



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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June 30, 2025

Superintendent Six
Anchorage Independent School District
11400 Ridge Road
Anchorage, Kentucky 40223

RE: 2025 Determination Letter

Status: Meets Requirements

Dear Superintendent Six:

This letter provides your district's overall 2025 special education "*Annual Determination*" of "Meets Requirements" and explains how and why the Office of Special Education and Early Learning (OSEEL) made that Determination.

The Individuals with Disabilities Education Act (IDEA) and Title 34 of the Code of Federal Regulations (CFR) [34 CFR §300.600\(a\)\(2\)](#) mandate Annual Determinations of both states and school districts.

The IDEA requires the United States Department of Education, Office of Special Education Programs (OSEP) to annually assess the overall compliance and results of state educational agencies (SEAs) with the requirements of Part B of the IDEA. Similarly, states must annually determine each local educational agency's (LEA) performance in implementing Part B of the IDEA.

There are four levels of Determination for both SEAs and LEAs in implementing the IDEA ([34 CFR §300.603](#)):

1. *Meets Requirements*
2. *Needs Assistance*
3. *Needs Intervention*
4. *Needs Substantial Intervention*

The [Kentucky Determination Process](#) document outlines these levels of determination. The OSEEL tailors support based on the annual determination.

The OSEEL used your district’s special education data, including compliance and student outcomes, to determine the district’s annual performance. The following tables present the specific status of your district in each area. *The annual determinations for 2025 are based on data and targets from the 2023-2024 school year.*

Table 1 – Indicator Measures

| LEA Performance | Measure | Measure Description |
|---|---|---|
| N/A | On-Site Monitoring Visit | Results, if applicable, of On-Site Monitoring Visit and timely closure of corrective action plans |
| N/A Target: 84.00% and above LEA Data: N/A | Indicator 1* Graduation | Percent of youth with Individual Education Programs (IEPs) graduating with a regular diploma |
| NA Target: 6.00% or below LEA Data: N/A | Indicator 2* Drop Out | Percent of youth with IEPs dropping out |
| Met | Indicator 4b Suspension/Expulsion | Percent of LEAs with significant discrepancy by race/ethnicity |
| Met | Indicator 9 Disproportionate Representation | Percent of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification |
| Met | Indicator 10 Disproportionate Representation in Specific Disability Categories | Percent of districts with disproportionate representation of racial/ethnic groups in specific disability categories due to inappropriate identification |
| Met | Indicator 11 Child Find | Percent of children evaluated within 60 school days of parental consent |
| Met | Indicator 12 Early Childhood Transition | Percent of children found Part B eligible with IEP implemented by the 3 rd birthday |
| Met | Indicator 13 Secondary Transition | Percent of youth ages 16+ with measurable, annually updated IEP goals and appropriate transition assessment, services, and courses |

*To support districts’ efforts to provide special education and related services to students in Department of Juvenile Justice (DJJ) facilities, the Office of Special Education and Early Learning did not include DJJ students in the drop-out rates for the purposes of the 2025 LEA Annual Determinations. Any students in DJJ facilities who graduated will be included in the calculations for Indicator 1: Graduation and Indicator 2: Drop-Out; however, any of these students who were drop-outs will not be included in the calculations for Indicator 1 or Indicator 2 for the purposes of the 2025 LEA Annual Determination. Federal reporting requirements for IDEA data include these students. Therefore, these students were removed for determination purposes only and were not removed from federal or public reporting.

Table 2 – Additional Outcomes:

| <i>LEA Performance</i> | <i>Outcomes</i> | <i>Assessment Outcomes Description</i> |
|------------------------|-----------------------|---|
| Met | Math Participation | 4 th Grade Math |
| Met | Math Participation | 8 th Grade Math |
| Met | Reading Participation | 4 th Grade Reading |
| Met | Reading Participation | 8 th Grade Reading |
| Met | Math Performance | Proficient and Above for 8 th Grade Math |

Table 3 – Compliance:

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

If you have questions regarding your 2025 Annual Determination, please contact Sheena Wethington at sheena.wethington@education.ky.gov or (502) 564-4970 ext. 4104.

Sincerely,



Carol Ann Morrison, Director
 Division of IDEA Monitoring and Results (DIMR)

cc: Kristy Clark, Director of Special Education, Anchorage Independent School District
 Gretta Hylton, Associate Commissioner, OSEEL
 Sheena Wethington, DIMR