

July 30, 2025

115115

Dr. Millicent Borishade, Superintendent
St. Louis City
801 N 11Th St
St Louis, MO 631011401

Re: “Determination Category” for your school district/responsible public agency

Dear Dr. Borishade:

The Missouri Department of Elementary and Secondary Education (DESE) was recently notified of its 2025 annual determination under Section 616 of the Individuals with Disabilities Education Act (IDEA) by the U.S. Department of Education, Office of Special Education Programs (OSEP). Missouri has been placed in the category “Meets the Requirements and Purposes of Part B of the IDEA.” This is a good reflection on the dedication of the many school and state agency personnel who support students with disabilities across the state.

Just as the U.S. Department of Education makes an annual determination for each state, Missouri also makes an annual determination of each local education agency (LEA). **This annual determination is a federal requirement and is not a part of or related to the special education compliance monitoring.** The purpose of this letter is to inform you that your public agency’s annual determination category for 2025 is:

Meets the Requirements and Purposes of the IDEA

This letter also provides a brief summary of the regulatory requirements related to these determination categories as well as information about the data that were used to make this determination. The determination category is based on your status on selected State Performance Plan (SPP) indicators, selected results indicators, and other required elements.

The categories states must use for annual determinations of LEAs are established by OSEP and are the same four categories OSEP uses in identifying each state educational agency’s determination category. The categories are:

- Meets the requirements and purposes of the IDEA
- Needs assistance in implementing the requirements of the IDEA
- Needs intervention in implementing the requirements of the IDEA
- Needs substantial intervention in implementing the requirements of the IDEA

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States are required to review local status in these areas:

- Special education audit findings
- Timely and accurate data submissions
- Compliance under SPP indicators 4B, 9, and 10 (Disproportionality)
- Compliance under SPP indicator 11 (Initial Evaluation Timelines)
- Compliance under SPP Indicator 12 (Part C to Part B Transition Timelines)
- Compliance under SPP indicator 13 (Postsecondary Transition Planning)

States have the discretion to consider data related to other performance (results) indicators. Due to the importance of student outcomes, DESE includes a review of performance on graduation rates, dropout rates, and MAP Grade-Level Assessment data for elementary English Language Arts.

Attached you will find a description of the criteria DESE used in making the determinations for LEAs this year. In addition, the chart below provides information about your LEA’s scores in each area reviewed as well as the overall determination score. The range of scores is 1 (low) to 4 (high). An average score of 3.30 or higher results in a determination of *Meets Requirements*.

DETERMINATION AREA	LEA SCORE
Special Education Audit Findings	4
Timely/Accurate Data	4
Graduation Rate	3
Dropout Rate	1
Assessment Participation	4
Assessment Proficiency	1
Disproportionality	4
Initial Evaluation Timelines	4
Part C to Part B Transition Timelines	4
Postsecondary Transition Planning	4
Determination Score	4

It is important to keep in mind in some cases these determinations are based on a different set of data and criteria than the data and criteria used in making compliance decisions during the cyclical monitoring process.

It is our hope this process, along with the other processes DESE uses to meet its responsibilities for general supervision and monitoring, will ultimately lead to improved educational outcomes for students with disabilities throughout our state as LEAs demonstrate compliance with the requirements of IDEA.

If you have any questions, please contact the Office of Special Education, Compliance Section 573-751-0699.

Sincerely,



Mark Wheatley, Ed.D., Assistant Commissioner
Office of Special Education

Enclosure

- c: Samantha Ryan, Director, Special Education Compliance
- Ms. Boyd, District Special Education Director

**Missouri Department of Elementary and Secondary Education
Criteria for Local Determinations
2025**

The criteria used for issuing determinations on implementation of the Individuals with Disabilities Education Act (IDEA) for each responsible public agency in Missouri are described in Table A. The determinations use 2023-24 data as well as timely correction of noncompliance from prior years. The LEA determination is based on the average of scores in the ten categories listed in Table A in accordance with the ranges shown in Table B.

Table A: Criteria for Determinations

<p>Audit Findings</p> <ul style="list-style-type: none"> • 4 – No Findings • 3 – Findings – reconciled timely (6 months) • 2 – Findings – reconciled untimely (+ 6 months) • 1 – Findings – not reconciled or not submitted to the DESE 	<p>Adjusted Cohort Graduation Rate Target 74.5%</p> <ul style="list-style-type: none"> • 4 – within 5% of target • 3 – within 15% of target • 2 – within 25% of target • 1 – more than 25% from target
<p>Timely and Accurate Data</p> <ul style="list-style-type: none"> • 4 – 7-8 out of 8 possible credits • 3 – 5-6 out of 8 possible credits • 2 – 3-4 out of 8 possible credits • 1 – 0-2 out of 8 possible credits 	<p>Dropout Rate Target: 3.5%</p> <ul style="list-style-type: none"> • 4 – within 1% of target • 3 – within 2% of target • 2 – within 4% of target • 1 – more than 4% from target
<p>Initial Evaluation Timelines (SPP Indicator 11)</p> <p>Part C to B Transition Timelines (SPP Indicator 12)</p> <ul style="list-style-type: none"> • 4 – 90-100% compliance or timely correction of noncompliance from prior year 	<p>Assessment Participation (ELA grades 3-5) Target: 95.0%</p> <ul style="list-style-type: none"> • 4 – greater than or equal to target • 3 – within 5% of target • 2 – within 10% of target • 1 – more than 10% from target

<ul style="list-style-type: none"> • 3 – 80-89% compliance or 1-2 students out of compliance • 2 – 70-79% compliance • 1 – Less than 70% compliance or untimely correction of noncompliance from prior year 	<p>Assessment Proficiency (ELA grades 3-5) Target: 20.0%</p> <ul style="list-style-type: none"> • 4 – greater than or equal to target • 3 – within 1% of target • 2 – within 2% of target • 1 – more than 2% from target
<p>Secondary Transition Planning (SPP Indicator 13)</p> <ul style="list-style-type: none"> • 4 – 90-100% compliance or timely correction of noncompliance from prior year • 3 – 80-89% compliance • 2 – 70-79% compliance • 1 – Less than 70% compliance or untimely correction of noncompliance from prior year 	<p>Disproportionality (SPP Indicators 4B, 9 & 10)</p> <ul style="list-style-type: none"> • 4 – No review required • 3 – Review with no noncompliance • 2 – Review with timely correction of noncompliance • 1 – Review with untimely correction of noncompliance

Table B: Range of scores for Determinations

Needs Substantial Intervention	Average rating: 1-1.999
Needs Intervention	Average rating: 2-2.749
Needs Assistance	Average rating: 2.75-3.299
Meets Requirements	Average rating: 3.30-4