



Wayne D. Lewis, Ph.D.
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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June 14, 2019

Mr. Leonard Whalen, Superintendent
Dawson Springs Independent Schools
118 E Arcadia Ave
Dawson Springs, Kentucky 42408

RE: 2019 Determination Letter
Status: *Meets Requirements*

Dear Superintendent Whalen:

The purpose of this letter is to provide the **Dawson Springs Independent Schools** with its 2019 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). Similarly, 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, the Office of Special Education and Early Learning (OSEEL) wanted to develop a process for making annual district determinations that would include consideration of both compliance and student outcome data. OSEEL believes that educational outcomes and participation in statewide assessments along with each district’s IDEA compliance data are important components of a district’s special education program.

As a result, the KDE used district performance from the SPP indicators, performance and participation measures from annual assessments and compliance results from on-site monitoring of districts as contained in the tables below to make its annual determinations for each district. *The 2019 Determinations are based on data from the 2017-2018 school year (Indicators 1 and 4B use 2016-2017 school year data.).*

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

Table 1 – Indicator Measures:

Compliant	Measure	Measure Description
No Visit	On-Site Visit	Results, if Applicable of <i>On-Site Monitoring</i> Visit
***	Indicator 1	<i>Graduation Rate</i> of Students with Disabilities
Yes	Indicator 2	<i>Dropout Rate</i> of Students with Disabilities
Yes	*Indicator 4B	<i>Significant Discrepancy</i> in the rates of students with disabilities subject to long-term out-of-school removals greater than 10 days based on the racial and ethnic groups of the students removed
Yes	Indicator 9	<i>Disproportionate Representation</i> of students identified as a student with a disability based on the racial and ethnic groups of the students identified
Yes	Indicator 10	<i>Disproportionate Representation</i> by of students identified in any of six individual disability categories based their racial or ethnic group
No	Indicator 11	<i>Child Find</i> (students evaluated within 60 school days after parental consent received by the district)
Yes	Indicator 12	<i>Transition</i> from Part C (<i>First Steps</i>) to Part B: IEPs in place by the student’s third birthday
Yes	Indicator 13	<i>Secondary Transition</i> with IEP Including Postsecondary Goals

**Indicator 4B results are listed but were not considered this year for Determinations.)*

Table 2 – Outcomes:

<i>Compliant</i>	<i>Outcomes</i>	<i>Assessment Outcome Description</i>
Yes	Math Participation	4 th Grade Math
Yes		8 th Grade Math
Yes	Reading Participation	4 th Grade Reading
Yes		8 th Grade Reading
***	Math Performance	Proficient and Above for 8 th Grade Math

Table 3 – Compliance:

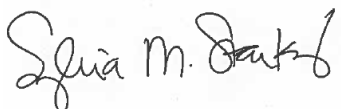
<i>Compliant</i>	<i>Status of District’s Ability to Comply with Special Education Standards</i>
No Finding	Persistent Failure to Comply/Not Able to Comply

Based on the performance of the **Dawson Springs Independent Schools** during the 2017-2018 school year in the areas listed above, the district’s overall 2019 Special Education Determination is “**Meets Requirements**” (**MEETS**).

The *Kentucky Determination Process* document describes the various levels of Determinations and what actions, if any are required based on this Determination. This document can be downloaded at: <https://education.ky.gov/specialed/excep/IDEA/Pages/Public-Reporting-of-IDEA-B-Data.aspx>. The KDE will provide districts with the degree of support needed depending upon their individual Determination level.

If you have questions regarding your 2019 Determination, please contact Stacy Liguori at (502) 564-4970 or by e-mail to stacy.liguori@education.ky.gov.

Sincerely,



Sylvia Starkey, Director
 Division of IDEA Monitoring and Results (DIMR)

- c: Gretta Hylton, Associate Commissioner, OSEEL
 Veronica Sullivan, Director, Division of Implementation and Preschool (DIPP)
 Kristin Merrill, Director of Special Education, Dawson Springs Independent Schools
 Patty Grable, Regional Special Education Cooperative Director