among students in St. Louis County. The statewide incidence rate for Autism is substantially lower (1.79%), though also increasing.
- Incidence for the category of **Speech Impairment** (SI; 2.18%) **declined** for a third consecutive year. A **much higher percentage** of students are eligible for SI in St. Louis County than is the case statewide (1.37%).

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[4] The lower a district's enrollment, the greater fluctuation in incidence we might expect based on random variation alone. 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.

[5] 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 2023, SSD served **nearly half (46%)** of all non-public students identified with disabilities in the state of Missouri. However even when excluding non-public from the calculation, the St. Louis County incidence rate (15.0%) still exceeds that statewide (13.2%).

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

- The incidence of **Emotional Disability** (ED; 1.25%) **decreased** for a second consecutive year. Prior to 2022 it had increased a small degree annually since 2013. A **much higher percentage** of students are eligible under ED in St. Louis County than is the case statewide (0.74%).
- Incidence for **Intellectual Disability** (ID; 1.03%) **declined** slightly. The rate of ID is **higher** in St. Louis County than it is statewide (0.92%). Updates to the state eligibility criteria for ID were initiated in school year 2021-22.
- Incidence of **Language Impairment** (LI; 0.86%) in St. Louis County **falls below that statewide** (1.15%). DESE introduced revised LI eligibility criteria (which may impact incidence trends) in school year 2019-20.

Special Education Incidence Change 2020-21 to 2022-23

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

District	Total Incidence	OHI	SLD	AU	SI	ED	ID	LI
Valley Park	2.71%	0.24%	0.75%	1.66%	-0.09%	-0.06%	-0.03%	-0.09%
MRH	1.40%	-0.04%	0.65%	0.39%	-0.42%	0.25%	0.01%	0.16%
Lindbergh	1.01%	0.40%	0.54%	0.29%	-0.16%	0.11%	-0.12%	-0.11%
Jennings	0.67%	-0.33%	0.32%	0.34%	0.10%	0.22%	-0.05%	0.13%
Ritenour	0.59%	-0.57%	0.74%	0.45%	-0.20%	-0.14%	0.01%	0.50%
Ladue	0.47%	0.63%	0.05%	0.48%	-0.13%	0.01%	-0.03%	-0.13%
Clayton	0.45%	0.35%	-0.26%	0.28%	-0.02%	-0.03%	-0.03%	-0.07%
Webster	0.20%	0.18%	0.11%	0.28%	0.08%	-0.21%	-0.09%	0.02%
Affton	0.14%	0.06%	0.80%	0.18%	-0.79%	-0.05%	0.06%	0.10%
Parkway	0.20%	0.16%	0.06%	0.27%	-0.22%	0.00%	0.03%	-0.03%
Pattonville	0.19%	-0.03%	0.00%	0.49%	-0.38%	-0.03%	0.23%	-0.01%
Normandy	0.14%	-0.24%	0.36%	0.43%	-0.30%	-0.40%	-0.20%	0.39%
Rockwood	0.09%	0.11%	-0.01%	0.19%	-0.04%	-0.08%	-0.05%	-0.07%
STATE	-0.07%	0.01%	0.09%	0.19%	-0.33%	-0.06%	-0.08%	0.15%
Hazelwood	-0.04%	-0.01%	0.01%	0.26%	-0.09%	-0.21%	-0.19%	0.12%
Kirkwood	-0.12%	0.06%	-0.43%	0.11%	0.20%	-0.08%	-0.04%	-0.05%
Brentwood	-0.73%	0.58%	0.33%	-0.28%	-0.51%	-0.12%	0.17%	0.16%
University City	-0.22%	-0.31%	-0.02%	0.19%	-0.39%	0.05%	-0.07%	0.30%
COUNTY WIDE	-0.33%	-0.10%	0.02%	0.20%	-0.23%	-0.16%	-0.07%	0.03%
Mehlville	-0.31%	0.02%	-0.22%	0.13%	-0.34%	0.02%	-0.02%	-0.01%
Riverview	-0.59%	-0.48%	0.11%	0.18%	-0.26%	-0.34%	-0.09%	0.21%
Bayless	-1.36%	-0.14%	-0.11%	-0.10%	-0.72%	-0.19%	-0.17%	-0.36%
Hancock	-1.48%	-0.45%	-0.22%	0.39%	-1.07%	0.21%	-0.48%	-0.08%
Ferg Flor	-2.87%	-0.95%	-0.76%	-0.16%	-0.39%	-0.42%	-0.31%	0.07%

Note. The data provided refer to the change in incident rate percentage for the respective disability category. 2023 student counts by disability are provided in Appendix A. AU = Autism; ED = Emotional Disability; ID = Intellectual Disability; LI = Language Impairment; OHI = Other Health Impairment; SI = Speech Impairment; SLD = Specific Learning Disability. Districts are sorted by total incidence change. Disabilities are sorted left to right by countywide incidence rate.

K-12 Disability Incidence Rate Trends

District	Year	Total Incidence	OHI	SLD	AU	SI	ED	ID	LI
Ritenour	23	17.4%	3.12%	4.75%	2.82%	1.88%	1.42%	1.51%	1.27%
	22	16.7%	3.18%	4.19%	2.47%	2.08%	1.61%	1.42%	0.95%
	21	16.8%	3.69%	4.01%	2.37%	2.08%	1.56%	1.50%	0.77%
Jennings	23	17.2%	3.14%	4.63%	2.14%	2.40%	1.18%	1.88%	1.09%
	22	16.4%	3.45%	4.09%	1.75%	2.34%	1.32%	1.96%	1.07%
	21	16.5%	3.47%	4.31%	1.80%	2.30%	0.96%	1.93%	0.96%
MRH	23	16.0%	3.42%	3.05%	3.49%	2.47%	1.45%	0.29%	0.51%
	22	15.6%	3.48%	2.98%	3.41%	2.84%	1.28%	0.21%	0.43%
	21	14.6%	3.46%	2.40%	3.10%	2.89%	1.20%	0.28%	0.35%
Lindbergh	23	15.9%	4.38%	3.29%	2.93%	2.07%	1.39%	0.53%	0.56%
	22	15.1%	4.08%	3.18%	2.66%	1.84%	1.29%	0.57%	0.67%
	21	14.9%	3.98%	2.75%	2.64%	2.23%	1.28%	0.65%	0.67%
Affton	23	15.8%	4.09%	3.27%	2.53%	1.76%	1.59%	0.78%	0.78%
	22	16.6%	4.46%	3.14%	2.56%	2.10%	1.69%	0.66%	0.95%
	21	15.7%	4.03%	2.47%	2.35%	2.55%	1.64%	0.72%	0.68%
COUNTY WIDE	23	15.6%	3.55%	3.22%	2.63%	2.18%	1.25%	1.03%	0.86%
	22	15.6%	3.62%	3.16%	2.44%	2.20%	1.32%	1.05%	0.86%
	21	16.0%	3.65%	3.20%	2.43%	2.41%	1.41%	1.10%	0.83%
Hazelwood	23	15.5%	3.34%	2.98%	2.39%	1.81%	1.34%	1.28%	1.19%
	22	15.1%	3.40%	2.88%	2.06%	1.89%	1.36%	1.22%	1.05%
	21	15.5%	3.35%	2.97%	2.13%	1.90%	1.55%	1.47%	1.07%
Pattonville	23	15.3%	3.49%	2.58%	3.34%	2.00%	1.31%	0.89%	0.94%
	22	14.3%	3.20%	2.54%	3.05%	1.93%	1.44%	0.68%	0.98%
	21	15.1%	3.52%	2.58%	2.85%	2.38%	1.34%	0.66%	0.95%
Mehlville	23	15.0%	4.17%	2.72%	2.57%	1.90%	1.46%	0.82%	0.69%
	22	14.8%	4.15%	2.79%	2.44%	1.89%	1.38%	0.80%	0.75%
	21	15.3%	4.15%	2.94%	2.44%	2.24%	1.44%	0.84%	0.70%
Riverview	23	14.9%	2.49%	4.55%	1.65%	1.63%	0.95%	1.98%	0.97%
	22	15.0%	2.62%	4.42%	1.59%	1.71%	1.09%	2.02%	0.91%
	21	15.5%	2.97%	4.44%	1.47%	1.89%	1.29%	2.07%	0.76%
Ferg Flor	23	14.7%	2.66%	3.63%	1.94%	2.07%	1.03%	1.92%	0.91%
	22	15.5%	3.13%	3.68%	1.92%	2.00%	1.17%	2.11%	0.87%
	21	17.6%	3.61%	4.39%	2.10%	2.46%	1.45%	2.23%	0.84%
Normandy	23	14.7%	3.37%	3.22%	1.90%	1.50%	1.07%	1.83%	1.33%
	22	13.5%	3.15%	2.86%	1.34%	1.77%	1.16%	1.81%	0.98%
	21	14.5%	3.61%	2.86%	1.47%	1.80%	1.47%	2.03%	0.94%
Parkway	23	14.6%	3.85%	2.70%	2.57%	2.10%	1.14%	0.54%	0.78%
	22	14.8%	3.98%	2.65%	2.38%	2.17%	1.13%	0.56%	0.82%
	21	14.4%	3.69%	2.64%	2.30%	2.32%	1.14%	0.51%	0.81%
Hancock	23	14.6%	3.76%	2.26%	3.17%	2.17%	1.34%	0.50%	0.67%
	22	15.6%	4.16%	2.20%	2.75%	2.04%	1.18%	1.26%	0.86%
	21	16.1%	4.21%	2.48%	2.78%	3.24%	1.13%	0.98%	0.75%
University City	23	14.5%	2.43%	2.76%	2.76%	1.73%	1.44%	0.95%	1.36%
	22	15.6%	2.93%	3.05%	2.80%	2.01%	1.42%	1.25%	1.55%
	21	14.7%	2.74%	2.78%	2.57%	2.12%	1.39%	1.02%	1.06%
Valley Park	23	14.1%	2.68%	2.95%	3.49%	1.74%	0.80%	1.07%	0.40%
	22	13.7%	3.14%	2.88%	2.35%	2.35%	0.92%	0.92%	0.26%
	21	11.4%	2.44%	2.20%	1.83%	1.83%	0.86%	1.10%	0.49%
Bayless	23	13.9%	3.38%	2.80%	2.75%	0.80%	1.20%	0.80%	1.09%
	22	14.9%	3.54%	2.61%	2.38%	1.57%	1.45%	0.99%	1.45%
	21	15.2%	3.52%	2.91%	2.85%	1.52%	1.39%	0.97%	1.45%
STATE	23	13.4%	3.11%	3.59%	1.79%	1.37%	0.74%	0.92%	1.15%
	22	13.3%	3.08%	3.57%	1.66%	1.47%	0.78%	0.96%	1.09%
	21	13.5%	3.10%	3.50%	1.60%	1.70%	0.80%	1.00%	1.00%
Rockwood	23	13.3%	3.57%	3.32%	1.85%	1.96%	0.84%	0.44%	0.69%
	22	13.1%	3.45%	3.32%	1.77%	1.90%	0.85%	0.45%	0.75%
	21	13.2%	3.46%	3.33%	1.66%	2.00%	0.92%	0.49%	0.76%
Kirkwood	23	13.3%	2.28%	2.54%	2.40%	2.84%	0.89%	0.63%	0.90%
	22	13.2%	2.26%	2.91%	2.39%	2.51%	0.89%	0.58%	0.84%
	21	13.4%	2.22%	2.97%	2.29%	2.64%	0.97%	0.67%	0.95%
Webster	23	13.1%	2.68%	2.87%	2.64%	2.42%	0.88%	0.26%	0.74%
	22	12.4%	2.46%	2.67%	2.39%	2.23%	1.05%	0.23%	0.79%
	21	12.9%	2.50%	2.76%	2.36%	2.34%	1.09%	0.35%	0.72%
Brentwood	23	12.9%	4.39%	1.56%	3.26%	0.99%	0.42%	0.85%	0.57%
	22	12.0%	4.18%	1.48%	2.83%	1.35%	0.40%	0.67%	0.54%
	21	13.6%	3.81%	1.23%	3.54%	1.50%	0.54%	0.68%	0.41%
Ladue	23	11.7%	3.25%	1.80%	2.28%	2.37%	0.85%	0.31%	0.28%
	22	11.4%	3.10%	1.71%	1.88%	2.31%	0.77%	0.34%	0.31%
	21	11.3%	2.62%	1.75%	1.80%	2.50%	0.84%	0.34%	0.41%
Clayton	23	11.2%	3.72%	2.24%	1.90%	1.60%	0.72%	0.17%	0.17%
	22	10.5%	3.23%	2.28%	1.95%	1.49%	0.75%	0.17%	0.21%
	21	10.7%	3.37%	2.50%	1.62%	1.62%	0.75%	0.20%	0.24%

Note. Sorted top to bottom by 2023 total incidence and left to right by incidence per disability. Rates exceeding the 2023 statewide rate are shaded orange while those below it are shaded blue. "Countywide" includes SSD schools and programs. 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. Rates for districts exclude students attending SSD separate public schools and programs. The countywide difference in incidence rate between 2021 and 2023 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 2022-23, 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.

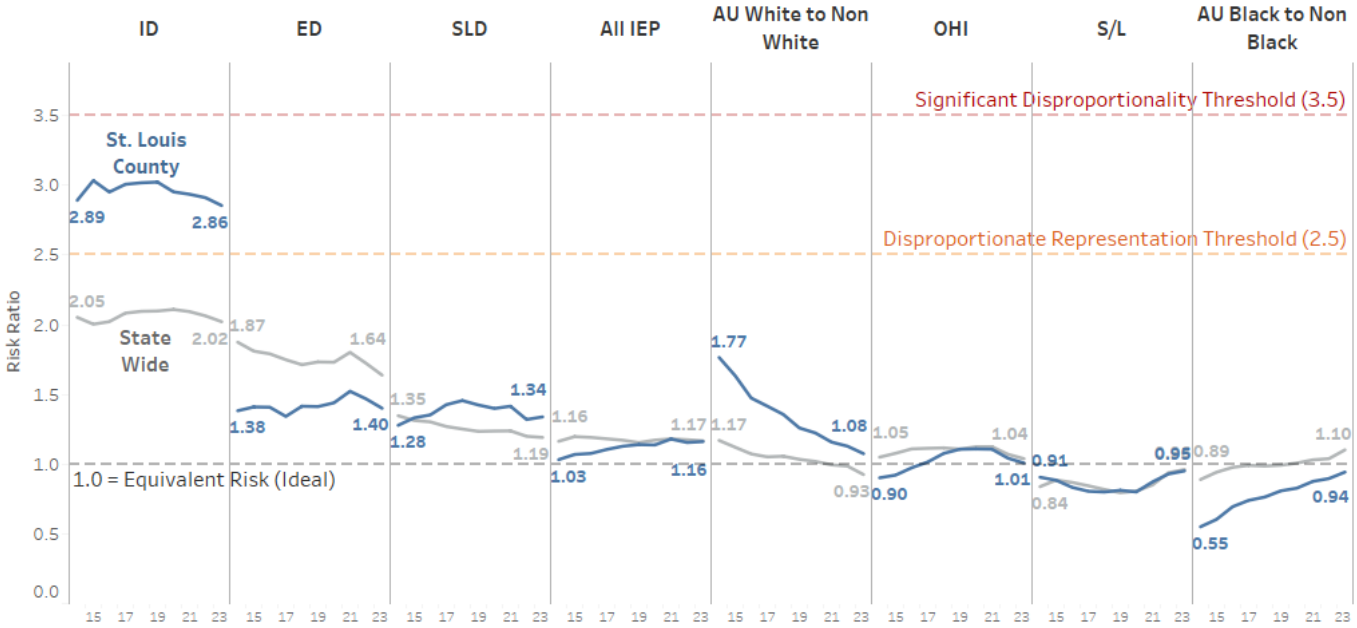
- The countywide **risk ratio for the disability category of ID** continues to **exceed the statewide risk ratio**, as well as risk ratios for other disability categories in St. Louis County. However the ID risk ratio **has declined** in recent years, from 3.02 in 2019-20, to 2.94 in 2020-21, to 2.91 in 2021-22, and most recently to 2.86 in 2023. The current ratio can be interpreted to mean that Black students were 2.86 times more likely to be identified with ID than students in all other race groups combined in St. Louis County.
- **Black students** have historically been underrepresented in the category of **Autism**. However this disparity (along with the corresponding overrepresentation of White students in the category) **continues to decline** (i.e., improve). At present the likelihood of Autism eligibility is roughly the same for Black students and students in other race groups.
- Risk ratios for Black students **are relatively close to 1.0** in disability categories including ED, OHI, Speech and Language[9], and SLD. With the exception of SLD, the risk ratio for St. Louis County falls either below or approximately equal to that statewide in these categories.

Equity Considerations: Incidence Rates and Identification Patterns	The **likelihood that a student is identified** with an educational disability (as represented by the incidence rate) **ranged from 11.2% to 17.4%** across SSD's partner districts, 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. **Incidence for certain disability categories** (OHI, AU, Speech Impairment, ED) is **considerably higher** in St. Louis County than it is 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. Starting in 2020-21, the disproportionate representation calculation is based on identification in grades K-12, while the significant disproportionality calculation includes students in grades Pre-K (age 3) through 12.
[9] Speech Impairment and Language Impairment eligibilities are combined in data DESE provides.

Change in Disability Risk Ratios for Black Students 2014-2023

St. Louis County and State-Wide



Note. In additional 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 2023 risk ratio for St. Louis County. Risk ratios compare the "risk index" for a disability among Black students to the risk index for students in all other race categories. Risk ratios below 1.0 suggest *under*-representation. Speech Impairment and Language Impairment disability categories are combined. AU = Autism; ED = Emotional Disability; ID = Intellectual Disability; OHI = Other Health Impairment; S/L = Speech Impairment and Language Impairment; SLD = Specific Learning Disability.

Educational Environments (LRE)

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

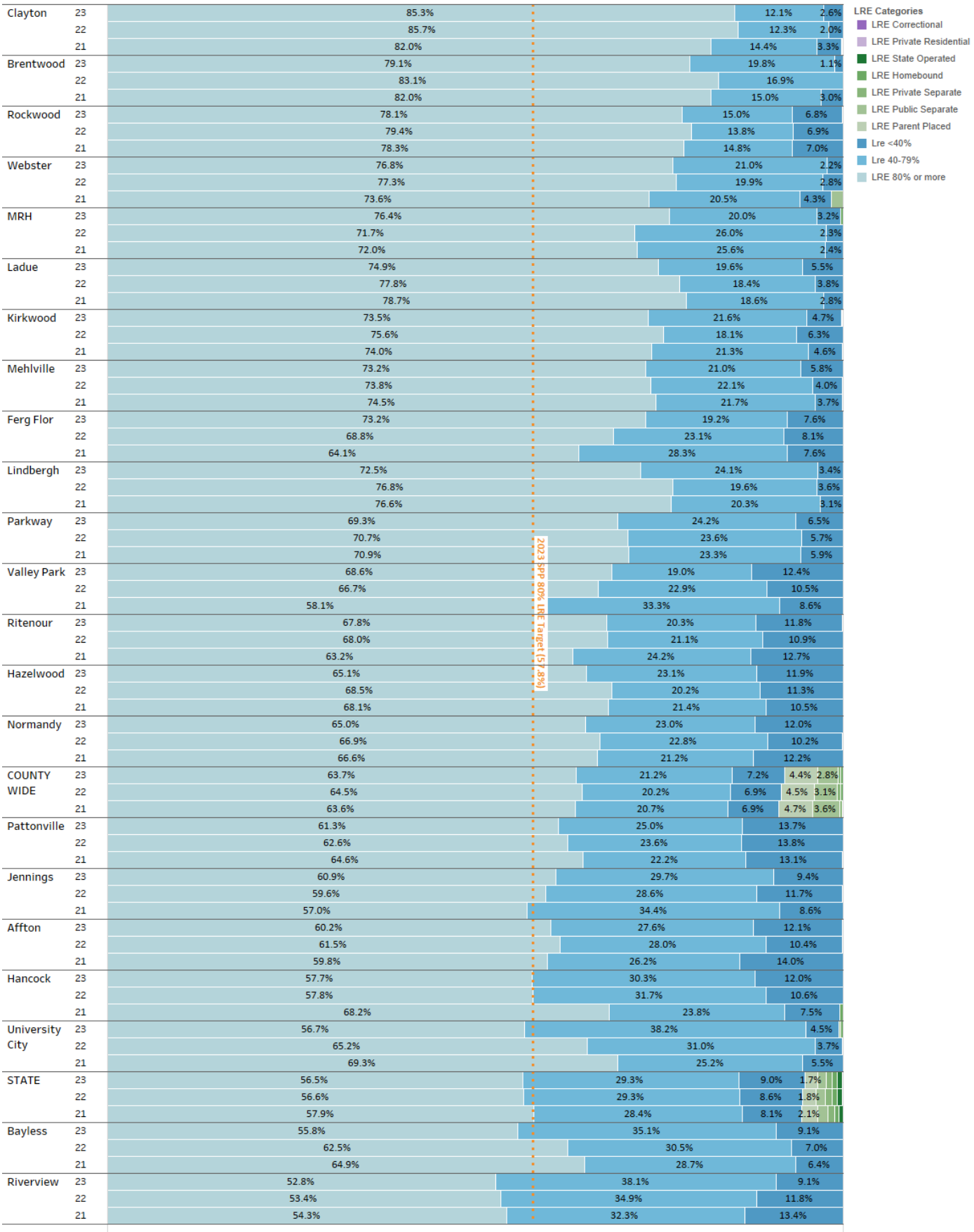
Least Restrictive Environment (LRE) refers to the percentage of the school day that SWD spend in settings alongside nondisabled peers. Though some students require more restrictive placements to be successful, in most cases maximizing LRE is preferable. The DESE State Plan sets yearly LRE targets for districts with respect to the proportion of students whose placements fall in the categories of ≥80% of the school day, <40% of the school day, and in separate settings.[10] State targets for school year 2023 were set at 57.8%, 8.4%, and 3.6%, respectively, for the ≥80%, <40%, and separate placement LRE categories. Results by district are depicted in the figure on the following page. An estimate of the proportion of students attending an SSD separate placement for each district is also provided in **Appendix B**.

Results Summary

- The proportion of students in the **≥80% LRE** category countywide **decreased** from 64.5% in 2022 to 63.7% in 2023. The percentage of students in St. Louis County that fall in the least restrictive category of ≥80% **exceeds** the statewide percentage (56.5% in 2023), which suggests that more SWD in St. Louis County receive the large majority of their instruction in the general education setting alongside nondisabled peers.
- **Eighteen** of twenty-two partner districts met the **≥80% SPP target** in 2023.
- The proportion of students in the **more restrictive <40% category** was 7.2% in 2023, a small **increase** relative to the 6.9% rate in both 2021 and 2022.
- **Twelve** of SSD's twenty-two partner districts met the **<40% SPP target** of 8.4% in 2023.
- The percentage of St. Louis County students in **separate placements** (3.4% in 2023) **declined** from 3.9% the prior year and is down 1.1 percentage points from a peak of 4.5% in 2017. As of 2023, the countywide separate placement percentage **falls below the SPP target** of 3.6% and is equivalent to the statewide rate.
- Partner districts experiencing notable **increases in the proportion of students in the ≥80%** category between 2021 and 2023 include **Valley Park** and **Ferguson-Florissant**.
- District experiencing notable **decreases in ≥80% LRE** over 3 years include **University City**, **Hancock Place**, and **Bayless**.
- **Parent placements** (i.e., students who attend parochial schools but receive services through the SNAP program) comprised **4.4% of SWD** in St. Louis County in 2023. Statewide only 1.7% of SWD were parentally placed. SSD provided services to **46% of parentally-placed students in the state** as of 2023 (in comparison, SSD provides services to approximately 18% of *all* SWD statewide).

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

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



Note. Sorted top to bottom by 2023 percentage in the 80% or more LRE category. Partner district rates exclude students attending SSD schools. Overall student counts used to calculate the LRE percentages are equivalent to the IEP enrollments that appear in Appendix A. The countywide difference between 2021 and 2023 in the 80% or more rate failed to achieve statistical significance at $p < .05$.

Equity Considerations: Educational Environments	Research generally indicates that greater inclusiveness tends to be associated with improved outcomes for SWD.[11] However, opportunities for SWD 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 **52.8% to 85.3%** in 2023. Similarly, the proportion of students served in the more restrictive category of <40% varies considerably across districts. These variances may reflect differences in service delivery and/or prioritization of inclusiveness across districts. In addition, differential patterns/rates of students transferring from outside St. Louis County might affect LRE, given that teams generally attempt to provide comparable services/minutes to those received at the sending school, at least initially. The proportion of a given district's *overall* student population that **attends an SSD separate school or program** (see **Appendix B**) varies across partner districts, with school year 2023-24 estimates ranging from **as low as 0.25% (Clayton) to as high as 1.84% (Normandy)**. This pattern may be a result of differences across districts with respect to student needs, the continuum of services and supports available, etc. The distribution of SSD school enrollment as a proportion of overall district enrollment roughly corresponds to the ranking of SSD's partner districts on socioeconomic indicators such as child poverty and student mobility rates (see **Appendix A**).

[11] For examples of research in this area, see Rojewski, Lee, & Gregg (2015), Kurth, et al. (2024), and Cole, et al. (2023).

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?*

Data pertaining to the proportions of students with IEPs across St. Louis County who scored Proficient or Advanced on the state assessment in the content areas of ELA and math appear in the figures below.[12] As of school year 2021-22, DESE reconfigured SPP targets to correspond with student performance at grades 4, 8, and high school, with separate targets for (1) students taking the grade-level MAP or End-of-Course exam (EOC), and (2) students who take the alternative assessment (MAP-A[13]).[14] Results provided for each partner district include proficiency rates for *all* students (i.e., those with and without disabilities combined) to provide context for the performance of SWD. Results disaggregated by grades 3-5, 6-8, and high school for school years 2022 and 2023 are provided in **Appendix C**. Appendix C charts also include a calculation of the proficiency rate of students with IEPs as a proportion of the overall district proficiency rate (a higher proportion roughly indicating that students with IEPs are performing relatively "closer" to nondisabled students).

Results Summary

- Outcomes relative to SPP targets and statewide results appear in the table below. The performance of SWD at grades 4, 8, and high school who took the **MAP/EOC** **exceeded SPP targets** in both ELA and math in 2023. All St. Louis County results for MAP/EOC **exceeded the statewide result**.
- The performance of students taking the **MAP-A** fell **below the SPP target** in both content areas and at each of the three grade levels. For the alternative test format, all statewide results **exceeded the St. Louis County result**.[15]
- Results by district appear in the figure on the following page. SWD in St. Louis County overall performed in the **Proficient or Advanced range** in ELA and math at **higher percentages than SWD across the rest of the state**. Students served by SSD also achieved proficiency rates that lie closer to those for the overall student population based on comparison ratios (see **Appendix C**).
- Countywide across all grade levels and test formats, the percent of students achieving **proficiency in ELA increased** (from 18.0% in 2022 to 19.4% in 2023). In contrast, statewide, the proportion of students scoring proficient or advanced in ELA *declined* slightly.
- The percent of St. Louis County students scoring in the proficient or advanced range in **math** also **increased** (from 15.5% in 2022 to 16.3% in 2023). The statewide math proficiency rate also increased in 2023 by a similar margin.

State Assessment Proficiency Relative to State Performance Plan Targets

Grade Level	Test Type	ELA Target 2022-23	ELA SSD (Countywide)	ELA Statewide	Math Target 2022-23	Math SSD (Countywide)	Math Statewide
4th	MAP/EOC	20.0%	20.8% ↑	13.6% ↓	16.5%	19.4% ↑	15.7% ↓
8th	MAP/EOC	13.0%	16.7% ↑	10.9% ↓	9.0%	10.7% ↑	8.8% ↓
HS	MAP/EOC	17.0%	22.3% ↑	17.4% ↑	9.5%	16.3% ↑	12.6% ↑
4th	MAP-A	31.0%	23.9% ↓	32.4% ↑	12.0%	6.5% ↓	10.9% ↓
8th	MAP-A	19.5%	5.6% ↓	19.6% ↑	10.5%	5.6% ↓	12.0% ↑
HS	MAP-A	15.5%	4.3% ↓	12.6% ↓	9.0	0.0% ↓	5.4% ↓

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

[12] Note that MAP results presented include *all* students with IEPs, regardless of whether a student's IEP included academic goals or the student received ELA or math instruction/services from a special educator.
[13] The MAP-A is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's IEP team using DESE-established eligibility criteria. Additional information can be found on the DESE website.
[14] Previously SPP targets were based on performance of all SWD across grades and test types combined.
[15] Potential explanations for this might include: More consistent / comprehensive training provided to SSD staff in applying the MAP-A eligibility criteria and administering/scoring the assessment with fidelity; the higher percentage of students with complex disabilities receiving services through SSD relative to other districts in the state (i.e., incidence rates for Multiple Disabilities, Intellectual Disability, and Autism are all higher in SSD than they are statewide).

Equity Considerations: Academic Achievement	**Substantial variance** in state test performance of SWD across individual partner districts persists. Partner district ELA proficiency rates for SWD in 2023 ranged from a high of 39.9%[16] to a low of 2.6%. Math proficiency rates ranged from a high of 30.3% to a low of 0.6%. While gains have been observed, the proportion of students demonstrating proficiency **continues to lag behind the pre-COVID, 2019 school year results**[17], potentially indicative of persistent "learning loss."

2023 MAP "Top Two" Percentages: Students with Disabilities and Students Overall in the District

Filled circles denote students with disabilities and open circles students overall

Districts are sorted top to bottom by IEP Top Two %

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

[16] Note that SWD in some St. Louis County districts are achieving proficient scores at higher rates than students *overall* (both IEP and non-IEP) in several other county districts.

[17] Countywide school year 2019 overall proficiency rates for SWD were 21.5% for ELA and 18.1% for math.

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 common? How are rates of exclusionary discipline changing over time? 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 SWD by district over 3 years. Discipline rates by student (rather than by incident) appear in **Appendix D**.

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

A subsequent chart displays data on incidents of suspension exceeding 10 days for SWD. The chart also highlights rates and ratios of >10 day suspension for Black students.[18] Note that, in some cases, these ratios are based on a very small number of suspensions, and thus interpretations of individual district results should be made with caution and in light of suspension counts shown in the first column of the chart.

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

Results Summary

- Countywide, the **total suspension rate** (including ISS and OSS) was 54.8 in 2023, meaning 54.8 suspensions were administered for every 100 students with IEPs. The rate **increased** relative to 2022 but also now **falls below the statewide rate** of 56.3. The countywide rates for **ISS and OSS** were 21.2 and 33.6, respectively. Relative to statewide trends, in St. Louis County **OSS** are administered **more frequently** while **ISS** are administered **less frequently**.
- SWD were **1.99 times more likely** to receive a suspension of any type than were students without disabilities in 2023. The **ratio** was **lower** in 2023 than it was in 2022 (2.14). The ratio was 1.75 for ISS and 2.18 for OSS (each representing a **decrease** from the prior year). The statewide ratios for ISS and OSS were higher than those for St. Louis County schools in 2023. With the exception of the 2020-21 COVID school year, **OSS ratios** have **gradually declined** in St. Louis County since 2018 when the rate was 2.60.

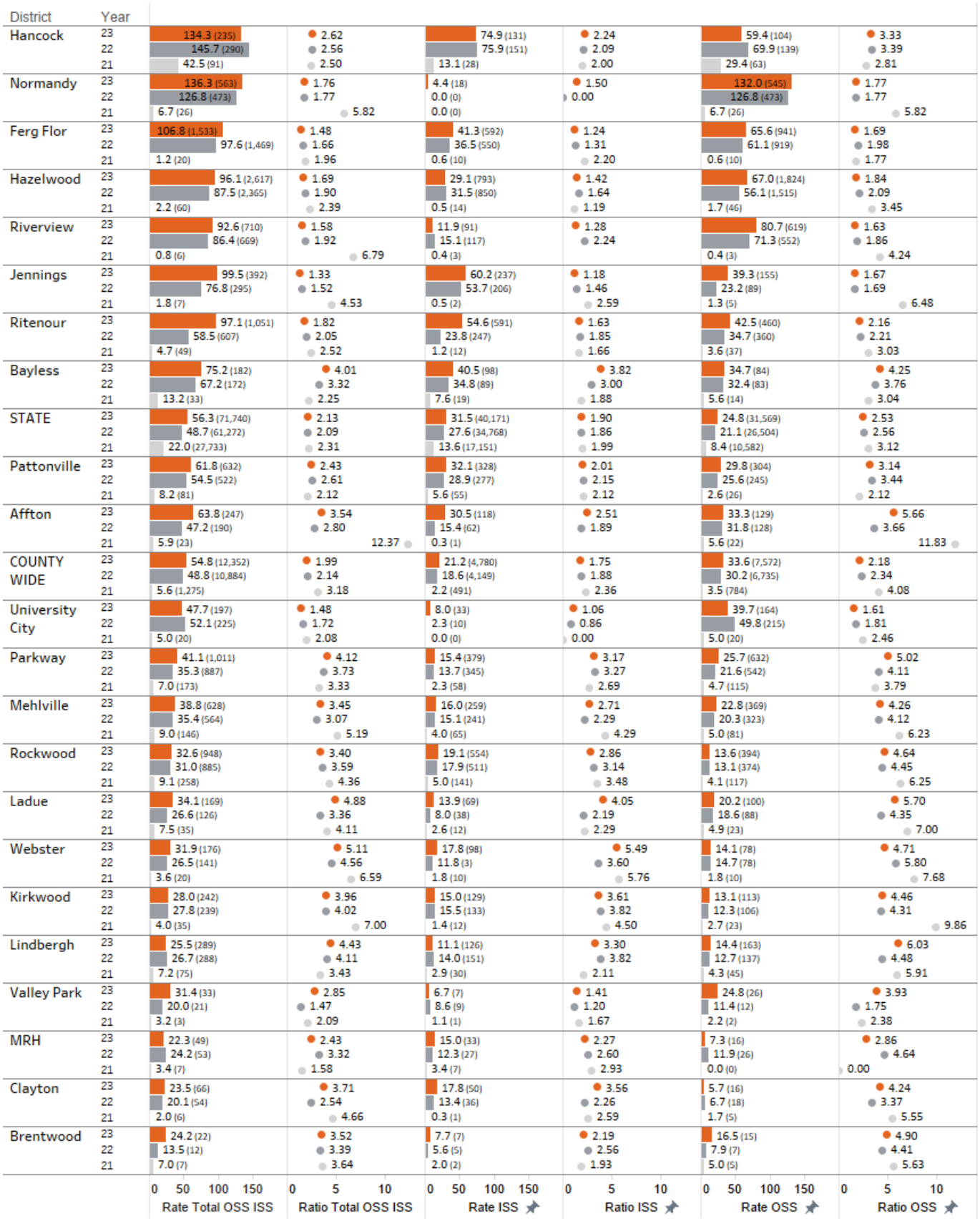
[18] As of 2021, the DESE threshold for "significant discrepancy" in discipline is a risk ratio for OSS removals greater than 10 days exceeding 4.0 in 2 consecutive years; this applies to both SWD overall as well as SWD in specific race/ethnicity groups. The "significant discrepancy" indicators for discipline correspond to SPP/APR indicators 4A and 4B. Note that "significant *disproportionality*" in discipline is calculated differently than significant discrepancy. As of 2021, significant disproportionality determination is based on a comparison of the rates of ISS and/or OSS for SWD in one race/ethnicity category to rates of ISS and/or OSS for SWD 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. For districts in St. Louis County, disproportionality determinations are made at the county level and DESE has identified SSD as the entity responsible for coordinating a corrective action plan.

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

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

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

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



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

Equity Considerations: Disciplinary Outcomes

In 2023, SWD countywide were **1.99 times more likely** than students without disabilities to receive **any suspension type**, representing **an improvement** relative to recent prior years.

SWD experienced a **>10 day suspension** rate that was **2.2 times higher** than that for nondisabled students. This is **also an improvement** over recent prior years.

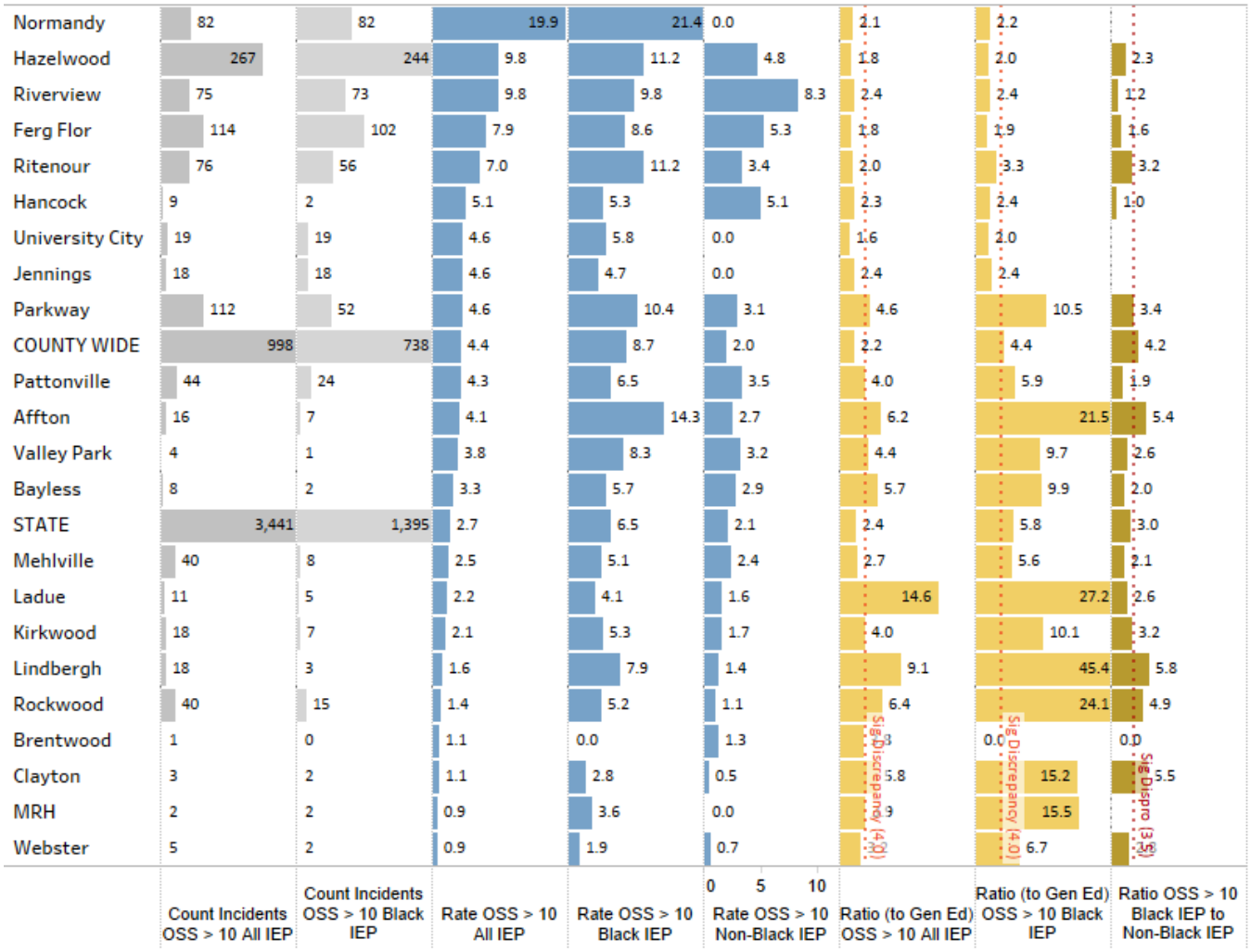
The administration of suspensions **varies markedly** across St. Louis County districts. Total suspension rates for SWD in 2023 ranged from a high of 136.3 (Normandy) to a low of 22.3 (MRH).

SSD (i.e., all districts countywide combined) **exceeded the significant discrepancy threshold** (set by DESE) for **OSS removals greater than 10 days for Black students**. Countywide, the OSS>10 rate for Black students with IEPs was **4.4 times higher** than that for nondisabled students, and **4.2 times higher** than that for SWD in other race groups.

Incidents of Out-of-School Suspension Exceeding 10 days per 100 Students, School Year 2022-23

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

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



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

Graduation and Dropout Trends

Performance and Effectiveness Question(s) These Data Inform: *Across partner districts and St. Louis County, what proportion of SWD graduate in four years? What proportion drop out of school?*

Four-year graduation and dropout rates over 3 years for SWD are shown in the figure at right. Partner districts are sorted top to bottom by average IEP graduation rate over 3 years. DESE listed an SPP graduation target of 84.5% for 2023. The dropout target is 10.6%. Smaller districts with fewer SWD in a grade-level cohort may be prone to greater fluctuation in graduation rate across school years.

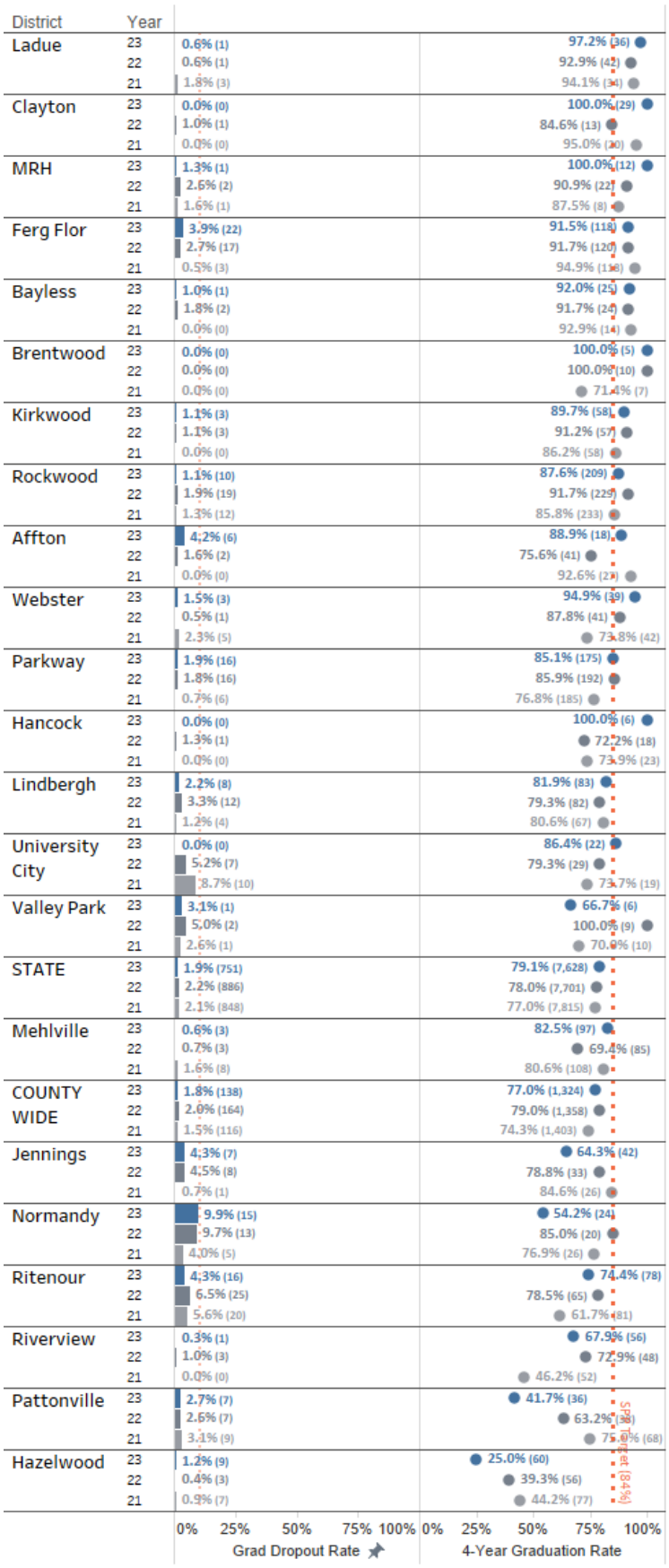
Results Summary

- The overall 4-year **graduation rate** for students with IEPs in St. Louis County was **77.0%** in 2023, which falls **below the SPP target** and is **lower than the 2022 rate**. The statewide rate (79.1%) exceeded the county rate.
- The **dropout rate** among SWD across the county was **1.8%** in 2023, which **meets the SPP target**, is an **improvement** over 2022, and falls slightly below the statewide dropout rate.
- **Thirteen** of SSD's twenty-two partner districts met or **exceeded** the **state target for 4-year graduation** rate in 2023.

Equity Considerations: Graduation and Dropout

The **likelihood of graduation in 4 years**, as well as the risk of dropout, **varies considerably** across county districts for SWD. 2023 graduation rates ranged from 25.0% to 100% across districts.

Graduation and Dropout Rates for Students With Disabilities



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

Post-Secondary Outcomes

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

Post-secondary outcomes are displayed in the chart below.[20] These data represent the results of follow-up inquiries partner districts conduct with students approximately 6 months following their graduation cohort's exit.[21] 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*[22]); 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 SWD.

Results Summary

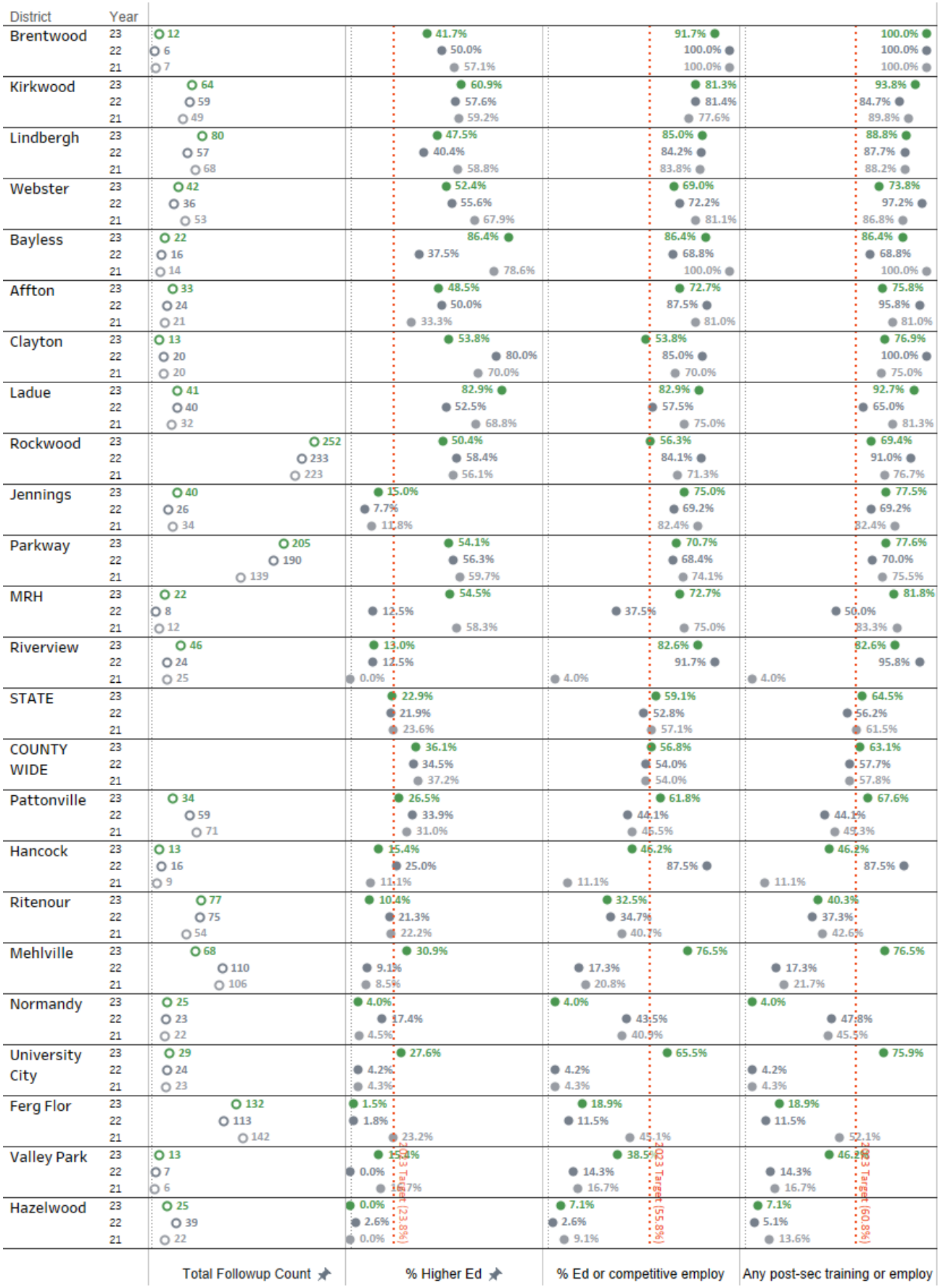
- Countywide, **63.1%** of exiters reported a **positive post-secondary outcome** based on the more inclusive 14.C criteria described above, which **exceeds the state target** of 60.8%, while **56.8%** reported a positive **employment or education outcome** (14.B), which **also exceeds the SPP target**. The percent reporting a positive **higher education outcome** (36.1%; 14.A) **surpasses the state target** (23.8%) as well.
- Countywide results for school 2023 **improved** upon those for school year 2022 in all three categories.
- Statewide rates modestly **exceeded countywide rates** in the **14.B and 14.C** categories. In contrast, the percentage of **higher education (14.A)** outcomes is **considerably higher** among St. Louis County students relative to students statewide.
- **Fourteen** of SSD's twenty-two partner districts met the SPP target for percent of students in **higher education** (14.A) in 2023, while **fifteen** districts met the target for **higher education or employment** (14.B), and **sixteen** districts met the target for **any post-secondary training or employment** (14.C).

Equity Considerations: Post-secondary Outcomes	Several districts reported **less than 20% of students** exiting in school year 2022 who met criteria for **any positive post-secondary outcome** in the first 6 months following exit.[23] The successful pursuit of **post-secondary education and/or employment** among SWD in the 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).

[20] The year displayed in the chart reflects outcomes for students who exited the prior school year (e.g., the 2023 results reflect 2022 school year graduates).
[21] 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.
[22] This "90 days /20 hours" requirement is unique to the OSEP criteria and reflects a more demanding standard. Missouri MSIP6 district accountability / accreditation criteria for positive post-secondary employment outcomes include no duration or hours per week threshold.
[23] It is unclear why the count of exiters for Hazelwood, a large district, has fallen below those for similarly-sized districts and significantly below the count of graduates from the prior year.

Post-Secondary Employment/Education Outcomes

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

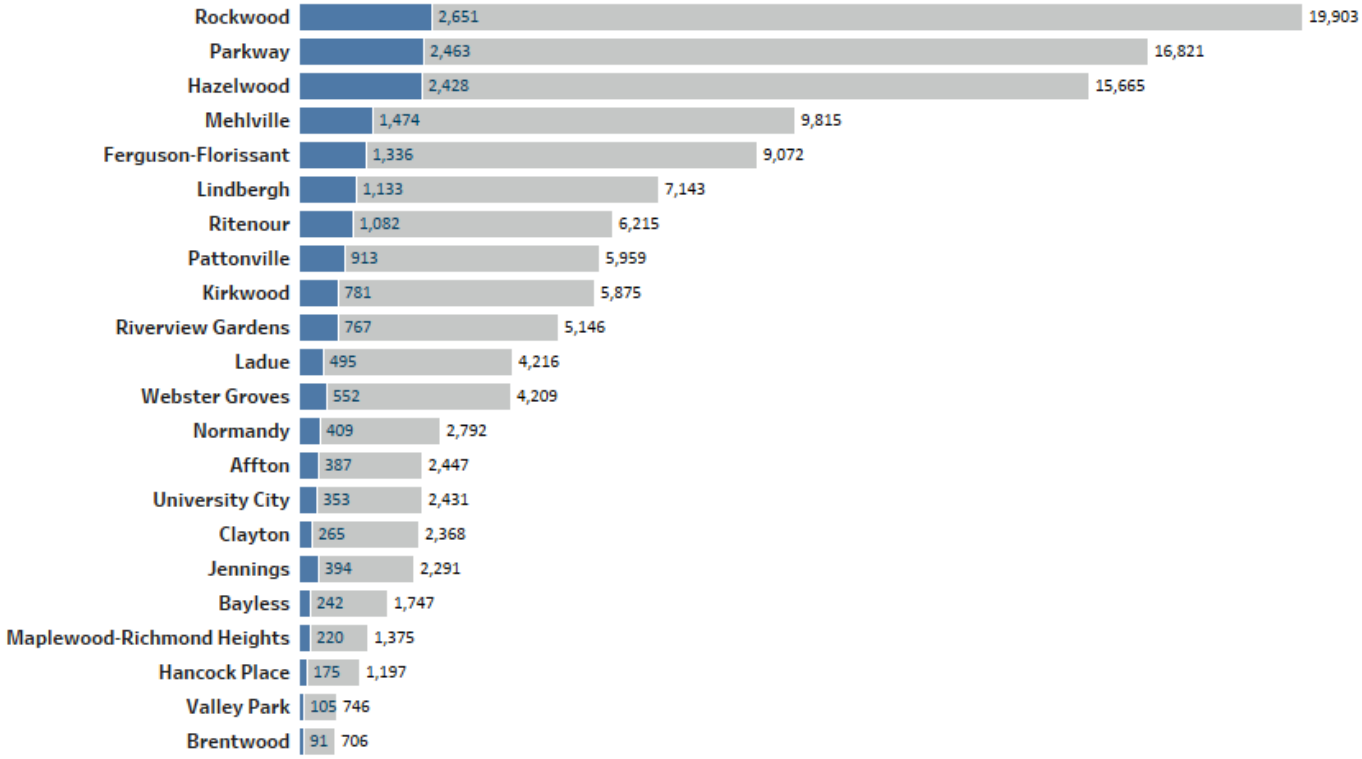


Note. Sorted by 3-year average of "Any post-secondary training or employment" category. Rates pertain to prior year cohort graduates.

Appendix A: Enrollment and Demographic Data

2023 SSD Partner District Enrollment (K-12)

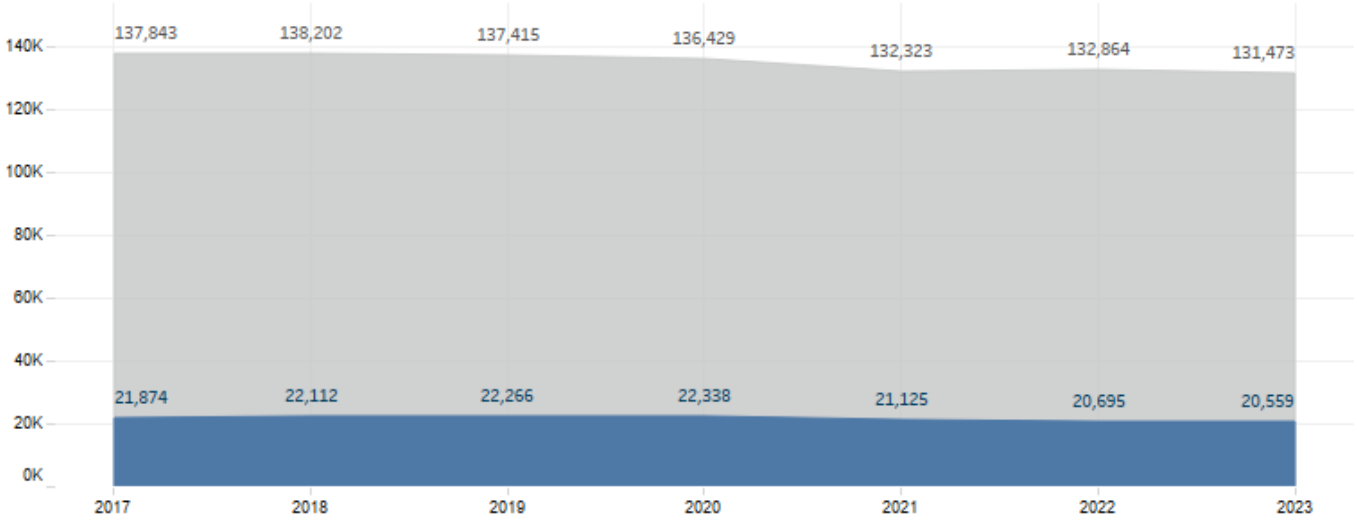
Overall and IEP



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

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

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



Source: Missouri DESE.

Counts of K-12 Students by Disability Category

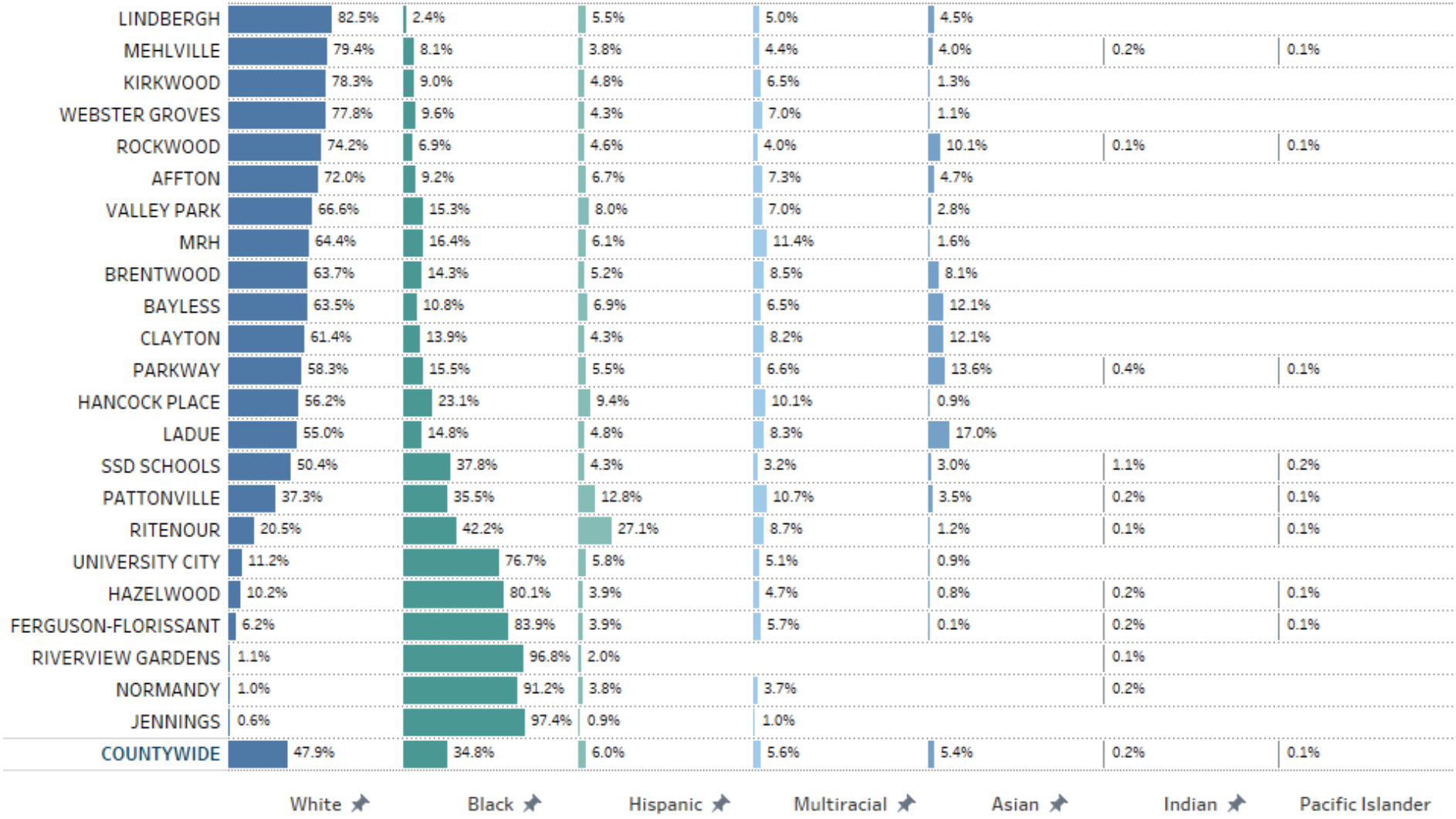
2023

District	Total IEP	Count OHI	Count SLD	Count AU	Count SI	Count ED	Count ID	Count LI
Affton	387	100	80	62	43	39	19	19
Bayless	242	59	49	48	14	21	14	19
Brentwood	91	31	11	23	7	3	6	4
Clayton	265	88	53	45	38	17	4	4
Ferg Flor	1,336	241	329	176	188	93	174	83
Hancock	175	45	27	38	26	16	6	8
Hazelwood	2,428	523	467	375	284	210	200	186
Jennings	394	72	106	49	55	27	43	25
Kirkwood	781	134	149	141	167	52	37	53
Ladue	495	137	76	96	100	36	13	12
Lindbergh	1,133	313	235	209	148	99	38	40
MRH	220	47	42	48	34	20	4	7
Mehlville	1,474	409	267	252	186	143	80	68
Normandy	409	94	90	53	42	30	51	37
Parkway	2,463	648	454	432	354	191	90	131
Pattonville	913	208	154	199	119	78	53	56
Ritenour	1,082	194	295	175	117	88	94	79
Riverview	767	128	234	85	84	49	102	50
Rockwood	2,651	711	661	368	391	168	87	137
University City	353	59	67	67	42	35	23	33
Valley Park	105	20	22	26	13	6	8	3
Webster	552	113	121	111	102	37	11	31
SSD Schools	1,831	288	238	382	314	184	201	41
COUNTY WIDE	20,559	4,662	4,228	3,464	2,871	1,644	1,360	1,126
STATE	115,759	26,770	30,961	15,444	11,854	6,404	7,901	9,879

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

District Total Enrollments by Race

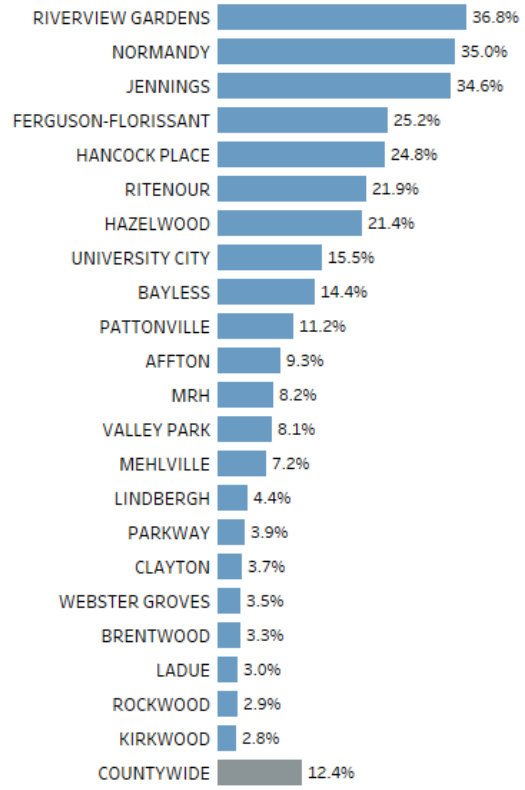
2023



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

Poverty Estimates for Children Ages 5 to 17

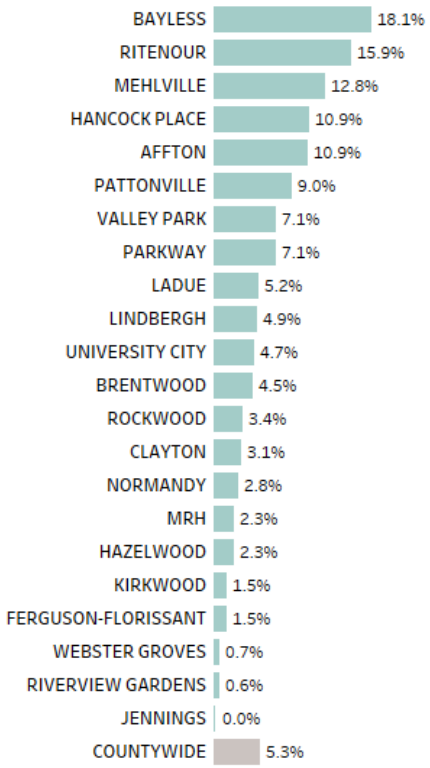
2022



Source: US Census Bureau Small Area Income and Poverty Estimates (SAIPE) program. This estimate is based on 2022 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 2023 Census Bureau poverty threshold for a family of four containing two related children under age 18 was $30,900. For additional information, see https://www.census.gov/programs-surveys/saipe.html.

Percent English Learners (K-12)

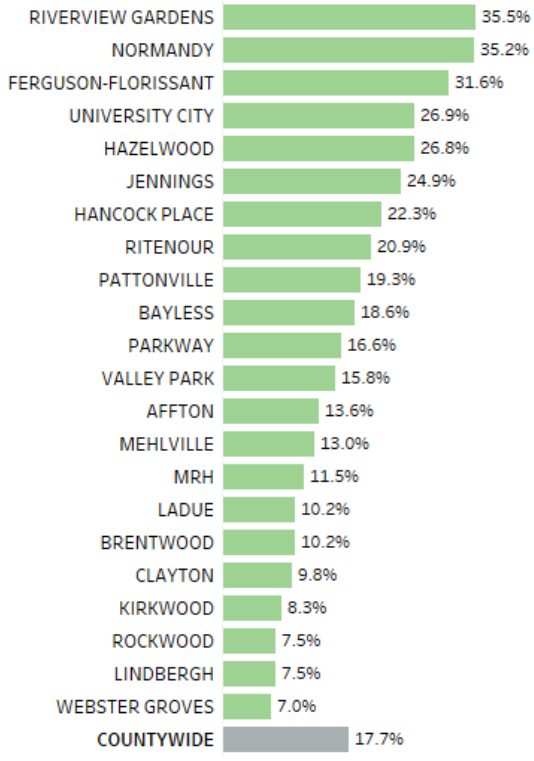
2022-23



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

Student Mobility Rates (K-12)

2022-23

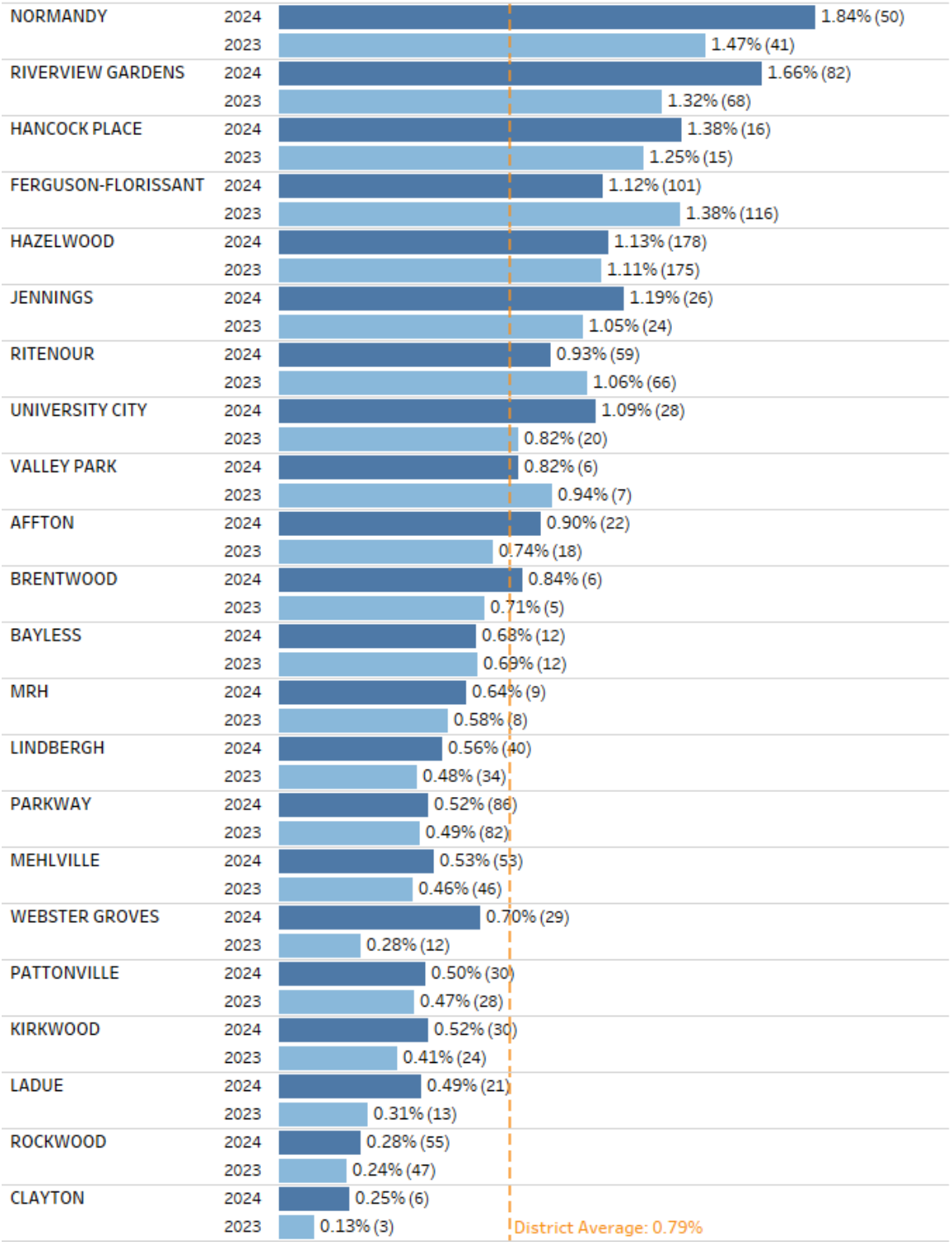


Source: Missouri DESE. DESE defines mobility as the proportion of students who changed schools during a school year. Countywide rate excludes SSD schools.

Appendix B: SSD School and Program Enrollment

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

Based on December 1 Count
Includes SSD Separate Schools, Purchase of Service, and Homebound placements
Excludes Vocational Skills Program, SNAP, Early Childhood programs, and Career Technical Education programs
Student counts appear in parentheses



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

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

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

		Grades 3-5	Grades 6-8	High School	All Grades	MAP Comparison Ratio
Affton	23	18.2% (110)	10.3% (97)	42.3% (26)	17.6% (233)	0.40
	22	14.4% (111)	7.4% (94)	16.7% (36)	12.0% (241)	0.30
Bayless	23	6.5% (46)	25.8% (62)	31.3% (16)	19.4% (124)	0.38
	22	16.4% (55)	22.1% (68)	35.3% (17)	21.4% (140)	0.45
Brentwood	23	18.8% (16)	29.6% (27)	42.9% (7)	28.0% (50)	0.42
	22	35.0% (20)	35.0% (20)	55.6% (9)	38.8% (49)	0.60
Clayton	23	50.0% (58)	20.0% (55)	30.0% (30)	34.3% (143)	0.47
	22	41.3% (63)	22.8% (57)	26.1% (23)	31.5% (143)	0.45
Ferg Flor	23	7.9% (305)	7.0% (343)	9.4% (117)	7.7% (765)	0.38
	22	5.4% (354)	6.7% (374)	9.6% (114)	6.5% (842)	0.32
Hancock	23	7.9% (38)	12.2% (49)	18.8% (16)	11.7% (103)	0.35
	22	9.8% (41)	10.0% (50)	16.7% (12)	10.7% (103)	0.31
Hazelwood	23	6.3% (639)	4.1% (586)	17.3% (168)	6.7% (1,393)	0.24
	22	5.4% (631)	5.4% (632)	15.6% (141)	6.4% (1,404)	0.24
Jennings	23	11.5% (87)	3.4% (88)	8.8% (34)	7.7% (209)	0.38
	22	3.8% (80)	6.5% (93)	10.0% (20)	5.7% (193)	0.29
Kirkwood	23	40.5% (195)	36.4% (176)	47.7% (65)	39.9% (436)	0.56
	22	35.2% (199)	32.1% (196)	38.3% (81)	34.5% (476)	0.52
Ladue	23	44.9% (136)	30.8% (117)	34.6% (52)	37.7% (305)	0.54
	22	44.6% (112)	33.7% (92)	28.6% (28)	38.4% (232)	0.55
Lindbergh	23	31.3% (336)	22.9% (288)	26.7% (90)	27.3% (714)	0.47
	22	29.9% (314)	23.0% (274)	24.7% (93)	26.4% (681)	0.49
MRH	23	25.5% (51)	29.1% (55)	29.2% (24)	27.7% (130)	0.52
	22	20.8% (48)	27.1% (48)	15.4% (13)	22.9% (109)	0.40
Mehlville	23	24.1% (402)	15.6% (358)	29.5% (122)	21.4% (882)	0.45
	22	24.0% (379)	16.6% (380)	17.1% (82)	20.0% (841)	0.44
Normandy	23	2.7% (110)	3.4% (116)	0.0% (41)	2.6% (267)	0.20
	22	0.0% (121)	2.8% (107)	9.5% (21)	2.0% (249)	0.16
Parkway	23	28.9% (620)	24.7% (608)	24.1% (237)	26.3% (1,465)	0.44
	22	31.6% (591)	22.6% (589)	16.6% (211)	25.5% (1,391)	0.44
Pattonville	23	21.3% (277)	12.1% (215)	21.7% (60)	17.8% (552)	0.41
	22	18.7% (241)	15.8% (215)	24.1% (54)	18.0% (510)	0.42
Ritenour	23	11.9% (294)	8.3% (278)	12.8% (86)	10.5% (658)	0.36
	22	11.2% (285)	6.6% (286)	6.8% (74)	8.7% (645)	0.32
Riverview	23	4.1% (244)	4.1% (195)	29.2% (48)	6.6% (487)	0.49
	22	2.9% (204)	2.3% (216)	6.1% (66)	3.1% (486)	0.26
Rockwood	23	33.4% (697)	23.6% (685)	24.4% (201)	28.0% (1,583)	0.47
	22	32.8% (707)	21.8% (697)	27.4% (215)	27.4% (1,619)	0.45
University City	23	23.0% (74)	14.0% (100)	10.3% (39)	16.4% (213)	0.59
	22	14.5% (83)	6.7% (104)	9.5% (21)	10.1% (208)	0.36
Valley Park	23	20.0% (35)	16.0% (25)	37.5% (8)	20.6% (68)	0.41
	22	11.1% (27)	13.0% (23)	25.0% (8)	13.8% (58)	0.29
Webster	23	34.8% (135)	27.2% (136)	23.5% (51)	29.8% (322)	0.46
	22	41.3% (138)	28.5% (123)	20.5% (44)	33.1% (305)	0.51
COUNTY WIDE	23	21.7% (4,998)	16.0% (4,854)	22.3% (1,595)	19.4% (11,447)	0.42
	22	20.7% (4,908)	15.2% (4,921)	18.6% (1,454)	18.0% (11,283)	0.40
STATE	23	14.7% (29,226)	11.8% (28,133)	17.1% (8,218)	13.5% (65,577)	0.31
	22	15.0% (28,506)	11.7% (28,272)	15.9% (7,679)	13.7% (64,457)	0.32

Note. Counts of students tested appear in parentheses.

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

		Grades 3-5	Grades 6-8	High School	All grades	MAP Comparison Ratio
Affton	23	19.1% (110)	13.5% (96)	15.2% (33)	16.3% (239)	0.48
	22	14.4% (111)	4.4% (91)	5.6% (36)	9.2% (238)	0.34
Bayless	23	8.7% (46)	27.4% (62)	18.8% (16)	19.4% (124)	0.38
	22	20.0% (55)	22.4% (67)	23.1% (13)	21.5% (135)	0.45
Brentwood	23	18.8% (16)	20.0% (25)	62.5% (8)	26.5% (49)	0.42
	22	33.3% (21)	20.0% (20)	57.1% (7)	31.3% (48)	0.48
Clayton	23	43.1% (58)	21.8% (55)	21.9% (32)	30.3% (145)	0.43
	22	41.3% (63)	22.8% (57)	14.3% (21)	29.8% (141)	0.44
Ferg Flor	23	7.6% (304)	4.7% (341)	4.8% (104)	5.9% (749)	0.36
	22	4.2% (353)	3.6% (362)	7.2% (139)	4.4% (854)	0.27
Hancock	23	7.9% (38)	16.3% (49)	7.7% (13)	12.0% (100)	0.36
	22	7.3% (41)	4.0% (50)	31.3% (16)	9.3% (107)	0.27
Hazelwood	23	5.0% (640)	3.7% (575)	11.0% (154)	5.1% (1,369)	0.27
	22	4.4% (630)	4.6% (630)	10.3% (117)	5.0% (1,377)	0.26
Jennings	23	9.2% (87)	2.2% (89)	3.2% (31)	5.3% (207)	0.34
	22	4.9% (81)	4.3% (94)	11.1% (27)	5.4% (202)	0.37
Kirkwood	23	26.2% (195)	31.5% (149)	18.4% (76)	26.7% (420)	0.46
	22	29.1% (199)	26.0% (196)	33.7% (83)	28.7% (478)	0.47
Ladue	23	39.0% (136)	18.9% (106)	30.2% (63)	30.2% (305)	0.45
	22	40.5% (111)	27.2% (92)	41.3% (46)	35.7% (249)	0.53
Lindbergh	23	31.8% (336)	20.8% (283)	22.3% (103)	26.2% (722)	0.47
	22	27.1% (314)	16.8% (274)	21.6% (134)	22.2% (722)	0.46
MRH	23	25.5% (51)	29.1% (55)	17.4% (23)	25.6% (129)	0.54
	22	22.9% (48)	17.0% (47)	42.1% (19)	23.7% (114)	0.49
Mehlville	23	18.4% (402)	12.1% (354)	19.0% (211)	16.2% (967)	0.43
	22	18.2% (379)	10.7% (374)	19.0% (42)	14.7% (20)	0.37
Normandy	23	0.9% (111)	3.4% (118)	0.0% (33)	1.9% (262)	0.27
	22	4.1% (122)	0.9% (107)	0.0% (41)	2.2% (270)	0.26
Parkway	23	27.7% (621)	20.3% (596)	24.7% (194)	24.2% (1,411)	0.42
	22	27.7% (592)	20.7% (584)	16.2% (179)	23.2% (1,355)	0.43
Pattonville	23	13.4% (277)	9.4% (212)	22.8% (57)	12.8% (546)	0.34
	22	10.8% (241)	14.1% (213)	13.9% (36)	12.4% (490)	0.34
Ritenour	23	7.1% (294)	7.4% (272)	12.2% (74)	7.8% (640)	0.35
	22	9.1% (285)	6.3% (287)	6.1% (66)	7.5% (638)	0.33
Riverview	23	0.8% (244)	0.0% (189)	1.2% (82)	0.6% (515)	0.24
	22	1.5% (203)	0.0% (216)	0.0% (63)	0.6% (482)	0.31
Rockwood	23	33.5% (696)	20.1% (670)	16.3% (233)	25.4% (1,599)	0.44
	22	32.1% (707)	17.9% (680)	27.9% (290)	25.6% (1,677)	0.44
University City	23	14.9% (74)	10.1% (99)	10.0% (30)	11.8% (203)	0.46
	22	12.0% (83)	6.7% (104)	4.4% (45)	8.2% (232)	0.38
Valley Park	23	17.1% (35)	12.0% (25)	0.0% (3)	14.3% (63)	0.33
	22	18.5% (27)	8.7% (23)	10.5% (19)	13.0% (69)	0.32
Webster	23	31.1% (135)	31.1% (135)	26.4% (87)	30.0% (357)	0.46
	22	37.0% (138)	25.2% (123)	16.7% (42)	29.4% (303)	0.48
COUNTY WIDE	23	19.1% (4,998)	13.4% (4,750)	16.3% (1,716)	16.3% (11,464)	0.39
	22	18.4% (4,908)	12.1% (4,874)	17.1% (1,558)	15.5% (11,340)	0.38
STATE	23	14.2% (29,207)	10.8% (27,883)	12.2% (8,497)	12.5% (65,587)	0.31
	22	13.6% (28,484)	9.9% (28,128)	11.0% (7,947)	11.7% (64,559)	0.30

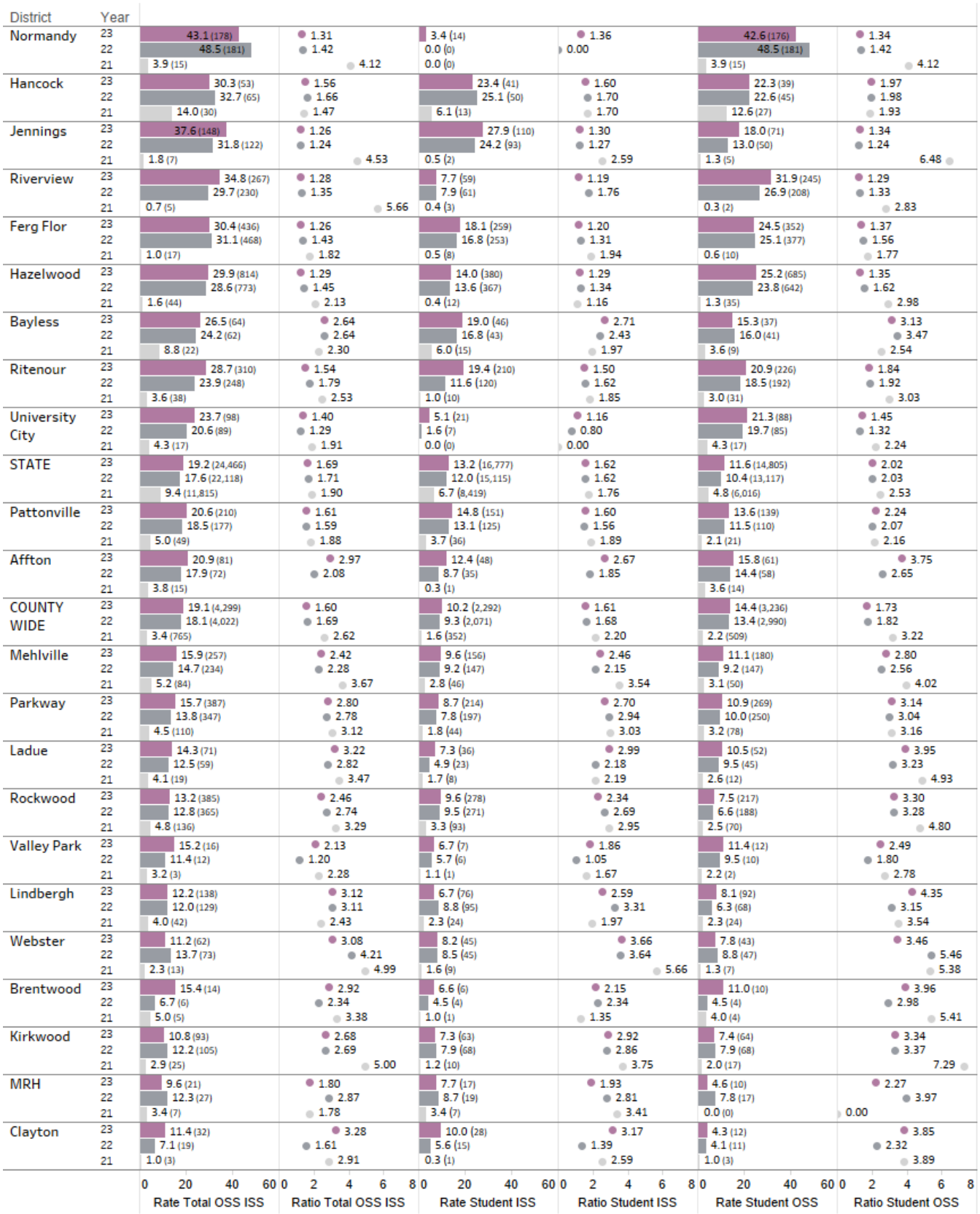
Note. Counts of students tested appear in parentheses.

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

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



Note. See notes on interpretation of 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.