



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION
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June 30, 2025

Superintendent Stull
Garrard County School District
322 West Maple Avenue
Lancaster, Kentucky 40444

RE: 2025 Determination Letter

Status: Meets Requirements

Dear Superintendent Stull:

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
Not Met Target: 84.00% and above LEA Data: 83.33%	Indicator 1* Graduation	Percent of youth with Individual Education Programs (IEPs) graduating with a regular diploma
Met Target: 6.00% or below LEA Data: 0.00%	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:

LEA Performance	Outcomes	Assessment Outcomes Description
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:

LEA Performance	Status of District's Ability to Comply with Special Education Standards
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

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

cc: Wendy Congleton, Director of Special Education, Garrard County School District
Gretta Hylton, Associate Commissioner, OSEEL
Sheena Wethington, DIMR