



Stephen L. Pruitt, Ph.D.  
Commissioner of Education

**KENTUCKY DEPARTMENT OF EDUCATION**

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February 13, 2017

Mr. Greg Duty, Superintendent  
Southgate Independent Schools  
6 William F. Blatt Avenue  
Southgate, Kentucky 41071

Dear Mr. Duty:

This letter is to provide the **Southgate Independent Schools** with its 2016 special education “*Determination*” as required under the Individuals with Disabilities Education Act (IDEA).

The United States Department of Education (USED) is required to make annual determinations under the IDEA for State Educational Agencies (SEAs). Determinations serve as a public acknowledgement of the SEAs’ progress in meeting requirements of the IDEA. Similarly, SEAs are required to make annual determinations for its school districts based on their progress in meeting federal special education law.

There are four levels of determinations for both SEAs and school districts. They are:

- 1) *Meets Requirements*;
- 2) *Needs Assistance*;
- 3) *Needs Intervention*; or,
- 4) *Needs Substantial Intervention*.

Originally, the Office of Special Education Programs (OSEP) within the USED made SEA determinations based solely upon whether the state had complied with IDEA requirements. This was accomplished by using compliance data from the SEA’s State Performance Plan (SPP) and Annual Performance Report (APR). The Division of Learning Services (DLS) within the Kentucky Department of Education (KDE) followed OSEP’s model and used only IDEA compliance data from the SPP and APR in determining whether a Kentucky school district “met requirements” under the IDEA.

A few years ago, OSEP changed its process in making SEA determinations to a *Results Driven Accountability* (RDA) model. Under the new system, OSEP uses both the data from a state’s educational outcomes of students with disabilities and its IDEA compliance data in making its determination.

For the past few years, Kentucky was found to **Meet Requirements** by OSEP, for both educational outcomes for students with disabilities and legal compliance with IDEA. In reaching this conclusion, OSEP used the totality of Kentucky's education data, including compliance and student outcome data from Kentucky's most recent SPP and APR, along with other State-reported data and publicly available information.

Given the focus at the federal level on RDA and the KDE's emphasis on reduction in novice performance in statewide testing, last year the DLS decided to change its process in making district determinations to include student outcomes. To obtain input from outside the KDE, the DLS surveyed district superintendents and other shareholders and asked the question, "*What results data should the KDE use in making annual district determinations under the IDEA?*"

The DLS used the survey results and the KDE's focus on novice reduction to develop *outcome* measures for making district determinations. The educational outcomes for students with disabilities, as well as IDEA compliance comprise the elements DLS is using to make its 2016 District Determinations.

The KDE used district performance from the SPP indicators, performance measures and compliance in the tables below to make its determinations. *The 2016 Determinations are based on data from the 2014-2015 school year.*

The tables below report the status of the **Southgate Independent Schools** in each of several areas.

**Table 1 – Indicator Measures:**

<b>Compliant</b>	<b>Measure</b>	<b>Measure Description</b>
<b>No Visit</b>	On-Site Visit	Results, if Applicable of On-Site Monitoring Visit
<b>NA</b>	Indicator 1	Graduation Rate of Students with Disabilities
<b>Yes</b>	Indicator 4b	Suspensions of Students with IEPs Over 10 Days
<b>Yes</b>	Indicator 9	Disproportionate Representation of Students with IEPs ( <i>racial and ethnic groups</i> )
<b>Yes</b>	Indicator 10	Disproportionate Representation by Specific Disability Category
<b>Yes</b>	Indicator 11	Child Find ( <i>students evaluated within 60 school days after parental consent received by the district</i> )
<b>Yes</b>	Indicator 12	IEPs in Place by the Student's Third Birthday ( <i>transitioning from First Steps</i> )
<b>NA</b>	Indicator 13	Secondary Transition with IEP Including Postsecondary Goals

**Table 2 – Outcomes:**

<i><b>Compliant</b></i>	<i><b>Outcomes</b></i>	<i><b>Assessment Outcome Description</b></i>
<b>Yes</b>	Math Participation	4 <sup>th</sup> Grade Math
<b>Yes</b>		8 <sup>th</sup> Grade Math
<b>Yes</b>	Reading Participation	4 <sup>th</sup> Grade Reading
<b>Yes</b>		8 <sup>th</sup> Grade Reading
<b>No</b>	Math Performance	Proficient and Above for 8 <sup>th</sup> Grade Math

**Table 3 – Compliance:**

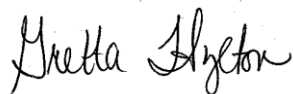
<i><b>Compliant</b></i>	<i><b>Status of District's Ability to Comply with Special Education Standards</b></i>
<b>NA</b>	Persistent Failure to Comply/Not Able to Comply

Based on the performance of the **Southgate Independent Schools** during the 2014-2015 school year in the areas listed above, the district's overall 2016 Special Education Determination is "**Meets Requirements**" (**MEETS**)

The *Kentucky Determination Process* document, available online, describes the various levels of Determinations and what actions, if any are required based on this Determination. The KDE will provide support to districts, with the degree of support depending upon the Determination level.

If you have questions regarding this Determination, please contact me at (502) 564-4970 or by e-mail [gretta.hylton@education.ky.gov](mailto:gretta.hylton@education.ky.gov).

Sincerely,



Gretta Hylton, Director  
Division of Learning Services

C: Amanda Ellis, KDE Associate Commissioner  
Darlene Jesse, KDE Division of Learning Services  
Marlene Jones, Director of Special Education, Southgate Independent Schools  
Linda Alford, Regional Special Education Cooperative Director