



**PRiME CENTER**  
SAINT LOUIS UNIVERSITY

# MISSOURI COVID-19 REOPENING PROFILE

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In March 2020, Missouri had its first confirmed case of COVID-19 in St. Louis County. As the first wave of the virus began to spread, initially in the state’s cities and suburban areas, large districts, like St. Louis Public Schools, began announcing temporary school closures to protect their communities' health and safety. Weeks later, in early April, Governor Parson enacted a statewide stay-at-home order and subsequently closed all school buildings for the remainder of the 2019-20 academic year.

Though spring instruction continued after buildings closed, districts, students, and families struggled to transition to distanced learning. Districts were continually adapting and addressing new challenges, and many were without plans for operating in a pandemic. In our review of district reopening plans as part of a longer, forthcoming content analysis, we found only one with a public pandemic readiness policy before 2020: Bernie R-XIII in the Missouri Bootheel region. From spring school closures to the beginning of the 2020-21 year in the fall, Missouri students were out of their school buildings for about five months. Districts crafted their reopening plans during this time, guided by lessons learned during the spring and anticipating additional concerns for the new academic year.

This report describes how Missouri districts and students reopened the 2020-21 academic year during the COVID-19 pandemic by highlighting relationships between reopening plans and district characteristics. Our goal is to share information on reopening strategies and trends and provide regional summaries to highlight geographic trends (pp. 14-32). Differences in reopening strategies will have policy implications for Missouri schools and districts, especially equitably targeting current and future resources and student supports.



In the following pages, we provide reopening summaries for Missouri statewide (pp. 8-13), nine geographic regions (pp. 14-32), and Missouri's largest school districts (p. 33-34). Our goal is to highlight relationships between district characteristics and reopening plans and identify potential inequities across the state, where students need additional supports – now, during the pandemic, and afterward. All districts will need ongoing resources to support students' health, safety, nutrition, and socio-emotional needs. Districts with distanced education will likely need additional resources for students, especially post-pandemic, to reconnect students to schools and address students' academic needs.

Each district characteristic adds context to the existing reopening instructional data collected by the Department of Elementary and Secondary Education (DESE, p. 7)<sup>1</sup> and intersects with COVID-19. For example, because low-income and people of color are most impacted by the health effects of the virus and its related economic impacts, we include students' free-and-reduced lunch status and race/ethnicity to identify any associated educational impacts. With urbanicity, COVID-19 first spread in the state's more densely populated urban and suburban areas before reaching towns and rural areas. Though an imperfect measure of students' skills, differences in academic proficiency can highlight academically vulnerable students who may be disproportionately impacted by extended school closures. Finally, internet access touches on discussions of the digital divide. We also include week-by-week COVID-19 risk levels for August to contextualize the virus threat as schools were reopening and making decisions about how to reopen.

### Definitions

Though reopening plans are unique to districts, we categorized them by first-day instructional modes (p. 7):

- **In-person** – students are physically present at school, receiving instruction from teachers onsite
- **In-person/distanced** – some students are onsite, and others receive distanced instruction. This category includes districts offering individual choices to families, districts with different options depending on grade level, and those that only allowed distanced learning for students with special permissions or applications<sup>2</sup>
- **Distanced** – students learn from home, either virtually or with paper packets
- **Hybrid+** – students have access to a combination of onsite and distanced instruction. This category includes any district offering hybrid instruction, alone, or combined with other instructional modes

## | Overall Findings |

### Missouri districts favored in-person learning despite COVID-19 levels.

**With moderate-to-severe COVID-19 rates in much of the state, up to 75% of students had access to some in-person learning at school start.** Most of Missouri's 875,000 students began with in-person/distanced instruction (41%), followed by fully distanced (25%), hybrid options (alone and in combination with other instructional methods, 23%), and fully in-person (11%), though this varied somewhat across the different regions of Missouri (p. 14-32). At the time of school reopening, Missouri's COVID-19 risk level was orange (10-24 cases per 100,000 people), where the Harvard Global Health Institute advises stay-at-home orders and/or rigorous test and trace programs.

**Opening instruction was different in St. Louis and Kansas City than the rest of Missouri: in St. Louis, nearly two-thirds of students opened with fully distanced instruction (pp. 15-16), while in the Kansas City region, half of students attended districts that opened with hybrid options (pp. 17-18).**

### District urbanicity, enrollment, demographics, test scores, and internet access were related to reopening instruction.

**Students in towns and rural areas had more in-person instruction than students in city and suburban districts, who were more likely to start with distanced or hybrid instruction (p. 10).** Less than 2% of students in town and rural districts opened with fully distanced instruction, and more than 42% of students in suburban and urban districts did. While Missouri is a predominantly rural state, more than half of students live and learn in urban and suburban districts.

**Students in the smallest districts (20-1,300 enrollment) had a fully in-person instructional option (41%, p. 10), while none in the 20 largest districts (10,000-25,000 enrollment) did (pp. 33-34).**

Districts' racial/ethnic compositions were related to reopening instruction. **Nearly all white-isolated districts (93-100% white students) provided some options for in-person instruction**, and only 1% opened with fully distanced instruction (Northeast Vernon Co. R-I and Winfield R-IV). **By contrast, two in three students began with fully distanced instruction in districts with the highest percentages of students of color (43-100%, p. 11)**, and only one, Hayti R-II, opened with fully in-person instruction. Modes of instruction and racial/ethnic enrollment may be related for a variety of reasons. For example, students of color are more likely to live in Missouri's cities and suburbs, which were more likely to open with fully distanced instruction. Districts leaders may have chosen distanced education if their district faced higher COVID-19 risk levels before school started, if they were concerned about disproportionate health impacts of COVID-19 on communities of color, or if communities had higher rates of health and safety concerns for in-person instruction among families of color, as observed in New York City, etc.<sup>3</sup>

**Districts with the lowest and highest percentages of students eligible for free-and-reduced lunch offered more distanced instruction than more economically integrated districts, which offered more in-person/distanced and in-person instruction (p. 11).**

**Districts with the lowest rates of ELA and math proficiency had more distanced instruction than districts with higher test scores (58% compared to 33%, p. 12).** Test scores, race/ethnicity, and free-and-reduced lunch tend to be correlated,<sup>4</sup> and the relationships between these characteristics provide some evidence of existing and compounded inequality. Higher distanced instruction rates are additionally concerning, especially if distanced education is not as effective as in-person instruction. While it is too early to know the full extent of learning differences between instructional modes, it is clear that COVID-19 is additionally impacting the most vulnerable students and will likely exacerbate disparities between student groups without intervention.

**Districts with the lowest rates of internet access (24-53% of households without internet in their communities) mostly opened fully in-person or with in-person/distanced instruction (94%, p. 13).** In the plans we examined as part of a forthcoming content analysis, some districts chose in-person instruction due to limited internet access within their communities. Devices were also backordered throughout much of the country, putting additional strain on districts to meet students' technological needs.<sup>5</sup>

## Regional Trends

**In the [St. Louis region](#), 61% of students started the 2020-21 year in fully distanced instruction (pp. 15-16).**

No districts in the region opened with fully in-person instruction. Mainly comprised of city and suburban districts or public charter school districts in the city of St. Louis, the region serves the largest number of Missouri students and, along with the Kansas City region, the highest percentage of students of color in the state. The average percentage of students of color and free-and-reduced lunch students was higher in districts choosing fully distanced instruction than in districts with other instructional modes. The St. Louis region serves a lower proportion of households without internet access than the state (12% compared to 17%). More than half of households without internet were in districts with distanced instruction (8%).

**In the [Kansas City region](#), half of students had a hybrid instructional option on the first day, and very few had a fully in-person option (pp. 17-18).**

The region serves about 1 in 5 students in Missouri and mostly consists of city and suburban districts, along with public charter schools in Kansas City. Students in suburban districts were nearly equally split between hybrid and in-person/distanced instruction (43% and 40%), while students in city districts were split between hybrid and fully distanced instruction (50% and 49%). The average percentage of students of color and free-and-reduced lunch students were higher in districts choosing fully distanced instruction than in districts with other instructional modes.

**More than half of [Southwestern region](#) students started the year with an option for in-person/distanced instruction (pp. 19-20).**

Only one district, Northeast Vernon Co. R-I, began with fully distanced instruction. Students in suburbs, towns, and rural areas had similar instructional options, while most students in cities had a hybrid option (77%). Missouri's largest school district, Springfield R-XII, is in the region and started the year with a hybrid model. Southwestern Missouri has a higher proportion of households without internet than the state average (21% compared to 17%), and more than half of those households were in districts with an in-person/distanced option (8%).

**In the [Central region](#), more than half of students started the year with an in-person/distanced instructional option, followed by 24% fully distanced, 20% fully in-person, and 4% hybrid (pp. 21-22).**

Students in towns and rural areas had similar instructional choices, mainly between in-person or in-person/distanced, while 67% of students in cities had fully distanced instruction. Like other regions, the average percentage of students of color was higher in distanced instruction than in other instructional modes. Central Missouri also had a higher percentage of households without internet than the state average (20% compared to 17%), and more than half were in districts with an in-person/distanced option (11%).

**In Missouri's [Bootheel region](#), 57% of students started the year with an in-person/distanced option, and no districts offered fully distanced instruction (pp. 23-24).**

The region is mostly comprised of districts in towns and rural areas, except for Cape Girardeau 63 (city) and Jackson R-II (suburb) and serves higher percentages of FRL students and households without internet than the state average. Districts opening with fully in-person instruction served lower percentages of FRL and students of color than districts opening with in-person/distanced or hybrid instruction.

**Two-thirds of students in the [Western Plains region](#) began the 2020-21 year with in-person/distanced instruction, followed by 23% fully in-person (pp. 25-26).**

No districts in the region offered fully distanced instruction, and none are located in cities or suburbs. The majority of students in towns had in-person/distanced instruction (78%), compared to a near-even split between in-person/distanced and in-person instruction in rural areas (50% and 47%, respectively). About 11% of students in the region had a hybrid option, and these students had lower average test scores than students in districts with in-person or in-person/distanced instruction.

**In the [Ozarks region](#), more than half of students began the year with in-person/distanced, and a third began with fully in-person instruction (pp. 27-28).**

The region serves the highest average percentage of white students in Missouri (89%), comprises towns and rural areas, and has a higher percentage of households without internet than the state average. Similar to the Western Plains, the majority of students in towns had in-person/distanced instruction (72%), while the majority of students in rural areas had fully in-person instruction (66%).

**In the [Northwestern region](#), all districts provided an opportunity for in-person instruction at school start, with 91% of students in in-person/distanced (pp. 29-30).**

Only one district, Lathrop R-II, offered students a hybrid option. The region serves a lower percentage of students of

color (13%) and a higher percentage of households without internet than the state average (23%).

**In the [Northeastern region](#), all districts provided an in-person instructional option, with 78% of students in in-person/distanced (pp. 31-32).** Northeastern Missouri is the state's smallest region, educating a mere 3% of Missouri students. Comprised solely of districts in towns and rural areas, the region serves a lower percentage of students of color than the state average (11%). Similar to Northwestern Missouri (H), students in rural districts had more varied instructional plans than students in towns. The region also had the highest percentage of households without internet in the state (25%).

**None of Missouri's [largest 20 districts](#) opened with fully in-person instruction (pp. 33-34).** Half of Missouri's largest districts are in the St. Louis region, a third are in the Kansas City region, and all of the largest districts are in suburbs or cities. Roughly equal percentages of students in city and suburban large districts had fully distanced instruction (about 43%), while more students in city districts had a hybrid option (47%), and more students in suburban districts had in-person/distanced instruction (34%). Large districts opening with fully distanced instruction had higher average percentages of students of color, free-and-reduced lunch students, and lower average test scores than those opening with hybrid or in-person/distanced instruction. Internet connectivity was higher in the largest districts than the state average (13% compared to 17%), though about half of households without internet were in districts opening with fully distanced instruction (6%).

The instructional data for this report come from Missouri's Department of Elementary and Secondary Education's (DESE) 2020-21 Start of School Questionnaire, which was administered in August 2020. Each district and charter school responded to the survey, indicating their planned instructional approach for the first day of school, among questions about enrolling students, technology access, etc. Districts were also asked to update their regional supervisors with any instructional changes. The instructional categories reflect initial and updated data from DESE as of September 3, 2020. This profile is intended to be a snapshot of a point in time – the first day of school – and does not reflect any instructional changes that occurred after the first day. We excluded special school districts (Pemiscot, St. Louis County, and Missouri Schools for the Severely Disabled) and new charter districts (Kansas City Girls Prep Academy, Kairos Academies, and The Soulard School) from analysis.

District-level characteristics come from the 2018 American Community Survey Five-Year Survey (2014-18) and 2018-19 DESE files, which are the most recent available. Variables were weighted by student enrollment to reflect the proportions and characteristics of students experiencing each instructional method. We derived the low, medium, and high categories from quintiles of each variable, weighted by enrollment so roughly equal proportions of students are in each, and the middle three quintiles were combined to create the middle category. See [Appendix A](#) for variable ranges for each low, medium, and high category. Finally, county-level COVID-19 risk-level data are from the Harvard Global Health Institute (HGHI) and based off the seven-day rolling average of new COVID-19 cases per 100,000 population.<sup>6</sup> Because HGHI's infection risk is reported at the county level, we fuzzy matched the risk-level and DESE data and weighed risk-level averages by county student enrollment. See [Appendix B](#) for details on each of the HGHI risk levels, and [Appendix C](#) for a list of counties by DESE region.

### Instructional Categories

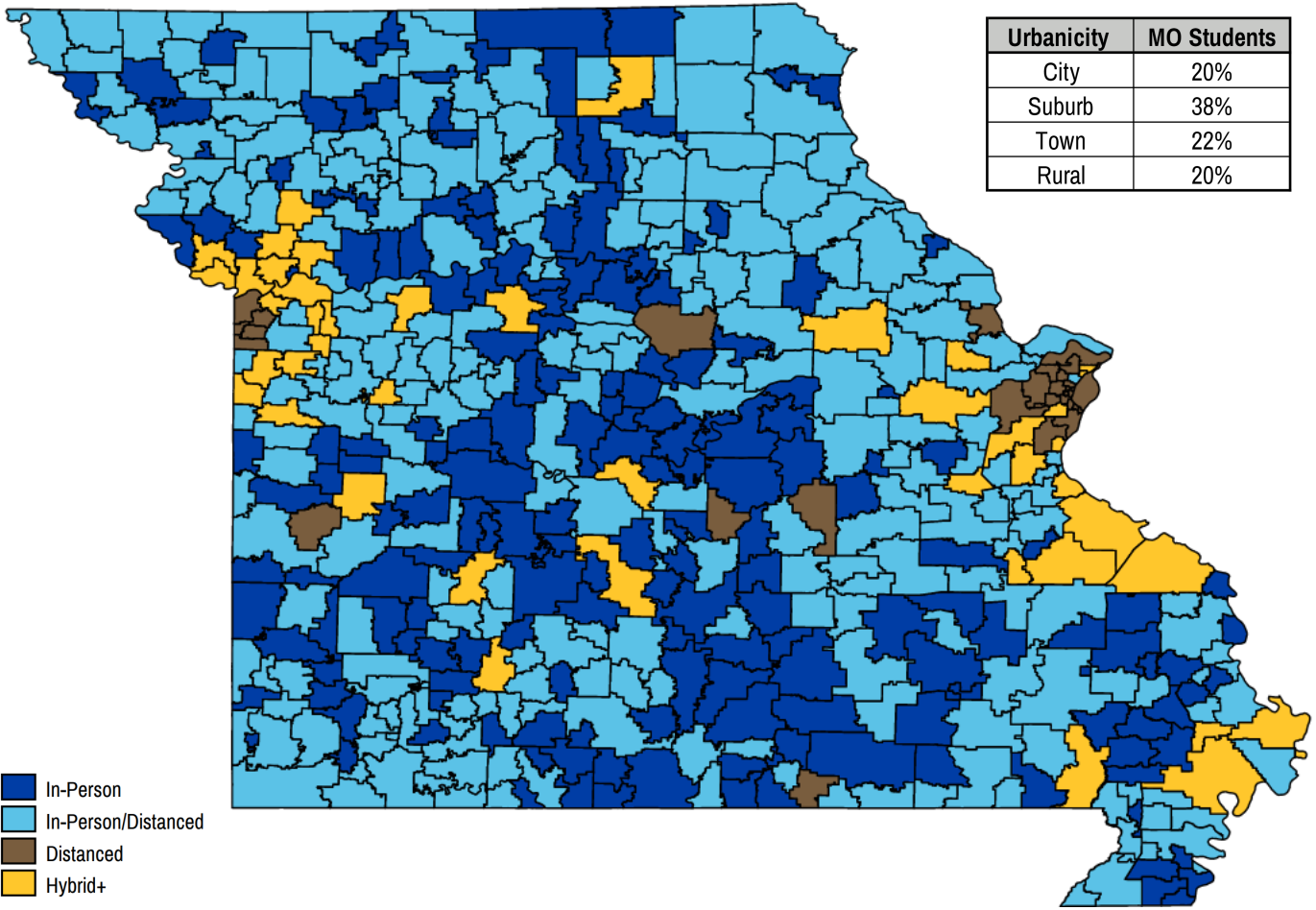
The DESE survey asked districts and charters to select from four instructional options:

- *Onsite* – students are physically present at the school, receiving instruction from their teachers onsite
- *Fixed Blended* – students receive a pattern of onsite and distanced instruction, which is designed to support social distancing. This should include a minimum of two full days of onsite instruction per week.
- *Intermittent Blended* – students in an entire school building or district receive distanced instruction during a period of interruption to the planned instructional pattern. This includes districts beginning distanced or virtually, with a plan to return to onsite instruction, either full-time or fixed blended.
- *Virtual Instruction* – students receive all instruction virtually

Districts selected their instructional option(s) on the survey, and regional supervisors followed up with districts to verify their instructional methods. DESE combined the updated categories to create those mapped on their website.<sup>7</sup>

We collapsed the updated DESE data into four categories to simplify interpretation and highlight the most popular methods in the state: in-person, in-person/distanced, distanced, and hybrid+, which includes any district offering hybrid instruction, alone, or combined with other instructional options. The largest sub-category of hybrid+ instruction was districts that only offered hybrid instruction (11% of students), followed by districts offering all three modes (in-person, hybrid, distanced – 9%), hybrid & in-person (2%), and hybrid & distanced (less than 1% of students had this option).

# MISSOURI OVERVIEW



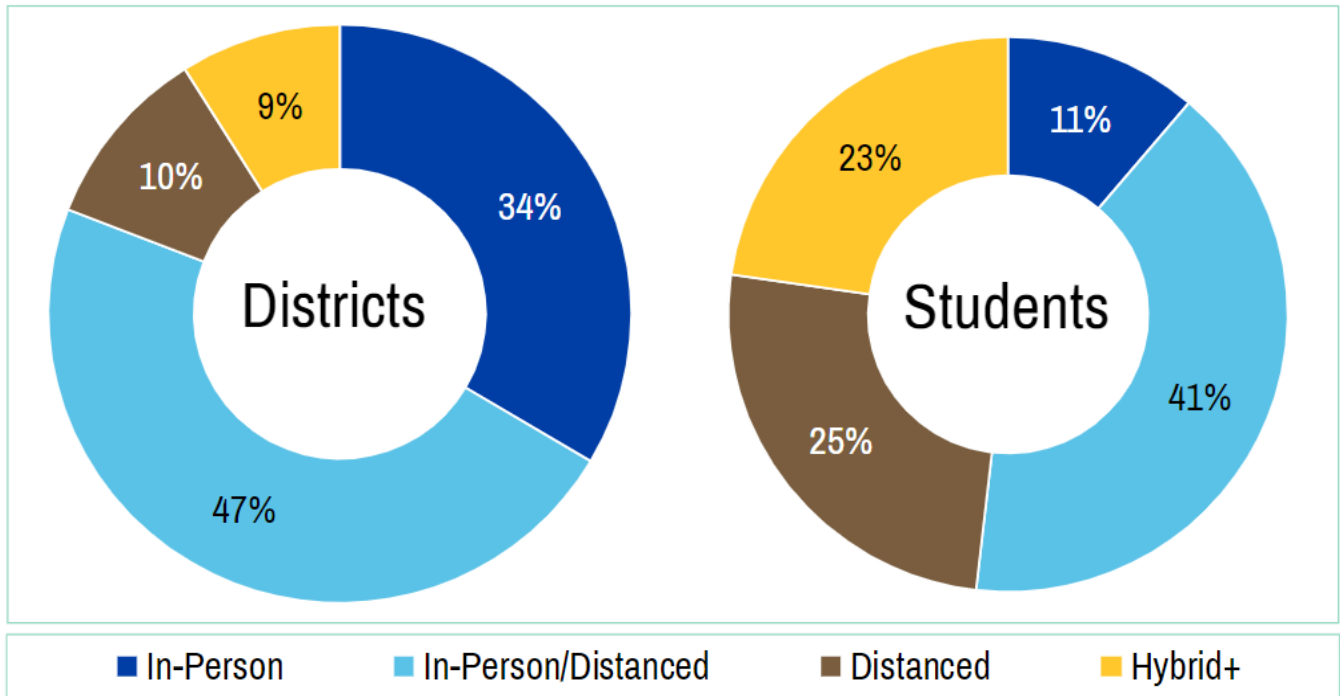
## Missouri Statewide Characteristics and Achievement

Total Enrollment	Students of Color	Free/Reduced Lunch	ELA - Proficient or Advanced	Math - Proficient or Advanced	Households w/o Internet
875,053	29%	50%	50%	43%	19%

Note: Numbers may vary slightly from 100 percent due to rounding.



# | First Day Instruction & COVID-19 Rates |

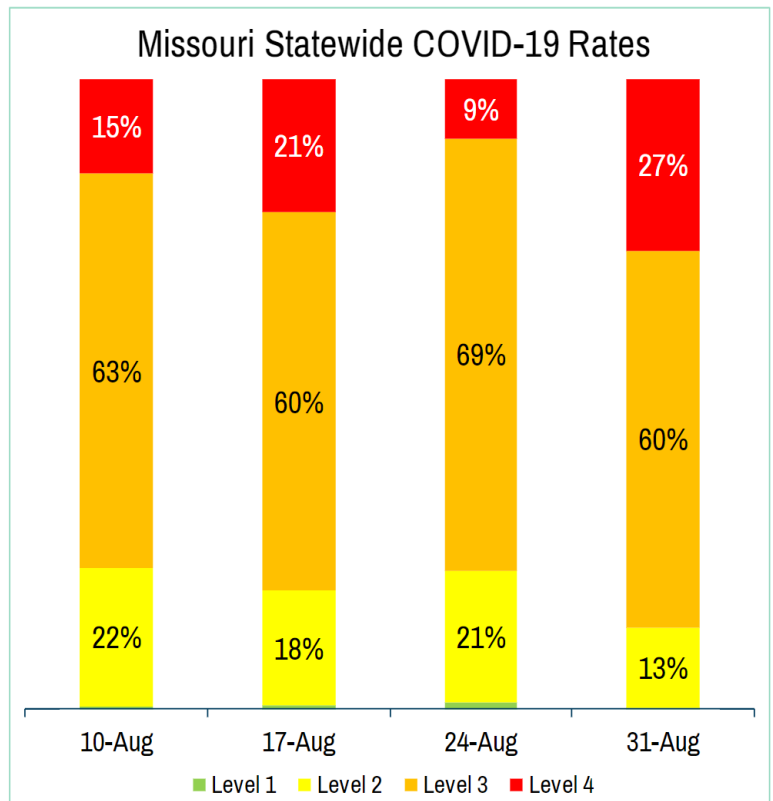


These two graphs present the percentage of Missouri districts and students opening with each type of instruction. For example, 34% of districts opened with only in-person instruction, though these districts represent 11% of Missouri students.

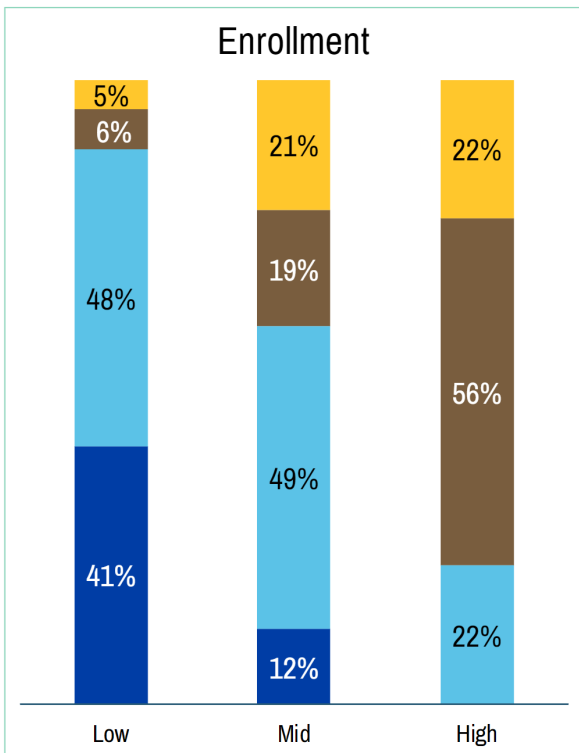
The Harvard Global Health Institute uses four color-coded levels to describe the COVID-19 risk in a particular geographic area and suggested efforts to contain the virus spread at that risk level. See Appendix A for a detailed description of each level.

This graph reports the percentage of students in one of four risk levels for August 2020. The levels represent categories of increasing severity, from green to red, and are based off seven-day county rolling averages of new COVID-19 cases, weighted by the student enrollment of those counties.

It is a snapshot of COVID-19 as districts were opening and making plans to reopen. Almost 80% of Missouri students started their school year between August 10th and 31st.



# | Enrollment & Urbanicity |



Average Enrollment by Opening Instruction

	Enrollment
In-Person	532
In-Person/Distanced	1,368
Distanced	3,980
Hybrid+	4,055
<b>Missouri</b>	<b>1,594</b>

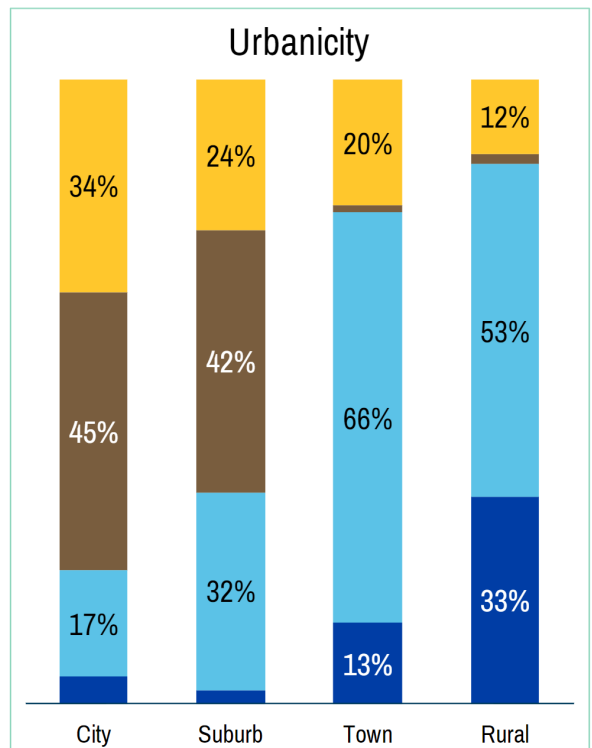
Missouri's smallest districts had more opportunities for in-person instruction than mid-sized or large districts.

Almost 90% of students in the smallest districts had in-person or in-person/distanced learning. More than half of the largest districts opened the year in a distanced model, compared to 19% of mid-sized and 6% of the smallest districts.

Urbanicity categories of city, suburb, town, and rural are from the National Center for Education Statistics, who use U.S. Census definitions to classify school districts. Urbanicity is related to many other district characteristics: enrollment, percentage of students of color, percentage of students qualifying for free or reduced lunch, and internet access.

Geographically, much of the state is rural, though by population, more than half of Missouri students are in city and suburban districts.

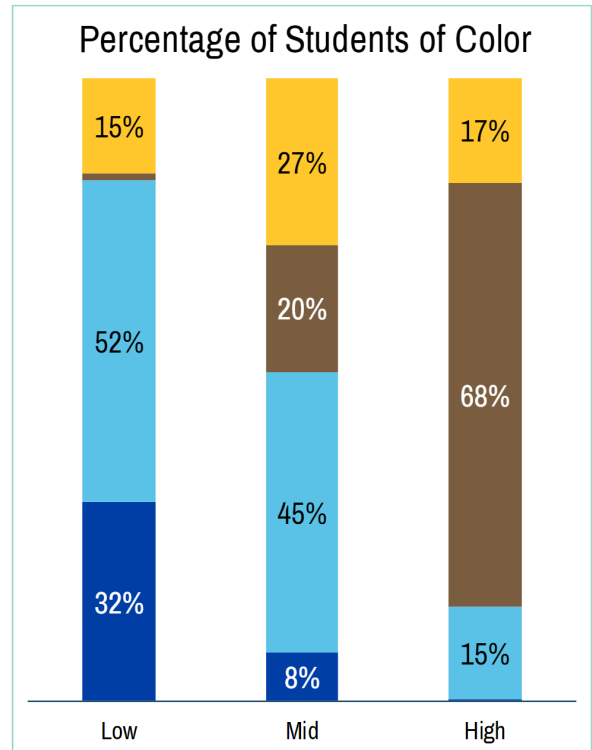
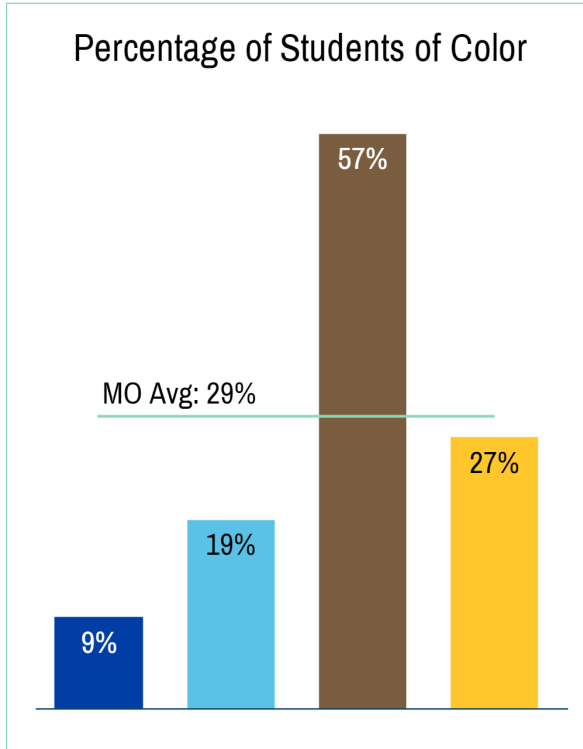
This graph shows the percentage of students in each instructional type, by location. Most students in town and rural districts began the year with an in-person instructional option, while most students in city and suburban districts opened with distanced or hybrid education.



■ In-Person    
 ■ In-Person/Distanced    
 ■ Distanced    
 ■ Hybrid+

# Student Demographics: Race/Ethnicity & Free/Reduced Lunch

This chart shows the percentage of students of color within each reopening model, along with the Missouri average.



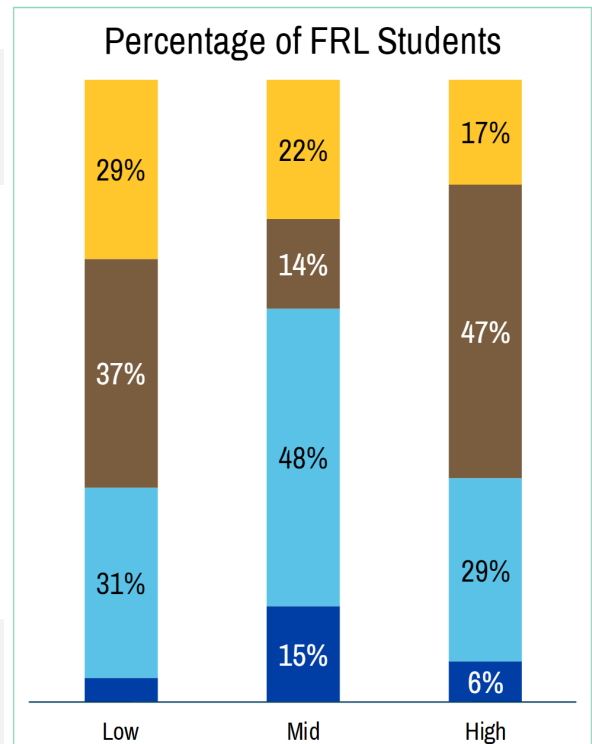
Low, mid, and high categories are calculated from variable quintiles, weighted by enrollment. The middle three are combined to create the middle category, isolating the lowest and highest quintiles of the variable.

The charts detail the percentage of students opening with each instructional option, by variable category (low, middle, and high).

Average FRL by Opening Instruction

	FRL
In-Person	53%
In-Person/Distanced	48%
Distanced	57%
Hybrid+	43%
<b>Missouri</b>	<b>50%</b>

About 29% of students in the lowest-FRL districts opened with a hybrid instructional option compared to 17% in the highest-FRL districts.



■ In-Person    
 ■ In-Person/Distanced    
 ■ Distanced    
 ■ Hybrid+

# | ELA & Math Scores |

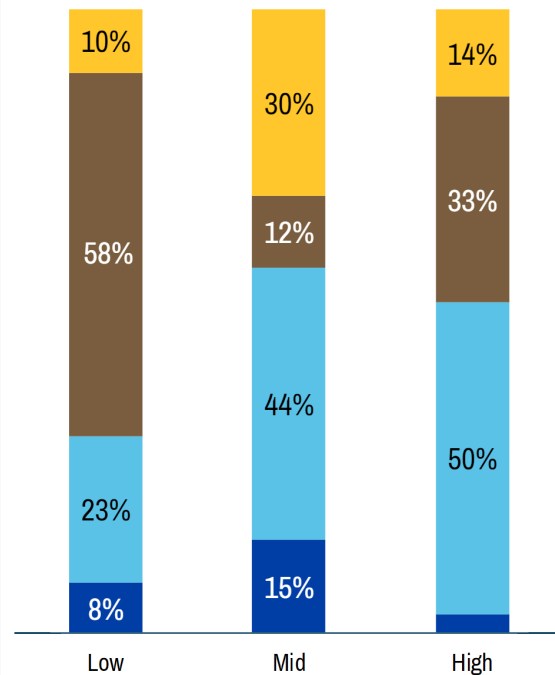
Test scores are a substantial component of Missouri's state accountability system for schools and districts. The goal is for students achieve at the proficient or advanced levels.

Average ELA Proficiency by Opening Instruction

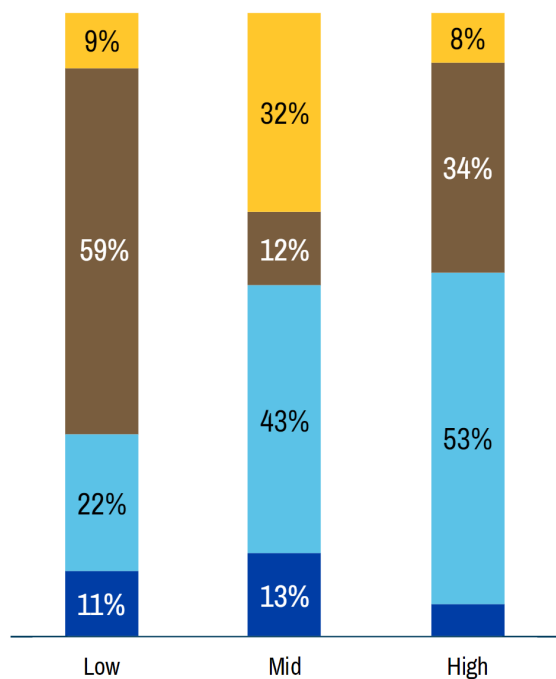
	ELA
In-Person	49%
In-Person/Distanced	52%
Distanced	45%
Hybrid+	51%
<b>Missouri</b>	<b>50%</b>

About 58% of students in the lowest ELA-scoring districts began the year in distanced learning, compared to 12% in middle scoring and 33% in the highest scoring districts. There's a near-identical pattern for math scores.

ELA - Proficient or Advanced



Math - Proficient or Advanced



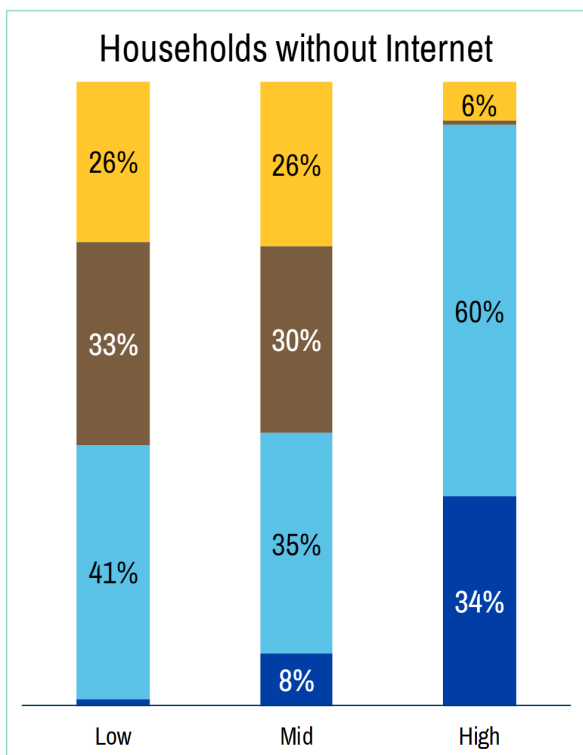
Students in districts with the lowest ELA and math test scores had fewer opportunities for in-person instruction than districts in the middle or the highest-scoring districts.

Average Math Proficiency by Opening Instruction

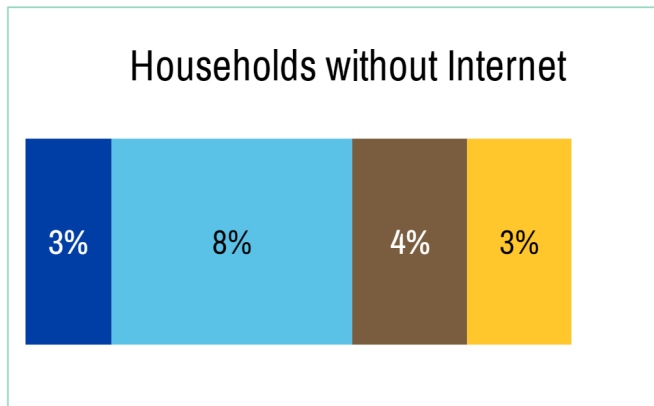
	Math
In-Person	41%
In-Person/Distanced	46%
Distanced	38%
Hybrid+	44%
<b>Missouri</b>	<b>43%</b>

■ In-Person    
 ■ In-Person/Distanced    
 ■ Distanced    
 ■ Hybrid+

# | Internet Access |



About 18% of Missouri households did not have internet access. Broken out by instruction, 3% were districts with in-person, 8% with in-person/distanced, 4% distanced, and 3% in hybrid models.



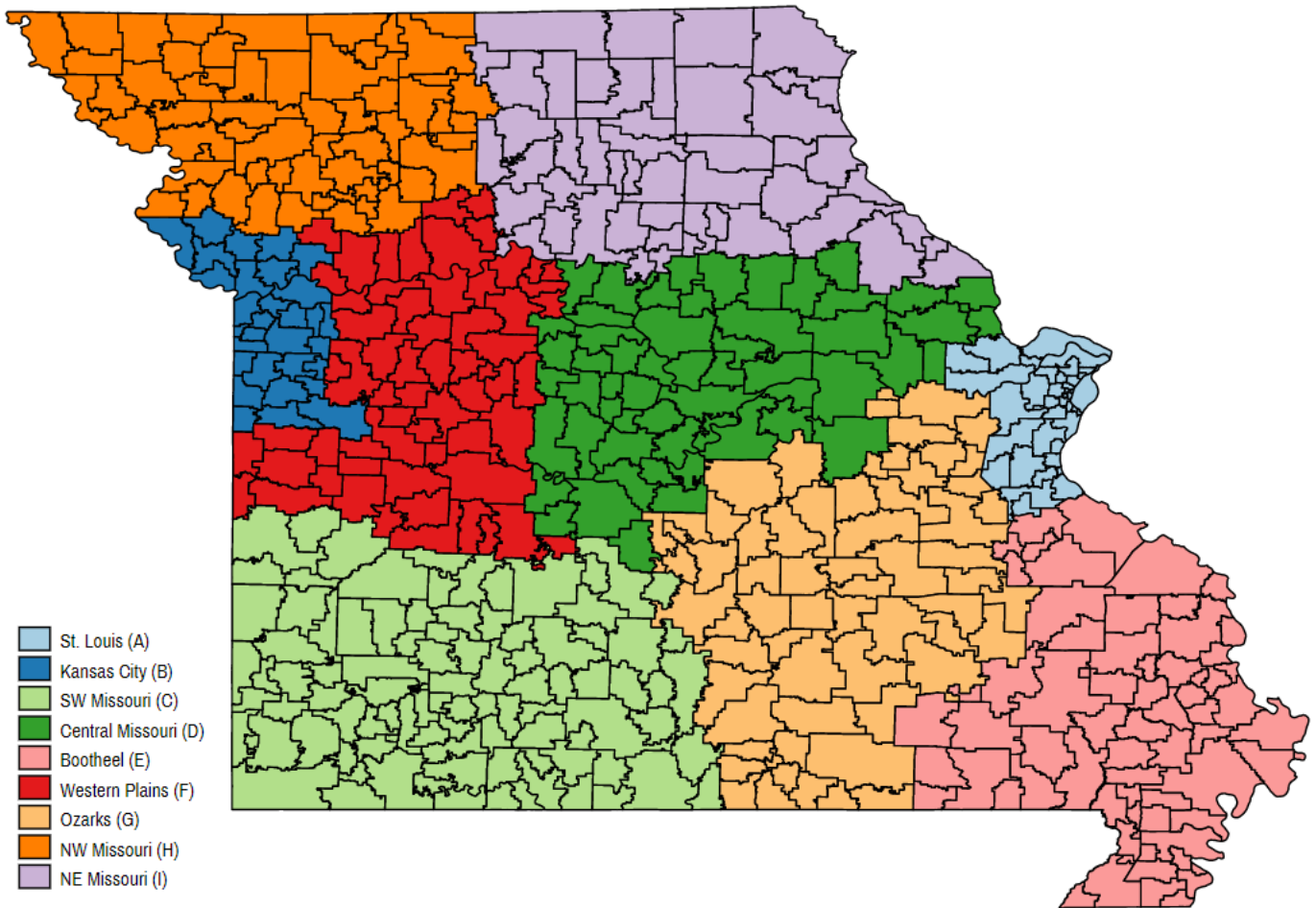
The low category indicates districts with the lowest internet need, and high is for the districts with the highest need, or the highest percentages of households without internet. About 94% of students in districts with the highest internet need opened with in-person/distanced or in-person instruction, compared to 42% of students in districts with the lowest need.

Average Household Internet Need by Opening Instruction

	w/o Internet
In-Person	25%
In-Person/Distanced	19%
Distanced	14%
Hybrid+	15%
<b>Missouri</b>	<b>17%</b>

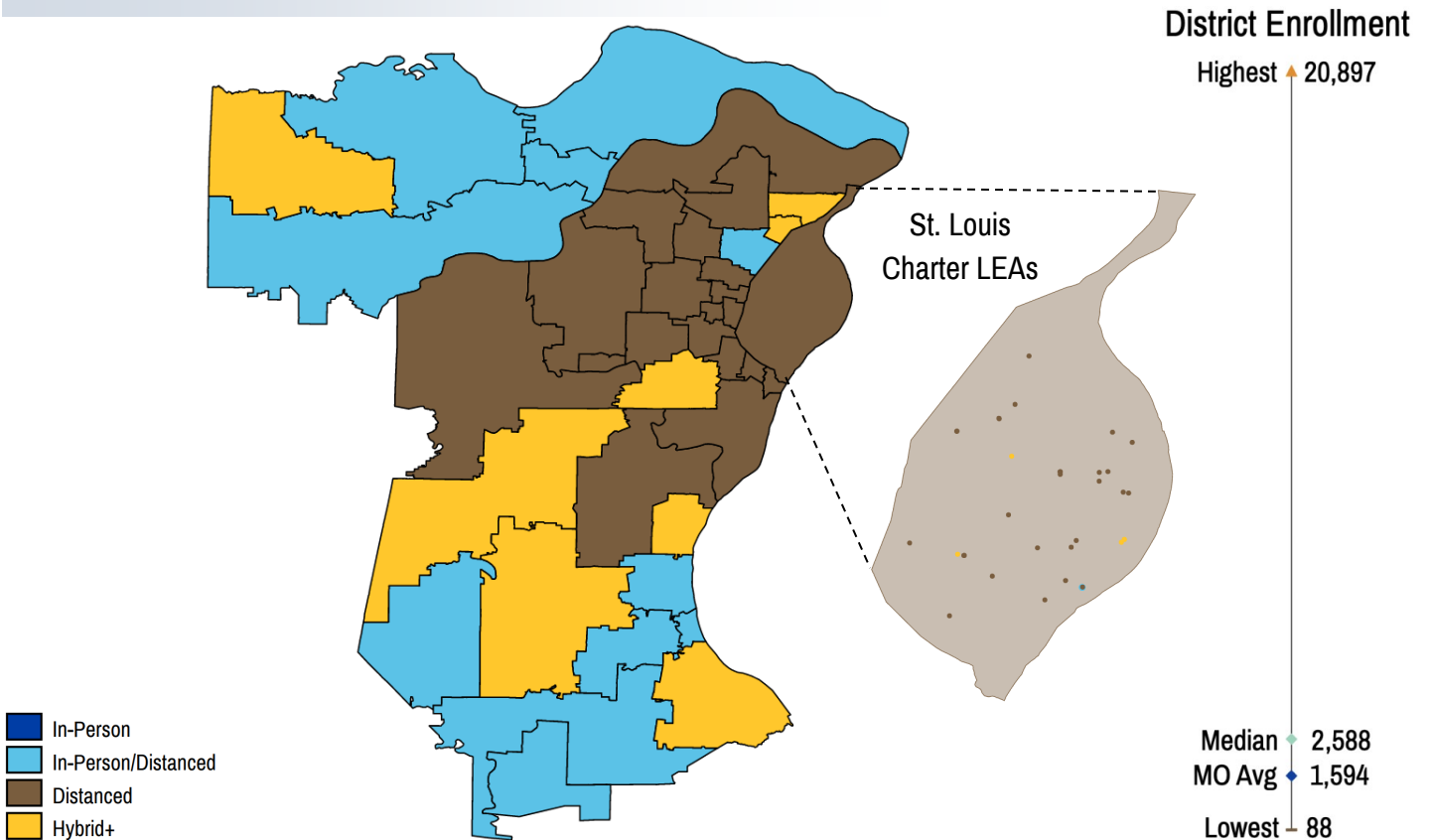
■ In-Person     
 ■ In-Person/Distanced     
 ■ Distanced     
 ■ Hybrid+

# REOPENING PLANS BY REGION



Region	In-Person	In-Person / Distanced	Distanced	Hybrid +
St. Louis (A)	0%	21%	61%	18%
Kansas City (B)	2%	23%	25%	50%
Southwestern (C)	23%	54%	0%	23%
Central (D)	20%	52%	24%	4%
Bootheel (E)	20%	57%	0%	23%
Western Plains (F)	23%	66%	0%	11%
Ozarks (G)	33%	54%	5%	7%
Northwestern (H)	6%	91%	0%	3%
Northeastern (I)	13%	78%	0%	9%

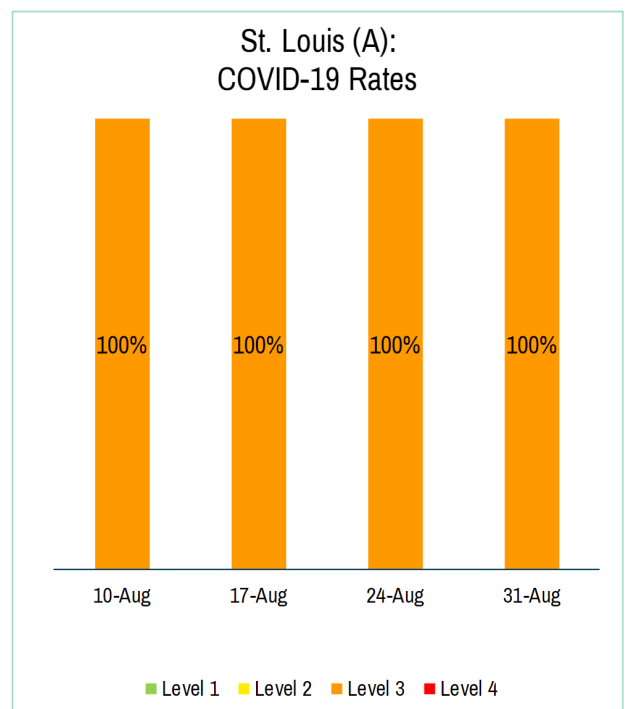
# ST. LOUIS REGION (A)



- In-Person
- In-Person/Distanced
- Distanced
- Hybrid+

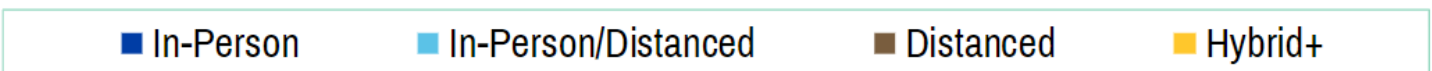
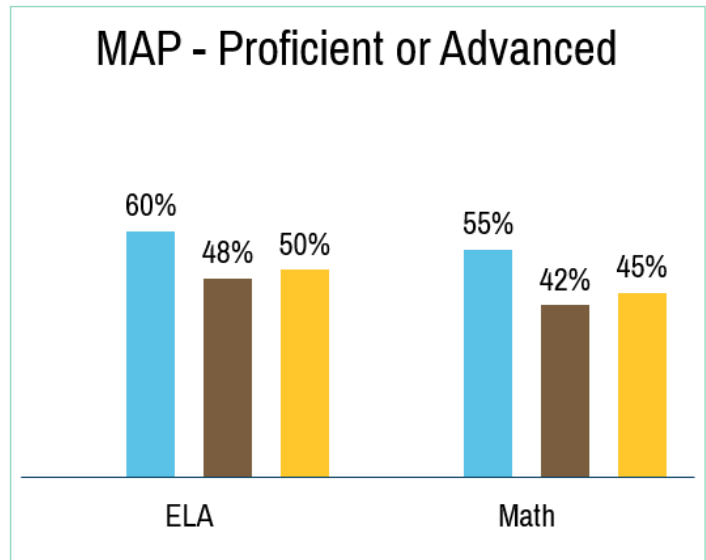
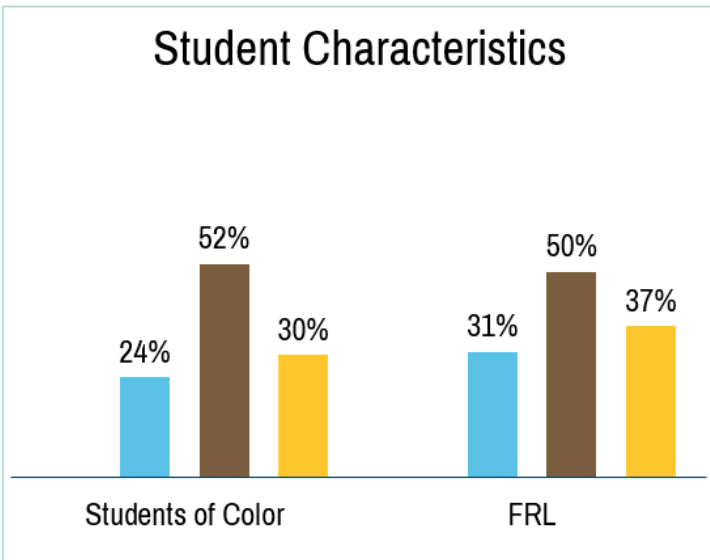
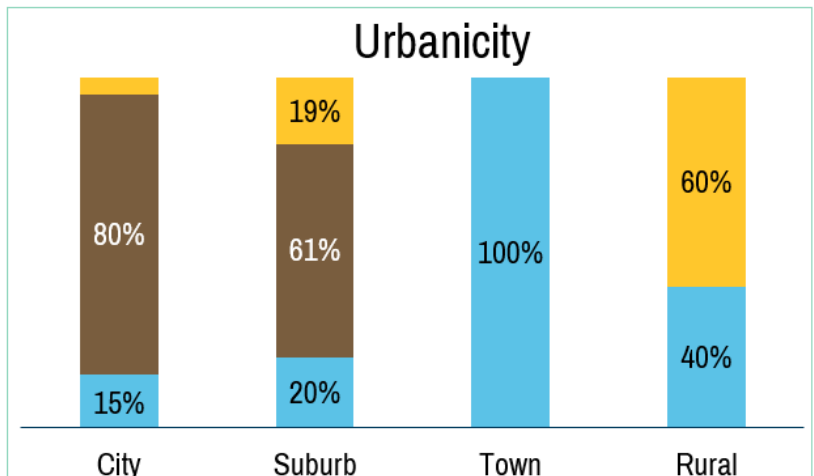
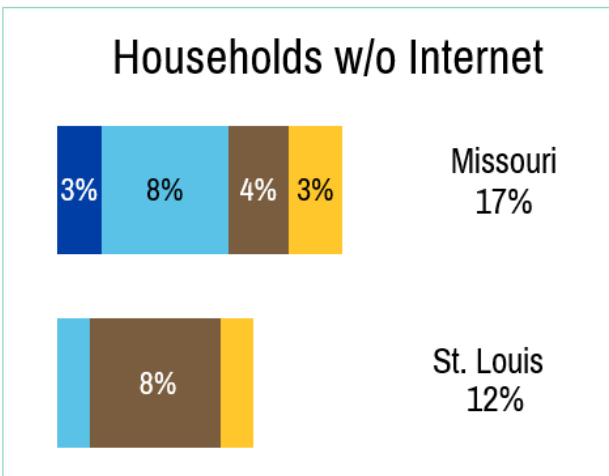
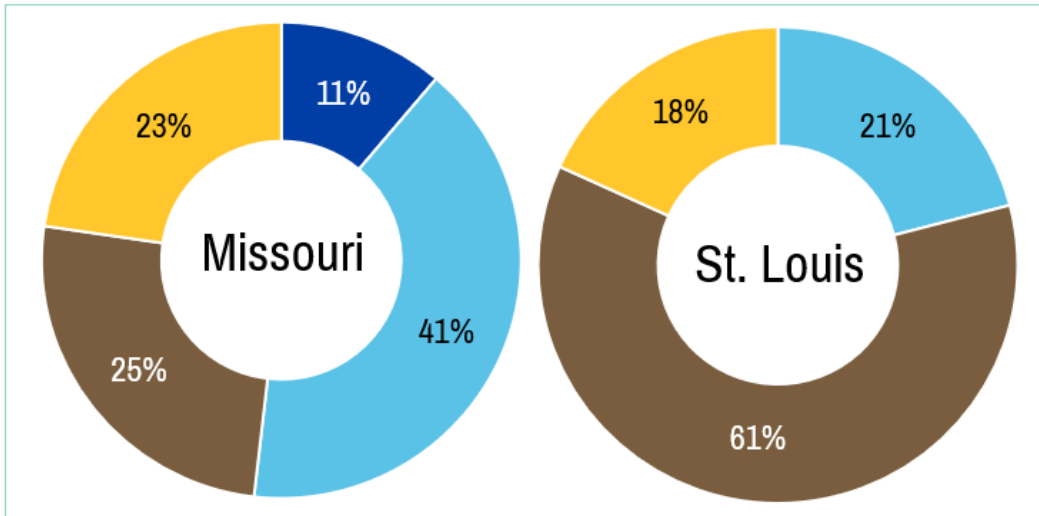
	St. Louis (A)			MO Average
	Min	Max	Average	
Students of Color	3%	100%	42%	29%
Free/Reduced Lunch	10%	100%	44%	50%
Households w/o Internet	5%	31%	13%	17%
ELA - Prof/Adv	3%	74%	51%	50%
Math - Prof/Adv	0%	73%	45%	43%

255,559 students (29%) >> 53 Districts (10%)



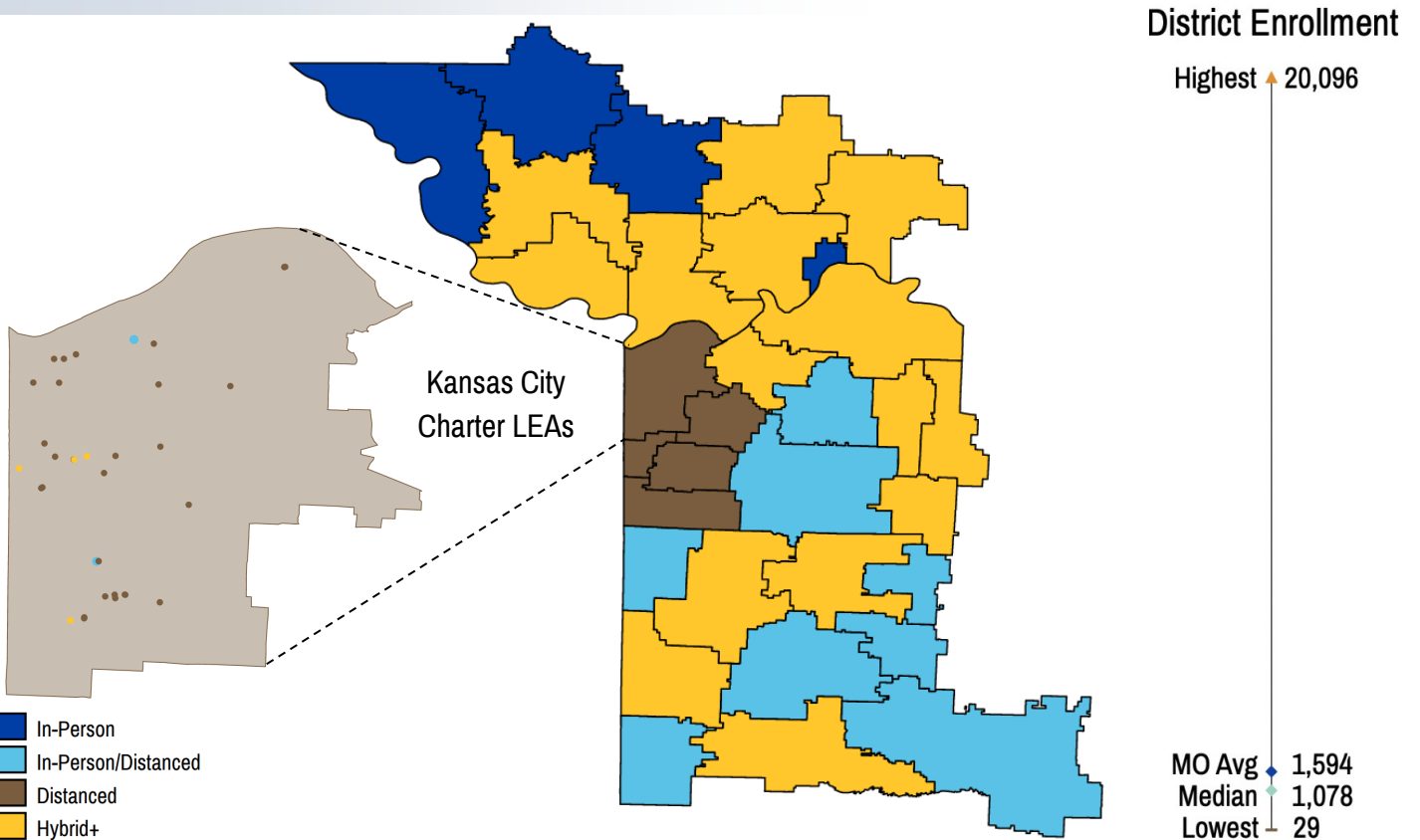
# ST. LOUIS REGION (A)

**Overview:** Most students attend city or suburban districts and started the year learning remotely. No districts opened with only in-person instruction. The average percentage of students of color and free-and-reduced lunch students was higher in distanced learning than others. More than half of regional households without internet were in districts with distanced instruction at the beginning of the year.



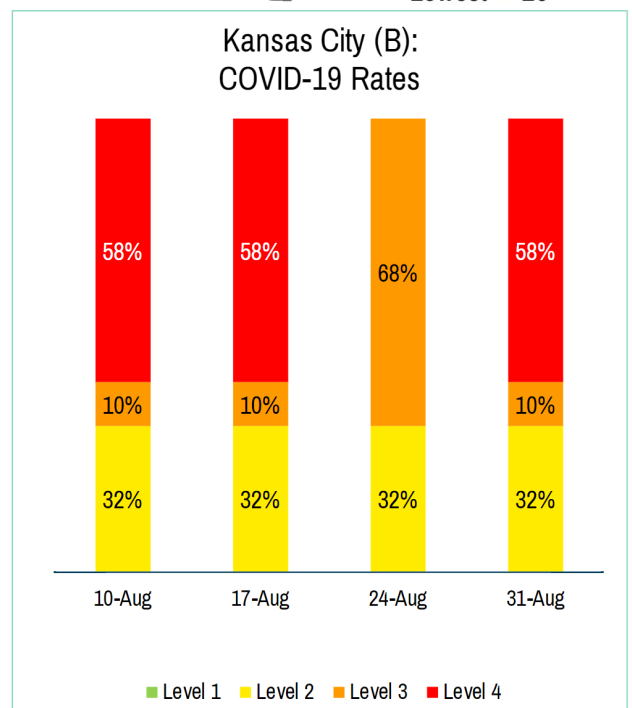


# KANSAS CITY REGION (B)



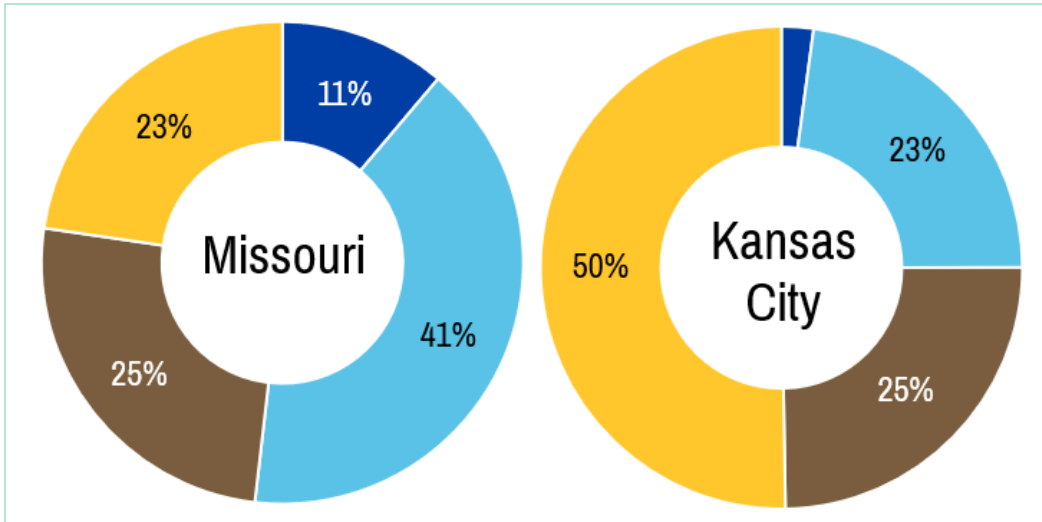
	Kansas City (B)			MO Average
	Min	Max	Average	
Students of Color	3%	100%	43%	29%
Free/Reduced Lunch	14%	100%	48%	50%
Households w/o Internet	7%	28%	14%	17%
ELA - Prof/Adv	9%	71%	50%	50%
Math - Prof/Adv	0%	68%	44%	43%

181,258 students (21%) >> 51 Districts (9%)

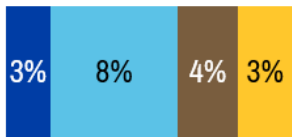


# KANSAS CITY REGION (B)

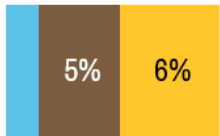
**Overview:** Half of students had a hybrid instructional option and very few had an only in-person option. Students in suburban districts were nearly equally split between hybrid and in-person/distanced instruction, while city districts were split between hybrid and distanced instruction. The average percentage of students of color and free-and-reduced lunch students were higher in distanced instruction, and average test scores were lower, than in other instructional types.



## Households w/o Internet

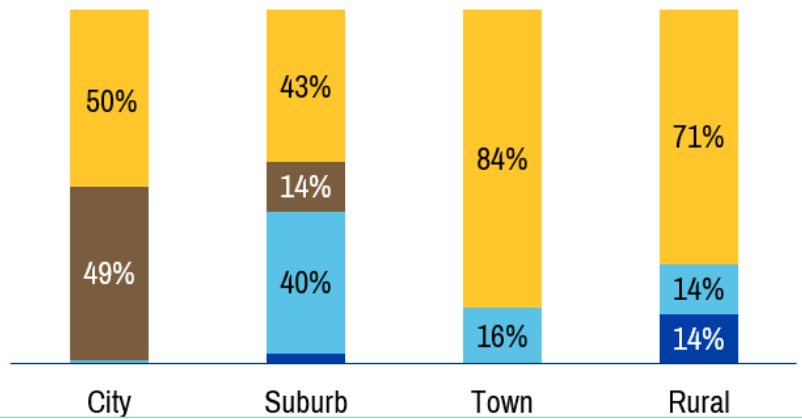


Missouri  
17%

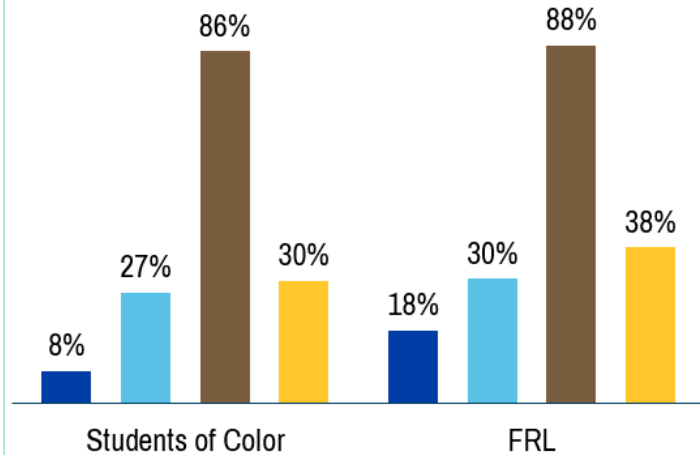


Kansas City  
13%

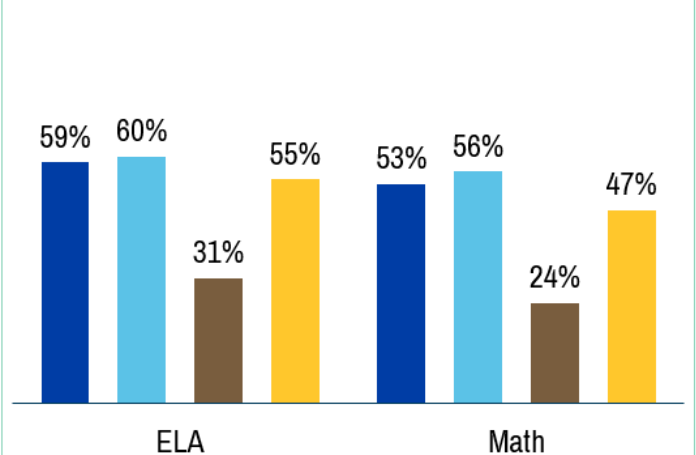
## Urbanicity



## Student Characteristics



## MAP - Proficient or Advanced



■ In-Person

■ In-Person/Distanced

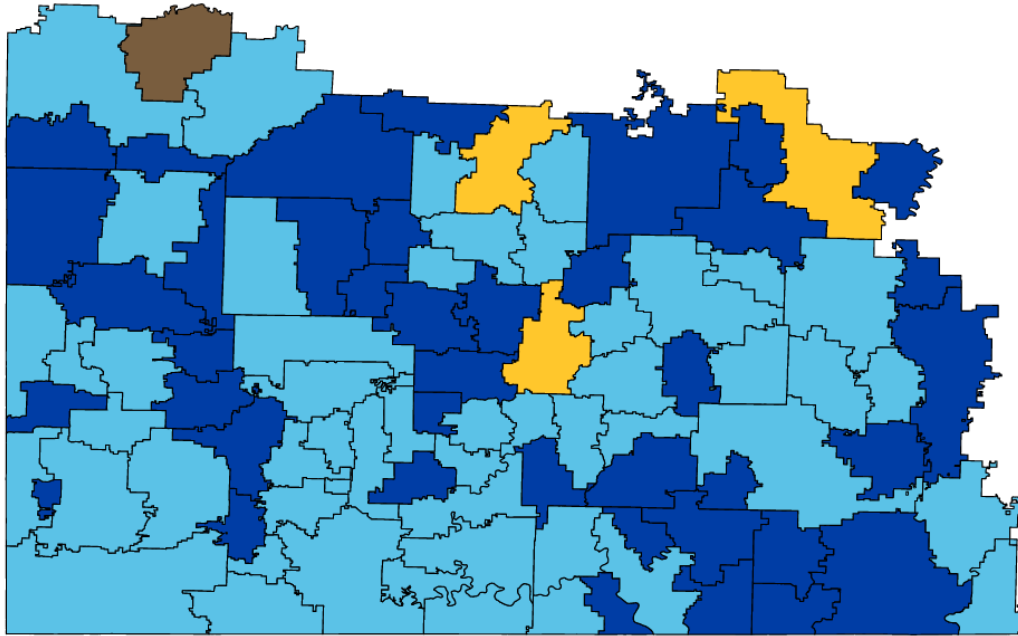
■ Distanced

■ Hybrid+

# SOUTHWESTERN REGION (C)

## District Enrollment

Highest ▲ 24,924



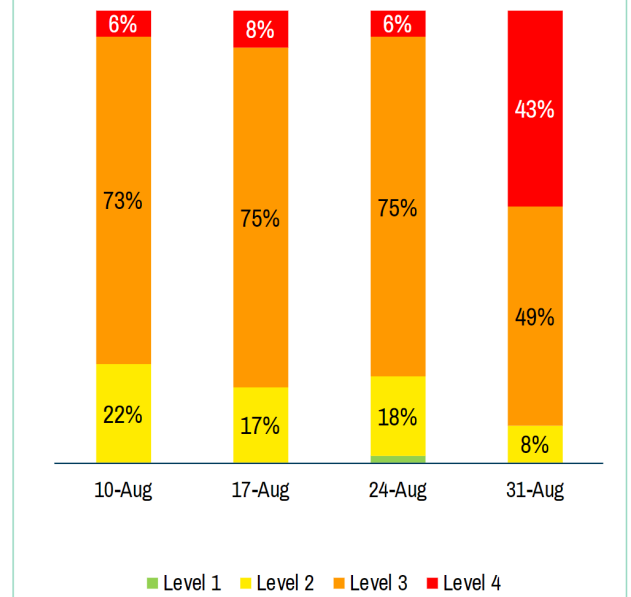
MO Avg ◆ 1,594  
Median ○ 651  
Lowest ▬ 42

- In-Person
- In-Person/Distanced
- Distanced
- Hybrid+

	Southwestern (C)			MO Average
	Min	Max	Average	
Students of Color	0%	46%	17%	29%
Free/Reduced Lunch	32%	100%	53%	50%
Households w/o Internet	10%	47%	21%	17%
ELA - Prof/Adv	23%	69%	49%	50%
Math - Prof/Adv	10%	80%	41%	43%

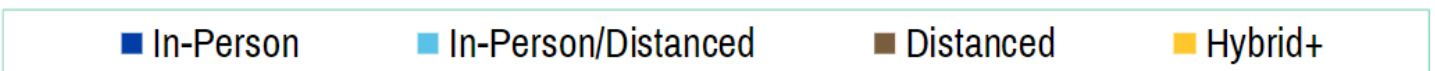
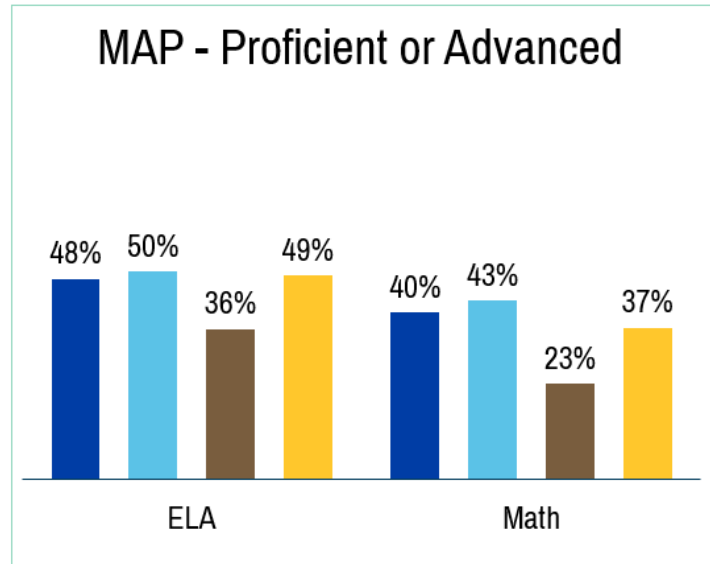
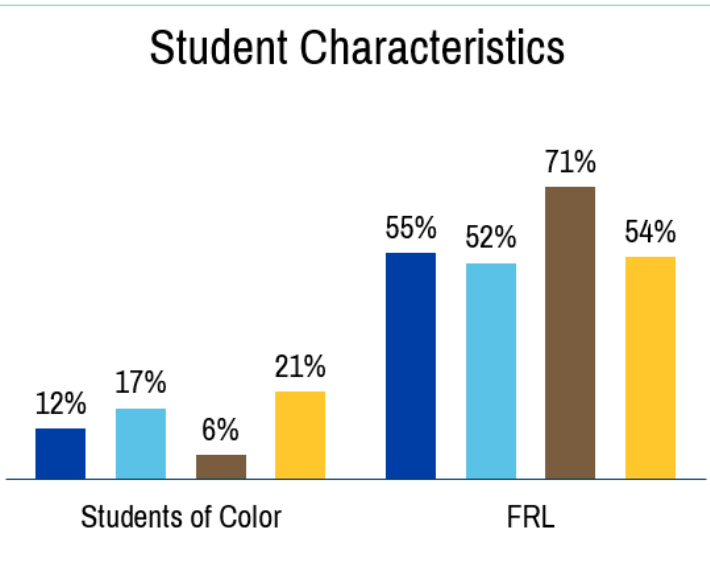
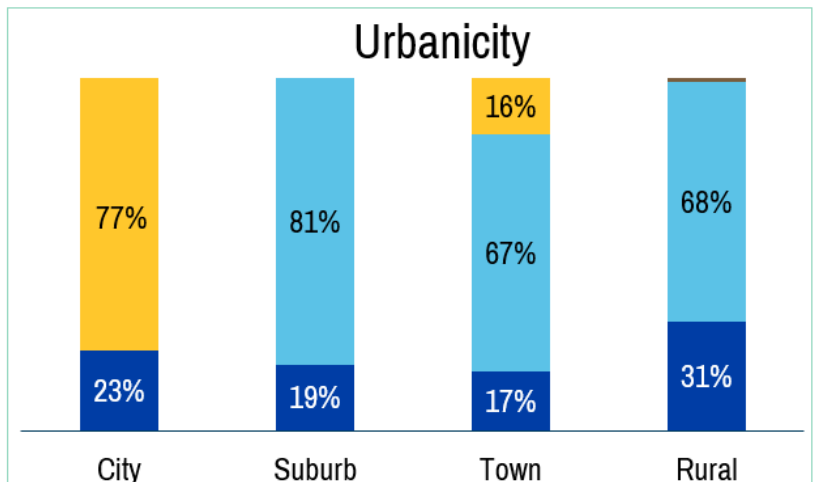
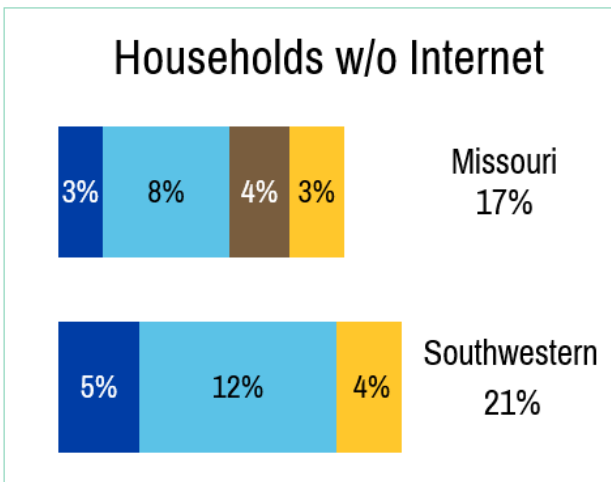
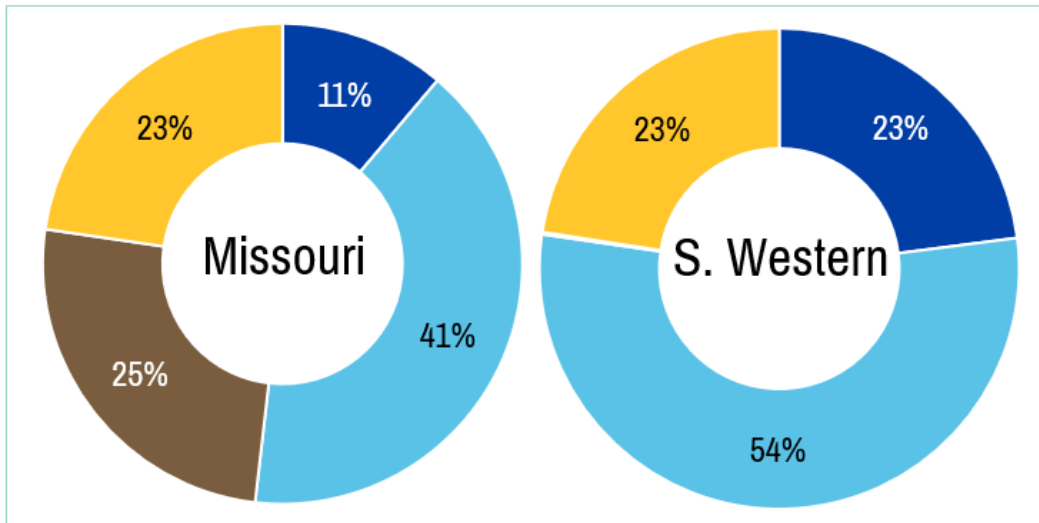
141,260 students (16%) >> 94 Districts (17%)

## Southwestern (C): COVID-19 Rates



# SOUTHWESTERN REGION (C)

**Overview:** More than half of students started the year with an option for in-person/distanced instruction, and only one district, Northeast Vernon Co. R-I, began with distanced instruction. Students in suburbs, towns, and rural areas had similar instructional options, while most students in cities had a hybrid option.



# CENTRAL REGION (D)

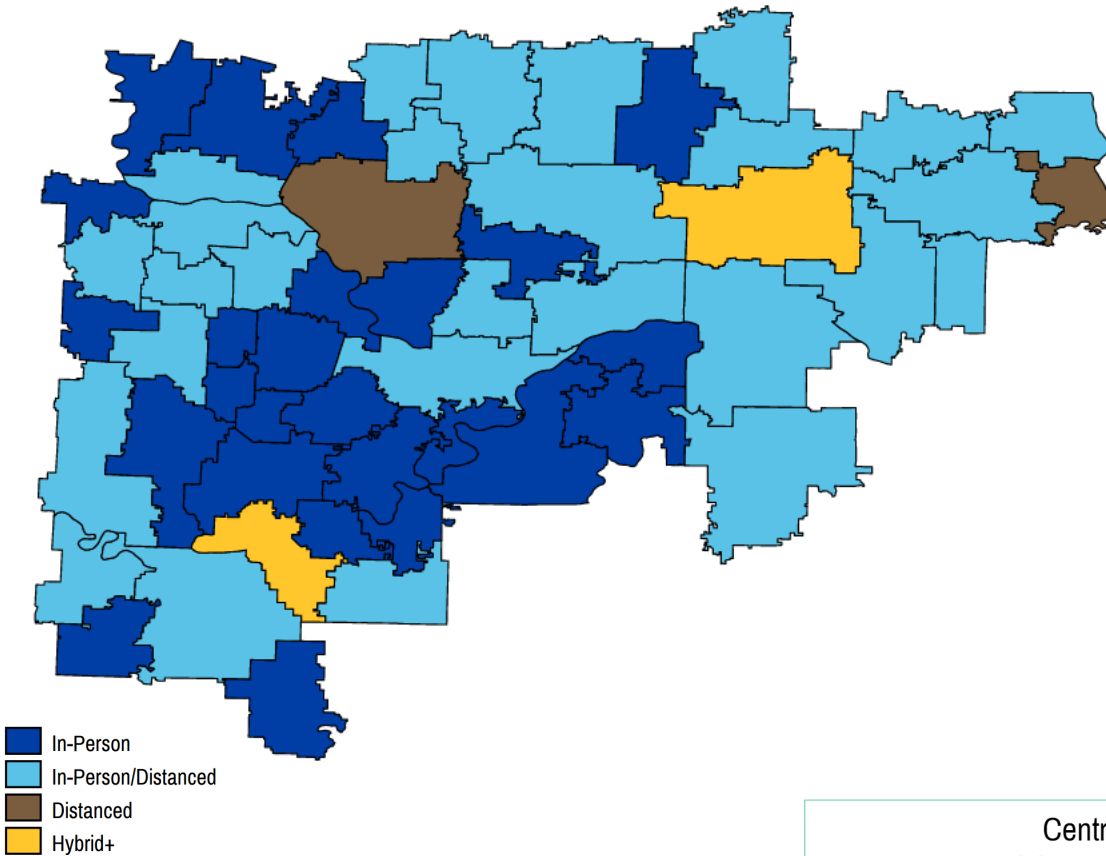
## District Enrollment

Highest 17,914

MO Avg 1,594

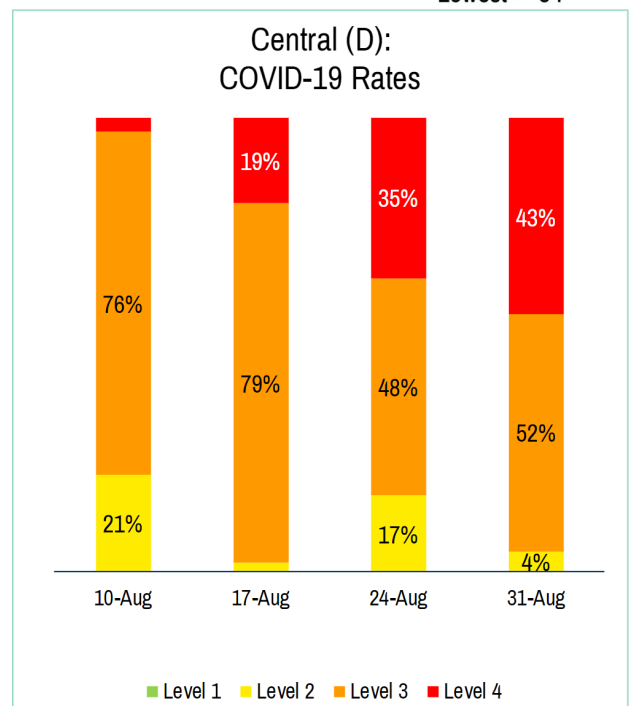
Median 646

Lowest 54



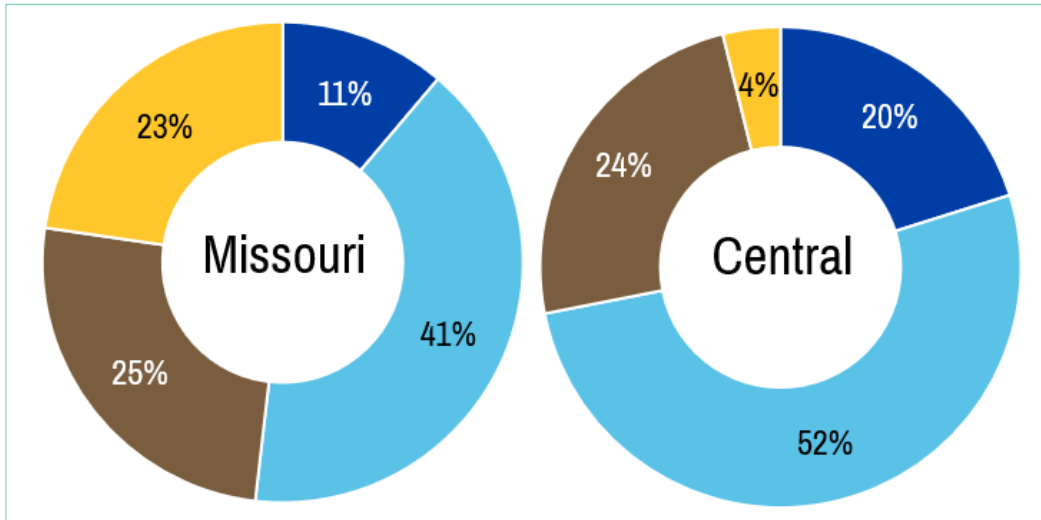
	Central (D)			MO Average
	Min	Max	Average	
Students of Color	1%	40%	20%	29%
Free/Reduced Lunch	13%	100%	47%	50%
Households w/o Internet	8%	53%	19%	17%
ELA - Prof/Adv	36%	68%	48%	50%
Math - Prof/Adv	13%	71%	41%	43%

80,038 students (9%) >> 56 Districts (10%)

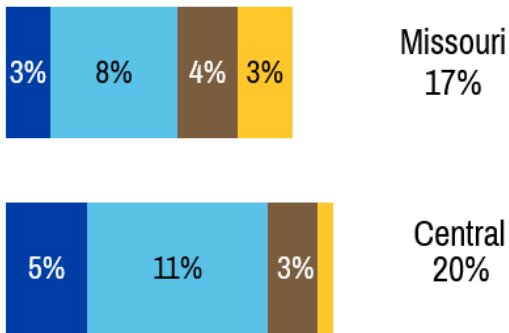


# CENTRAL REGION (D)

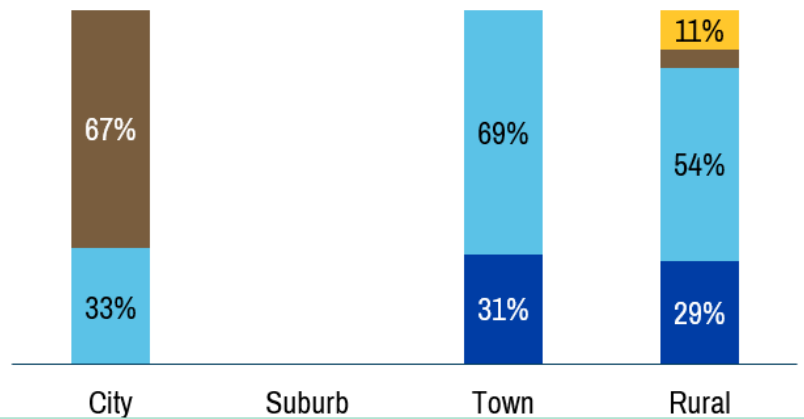
**Overview:** More than half of students started the year with an in-person/distanced instructional option. Students in towns and rural areas had similar instructional choices, largely between only in-person or in-person/distanced, while students in cities mostly had distanced instruction. Similar to other regions, the average percentage of students of color was higher in distanced instruction than in other types.



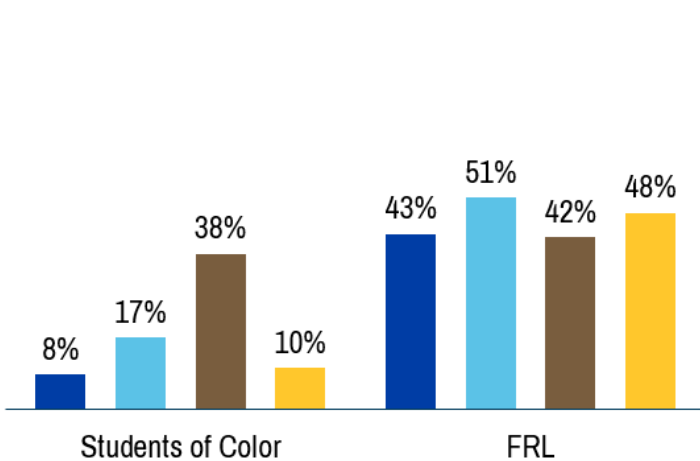
## Households w/o Internet



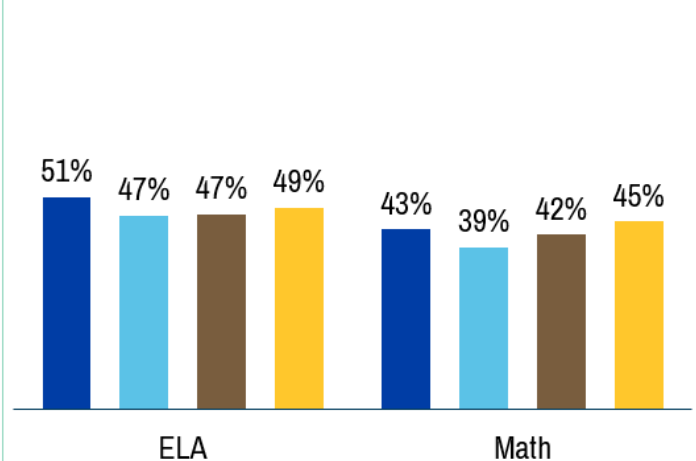
## Urbanicity



## Student Characteristics

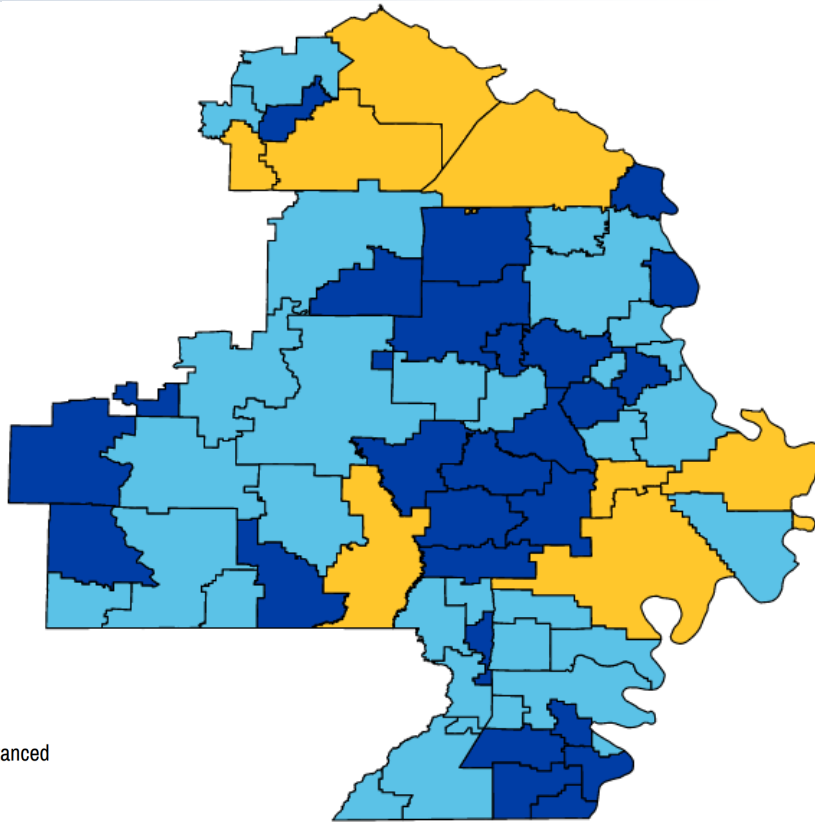


## MAP - Proficient or Advanced



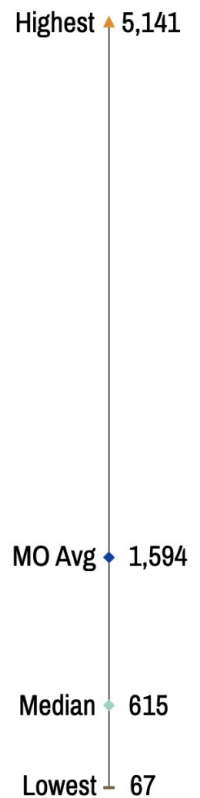
■ In-Person    
 ■ In-Person/Distanced    
 ■ Distanced    
 ■ Hybrid+

# BOOTHEEL REGION (E)



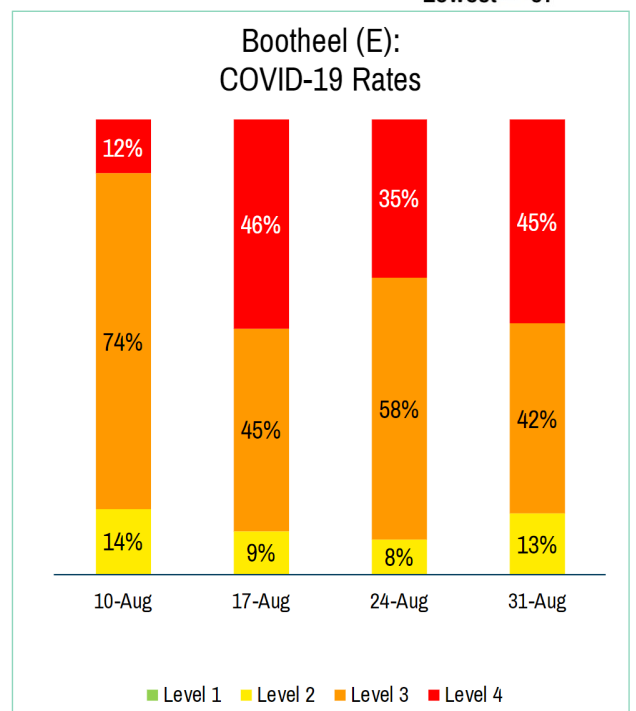
- In-Person
- In-Person/Distanced
- Distanced
- Hybrid+

## District Enrollment



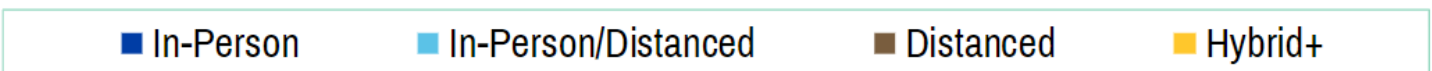
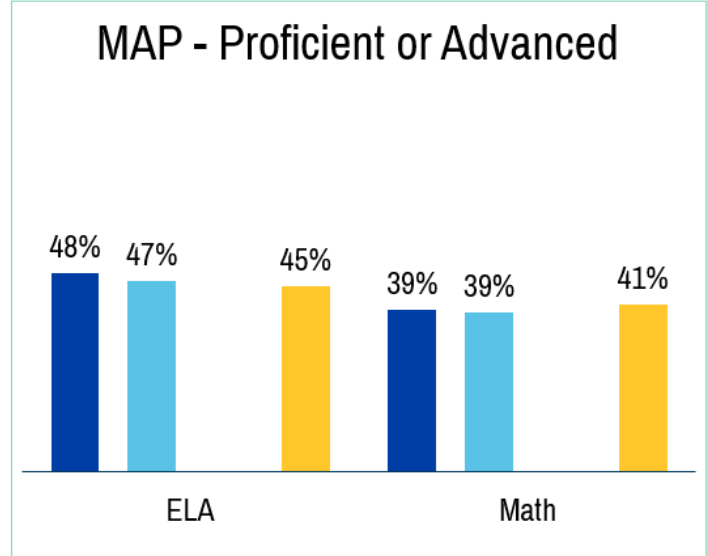
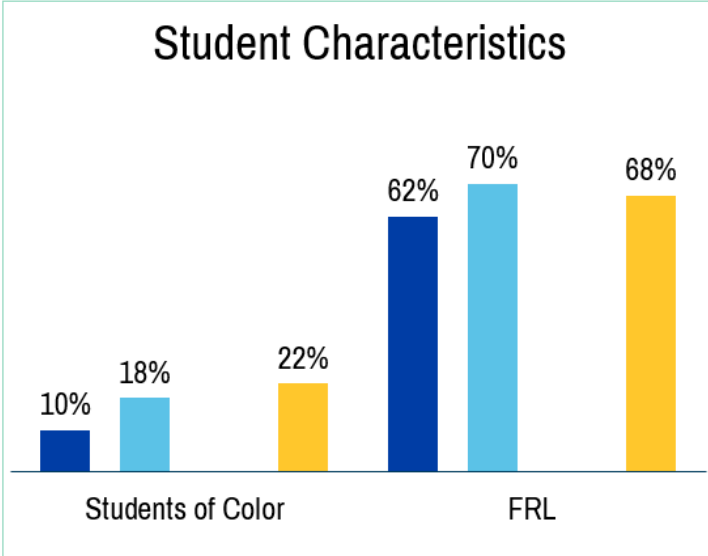
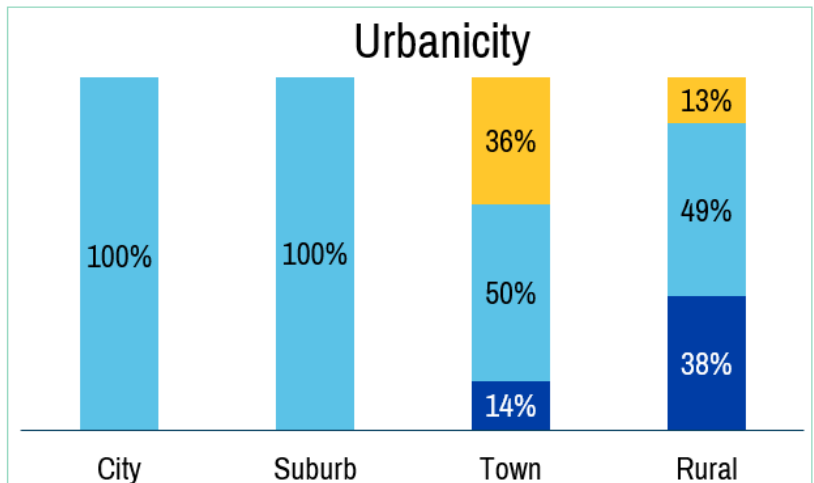
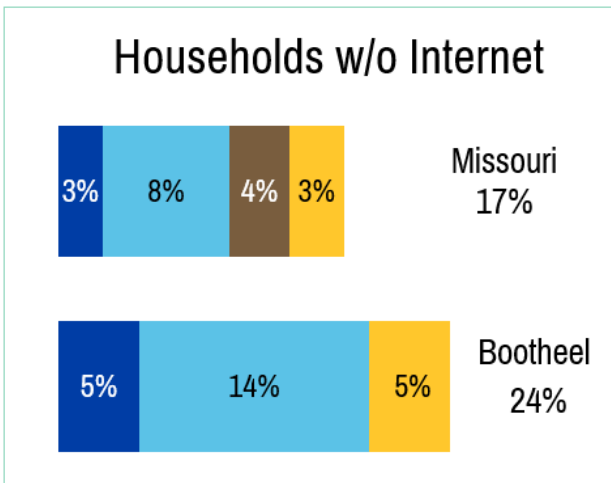
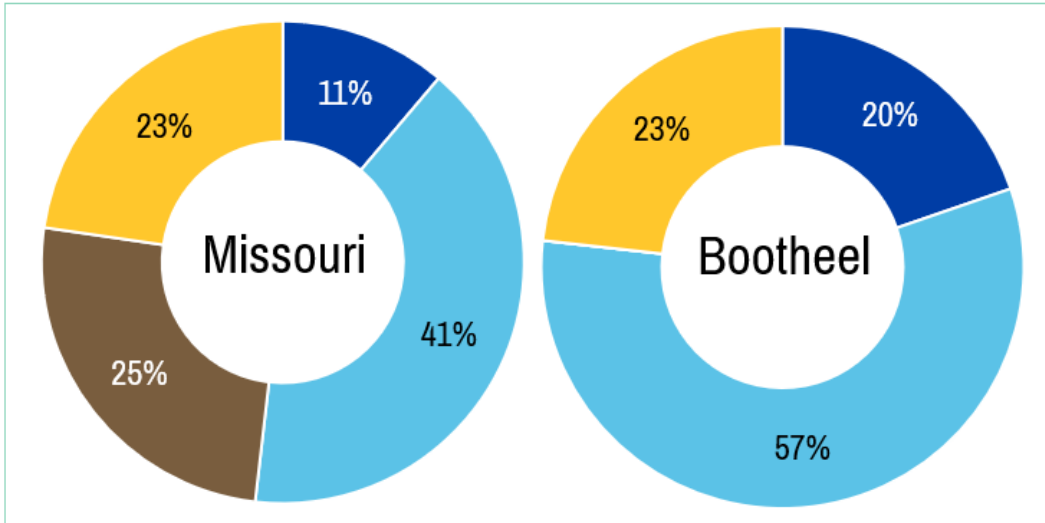
	Bootheel (E)			
	Min	Max	Average	MO Average
Students of Color	0%	78%	17%	29%
Free/Reduced Lunch	26%	100%	68%	50%
Households w/o Internet	14%	41%	24%	17%
ELA - Prof/Adv	22%	86%	47%	50%
Math - Prof/Adv	9%	83%	39%	43%

63,466 students (7%) >> 64 Districts (12%)



# BOOTHEEL REGION (E)

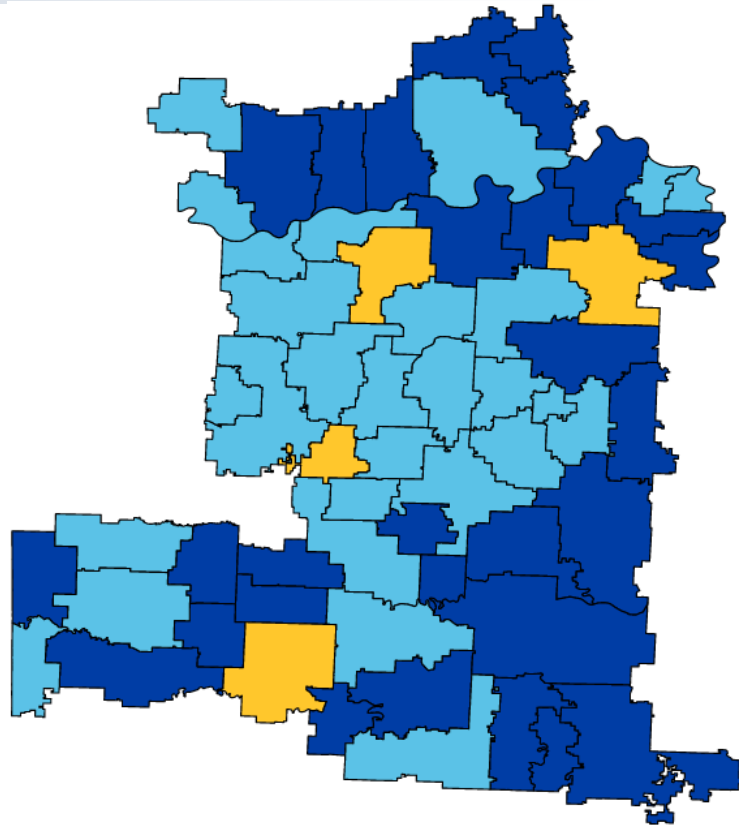
**Overview:** More than half of Bootheel students started the year with an in-person and distanced option, and no districts offered distanced instruction only. Districts opening with in-person instruction served lower percentages of FRL and students of color than districts opening with in-person/distanced or hybrid instruction.



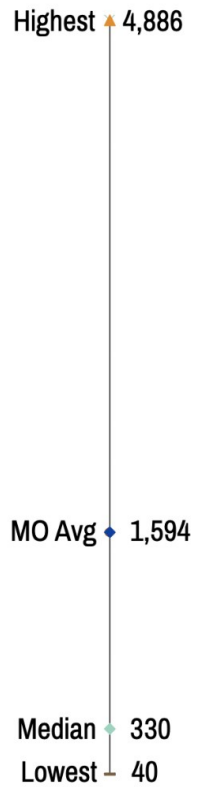


# WESTERN PLAINS REGION (F)

- In-Person
- In-Person/Distanced
- Distanced
- Hybrid+

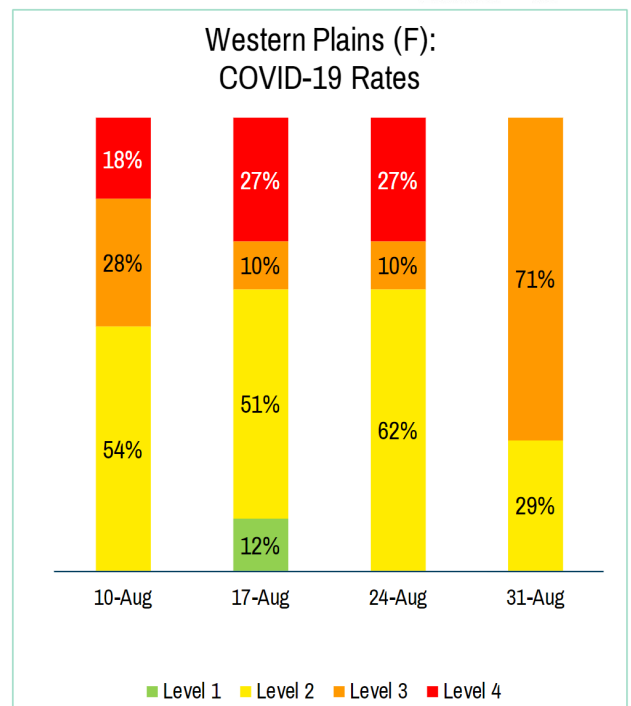


## District Enrollment



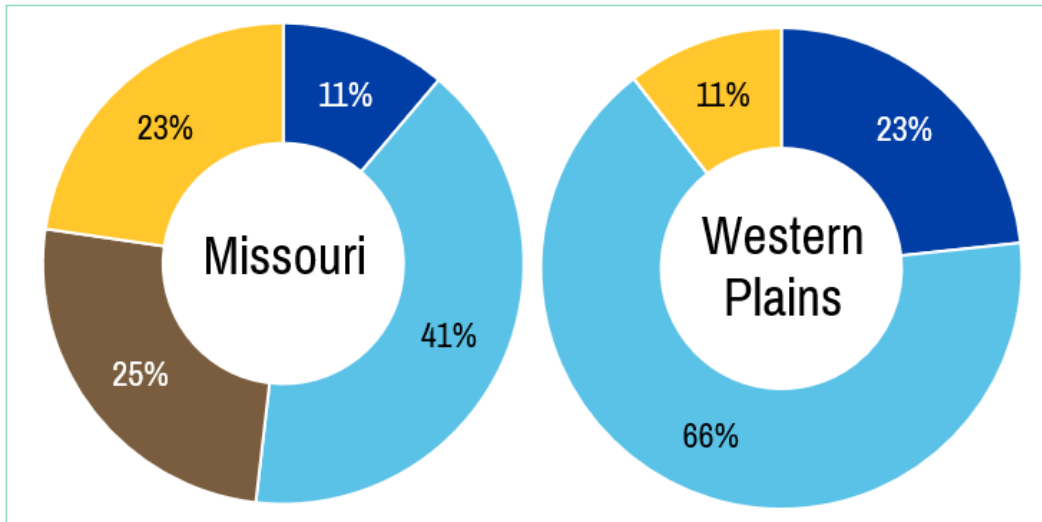
	Western Plains (F)			
	Min	Max	Average	MO Average
Students of Color	0%	44%	15%	29%
Free/Reduced Lunch	9%	100%	52%	50%
Households w/o Internet	7%	37%	21%	17%
ELA - Prof/Adv	24%	75%	48%	50%
Math - Prof/Adv	9%	72%	41%	43%

37,124 students (4%) >> 61 Districts (11%)

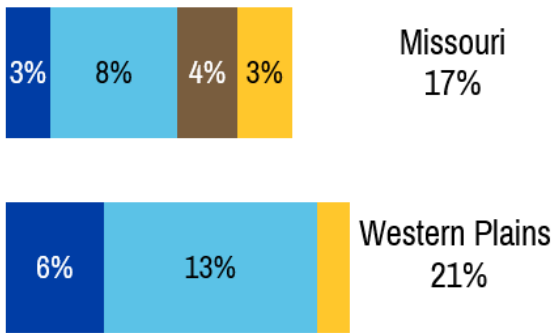


# WESTERN PLAINS REGION (F)

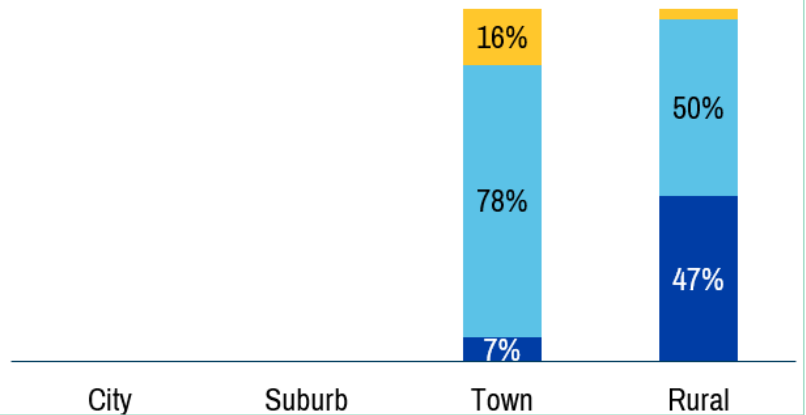
**Overview:** Two-thirds of students began the year with in-person/distanced instruction. No districts offered distanced instruction only. The majority of students in towns had in-person/distanced instruction, compared to a near even split between in-person/distanced and in-person instruction in rural areas.



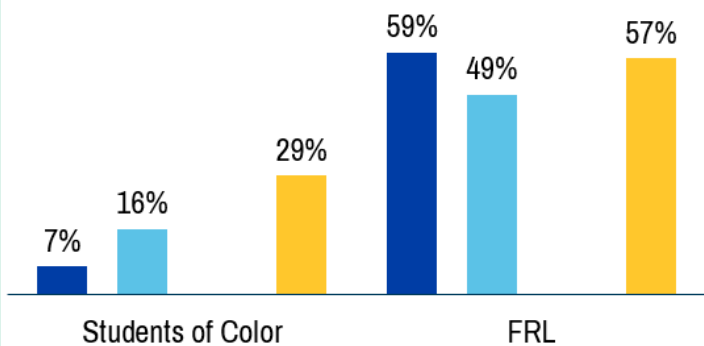
## Households w/o Internet



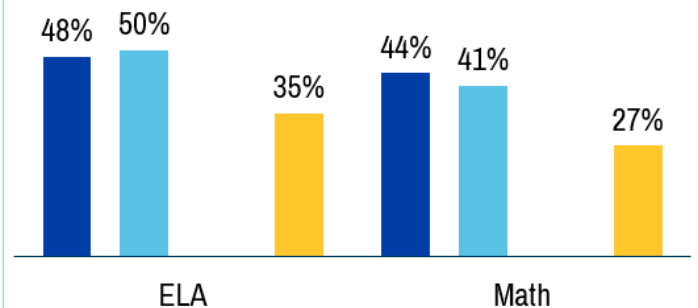
## Urbanicity



## Student Characteristics

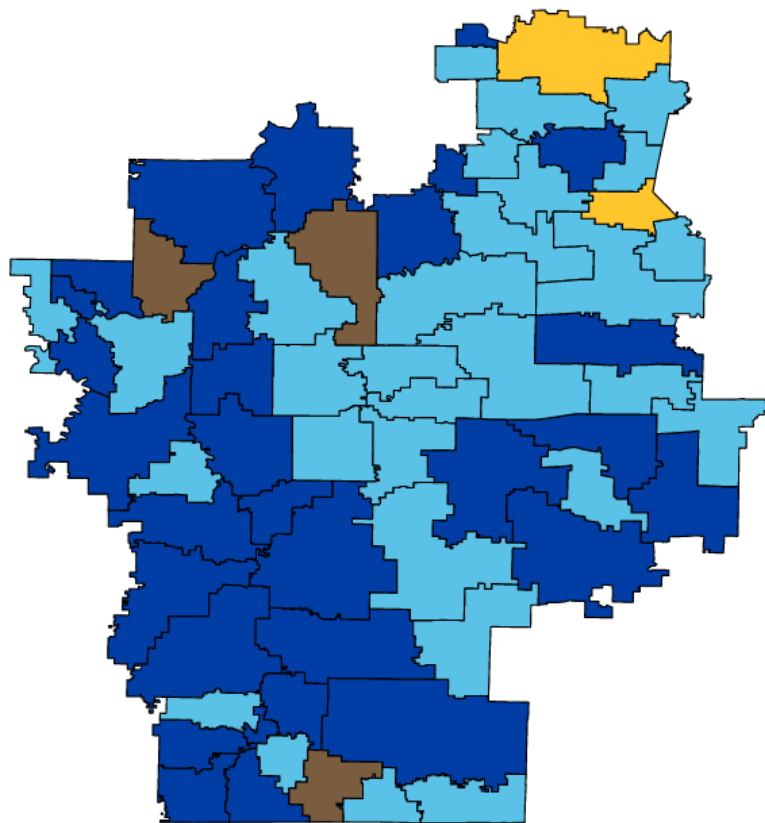


## MAP - Proficient or Advanced



■ In-Person    
 ■ In-Person/Distanced    
 ■ Distanced    
 ■ Hybrid+

# OZARKS REGION (G)



District Enrollment

Highest ▲ 6,392

MO Avg ◆ 1,594

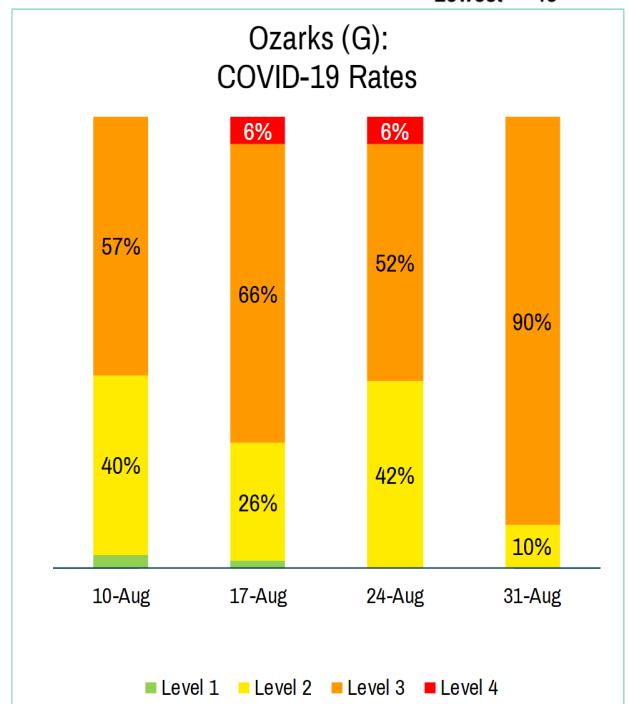
Median ◆ 464

Lowest ▾ 46

- In-Person
- In-Person/Distanced
- Distanced
- Hybrid+

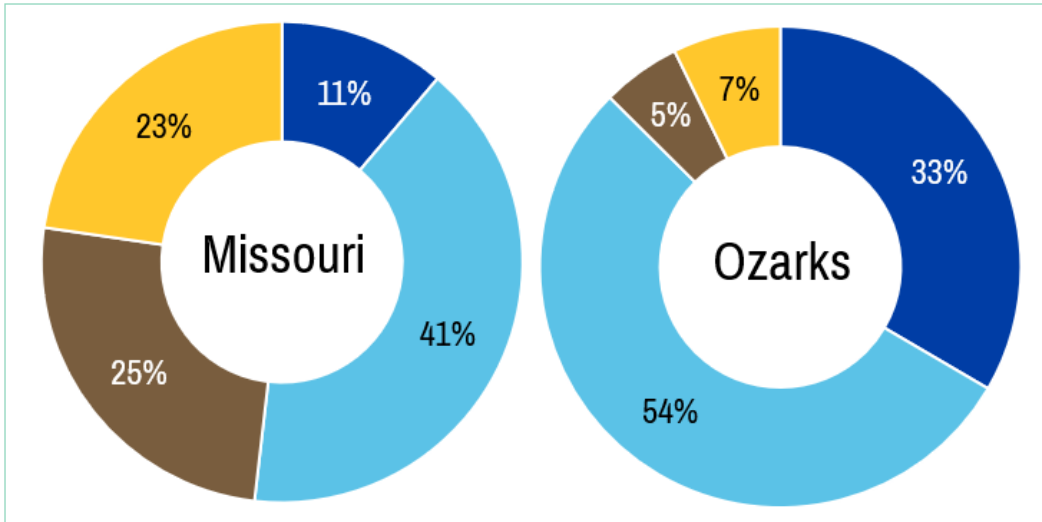
	Ozarks (G)			MO Average
	Min	Max	Average	
Students of Color	0%	44%	11%	29%
Free/Reduced Lunch	19%	100%	56%	50%
Households w/o Internet	10%	45%	24%	17%
ELA - Prof/Adv	27%	80%	51%	50%
Math - Prof/Adv	17%	76%	42%	43%

56,163 students (6%) >> 63 Districts (11%)

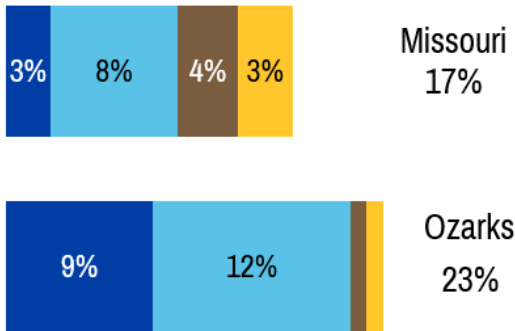


# OZARKS REGION (G)

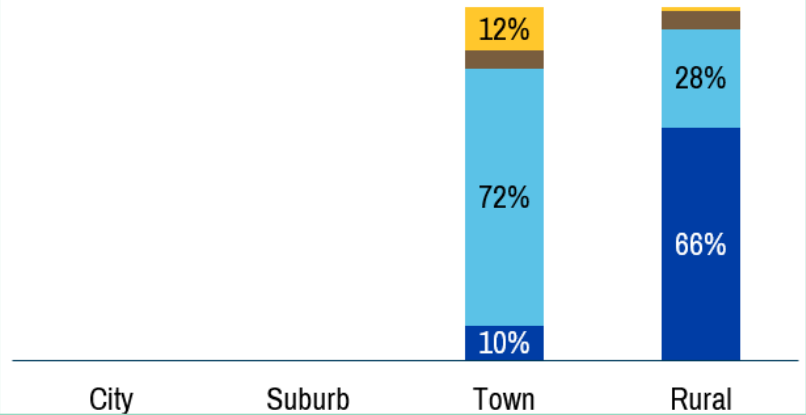
**Overview:** More than half of students in the region began the year with in-person/distanced instruction, followed by a third with in-person. Similar to the Western Plains, the majority of students in towns had in-person/distanced instruction, while the majority of students in rural areas had only in-person instruction.



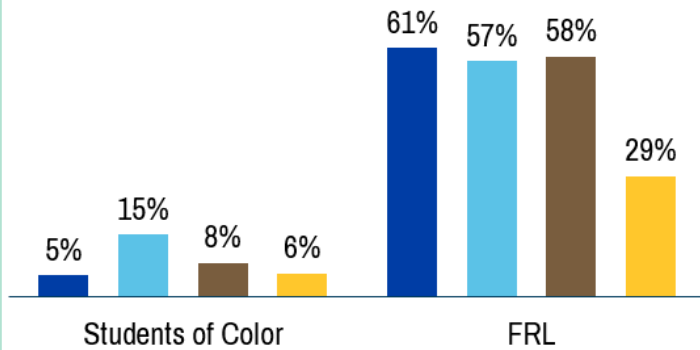
## Households w/o Internet



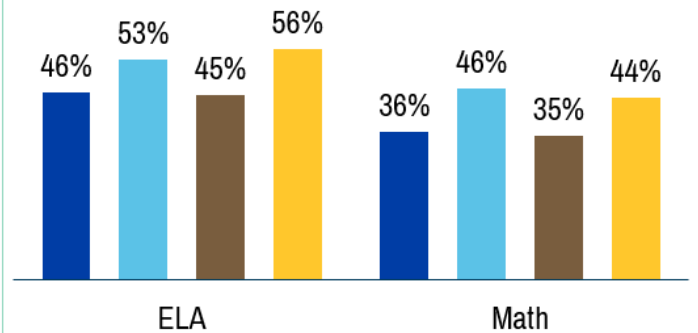
## Urbanicity



## Student Characteristics



## MAP - Proficient or Advanced



■ In-Person    
 ■ In-Person/Distanced    
 ■ Distanced    
 ■ Hybrid+

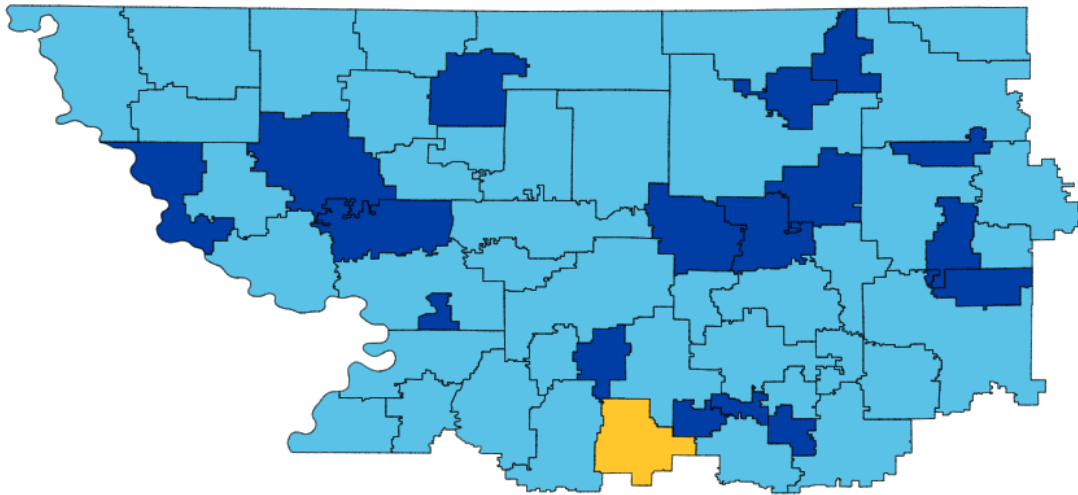
# NORTHWESTERN REGION (H)

## District Enrollment

Highest ↑ 10,922

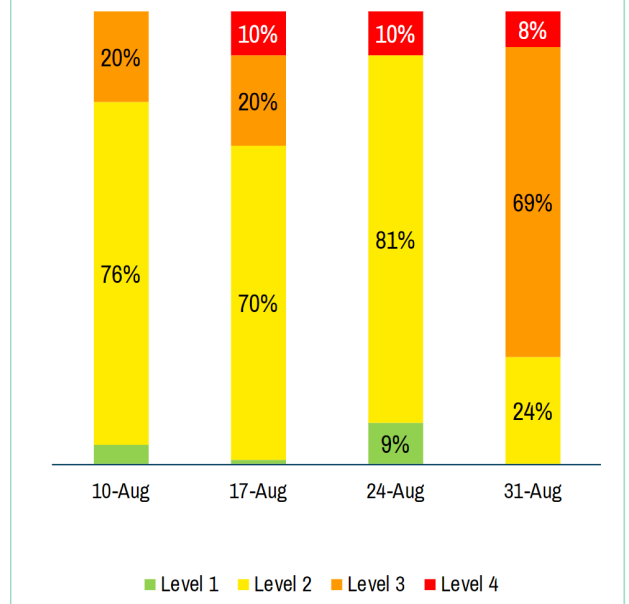
MO Avg ◆ 1,594

Median  
Lowest + 205  
20



- In-Person
- In-Person/Distanced
- Distanced
- Hybrid+

## Northwestern (H): COVID-19 Rates

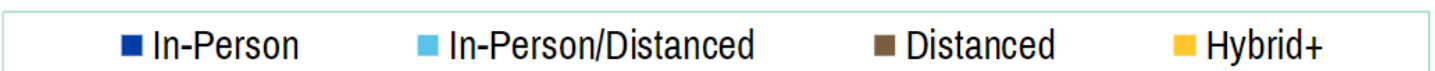
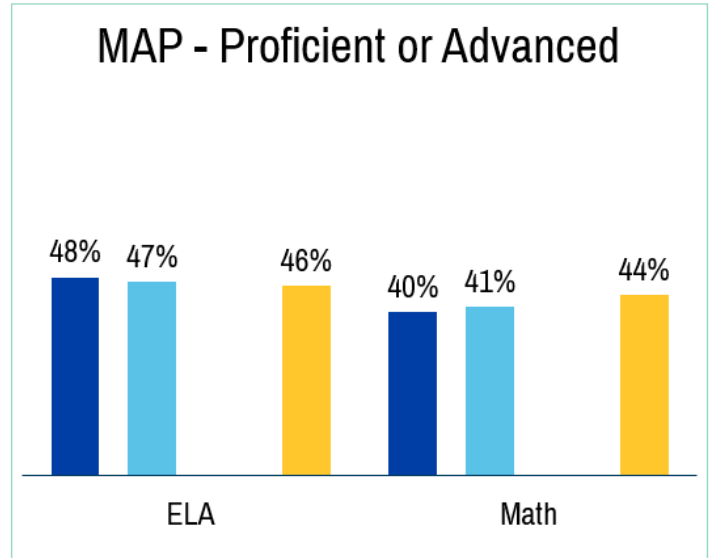
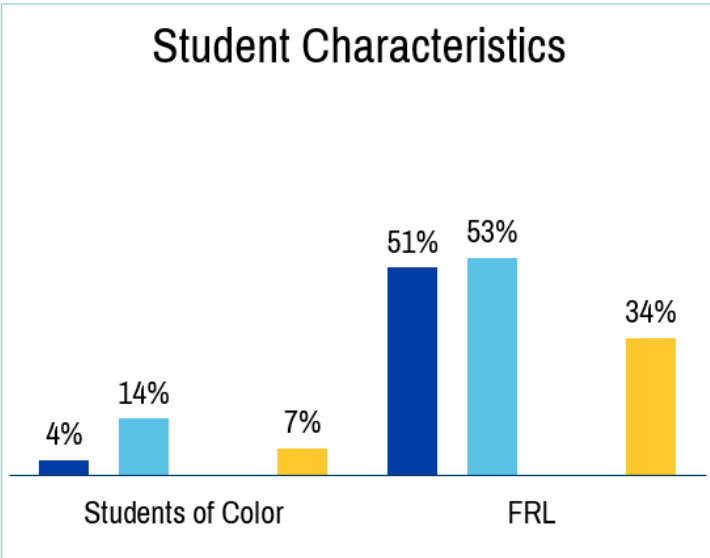
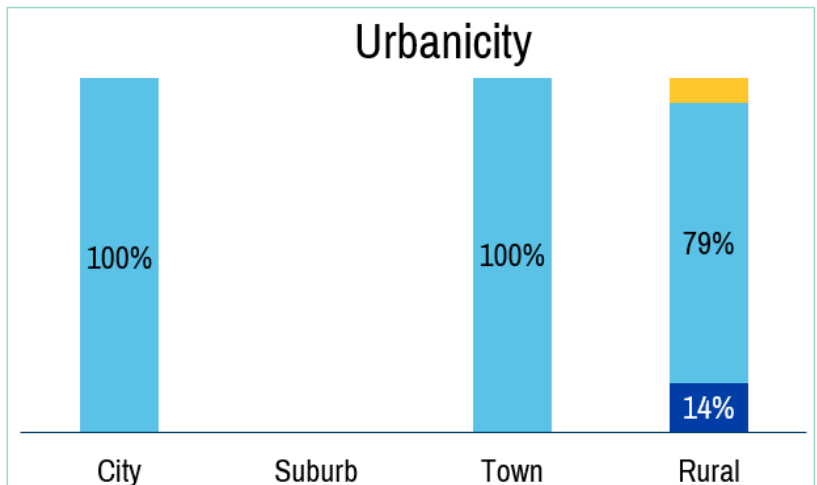
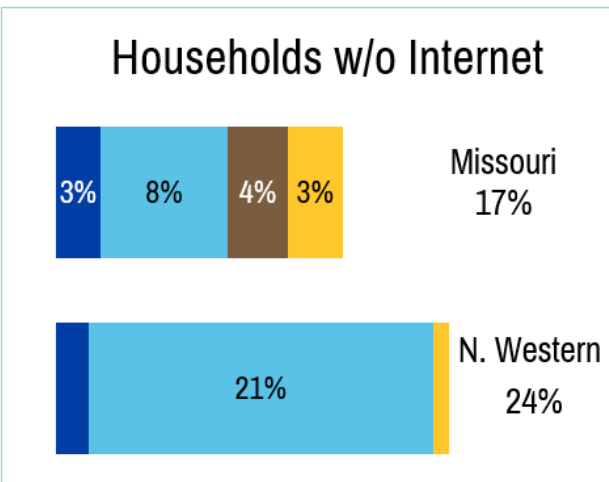
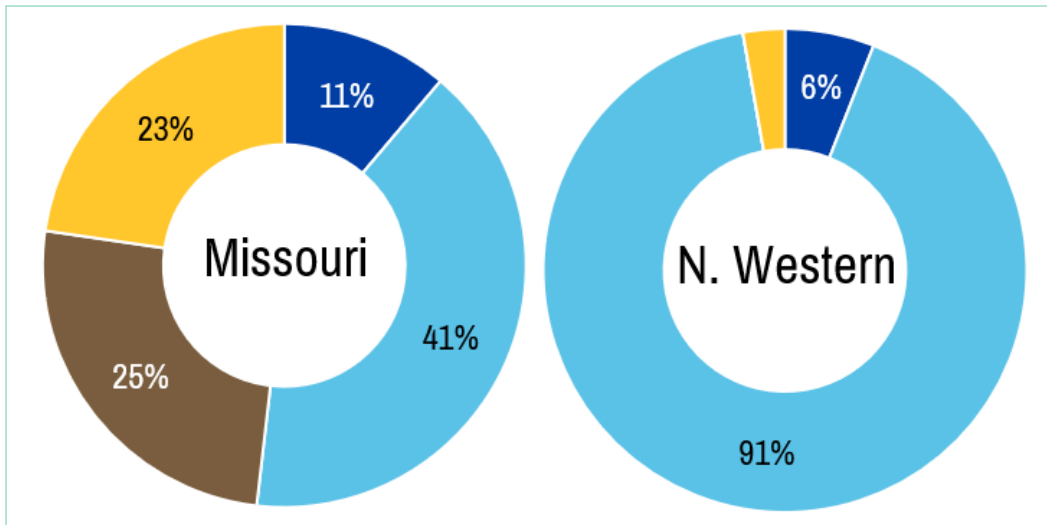


	Northwestern (H)			MO Average
	Min	Max	Average	
Students of Color	0%	27%	13%	29%
Free/Reduced Lunch	16%	100%	52%	50%
Households w/o Internet	9%	46%	23%	17%
ELA - Prof/Adv	19%	73%	47%	50%
Math - Prof/Adv	14%	79%	41%	43%

32,964 students (4%) >> 59 Districts (11%)

# NORTHWESTERN REGION (H)

**Overview:** The Northwestern Missouri region serves a lower percentage of students of color and a higher percentage of households without internet than the state average. All students in Northwestern Missouri had the opportunity for in-person instruction at school start, with 91% in in-person/distanced. Only one district, Lathrop R-II, offered students a hybrid option.



# NORTHEASTERN REGION (I)

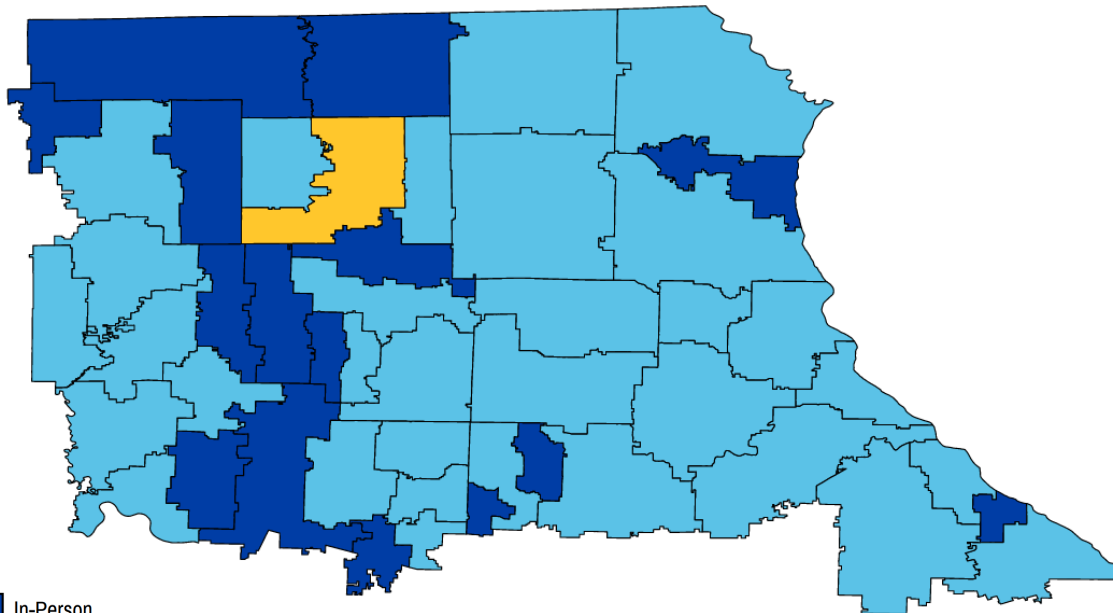
## District Enrollment

Highest ▲ 3,446

MO Avg ◆ 1,594

Median ◇ 389

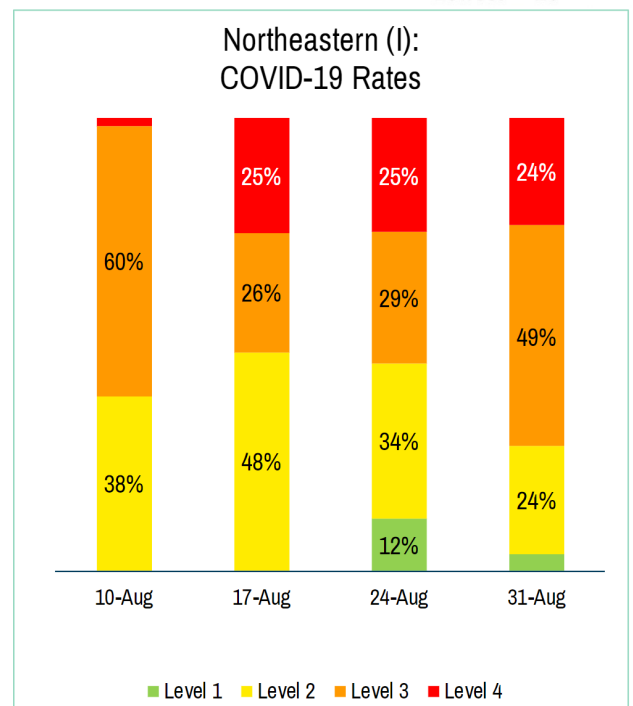
Lowest ▬ 26



- In-Person
- In-Person/Distanced
- Distanced
- Hybrid+

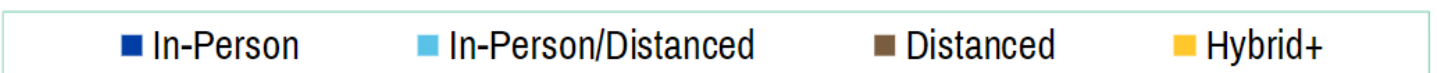
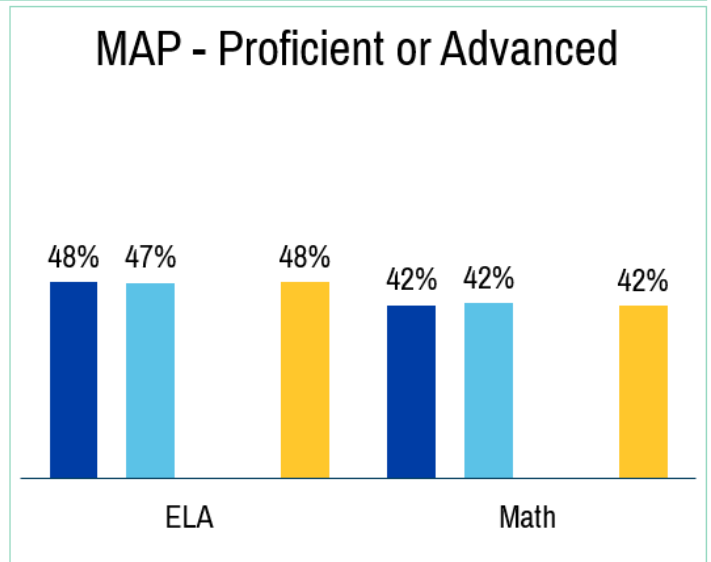
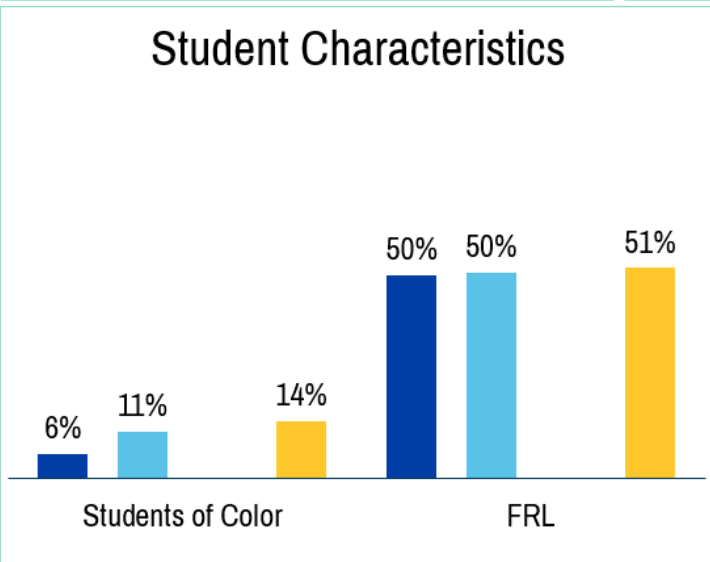
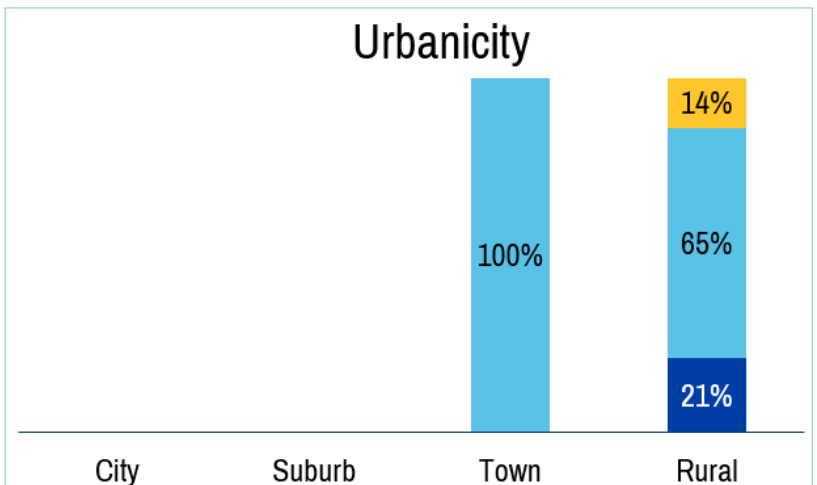
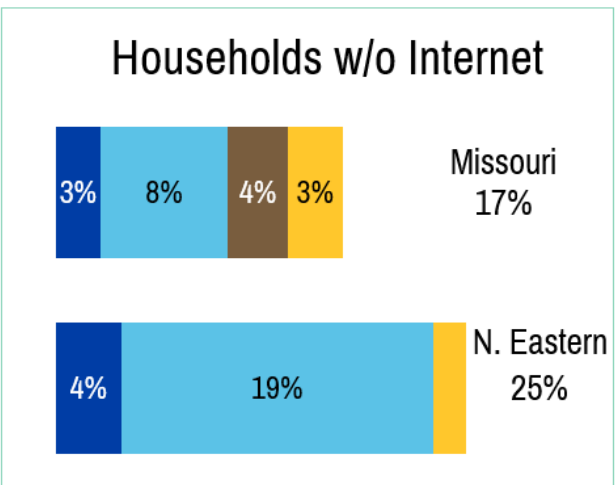
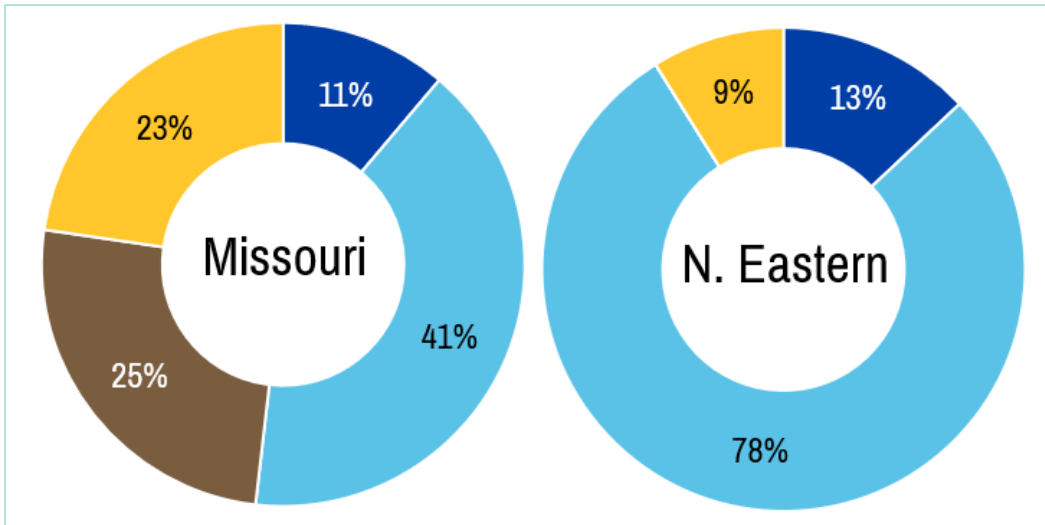
	Northeastern (I)			
	Min	Max	Average	MO Average
Students of Color	0%	51%	11%	29%
Free/Reduced Lunch	29%	79%	50%	50%
Households w/o Internet	16%	45%	25%	17%
ELA - Prof/Adv	30%	70%	48%	50%
Math - Prof/Adv	18%	71%	42%	43%

27,221 students (3%) >> 48 Districts (9%)



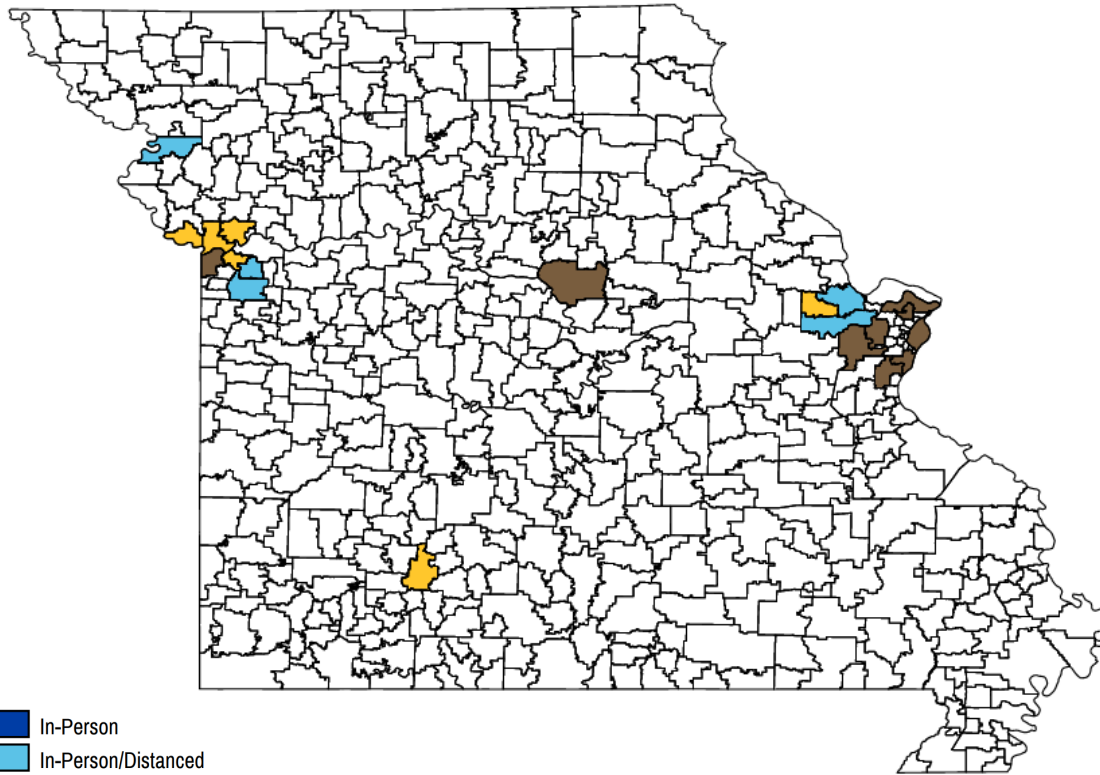
# NORTHEASTERN REGION (I)

**Overview:** All students in the region had an in-person instructional option at the beginning of the 2020-21 year, with three-quarters in in-person/distanced. Similar to Northwestern Missouri (H), students in rural districts had more varied instructional plans than students in towns. The region also had the highest percentage of households without internet in the state.

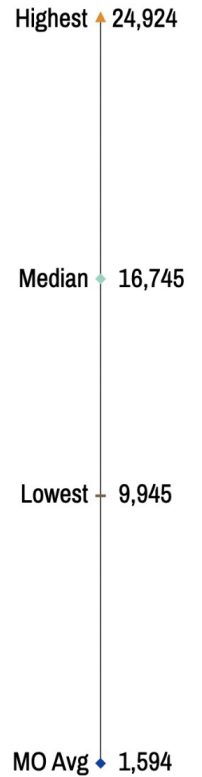




# LARGEST 20 DISTRICTS



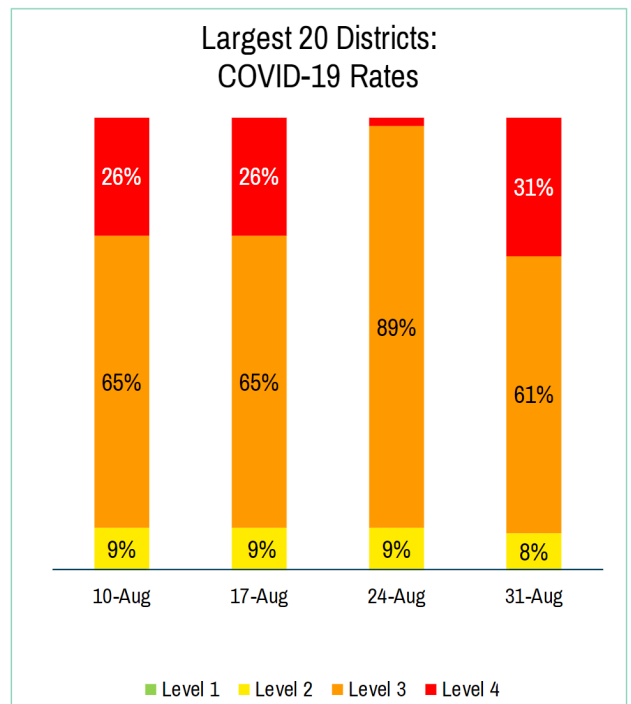
District Enrollment



- In-Person
- In-Person/Distanced
- Distanced
- Hybrid+

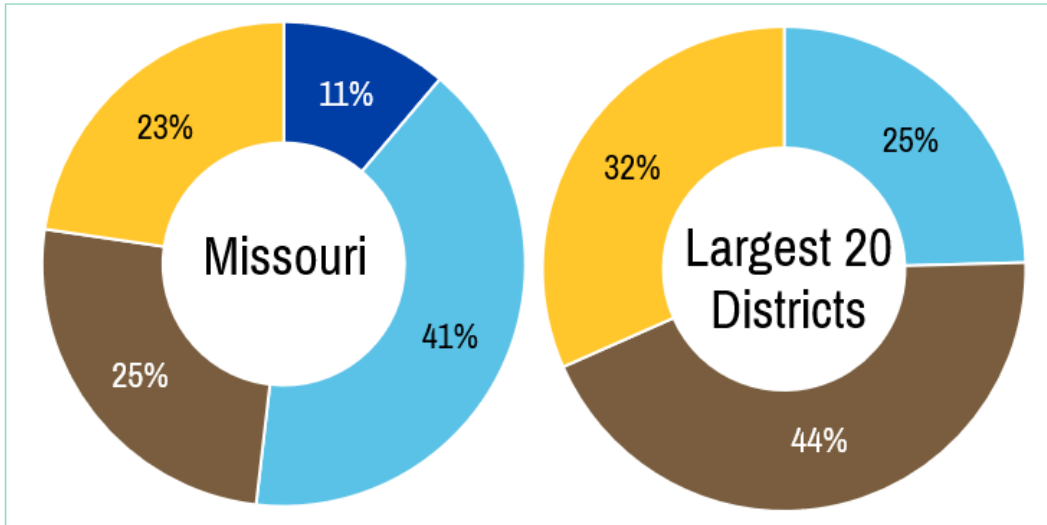
	Largest 20 Districts			
	Min	Max	Average	MO Average
Students of Color	9%	91%	39%	29%
Free/Reduced Lunch	13%	100%	43%	50%
Households w/o Internet	6%	24%	12%	17%
ELA - Prof/Adv	23%	69%	52%	50%
Math - Prof/Adv	17%	66%	45%	43%

316,494 students (36%) >> 20 Districts (4%)

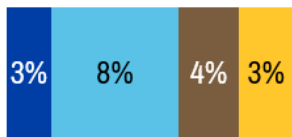


# LARGEST 20 DISTRICTS

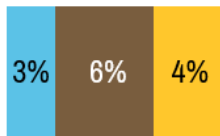
**Overview:** None of the largest districts opened with only in-person instruction. Roughly equal percentages of students in city and suburban large districts had distanced instruction, while more students in city districts had a hybrid option, and more students in suburban districts had in-person/distanced instruction. Internet connectivity was higher in the largest districts compared to the state average; about half of households without internet were in districts with distanced learning.



## Households w/o Internet

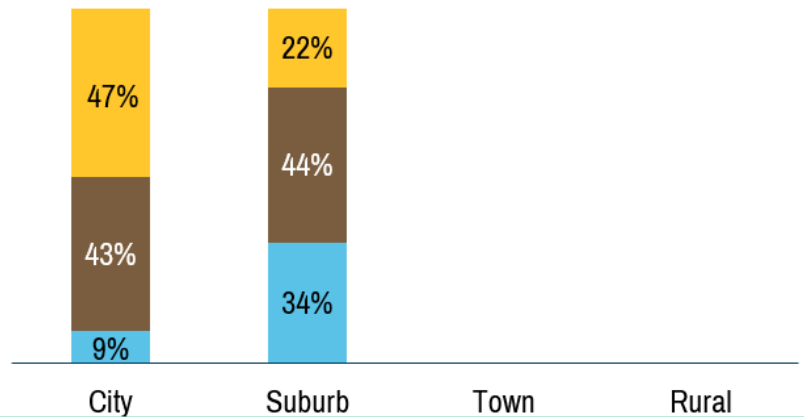


Missouri  
17%

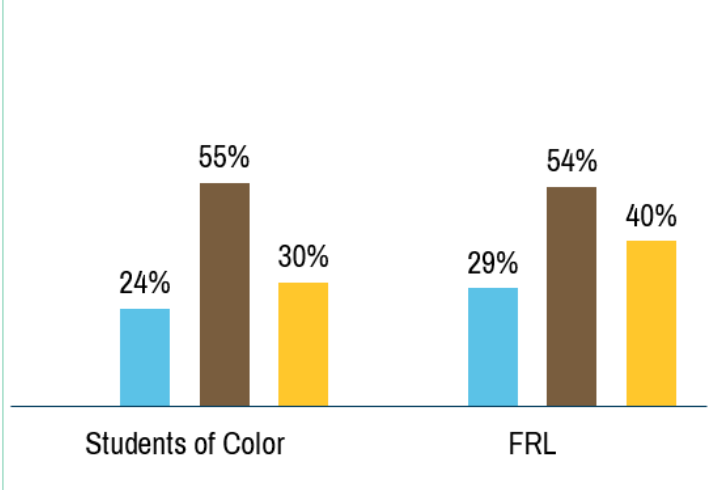


Largest 20 Districts  
13%

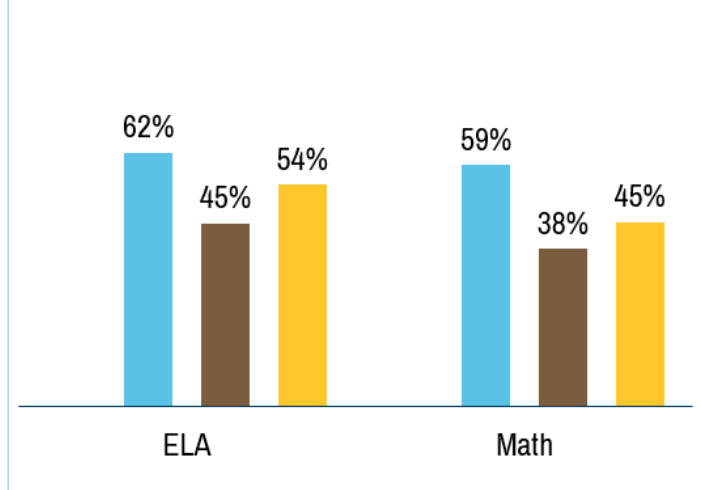
## Urbanicity



## Student Characteristics



## MAP - Proficient or Advanced



■ In-Person    
 ■ In-Person/Distanced    
 ■ Distanced    
 ■ Hybrid+

Variable Ranges of Collapsed Quintiles

	District Enrollment	Students of Color	Free/Reduced Lunch	ELA - Proficient or Advanced	Math - Proficient or Advanced	Households without Internet
Low	20 - 1,298	0 - 7%	9 - 26%	3 - 40%	0 - 33%	5 - 9%
Mid	1,314 - 16,789	7 - 44%	26 - 68%	40 - 62%	33 - 56%	9 - 24%
High	17,014 - 24,924	44 - 100%	68 - 100%	62 - 86%	56 - 83%	24 - 53%

## | APPENDIX B |

### Harvard Global Health Institute COVID-19 Risk Levels

Risk Level	Description	Measurement	Recommendations
Green	On track for containment	Less than one case per 100,000	Monitor with viral testing and contact tracing program
Yellow	Community spread	1-9 cases per 100,000	Rigorous test and trace programs advised
Orange	Accelerated spread	10-24 cases per 100,000	Stay-at-home orders and/or rigorous test and trace programs advised
Red	Tipping Point	25+ cases per 100,000	Stay-at-home orders necessary

### Counties by Region

**St. Louis region (A):** Jefferson, St. Charles, St. Louis, St. Louis City

**Kansas City region (B):** Cass, Clay, Jackson, Platte

**Southwestern region (C):** Barry, Barton, Cedar, Christian, Dade, Dallas, Douglas, Greene, Jasper, Laclede, Lawrence, McDonald, Newton, Ozark, Polk, Stone, Taney, Vernon, Webster, Wright

**Central region (D):** Audrain, Boone, Callaway, Camden, Cole, Cooper, Gasconade, Howard, Lincoln, Miller, Moniteau, Montgomery, Morgan, Osage, Warren

**Bootheel region (E):** Bollinger, Butler, Cape Girardeau, Carter, Dunklin, Madison, Mississippi, New Madrid, Pemiscot, Perry, Ripley, Scott, St. Francois, Ste. Genevieve, Stoddard, Wayne

**Western Plains region (F):** Bates, Benton, Carroll, Henry, Hickory, Johnson, Lafayette, Pettis, Ray, Saline, St. Clair

**Ozarks region (G):** Crawford, Dent, Franklin, Howell, Iron, Maries, Oregon, Phelps, Pulaski, Reynolds, Shannon, Texas, Washington

**Northwestern region (H):** Andrew, Atchison, Buchanan, Caldwell, Clinton, Daviess, Dekalb, Gentry, Grundy, Harrison, Holt, Livingston, Mercer, Nodaway, Worth

**Northeastern region (I):** Adair, Chariton, Clark, Knox, Lewis, Linn, Macon, Marion, Monroe, Pike, Putnam, Ralls, Randolph, Schuyler, Scotland, Shelby, Sullivan

- <sup>1</sup> Department of Elementary and Secondary Education of Missouri (DESE) (2020, October 16). Coronavirus (COVID-19) Information. See: <https://bit.ly/3781Mrt>
- <sup>2</sup> Donaldson, K., Diemer, A. (2020, August 11). A Breakdown of Missouri School District Reopening Plans. See: <https://bit.ly/3q0L2ep>
- <sup>3</sup> Amin, R. (2020, October 28). NYC students of color less likely to return to school buildings this year: Poll. See: <https://bit.ly/363Q4yB>
- <sup>4</sup> Saint Louis University Policy Research in Missouri Education (PRiME) Center (2020). Missouri Education Profile. See: <https://bit.ly/33eGI1u>
- <sup>5</sup> Rauf, D. (2020, April 16). Coronavirus Squeezes Supply of Chromebooks, iPads, and Other Digital Learning Devices. See: <https://bit.ly/3pZzqs0>
- <sup>6</sup> Harvard Global Health Institute. How severe is the pandemic where you live? See: <https://bit.ly/2UYv1Hw>
- <sup>7</sup> Department of Elementary and Secondary Education of Missouri (DESE) (2020, October 16). Coronavirus (COVID-19) Information. See: <https://bit.ly/3781Mrt>

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## Missouri COVID-19 Reopening Profile

