

July 5, 2022

048912

Mr. David Leone, Superintendent  
Kc International Academy School District  
414 Wallace  
Kansas City, MO 64125-1132

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

Dear Mr. Leone:

The Missouri Department of Elementary and Secondary Education (DESE) was recently notified of its 2022 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 2022 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 as well as 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

States are required to review local status in these areas:

- Special Education Audit Findings
- Timely and Accurate Data Submissions
- Compliance under SPP indicators 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 (Secondary Transition Planning)

States have the discretion to consider data related to additional SPP performance (results) indicators. DESE felt it was important to include a review of performance on graduation rates, dropout rates, and MAP assessment data in 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 3.33 or higher results in a determination of *Meets Requirements*.

<b>DETERMINATION AREA</b>	<b>DISTRICT SCORE</b>
Special Education Audit Findings	4
Timely/Accurate Data	4
Graduation Rate	NA
Dropout Rate	NA
Assessment Participation	4
Assessment Performance	1
Disproportionality	4
Initial Evaluation Timelines	4
Part C to Part B Transition Timelines	4
Secondary Transition Planning	4
<b>Determination Score</b>	<b>4</b>

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 the Department 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,

A handwritten signature in black ink, appearing to read "Mark Wheatley". The signature is fluid and cursive, with a large loop at the end.

Mark Wheatley, Assistant Commissioner  
Office of Special Education

Enclosure

- c: Beverly Luetkemeyer, Director, Special Education Compliance
- Dana Welch, Assistant Director, Special Education Compliance
- Linda Guthier, District Special Education Contact

**Missouri Department of Elementary and Secondary Education  
Criteria for Local Determinations  
2022**

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 are based on 2020-21 data except for the areas of Initial Evaluation Timelines, Part C to Part B Transition Timelines, Secondary Transition Planning, and Disproportionality. For these areas, LEAs reviewed in 2019-20 received a score ranging from 4 to 1, depending on their review findings and correction of noncompliance. All other LEAs received a score of 4 unless they had continuing longstanding noncompliance, in which case they received a score of 1.

The LEA's determination was based upon the average of its scores in the ten categories listed in Table A in accordance with the ranges shown in Table B.

**Table A: Criteria Used to Make Determinations**

<p><b>Audit Findings</b></p> <ul style="list-style-type: none"> <li>• 4 – No Findings</li> <li>• 3 – Findings – reconciled timely (6 months)</li> <li>• 2 – Findings – reconciled untimely (+ 6 months)</li> <li>• 1 – Findings – not reconciled or not submitted to the Department</li> </ul>	<p><b>Graduation Rate (SPP Indicator 1)</b> Target 74.5%</p> <ul style="list-style-type: none"> <li>• 4 – within 5% of target</li> <li>• 3 – within 15% of target</li> <li>• 2 – within 25% of target</li> <li>• 1 – more than 25% from target</li> </ul>
<p><b>Timely and Accurate Data</b></p> <ul style="list-style-type: none"> <li>• 4 – 7-8 out of 8 possible credits</li> <li>• 3 – 5-6 out of 8 possible credits</li> <li>• 2 – 3-4 out of 8 possible credits</li> <li>• 1 – 0-2 out of 8 possible credits</li> </ul>	<p><b>Dropout Rate (SPP Indicator 2)</b> Target: 3.5%</p> <ul style="list-style-type: none"> <li>• 4 – within 1% of target</li> <li>• 3 – within 2% of target</li> <li>• 2 – within 4% of target</li> <li>• 1 – more than 4% from target</li> </ul>
<p><b>Disproportionality (SPP Indicators 9 &amp; 10)</b> <b>Initial Evaluation Timelines (SPP Indicator 11)</b> <b>Part C to B Transition Timelines (SPP Indicator 12)</b> <b>Secondary Transition Planning (SPP Indicator 13)</b></p> <ul style="list-style-type: none"> <li>• 4 – In compliance or timely correction of noncompliance (within 12 months)</li> <li>• 3 – Untimely correction of noncompliance (greater than 12 months and less than 18 months)</li> <li>• 2 – Untimely correction of noncompliance (greater than 18 months)</li> <li>• 1 – Longstanding uncorrected noncompliance</li> </ul>	<p><b>Assessment Participation (SPP Indicator 3B)</b> Target: 85.0%</p> <ul style="list-style-type: none"> <li>• 4 – greater than or equal to target</li> <li>• 3 – within 5% of target</li> <li>• 2 – within 10% of target</li> <li>• 1 – more than 10% from target</li> </ul>
	<p><b>Assessment Performance (SPP Indicator 3C)</b> Target: 17.5%</p> <ul style="list-style-type: none"> <li>• 4 – greater than or equal to target</li> <li>• 3 – within 1% of target</li> <li>• 2 – within 2% of target</li> <li>• 1 – more than 2% from target</li> </ul>

**Table B: Range of Scores Used to Make Determinations**

Needs Substantial Intervention	1-1.999
Needs Intervention	2-2.749
Needs Assistance	2.75-3.329
Meets Requirements	3.33-4