State of Utah

Individuals with Disabilities Education Act 2004

State Performance Plan

2005-2006
through
2012-2013

Prepared by the
Utah State Office of Education
December 2, 2005
Revised May 15, 2013

The Utah State Board of Education
Members of the Utah State Board of Education

District 1
Tami W. Pyfer
52 Ballard Way
Logan, UT 84321

District 2
Keith M. Buswell
1027 West 3800 North
Pleasant View, UT 84414

District 3
Michael G. Jensen
4139 South Aubrey Lane
West Valley City, UT 84128

District 4
David L. Thomas
7875 South 2250 East
South Weber, UT 84405

District 5
Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010

District 6
Joel Coleman
8303 South 5260 West
West Jordan, UT 84081

District 7
Leslie B. Castle
2465 St. Mary's Drive
Salt Lake City, UT 84108

District 8
Jennifer A. Johnson
802 Winchester Street #100
Murray, UT 84107

District 9
Craig E. Coleman
621 South Main Street
Genola, UT 84655

District 10
David L. Crandall
13464 Saddle Ridge Drive
Draper, UT 84020

District 11
Jefferson Moss
1668 Aspen Circle
Saratoga Springs, UT 84045

District 12
Dixie Allen
218 West 5250 North
Vernal, UT 84078

District 13
C. Mark Openshaw
3329 Piute Drive
Provo, UT 84604

District 14
Debra G. Roberts
PO Box 1780
Beaver, UT 84713

District 15
Barbara W. Corry
1022 Cedar Knolls
Cedar City, UT 84720

Board of Regents Representative
Teresa L. Theurer
33 Canterbury Lane
Logan, UT 84321-6714

Board of Regents Representative
Marlin K. Jensen
1500 North 7900 East
Huntsville, UT 84317

Coalition of Minorities Advisory Committee
Isaiah "Ike" Spencer
1029 East 11780 South
Sandy, UT 84094

UCAT Representative
James (Jim) V. Olsen
5656 West 10770 North
Highland, UT 84003-9088

Charter School Representative
Laura Belnap
845 East 1500 South
Bountiful, UT 84010

USBA Advisory Appointment
R. Dean Rowley
526 South 170 West
Springville, UT 84663

Chief Executive Officer
Martell Menlove

Secretary to the Board
Lorraine Austin

Table of Contents

Executive Summary 1
Overview 11
Other Information Related to Utah's SPP 13
Indicator 1 Graduation Rates 16
Indicator 2 Dropout Rates 24
Indicator 3 Participation & Performance on Statewide Assessments 31
Indicator 4 Suspension and Expulsion Rates 40
Indicator 5 Least Restrictive Environment Placement (Ages 6-21) 50
Indicator 6 Preschool Environment Placement (Ages 3-5) 56
Indicator 7 Preschool Outcomes 60
Indicator 8 Parental Involvement 68
Indicator 9 Disproportionality in Special Education 73
Indicator 10 Disproportionality by Disability Category 78
Indicator 11 Evaluation & Eligibility 60-Day Timeline 83
Indicator 12 Transition from Part C to Part B 89
Indicator 13 Secondary Transition 95
Indicator 14 Post-School Outcomes 101
Indicator 15 General Supervision: Correction of Noncompliance 107
Indicator 18 Resolution Sessions 118
Indicator 19 Mediation 120
Indicator 20 Data & Reporting 122
Appendix A Acronyms 125
Appendix B Parent Involvement Survey 127
Appendix C Utah's Post High School Outcomes Survey 130
Appendix D Indicator 13 (2005-2008) SPP 135
Appendix E Indicator 14 (2005-2008) SPP 143

State Performance Plan Executive Summary

Overview of Process

With the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004, States were required to develop a six-year State Performance Plan (SPP) and submit the plan to the Secretary of Education in the United States Department of Education for approval. During FFY 2009, the U.S. Department of Education requested that States include additional targets for each indicator. The SPP includes rigorous goals for 18 specific indicators outlined in the Federal statute. In establishing the rigorous goals, States were required to analyze baseline and trend data, gather input from stakeholders, and outline recommended activities for achieving the proposed targets.

The Utah State Office of Education (USOE) Special Education Services Section gathered and analyzed available data and drafted a proposed SPP that was shared with members of the Utah Special Education Advisory Panel (USEAP) and the Utah Agenda Steering Committee on October 11, 2005. An additional meeting was held with USEAP on November 29, 2010 to review extended targets for 2011-2013. Those two committees included representatives from the following stakeholder groups: parents of students with disabilities, individuals with disabilities, general and special education teachers, related service providers, school and school district administrators, other State agencies that serve individuals with disabilities, institutions of higher education (IHE), USOE staff, ethnic minority groups, and the Utah State Board of Education (USBE). Specific input regarding indicator targets and improvement activities was gathered at that meeting. To meet the requirements for public input, the USOE made the SPP available for public comment via the Special Education web-page located on the USOE website. Public comment was accepted through November 21, 2005. The USOE Special Education Services staff considered all comments and input, and made appropriate revisions to the SPP.

Revisions were again made to SPP indicators in coordination with the February 2007, 2008, 2009, 2010, 2011, and 2012 submissions of the Part B Annual Performance Report (APR). The revisions were made with broad stakeholder input, after implementation of improvement activities and careful analysis of progress and/or slippage on each indicator. Revisions will similarly be made with each February submission of the APR.

Summary of State Performance Plan Indicators

The Office of Special Education Programs (OSEP) in the U.S. Department of Education has provided mandatory indicators that each State must address in its SPP. The indicators address three monitoring priorities: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Disproportionality, and Effective General Supervision. According to the Part B Indicator Measurement Table, released by OSEP in December 2012, Indicators 16 and17 have been deleted from the SPP/APR. States report data on the timeliness of State complaint and due process hearing decisions as part of the data submitted under IDEA section 618. ~~States are also not required to report data for Indicator 20; therefore, Utah is not reporting data for Indicator 20, but will continue to provide detailed information about the actions the State is taking to ensure compliance and error-free, consistent, valid and reliable data.~~

**Change based on OSEP instructions. **Not required to report. ***State-established timeline: 45 school days.*
*****New measurement requirements have been instituted since these baseline data were collected.*

Indicator	Baseline Data	Rigorous Targets
Indicator 1 – Percent of youth with IEPs graduating from high school with a regular diploma.	For 2004-2005, the following graduation results have been identified: Special Education 70.01%**** For 2007-2008 new baseline data were established: Special Education 80.1% For FFY 2011, the calculation method was changed to align with requirements under ESEA.	2005-2006: Increase percentage of students with disabilities graduating with a regular diploma by 0.5%. 2006-2007: Increase by 0.5% 2007-2008: Increase by 0.5% 2008-2009: 85.7%* 2009-2010: 85.7%* 2010-2011: 71.8%* or 2% points from previous year 2011-2012: 71.8%* or 2% points from previous year 2012-2013: 71.8%* or 2% points from previous year
Indicator 2 – Percent of youth with IEPs dropping out of high school.	For 2004-2005, the following drop-out rates have been identified: Special Education 3.56%**** For 2006-2007 new baseline data were established: Special Education 4.8% For FFY 2011, new baseline data were established: 4.5%	2005-2006: Reduce the number of youth with IEPs dropping out of high school by 2% of previous year's percentage. 2006-2007: Reduce by 2% 2007-2008: Reduce by 2% 2008-2009: Reduce by 2% 2009-2010: Less than 5.6%* 2010-2011: Less than 5.55%* 2011-2012: Less than 5.43% 2012-2013: Less than 5.32%
Indicator 3 – Participation and performance of children with IEPs on Statewide assessments. 3A – Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup. 3B – Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.	For 2004-2005, 25 of 57 (44%) local education agencies met NCLB AYP objectives for students with disabilities subgroup. For 2004-2005, the following participation rates on Statewide assessments were identified for students with disabilities: Mathematics 86.24% English Language Arts 91.91%	A. 2005-2006: Increase the percentage of LEAs meeting State's AMO objectives for students with disabilities subgroup: 2006-2007: Not required 2007-2008: Not required 2008-2009: Not required 2009-2010: Not required 2010-2011: Not required 2011-2012: Mathematics 3-8: 54.23% 2011-2012: Mathematics 10: 36.62% 2011-2012: English Language Arts 3-8: 58.20% 2011-2012: English Language Arts 10: 59.47% 2012-2013: Mathematics 3-8: 58.39% 2012-2013: Mathematics 10: 42.38% 2012-2013: English Language Arts 3-8: 62.00% 2012-2013: English Language Arts 10: 63.16% B. 2005-2006: Increase the

Indicator	Baseline Data	Rigorous Targets
		percentage of students with disabilities participating in Statewide assessments to 95%. 2006-2007: Increase to 95% 2007-2008: Increase to 97% 2008-2009: Increase to 95%* 2009-2010: Increase to 95%* 2010-2011: Increase to 95% 2011-2012: Increase to 95% 2012-2013: Increase to 95%
3C – Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards.	For 2004-2005, the following proficiency rates on Statewide assessments were identified for students with disabilities: Mathematics - 36.64%**** English Language Arts - 37.60%****	C. 2005-2006: Increase the percentage of students with disabilities achieving proficiency on Statewide assessments to: Mathematics - 42% English Language Arts - 43% 2006-2007: Increase to: Mathematics - 50% English Language Arts - 51% 2007-2008: Increase to: Mathematics - 58% English Language Arts - 59% 2008-2009: Increase to: Mathematics - 63% English Language Arts - 64% 2009-2010: Increase to: Mathematics grades 3-8: 45% grade 10: 40%* English Language Arts grades 3-8: 83% grade 10: 82%* 2010-2011: Increase to: Mathematics grades 3-8: 63% grade 10: 60% English Language Arts grades 3-8: 83% grade 10: 82% 2011-2012: Increase to: Mathematics grades 3-8: 54.23% grade 10: 36.62% English Language Arts grades 3-8: 58.2% grade 10: 59.47% 2012-2013: Increase to: Mathematics grades 3-8: 58.39% grade 10: 42.38% English Language Arts grades 3-8: 62.00% grade 10: 63.16%

Indicator	Baseline Data	Rigorous Targets
Indicator 4 – Rates of suspension and expulsion: 4A – Percent of LEAs that have a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. 4B - Percent of LEAs that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	For 2004-2005, 7.3% of LEAs were identified by the State as having a significant discrepancy in rates of suspension/expulsion of students with disabilities for more than 10 days. FFY 2010 (Data Year 2009-2010) Baseline data reset: 0% of LEAs with significant discrepancy of rates of suspensions/expulsions for students with disabilities The 2005-2006 school year baseline data show: 3% of LEAs with significant discrepancy of rates in suspensions and expulsions of students with disabilities by race and ethnicity. FFY 2010 (Data year 2009-2010)--Baseline data reset to show: 0% of LEAS with significant discrepancy of rates of suspension and expulsion of students with disabilities by race and ethnicity.	A. 2005-2006: Reduce the percentage of LEAs that have a significant discrepancy in rates of suspension/expulsion of students with disabilities for more than 10 days by 1%. 2006-2007: Reduce by 1% 2007-2008: Reduce by 1% 2008-2009: Reduce by 1% 2009-2010 (Data year 2008-2009): Reduce by 1% 2010-2011 (Data year 2009-2010): Reduce by 1%, for an overall reduction of 6% compared to baseline year 2011-2012 (Data year 2010-2011): Maintain 0% 2012-2013 (Data year 2011-2012): Maintain 0% B. Reporting on 4B was not required for years FFY 2006, FFY 2007, and FFY 2008. 2009-2010 (Data year 2008-2009): Maintain 0% 2010-2011 (Data year 2009-2010): Maintain 0% 2011-2012 (Data year 2010-2011): Maintain 0% 2012-2013 (Data year 2011-2012): Maintain 0%
Indicator 5 – Percent of children with IEPs aged 6-21 served: A. Inside the regular class 80% or more of the day B. Inside the regular class less than 40% of the day, and	The 2004-2005 school year baseline data show: A. Inside the regular class 80% or more of the day equals 42.1%, B. Inside the regular class less than 40% of the day equals 21.5%, and	For Indicator 5, Utah will measure improvement by comparing each year's LRE percentages with the levels from the previous year. A. Inside the regular class 80% or more of the day 2005-2006: Increase by 3% 2006-2007: Increase by 2% 2007-2008: Increase by 1% 2008-2009: Increase by 1% 2009-2010: Increase by 1% 2010-2011: Increase by 1% 2011-2012: Increase by 1% 2012-2013: Increase by 1% B. Inside the regular class less than 40% of the day. 2005-2006: Decrease by 3% 2006-2007: Decrease by 2% 2007-2008: Decrease by 1% 2008-2009: Decrease by 1% 2009-2010: Decrease by 1% 2010-2011: Decrease by 1%

Indicator	Baseline Data	Rigorous Targets
C. In separate schools, residential facilities, or homebound/hospital placements.	C. In separate schools, residential facilities, or homebound/hospital placements equals 3.47%	2011-2012: Decrease by 1% 2012-2013: Decrease by 1% C. In separate schools, residential facilities, or homebound/hospital placements 2005-2006: Decrease by 0.1% 2006-2007: Decrease by 0.1% 2007-2008: Decrease by 0.1% 2008-2009: Decrease by 0.1% 2009-2010: Decrease by 0.1% 2010-2011: Decrease by 0.1% 2011-2012: Decrease by 0.1% 2012-2013: Decrease by 0.1%
Indicator 6 – Percent of children aged 3 through 5 with IEPs attending a: A. regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and B. separate special education class, separate school or residential facility.	The 2004-2005 school year baseline data show 55.5% of preschool children with IEPs are served in typical settings. In FFY 2011, baseline data are: A: 36.31% B: 41.36%	The percentage of preschool children with IEPs served in typical settings will increase according to the following targets: ** Not required to report this indicator for FFY 2007-2010 2005-2006: Increase to 56% 2006-2007: Increase to 56.5%** 2007-2008: Increase to 57%** 2008-2009: Increase to 57.5%** 2009-2010: Increase to 58% 2010-2011: Will be set FFY 2011 2011-2012: Baseline Data 2012-2013: A: 36.41% B. 41.26%
Indicator 7 – Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships): B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs. Summary Statement 1: Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	Due to revisions on this indicator by OSEP, the 2008-2009 school year is the baseline data collection year. For FFY 2009 three of the six targets were met. Targets for 2009-2010 and 2010-2011 were developed using the baseline data.	Summary Statement 1 A. 2009-2010: 95.09% 2010-2011: 94.00% 2011-2012: 94.05% 2012-2013: 94.10% B. 2009-2010: 93.20% 2010-2011: 93.25% 2011-2012: 93.30% 2012-2013: 93.35% C. 2009-2010: 93.91%

Indicator	Baseline Data	Rigorous Targets
Summary Statement 2: The percent of preschool children who are functioning within age expectations in each Outcome by the time they turned 6 years old or exited the program.		2010-2011: 93.69% 2011-2012: 93.74% 2012-2013: 93.79% Summary Statement 2 A. 2009-2010: 52.92% 2010-2011: 52.74% 2011-2012: 53.24% 2012-2013: 53.74% B. 2009-2010: 48.70% 2010-2011: 49.20% 2011-2012: 49.70% 2012-2013: 50.20% C. 2009-2010: 67.20% 2010-2011: 67.70% 2011-2012: 68.20% 2012-2013: 68.70%
Indicator 8 – Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	2005-2006 school year baseline data indicate: 91% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	The percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. 2006-2007: Maintain 91% 2007-2008: Increase by 0.1% 2008-2009: Increase by 0.1% 2009-2010: Increase by 0.1% 2010-2011: Increase by 0.1% 2011-2012: Increase by 0.1% 2012-2013: Increase by 0.1%

Monitoring Priority – Disproportionality

Indicator	Baseline Data	Rigorous Targets
Indicator 9 – Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	The 2005-2006 school year baseline data show: 0% LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Starting in FFY 2011, States are no longer required to report on under-representation.	The rigorous target for States on the percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services as the result of inappropriate identification will be zero (0). 2005-2006: 0% 2006-2007: 0% 2007-2008: 0% 2008-2009: 0% 2009-2010: 0% 2010-2011: 0% 2011-2012: 0% 2012-2013: 0%

Indicator 10 - Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	The 2005-2006 school year baseline data show: 0% LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Starting in FFY 2011, States are no longer required to report on under-representation.	OSEP has determined that the rigorous target for States on the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be zero (0). 2005-2006: 0% 2006-2007: 0% 2007-2008: 0% 2008-2009: 0% 2009-2010: 0% 2010-2011: 0% 2011-2012: 0% 2012-2013: 0%

Monitoring Priority – Effective General Supervision

Indicator 11 – Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (Utah State established timeline is 45 school days.)	The 2005-2006 school year baseline data indicate: 76% of all reviewed files documented initial eligibility was determined within 60 days of parental consent. ***	OSEP has determined that the rigorous target for States on the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days*** is 100%. 2005-2006: 100% 2006-2007: 100% 2007-2008: 100% 2008-2009: 100% 2009-2010: 100% 2010-2011: 100% 2011-2012: 100% 2012-2013: 100%
Indicator 12 – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	In the 2004-2005 school year, 64% of children referred by Part C prior to age 3, who were found eligible for Part B, had an IEP developed and implemented by their third birthdays. For the 2003-2004 school year, the State identified that 19% of children served in Part C were not accounted for in terms of whether those children were determined to be eligible or ineligible for Part B services.	OSEP has determined that the rigorous target for States on the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays is to be 100%. 2005-2006: 100% 2006-2007: 100% 2007-2008: 100% 2008-2009: 100% 2009-2010: 100% 2010-2011: 100% 2011-2012: 100% 2012-2013: 100%

Indicator 13 – Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.** ****New measurement requirements have been instituted since these baseline data were collected*	The 2005-2006 school year baseline data indicate: 34.92% of IEPs reviewed met the requirements of this indicator. Baseline data was reset in FFY 2009 to 54.67%, based on new measurement requirements.	OSEP has determined that the rigorous target for States on the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals is 100%. 2005-2006: 100% 2006-2007: 100% 2007-2008: 100% 2008-2009: 100%** 2009-2010: 100% 2010-2011: 100% 2011-2012: 100% 2012-2013: 100%
Indicator 14 – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school. B. Enrolled in higher education or competitively employed within one year of leaving high school. C. Enrolled in high education or in some other postsecondary education or professional development program; or competitively employed or in some other employment within one year of leaving high school.	The 2008-2009 school year baseline data indicate: 71.5% of survey respondents who had IEPs and are no longer in school are competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving school.	The number of students meeting the requirements of this indicator will increase according to the following targets: 2005-2006: 71.5% 2006-2007: 72% 2007-2008: 72.5% 2008-2009: 73%** 2009-2010: 73.5%*** FFY 2010: A. 27.6% B. 54.3% C. 71.8% FFY 2011: A. 27.9% B. 54.6% C. 72.1% FFY 2012: A. 28.6% B. 55.3% C. 72.8%

Indicator 15 – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.**** ****_New measurement requirements have been instituted since these baseline data were collected._	For those LEAs who have had at least one year since findings of noncompliance were identified, 61% of those findings have been corrected. For those LEAs who have had at least one year since findings of noncompliance were identified, 50% of those findings have been corrected. For those LEAs who have had at least one year since findings of noncompliance were identified, 100% of those findings have been corrected.	OSEP has determined that the rigorous target for States on the percent of findings of noncompliance that must be corrected within one year is 100%, for all data sources. 2005-2006: 100% 2006-2007: 100% 2007-2008: 100% 2008-2009: 100% 2009-2010: 100% 2010-2011: 100% 2011-2012: 100% 2012-2013: 100%
Indicator 16 – Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.	For 2004-2005, 18 of 20 (90%) of signed written complaints were resolved within the 60-day timeline. Beginning in FFY 2011, this indicator has been deleted from the SPP/APR.	OSEP has determined that the rigorous target for states on the percent of signed written complaints that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%. 2005-2006: 100% 2006-2007: 100% 2007-2008: 100% 2008-2009: 100% 2009-2010: 100% 2010-2011: 100% 2011-2012: N/A 2012-2013: N/A
Indicator 17 – Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party, or in the case of an expedited hearing, within the required timelines.	For 2004-2005, 3 of 3 (100%) of due process hearing requests were resolved without a hearing. These were resolved through mediation. Beginning in FFY 2011, this indicator has been deleted from the SPP/APR.	OSEP has determined that the rigorous target for States on the percent of fully adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline properly extended by the hearing officer will be 100%. 2005-2006: 100% 2006-2007: 100% 2007-2008: 100% 2008-2009: 100% 2009-2010: 100% 2010-2011: 100% 2011-2012: N/A 2012-2013: N/A

Indicator 18 – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	For 2005-2006, 4 of 4 (100%) of hearing requests that went to resolution sessions were resolved through resolution settlement agreements.	2006-2007: 75% 2007-2008: 75% 2008-2009: 80% 2009-2010: 80% 2010-2011: 85% 2011-2012: 85% 2012-2013: 85%
Indicator 19 – Percent of mediations held that resulted in mediation agreements.	For 2004-2005, 3 of 3 (100%) requests for mediation were resolved through mediation. IDEA 2004 includes a new provision that requires States to make mediation available at any time. It is anticipated that the number of mediation requests may increase substantially.	2005-2006: 80% 2006-2007: 82% 2007-2008: 84% 2008-2009: 86% 2009-2010: 88% 2010-2011: 90% 2011-2012: 90% 2012-2013: 90%
Indicator 20 – Percent of State reported data (618 and State Performance Plan and Annual Performance Report) that are timely and accurate.	For 2004-2005, all State reported data reports were submitted on time. USOE continues to improve the data collection and reporting systems that improve the accuracy of data reported. ~~Beginning in FFY 2011, States are no longer required to report data for this indicator.~~	OSEP has determined that the rigorous target for States on the percent of State reported data that is timely and accurate will be 100%. 2005-2006: 100% 2006-2007: 100% 2007-2008: 100% 2008-2009: 100% 2009-2010: 100% 2010-2011: 100% 2011-2012: 100% 2012-2013: 100%

Future Revisions and Reporting

The USOE will report annually to the OSEP in the U.S. Department of Education as well as to the public on progress toward achieving the rigorous targets outlined for each of the indicators included in the Utah IDEA SPP.

The U.S. Department of Education allows States to make revisions to SPP as part of the APR process. Based on annual stakeholder input regarding the implementation of recommended activities and the State's performance, the USOE may utilize this process in the future to amend the rigorous targets and improvement activities in the SPP.

Overview of State Performance Plan

The U.S. Department of Education requires States to develop plans for every program that receives Federal funding. Under the IDEA 2004, States are to develop a six-year SPP detailing baseline performance and rigorous goals to improve the provision of services for students with disabilities. In FFY 2009, States were requested to extend their SPP through 2013 by the U.S. Dept. of Education. Utah's SPP addresses the 18 required indicators that reflect outcomes closely related to learning and that are measured, reviewed, and reported to the public on a yearly basis.

State Performance Plan Development in Response to the Office of Special Education Programs Requirements

Utah's SPP has been developed with attention to OSEP requirements and widespread stakeholder input. The development of the SPP began with the review of the requirements of IDEA 2004 and the consideration of each component prior to submitting assurances to OSEP in May 2005. USOE staff members examined each requirement to determent the best strategies for implementation.

Planning sessions were held with USOE personnel including the State Director of Special Education, Special Education Coordinator, and Education Specialists, beginning in June 2005 and continuing through the completion of the plan in December 2005. At the first session, the indicators and required measurement methods were discussed and indicators were assigned to individual specialists consistent with their areas of expertise and assignments within the agency. Groups were assigned, where appropriate, to facilitate the collection and examination of data. Connections with other sections within the USOE, especially the Data and Information Technology (IT) sections, were established to ensure that data on new indicators would be collected in a timely manner.

Revisions to the SPP indicators were received from OSEP in July 2005. These changes were communicated to USOE Education Specialists. The State Director of Special Education, Special Education Coordinator, State and Federal Compliance Officer, and State Director of Utah's Parent Training & Information agency attended OSEP's Summer Institute in Washington, D.C. on August 10-12, 2005. At that time the final SPP indicators, measurement requirements, and other pertinent materials were received and discussed by the Utah participants.

An SPP retreat with USOE Education Specialists was held on September 1, 2005 to ensure understanding of the final requirements and to complete a timeline for the SPP development. The SPP retreat included an overview of the final indicators, baselines for each indicator, measurement requirements, and timelines. Each subgroup developed plans for required data collection, discussed baseline data, and determined how to establish targets for the indicators. The participants considered how the previous strategic planning process, known as the Utah Agenda for Students with Disabilities (Utah Agenda), might be merged with the SPP to ensure a razor-sharp focus on the 18 required indicators of student success. Participants were given assignments in order to facilitate the completion of the SPP.

In order to successfully implement the SPP, Education Specialists at the USOE are assigned specific indicators. Each Educational Specialist is responsible to facilitate the implementation of the improvement activities. Data systems have been developed, revised, and implemented to assist with documentation of the implementation of improvement activities and data collection. Progress on the implementation of those improvement activities is reported during USOE special education staff meetings. The State Special Education Director and Coordinator provide oversight to the process.

USOE Special Education Services staff members participated in the 2006, 2007, 2008, 2009, 2010, 2011, and 2012 Accountability Conferences. Upon their return they shared the information obtained with other staff members involved in the SPP, including changes for the SPP indicators that are required for reporting in the APR. Staff members attend all OSEP conference calls and Mountain Plains Regional Resource Center (MPRRC) conference calls. The USOE staff has also benefited from technical assistance from OSEP staff and site visits provided by MPRRC staff.

Utah's Response to Previous Annual Performance Report and Verification Visit Findings

Assignments were made to address Utah's specific compliance issues as identified by OSEP during the 2004 verification visit and in OSEP response letters to Utah's APR. Each of these issues was addressed in the SPP and updated in the APR. On January 24, 2011 the USOE received a report from the 2010 Verification Visit conducted by OSEP. There were no findings of noncompliance, nor any recommendations for improvement.

Stakeholder Input

Discussion at the September 1, 2005, retreat included consideration of strategies to gather and address stakeholder input. A decision was made to draft recommendations which were presented to a stakeholder group on October 11, 2005. The stakeholder group was comprised of the USEAP and the Steering Committee of the Utah Agenda. These two groups include representation from parents of students with disabilities, individuals with disabilities, ethnic minority groups, special and general education teachers, other State agencies that serve individuals with disabilities, USOE staff, school and district administrators, institutions of higher education, the USBE, and related service providers.

On September 20, 2005, the Special Education Coordinator presented the SPP requirements and indicators to local education agency (LEA) Special Education Directors, including the requirement that LEA-level data on the 20 indicators was to be shared with the public. LEA Special Education Directors were encouraged to submit comments when the SPP was posted for public input. The SPP requirements and indicators were shared again with LEA Special Education Directors March 29, 2006 and November 2, 2006 and with charter school personnel at charter school roundtables. Changes and updates in OSEP requirements were articulated during these meetings. This updated information was also presented at meetings of the USEAP, including a meeting on November 29, 2010 to review all targets (compliance and performance/results) extended to 2013. Updates to the SPP and APR are presented at ongoing meetings of LEA Special Education Directors and the USEAP.

After the October 11, 2005 session with stakeholders, the USOE staff considered revisions to the targets and activities based on input. In order to ensure input from a wide range of stakeholders, the proposed SPP was then posted on the USOE web-site for a period of 30 days. A notice was sent to LEAs, IHEs, advocacy groups, the Protection and Advocacy agency (P&A), the Parent Training and Information Center (PTI), and Statewide newspapers requesting feedback on the SPP proposal, with instructions as to how to submit input. A formal presentation was made to the USBE by the State Director of Special Education in November 2005 and the SPP was approved by the USBE. All stakeholder input was reviewed and adjustments to the SPP were made as appropriate. The SPP final draft was completed in November 2005, and submitted to meet the deadline of December 2, 2005.

The revisions made to specific SPP Indicators in coordination with the February 1, 2007, submission of the Part B APR, including the new SPP indicators, included broad stakeholder input. The stakeholder groups that gave input into the SPP indicators are as follows: State LRE Task Force, Graduation/Dropout Task Force, UPIPS Steering Committee, Charter School Roundtable, Preschool Roundtable, Utah Behavior Initiative (UBI) Advisory Council, Utah Parent Center (UPC), LEA Directors, USEAP, Disability Law Center, general education partners at the USOE, and Title I partners at the USOE. A similar process was followed in coordination with the February 2008, 2009, 2010, 2011, 2012, and 2013 submissions.

Other Information Related to Utah's SPP

Activities to Meet Targets

In order to maintain a data-based focus, additional revisions and new or extended activities have been determined after careful analysis of results. These revisions have been added to the SPP in coordination with the February 2007, 2008, 2009, 2010, 2011, 2012, and 2013 submissions of the Part B APR. The revisions were made with broad stakeholder input, after implementation of improvement activities, careful analysis of progress, and/or slippage on each indicator.

Sampling Methodology

Sampling will be utilized for Indicators 8 and 14. The approved methodology used is explained in the body of those indicators.

Reporting Results to the Public

The State will report to the public on the State's progress and/or slippage in meeting the measurable and rigorous targets found in the SPP each year in February. The APR will be posted on the USOE's website and referenced in the *Utah Special Educator* (Utah's Special Education Professional Development Journal), as well as the State Superintendent's Annual Report. The APR will be shared at the first regularly scheduled meeting of the USEAP, the LEA Directors and the Charter School Roundtable after submission. Results will also be shared with the UPC. The USOE will prepare a summary of indicators that are required to be publicly reported for each LEA. That report will be published each year on or before April 15th. The report will be posted on the USOE website and will be made available for posting on LEA websites. A report will be made on or before April 15 to USEAP, LEA Special Education Directors, Charter School Directors, and other stakeholders as appropriate. The SPP, APR, and LEA performance summary will both be made available to the USBE and posted at www.schools.utah.gov/SARS/quick-links/performance-plan.aspx.

Utah's Special Education Monitoring Process

The State's general supervision system includes the UPIPS monitoring process and dispute resolution process. The UPIPS was developed to ensure that each LEA is included in the formal monitoring process. A stratified sample of school districts is included in each year's cohort. The selection criteria for school districts in each cohort include the following variables: student enrollment, urban/rural, and socioeconomic level. School districts were then randomly assigned to one of the five years within the monitoring cycle. Because of the unique configuration of Utah's 41 school districts, there are three school districts of 50,000 plus students. Three of the five cohorts for monitoring contain one of these very large school districts, and the remaining two include two school districts with enrollments of at least 25,000 students. Each of the five cohorts also includes school districts of medium and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the State population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum. The mean percentage of English Language Learner (ELL) students and of non-white students based on total enrollment varies. These data substantiate the representativeness of each cohort. School districts are selected for State monitoring after being assigned to a cohort based upon location and size. As new charter schools open, they are assigned to the following year's monitoring cycle. They are not randomly assigned to a monitoring year to ensure that Utah charter schools are immediately aware of what the rules and regulations are regarding IDEA through inclusion in monitoring.

Each LEA is monitored each year throughout the five years using Self Assessment, on-site visits, Desk Audits, annual performance reports, and/or data reporting. Dispute resolution system data from complaints and hearings are also reviewed and included as part of the monitoring process. The UPIPS monitoring process places increased responsibility on each LEA by involving them in a continuous cycle of identification and improvement. In Year 1, the LEA is charged with involving key stakeholders in the

development of a Self-Assessment report that analyzes the LEA's effectiveness in ensuring compliance and improving results for students. The LEA then develops a comprehensive improvement plan that targets areas identified as needing improvement and aligns those identified areas with LEA interventions designed to correct them. The LEA also ensures all areas of noncompliance are corrected as soon as possible, but in no case later than one year by submitting documentation of correction of each individual case of noncompliance identified (Prong 1) as well as documentation that the LEA is correctly implementing the specific regulatory requirements (Prong 2) as required by the OSEP 09-02 Memorandum. Each year of the cycle, the USOE performs a Desk Audit of each LEA which includes an off-site review of the LEA data, submitted as part of the Self-Assessment Report and from annual 618 data. Based on the results of the annual Desk Audit, an on-site visit may be scheduled during which random student files will be reviewed for each visited LEA to collect additional data that validate the accuracy of the LEA's self-collected data and to determine if improvement efforts, as part of the comprehensive improvement plan, have been successful. During Years 2-5, the UPIPS process also tracks the status of each LEA's comprehensive improvement plan, including the correction of identified compliance errors within one year. The comprehensive improvement plan is evaluated each year for evidence of completion of activities and results of those activities are then verified through additional student file reviews and 618 data. Some LEAs may have multiple on-site visits based upon their annual Desk Audit.

As uncorrected noncompliance is identified, it is reported as a finding. A finding is a written notification from the State to an LEA that contains the State's conclusion that the LEA program is in noncompliance and includes the citation of the statute or regulation and a description of the data supporting the conclusion. Written notifications of findings occur as soon as possible and generally within one month of discovery. Except for findings identified through State complaints or due process hearings, individual instances of noncompliance in an LEA involving the same legal requirement under IDEA and Utah Special Education Rules are grouped together as one finding. An LEA will have multiple findings of noncompliance for the same time period if the LEA is noncompliant with more than one legal requirement. Upon written notification of noncompliance from the USOE, the LEA must correct the noncompliance in its policies, procedures, and practices as soon as possible, but in no case later than one year from identification.

LEAs must demonstrate that all instances of noncompliance in each individual student file are corrected (Prong 1 of the OSEP 09-02 Memorandum). In addition, LEAs are required to write a comprehensive improvement plan to address their process for ensuring that the regulatory requirements are being implemented correctly throughout the LEA. LEAs that have findings of noncompliance are required to document additional professional development on the regulatory requirements and submit additional monitoring data which demonstrates correction of the noncompliance in LEA policies, procedures, and practices (Prong 2 of the OSEP 09-02 Memorandum), including completion of overdue evaluation(s), IEPs, etc. LEAs whose comprehensive improvement plan does not result in the correction of the noncompliance within one year receive enforcement actions from the USOE; actions are selected to target the root cause/reason of the continuing noncompliance. Most common enforcement actions include required technical assistance, additional LEA professional development, and delay of IDEA funds.

Correction occurs when the LEA revises noncompliant policies, procedures, and/or practices and the USOE verifies the correction and notifies the LEA of the correction. In the process of determining that the LEA corrected noncompliance on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of IDEA, including the correction of noncompliance in conformance with the OSEP 09-02 Memorandum, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). While a sample of files were reviewed to determine ongoing LEA compliance with all specific regulatory requirements of IDEA, each file with noncompliance was also reviewed to ensure correction at the individual student level. As a result of these USOE and LEA actions (as described above), each LEA is in

accordance with IDEA regulatory requirements. Targeted technical assistance will continue to be provided to achieve the target of 100%.

USOE Data Collection and Storage Systems

USOE collects data from LEAs through a Data Clearinghouse, and the data are then stored over time in a Data Warehouse. LEAs submit required data to the Clearinghouse throughout the year, including scheduled uploads from their student information systems. Statewide assessment results are also stored in the Clearinghouse. The USOE data collection and storage systems have several built-in processes and procedures to ensure that data submitted are as accurate as possible. The following procedures explain these processes/procedures:

- A data dictionary describes all data sets that are collected throughout the year and when such collections are made.
- Business rules ensure that all data collections have definitions, acceptable values, and missing data requirements.
- Automatic data editing is employed by all online data entry systems. Through this data verification process, data with errors are not allowed, and must be corrected by the LEA prior to resubmission.
- The Clearinghouse and Data Warehouse are based on a Secure Sybase Database management system which allows only limited direct access to selected IT staff within the USOE.
- Starting in October 2011, LEAs submit data to the Utah eTranscript and Records Exchange (UTREx). This allows the USOE to receive LEA data at least monthly, allows for more accurate data validation, and its interfaces allow the LEAs and State to view and interpret validation errors. Prior to UTREx, submitted data was checked at the LEA level.
- USOE staff provides a “level 2”check, which validates an LEA’s data against historical data and all other LEA submissions Statewide.

The majority of the data needed to develop State and Federal special education reports is processed through these data systems. Beginning winter of 2006, all students were assigned a unique Statewide Student Identifier (SSID). This ensures an accurate and secure process for all data.

During FFY 2007, the Transition Early Childhood Information (TEDI) database was developed to share data from Part C with Part B to facilitate the early childhood transition process. This system was implemented in FFY 2009.

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 1- Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs is the same measurement as for all youth under ESEA. Graduation rate was calculated as follows: Number of graduates (G) divided by [graduates (G) + dropped out (DO)] X 100 = graduation rate. Students who transferred out of the public education system are excluded from the calculation. Utah reports data using the adjusted cohort graduation rate required under the ESEA.

* Beginning with the February 1, 2008 submission of the APR, the indicator no longer requires the comparison to all youth.

Overview of Issue/Description of System or Process:

Prior to FFY 2011, graduation rates for all students were calculated by dividing the total number of students who graduate with a regular diploma by the number of students in the cohort. The adjusted cohort consisted of the students who began 10th grade in Fall 2006 and graduated Spring 2009, with students who transferred out of the public education system excluded from the computation. Graduates are those students who exited high school with a regular high school diploma. Graduation requirements for all students, as defined in USOE Administrative Rule R277-705 adopted March 6, 2006, were as follows:

- School districts shall award a diploma to secondary school students as follows:
  - A high school diploma indicating on the diploma that a student successfully completed all State and school district course requirements and passed all subtests of the Utah Basic Skills Competency Test (UBSCT);
  - A high school diploma indicating on the diploma that a student did not receive a passing score on all UBSCT subtests; the student shall have:
    - Met all State and school district course requirements for graduation; and
    - Provided documentation of at least three attempts to take and pass all subtests of the UBSCT unless:
      - A student's IEP team has determined that the student's participation in Statewide assessment is through Utah's Alternate Assessment (UAA).

For FFY 2011, the USOE applied a formula for the cohort graduation rate required by the Elementary and Secondary Education Act (ESEA) and specifically approved for use in Utah by the United States Department of Education. The graduation rate calculation is based on the number of students who enter 9th grade and graduate with their cohort. The calculation is:

$$\frac{\text{Number of on-time graduates in the cohort}}{\text{Number of 9th graders in the cohort minus the number of students who transferred out of the public education system}}$$

The following students are considered "Other Completers" and are not included in the graduation rate calculation: students who earned a high school diploma after their cohort graduated; students with disabilities who participated in the Utah Alternative Assessment (UAA) due to the severity of their disabilities; and students who received a Utah High School Completion Diploma by passing the General Education Development (GED) test. Prior to this change, any student who graduated with a regular high

school diploma was included in the calculation, including students who graduated after their cohort or participated in the UAA.

To graduate with a regular high school diploma, all students (including students with disabilities) are required to meet State minimum course credit requirements, as specified in USBE Administrative Rule R277-700; LEAs may require additional course credits beyond the State minimum. Students who meet the course credit requirements are awarded a regular high school diploma. Any student who does not meet all graduation requirements may, at the discretion of the LEA, be awarded a Certificate of Completion.

Administrative Rule R277-705 was revised on August 8, 2011:

- Differentiated diplomas that reference the UBSCT before the 2010-2011 school year and after the 2012-2013 school year shall include:
  - A high school diploma indicating on the diploma that a student successfully completed all State and LEA course requirements for graduation and passed all subtests of the UBSCT.
  - A high school diploma indicating on the diploma that a student did not receive a passing score on all UBSCT subtests; the student shall have:
    - Met all State and LEA course requirements for graduation; and
    - Beginning with the graduating class of 2007, participated in UBSCT remediation consistent with LEA policies and opportunities; and
    - Provided documentation of at least three attempts to take and pass all subtests of the UBSCT unless the student took all subtests of the UBSCT offered while the student was enrolled in Utah schools (UBSCT requirements are suspended through at least the 2012-2013 school year).

USBE's Special Education Rules allows the IEP team to make changes to graduation requirements to meet the unique educational needs of students with disabilities (VII.C.(2)).

December 1 Child Count and Exit data are submitted electronically to the USOE Data Clearinghouse by LEAs. Data go through an error check system at the USOE Data Clearinghouse with each submission to ensure accuracy and consistency of the data. Data analysis is conducted by various USOE staff members to ensure data are reported accurately. The consistency of data from year to year serves as an additional validation. Ongoing professional development and technical assistance provided to LEAs have resulted in the continued use of correct exit codes.

The USOE developed the Utah eTranscript and Records Exchange (UTREx). This system, available to LEAs in October 2011, is designed to ensure more accurate LEA data submission by:

- allowing LEAs to submit data more frequently (at least monthly, as opposed to three times a year previously);
- allowing for more accurate data validation as its interfaces allow both the LEA and the State to view and interpret validation errors; and
- validating an LEA's data against historical data and all other LEA submissions Statewide.

Baseline Data for Federal Fiscal Year (FFY) 2004 (2004-2005):

Regular education graduation rates were calculated by dividing the number of graduates by the potential number of graduates (12th grade) enrolled at the beginning of the 2004-2005 school year. Special education graduation rates were calculated using a similar method: the total number of special education graduates divided by the total number of potential graduates (12th grade up to age 22) as reported in the December 1, 2004, Child Count. This type of calculation fits the OSEP reporting requirements as described in the instructions of reporting a 12-month interval on exit data.

Event Graduation Rates 2004-2005

All Students	N = 29002/33889	85.58%
Students with IEPs	N = 1723/2461	70.01%
% Difference		-15.57%

Discussion of Baseline Data:

Regular education students have always graduated at a higher rate than special education students in Utah. Over the past several years, special education students have had graduation rates ranging from 16-20% below that of students in regular education. Considering the trend table below, the data for the baseline year of 2004-2005 show the smallest difference between graduation rates for regular education and special education students. Special education students graduated with a regular diploma at a rate of 15.57% lower than regular education students.

Graduation Rate Trend Data: 2003-2005

Year	2002-2003	2003-2004	2004-2005
All Students	N = 27,322/31,495 86.75%	N = 28,574/32,641 87.54%	N = 30,790/33,686 85.58%
Students with IEPs	N = 1759/2490 70.64%	N = 1744/2438 71.54%	N = 1723/2461 70.01%
% Difference	-16.11%	-16.0%	-15.57%

The graduation rate of special education students, at 70.01% in 2004-2005 school year, needs to be improved. The graduation rate of regular education students for the same period, at 85.58%, is also of concern.

Baseline Data for Federal Fiscal Year (FFY) 2008 (2007-2008):

A new baseline has been established to meet the change in calculation as required for the FFY 2008 SPP/APR. The new cohort graduation rate is based on the ESEA calculation: Number of graduates divided by (graduates + dropped out) X 100 = graduation rate.

Cohort Graduation Rate FFY 2008

	FFY 2008
# of graduates	2,234
# of students in the cohort	2,789
Graduation Rate	80.1%

Revised Baseline Data for Federal Fiscal Year (FFY) 2011 (2010-2011):

A new baseline has been established to meet the change in calculation as required for the FFY 2011 SPP/APR. The new cohort graduation rate is based on the ESEA calculation:

$$\frac{\text{Number of on-time graduates in the cohort}}{\text{Number of 9}^{th}\text{ graders in the cohort minus the number of students who transferred out of the public education system}}$$

Cohort Graduation Rate FFY 2011:

	FFY 2011
# of graduates	2,325
# of students in the cohort	3,967
Graduation Rate	58.6%

Revisions to Previous Targets:

FFY 2008: The graduation rate targets have been revised to be the same as those under Title I of the ESEA. The new targets are as follows:

Measurable and Rigorous Targets - Indicator 1

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	0.5% annual increase over the previous year's graduation rate for students with IEPs
2007 (2007-2008)	0.5% annual increase over the previous year's graduation rate for students with IEPs
2008 (2008-2009)	0.5% annual increase over the previous year's graduation rate for students with IEPs
2009 (Data Year 2008-2009)	85.7% graduation rate or 2 percentage points improvement from the previous year's rate. (Note: This target represents the graduation rate target under Title I of the ESEA.)
2010 (Data Year 2009-2010)	85.7% graduation rate or 2 percentage points improvement from the previous year's rate. (Note: This target represents the graduation rate target under Title I of the ESEA.)
2011 (Data Year 2010-2011)	71.8%* graduation rate or 2 percentage points improvement from the previous year's rate. (Note: This target represents the graduation rate target under Title I of the ESEA.)
2012 (Data Year 2011-2012)	71.8%* graduation rate or 2 percentage points improvement from the previous year's rate. (Note: This target represents the graduation rate target under Title I of the ESEA.)

*Note: Effective FFY 2010, the USOE revised graduation calculations to align with ESEA requirements and set new graduation targets.

Improvement Activities/Timelines/Resources - Indicator 1

Activity	Timeline	Resources
1. Organize a USOE Graduation and Dropout Task Force (including SWD, Youth in Custody (YIC), Counseling, Minority Graduation, Career and Technical Education (CTE), Migrant, Homeless, representative from Foster Care, and parents) to review literature, analyze LEA data, identify factors that encourage students to stay in school, and make recommendations on how to build local LEA capacity for improving graduation rate. This effort should align with Utah Performance Assessment System for Students (U-PASS) accountability efforts regarding graduation.	2005 through 2007 Completed	USOE staff, LEA staff, parent representatives, representative from Foster Care

Activity	Timeline	Resources
2. Convene a representative focus group of secondary education students (middle and high school) with disabilities to collect feedback on what leads to dropping out: barriers, challenges, and other factors.	2005 through 2006 Completed	USOE and LEA staff; IDEA State-level Activities Set Aside Funding
3. Train district-level teams. • Purpose: train research-based programs and strategies for effective dropout prevention. • Target audience: LEA curriculum directors, guidance counselors, Special Education Directors, transition specialists, secondary special education teachers, secondary general education teachers, and parents.	2006 through 2007 Completed	USOE staff, LEA staff, parent representatives, representative from Foster Care
4. Consider policy and legislative recommendations from Task Force.	2006 through 2007 Completed	USOE staff; USBE; Interim Education Committee of State Legislature
5. Recommend to USOE that annual implementation of the Gates Foundation survey be part of the partnership with the University of Utah Education Policy Center.	Fall 2006 Completed	Hart Research Associates survey; University of Utah Education Policy Center; Graduation Dropout Task Force
6. Prepare report for USBE outlining findings from Gates Foundation survey, State graduation/dropout rates over time, and recommendations.	Spring 2007 Completed	Graduation and Dropout Task Force members; USBE
7. Gather graduation/drop out data for SWD from LEAs; rank LEAs based on graduation rates; select top 10 LEAs based on high graduation, low dropout rates.	Fall 2006 Completed	USOE staff; 618 exit reports; USOE data
8. Invite LEAs to self-assess, using Ten Effective Strategies developed by National Dropout Prevention Center.	Winter 2006 Completed	LEA Special Education Directors; USOE staff; National Dropout Prevention Center publications
9. Meet with selected LEAs to analyze Self Assessment, determine specific strategies implemented in successful LEAs.	Winter 2006 Completed	LEA Special Education Directors; USOE staff; National Dropout Prevention Center publications
10. Share successful strategies with all LEAs at Spring Administrative Meetings.	Discontinued FFY 2007	LEA Special Education Directors; USOE staff; National Dropout Prevention Center publications
11. Develop professional development targets, based on strategies previously identified; present to Consortium Board and USEAP for input and direction for implementation.	Discontinued FFY 2007	USOE staff; Consortium Board; USEAP
12. Implement professional development; monitor graduation and dropout rates.	Discontinued FFY 2007	USOE staff; UPDC staff; 618 exit reports; USOE data

Activity	Timeline	Resources
13. Participate in USBE Dropout Prevention Study Team: • Attend scheduled meetings • Present data • Share research information • Engage in collaborative activities • Complete action steps assigned.	Summer, Fall 2007 Completed	USOE Staff, USOE Dropout/Graduation Task Force (USOE Staff and Community Partners), USBE
14. With the Study Team, develop recommendations and present to the USBE for approval, adoption, and directions.	Fall, 2007 Completed	USOE Staff, USOE Dropout/Graduation Task Force (USOE Staff and Community Partners), USBE
15. Work with the USOE leadership and staff to implement directives from the USBE.	Fall 2007 through 2012 Not completed in FFY 2011 and REVISED (see NEW ACTIVITIES #27-30)	USOE Staff, USOE Dropout/Graduation Task Force (USOE Staff and Community Partners), USBE
16. Provide professional development, including assistance in developing and implementing effective transition plans, to educators, administrators, and parents.	Fall 2007 through 2012 Completed and ongoing	USOE Staff, USOE Dropout/Graduation Task Force (USOE Staff and Community Partners).
17. Monitor school completion rates to evaluate success of school completion initiatives.	Spring 2008 through 2011 Not completed and REVISED FFY 2007	USOE Staff, USOE Dropout/Graduation Task Force (USOE Staff and Community Partners), USBE
18. Evaluate the results of activities from 2005-07 and determine additional activities based on those data.	2007 through 2011 Completed FFY 2009	USOE Staff
19. Compare current LEA graduation and dropout data with previous year's data; survey those LEAs with improved data to identify any participation in professional development or local initiatives that might have contributed to increased school completion.	Spring 2009 through 2012 This activity will be embedded in NEW ACTIVITY #25	USOE staff, exit data submitted by LEAs

Activity	Timeline	Resources
20. Develop and distribute to special education and general education administrators, and analyze the results of, a Statewide electronic survey to assess: • Commonly used definitions of school completers and non-completers, • Practices used to identify students at risk for non-completion, and • Practices used to facilitate school completion.	Fall 2008 Completed	USOE staff, commercially available electronic survey
21. Analyze existing data to determine patterns of school completion across grade level, LEA/school size or location, race/ethnicity, gender, and ELL/disability status.	Spring 2009 through 2012 This activity will be embedded in NEW ACTIVITY #25	USOE staff, exit data submitted by LEAs
22. Based on data review, develop school completion activities designed to meet student needs, and provide support to LEAs to implement appropriate activities.	Spring 2009 through 2012 This activity will be embedded in NEW ACTIVITY #25	USOE staff, LEA staff, NDPC-SD resources
23. Apply for assistance from the National Dropout Prevention Center – Students with Disabilities (NDPC-SD) to develop programs that will result in increased school completion.	Fall 2010 Completed FFY 2010	State Transition Specialist, IDEA State-level Activities Set Aside Funding, NDPC-SD materials
24. Participate in the "Strengthening the Senior Year" College and Career Ready Workgroup at the direction of the State Superintendent of Public Instruction.	Fall 2011 Completed FFY 2011	State Transition Specialist, USOE and LEA staff and administration
25. Participate in NDPC-SD Intensive TA activities with up to 10 selected secondary schools, as outlined in the NDPC-SD framework and professional development time line. The selected schools will receive professional development on examining data to identify causes and needs, reviewing and selecting research-based practices to identified causes and needs, and develop and implement a school plan for increased school completion.	Fall 2011 Completed and ongoing	State Transition Specialist, USOE Staff, NDPC-SD staff, REL West staff
26. Assist with organizing and participate in "Dropout Prevention: Next Steps for Utah", a one-day event focused on Utah's efforts to increase school completion for all students.	November 2011 Completed FFY 2011	State Transition Specialist, USOE staff, REL West staff, NDPC-SD staff

Activity	Timeline	Resources
27. Assist with organizing and participate in development of an early warning system, customized to Utah, designed so schools can identify students at risk for dropping out of school.	October 2012 through June 2013	USOE Transition Specialist, USOE staff, REL West staff, NDPC-SD staff, Alliance Advisory Panel, American Institute of Research (AIR)
28. Participate in an analysis of student IEP file review data in the context of student graduation and dropout status as well as post-school outcomes.	July 2012 through June 2013	USOE Transition Specialist, USOE staff, REL West staff
29. Participate in an analysis of data to describe the population of students with disabilities in grades 6-12, focusing on exit reasons and final high school outcomes by disability category and school environments.	September 2012 through June 2013	USOE Transition Specialist, USOE staff, REL West staff
30. Represent students with disabilities on the USOE Dropout Prevention Committee charged with providing LEAs with resources, including evidence-based practices, to increase school completion.	September 2012 through June 2013	USOE Transition Specialist, USOE staff

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: FAPE in the LRE

Indicator 2- Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs are the same measurement and timeline as for all youth under ESEA. Event (single year) dropout rate was calculated as follows: Number of youth with IEPs (ages 14-21) who exited special education due to dropping out divided by the total number of all youth with IEPs who left high school (ages 14-21) X 100 = dropout rate.

*Beginning with the February 1, 2008 submission of the APR, the indicator no longer requires the comparison to all youth.

Overview of Issue/Description of System or Process:

December 1 Child Count and Exit data are submitted electronically to the USOE Data Clearinghouse by LEAs. Data go through an error check system at the USOE Data Clearinghouse with each submission to ensure accuracy and consistency of the data. Data analysis is conducted by various USOE staff members to ensure data are reported accurately. The consistency of data from year to year serves as an additional validation. Ongoing professional development and technical assistance provided to LEAs have resulted in the continued use of correct exit codes.

The USOE developed the UTREx. This system, available to LEAs in October 2011, is designed to ensure more accurate LEA data submission by:

- allowing LEAs to submit data more frequently (at least monthly, as opposed to three times a year previously);
- allowing for more accurate data validation as its interfaces allow both the LEA and State to view and interpret validation errors; and
- validating an LEA's data against historical data and all other LEA submissions Statewide.

FFY 2007- FFY 2010 Data Calculation:

The event (single year) dropout rate is calculated by dividing the number of dropouts by the total number of potential dropouts (enrollment in grades 7 through 12). The USOE defines "dropout" according to Federal reporting requirements for the Consolidated State Plan Report (CSPR). This definition includes students with disabilities who exit at maximum age for IDEA eligibility, as well as students who were suspended, expelled, withdrew, transferred to an adult education program, or exited for unknown reasons.

FFY 2011 Data Calculation:

For Indicator 2 the state reported data using the same data source and measurement that the State used for its FFY 2010 APR that was submitted on February 1, 2012. The event (single year) dropout rate is calculated by dividing the number of youth with IEPs (ages 14-21) who exited special education due to dropping out by the total number of youth with IEPs who left high school (ages 14-21). The business rules for determining who is a dropout for all students (including students with disabilities) follow the requirements of the U.S. Department of Education as detailed in their Education Data Exchange Network (EDEN) and National Center for Education Statistics (NCES) Common Core of Data (CCD) specifications. Included in the denominator of the calculation are the following exiting categories: (a) graduated with a

regular high school diploma, (b) received a certificate of completion, (c) reached maximum age, (d) dropped out (defined below), or (e) died.

The USOE 2011 Cohort Graduation Rate and Single Year Dropout Rate Report defines a dropout as:

> …a student who leaves 9th–12th grade with an exit code of Dropout, Expelled, Suspended, Unknown, Transferred to Adult Education or Withdrawn. The count does not include students who have transferred to general education or who moved to a charter school, school district, or another State but are known to be continuing in education.

This is a change from previous definitions which did not include students who withdrew from school as dropouts. USBE Administrative Rule R-277-419, withdrawn students are those who have withdrawn from school due to a situation so serious that educational services cannot be continued at an LEA tutoring center or the student's home or place of convalescence.

Students who drop out multiple times in a school year are reported only once for a single school year at the State level. However, students who drop out in more than one year are reported as dropouts for every year in which they drop out.

Baseline Data for FFY 2004 (2004-2005):

The dropout rate for both special education and regular education students was an event calculation for the year 2004-2005. The number of regular education dropouts was divided by the potential number of drop outs (all students 7th grade and above). Special education dropouts were divided by the potential number of dropouts (all students ages 14 and above on the December 1, 2004 Child Count). Because special education is required to include students with disabilities up through age 21 who have not graduated with a regular diploma, these calculations are as similar as possible for both special education and regular education students.

Drop Out Rates for 2004-2005 School Year

Regular Education	N = 6422/203889	3.15%
Special Education	N = 613/17218	3.56%
% Difference		+0.41

Discussion of Original Baseline Data:

Special education students have historically dropped out of school at a higher rate than regular education students. The 2004-2005 baseline shows a difference of 0.41%, with the dropout rate of students with disabilities exceeding that of their non-disabled peers.

Utah Drop Out Rate Trend Data: 2003-2005

Year	**2002-2003**	**2003-2004**	**2004-2005**
Regular Education Students	N = 5894/201863 2.92%	N = 6049/202319 2.99%	N = 6422/203889 3.15%
Special Education Students	N = 543/16114 3.37%	N = 610/16483 3.70%	N = 613/17218 3.56%
% Difference	+0.45%	+0.71%	+0.41%

This difference in the rate is the lowest of the most recent four years shown in the trend table. The rate in the baseline year is 3.56%. It is noted that there is variation from year to year in the rates for both populations and in the difference. The overall trend for students with disabilities appears to be decreasing and increasing slightly for their non-disabled peers.

Revised Baseline Data for FFY 2006 (2006-2007):

Baseline data were revised in FFY 2006 to reflect the change in the indicator to require reporting the dropout rate of students without disabilities only.

FFY	Event Dropout Rate
2006 (2006-2007)	4.8%

FFY 2008: The dropout rate targets have been revised due to the new calculation method. The new targets are listed below.

Revised Baseline Data for FFY 2011 (2010-2011):

Baseline data were revised in FFY 2011 to reflect the change in dropout rate calculation. The USOE modified the calculation to include students who withdrew as dropouts. These students had not previously been included in the calculation.

FFY	Event Dropout Rate
2011 (Data year 2010-2011)	4.5%

Measurable and Rigorous Targets – Indicator 2

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Reduce the percentage of students with IEPs dropping out of school by 2% of previous year's percentage.
2006 (2006-2007)	Reduce the percentage of students with IEPs dropping out of school by 2% of previous year's percentage.
2007 (2007-2008)	Reduce the percentage of students with IEPs dropping out of school by 2% of previous year's percentage.
2008 (2008-2009)	Reduce the percentage of students with IEPs dropping out of school by 2% of previous year's percentage.
2009 (Data Year 2008-2009)	The percent of students with disabilities who drop out of high school will be less than 5.6%
2010 (Data Year 2009-2010)	The percent of students with disabilities who drop out of high school will be less than 5.55%
2011 (Data Year 2010-2011)	The percent of students with disabilities who drop out of high school will be less than 5.43%.
2012 (Data Year 2011-2012)	The percent of students with disabilities who drop out of high school will be less than 5.32%.

Improvement Activities/Timelines/Resources—Indicator 2

Activity	Timeline	Resources
1. Organize a USOE Graduation and Dropout Task Force (including SWD, Youth in Custody (YIC), Counseling, Minority Graduation, Career and Technical Education (CTE), Migrant, Homeless, representative from Foster Care, and parents) to review literature, analyze LEA data, identify factors that encourage students to stay in school, and make recommendations on how to build local LEA capacity for improving graduation rate. This effort should align with Utah Performance Assessment System for Students (U-PASS) accountability efforts regarding graduation.	2005 through 2007 Completed	USOE staff, from Curriculum, CTE, Homeless, Migrant, Administration, Special Education, Evaluation and Assessment; LEA staff, parent representatives, representative from Foster Care
2. Convene a representative focus group of secondary education students (middle and high school) with disabilities to collect feedback on what leads to dropping out: barriers, challenges, and other factors.	2005 through 2006 Completed	USOE and LEA staff; IDEA State-level Activities Set Aside Funding
3. Train district-level teams. • Purpose: train research-based programs and strategies for effective dropout prevention. • Target audience: LEA curriculum directors, guidance counselors, Special Education Directors, transition specialists, secondary special education teachers, secondary general education teachers, and parents.	2006 through 2007 Completed	USOE staff from Curriculum, CTE, Homeless, Migrant, Administration, Special Education, Evaluation and Assessment; LEA staff, parent representatives, representative from Foster Care
4. Consider policy and legislative recommendations from Task Force.	2006 through 2007 Completed	USOE staff; USBE; Interim Education Committee of State Legislature
5. Recommend to USOE that annual implementation of the Gates Foundation survey be part of the partnership with the University of Utah Education Policy Center.	Fall 2006 Completed	Hart Research Associates survey; University of Utah Education Policy Center; Graduation Dropout Task Force
6. Prepare report for USBE outlining findings from Gates Foundation survey, State graduation/dropout rates over time, and recommendations.	Spring 2007 Completed	Graduation and Dropout Task Force members; USBE
7. Gather graduation/drop out data for SWD from LEAs; rank LEAs based on graduation rates; select top 10 LEAs based on high graduation, low dropout rates.	Fall 2006 Completed	USOE staff; 618 exit reports; USOE data

Activity	Timeline	Resources
8. Invite LEAs to self-assess, using Ten Effective Strategies developed by National Dropout Prevention Center.	Winter 2006 Completed	LEA Special Education Directors; USOE staff; National Dropout Prevention Center publications
9. Meet with selected LEAs to analyze Self Assessment, determine specific strategies implemented in successful LEAs.	Winter 2006 Completed	LEA Special Education Directors; USOE staff; National Dropout Prevention Center publications
10. Share successful strategies with all LEAs at Spring Administrative Meetings.	Discontinued FFY 2007	LEA Special Education Directors; USOE staff; National Dropout Prevention Center publications
11. Develop professional development targets, based on strategies previously identified; present to Consortium Board and State Advisory Panel for input and direction for implementation.	Discontinued FFY 2007	USOE staff; Consortium Board; Utah State Advisory Panel
12. Implement professional development; monitor graduation and dropout rates.	Discontinued FFY 2007	USOE staff; UPDC staff; 618 exit reports; USOE data
13. Participate in State Board of Education Dropout Prevention Study Team: • Attend scheduled meetings • Present data • Share research information • Engage in collaborative activities • Complete action steps assigned.	Summer, Fall 2007 Completed	USOE Staff, USOE Dropout/Graduation Task Force (USOE Staff and Community Partners), USBE
14. With the Study Team, develop recommendations and present to the State Board of Education for approval, adoption, and directions.	Fall, 2007 Completed	USOE Staff, USOE Dropout/Graduation Task Force (USOE Staff and Community Partners), USBE
15. Work with the USOE leadership and staff to implement directives from the USBE.	Fall 2007 through 2012 Not completed in FFY 2011 and REVISED (see NEW ACTIVITIES #27-30)	USOE Staff, USOE Dropout/Graduation Task Force (USOE Staff and Community Partners), USBE
16. Provide professional development, including assistance in developing and implementing effective transition plans, to educators, administrators, and parents.	Fall 2007 through 2012 Completed and ongoing	USOE Staff, USOE Dropout/Graduation Task Force (USOE Staff and Community Partners).
17. Monitor school completion rates to evaluate success of school completion initiatives.	Spring 2008 through 2011 Not completed and revised FFY 2007	USOE Staff, USOE Dropout/Graduation Task Force (USOE Staff and Community Partners), USBE

Activity	Timeline	Resources
18. Evaluate the results of activities from 2005-07 and determine additional activities based on those data.	2007 through 2011 Completed FFY 2009	USOE Staff
19. Compare current LEA graduation and dropout data with previous year's data; survey those LEAs with improved data to identify any participation in professional development or local initiatives that might have contributed to increased school completion.	Spring 2009 through 2012 This activity will be embedded in NEW ACTIVITY #25	USOE staff, exit data submitted by LEAs
20. Develop and distribute to special education and general education administrators, and analyze the results of, a Statewide electronic survey to assess: • Commonly used definitions of school completers and non-completers • Practices used to identify students at risk for non-completion • Practices used to facilitate school completion.	Fall 2008 Completed	USOE staff, commercially available electronic survey
21. Analyze existing data to determine patterns of school completion across grade level, LEA/school size or location, race/ethnicity, gender, and ELL/disability status.	Spring 2009 through 2012 Completed in FFY 2010 and REVISED (see NEW ACTIVITY #25)	USOE staff, exit data submitted by LEAs
22. Based on data review, develop school completion activities designed to meet student needs, and provide support to LEAs to implement appropriate activities.	Spring 2009 through 2012 Completed in FFY 2010 and REVISED (see NEW ACTIVITY #25)	USOE staff, LEA staff, NDPC-SD resources
23. Apply for assistance from the National Dropout Prevention Center – Students with Disabilities (NDPC-SD) to develop programs that will result in increased school completion.	Fall 2010 Completed FFY 2010	State Transition Specialist IDEA State-level Activities Set Aside Funding, NDPC-SD materials
24. Participate in the "Strengthening the Senior Year" College and Career Ready Workgroup at the direction of the State Superintendent of Public Instruction.	Fall 2011 Completed FFY 2011	State Transition Specialist, USOE and LEA staff and administration

Activity	Timeline	Resources
25. Participate in NDPC-SD Intensive TA activities with up to 10 selected secondary schools, as outlined in the NDPC-SD framework and professional development time line. The selected schools will receive professional development on examining data to identify causes and needs, reviewing and selecting research-based practices to identified causes and needs, and develop and implement a school plan for increased school completion.	Fall 2011 Completed and ongoing	State Transition Specialist, USOE Staff, NDPC-SD staff, REL West staff
26. Assist with organizing and participate in "Dropout Prevention: Next Steps for Utah", a one-day event focused on Utah's efforts to increase school completion for all students.	November 2011 Completed FFY 2011	State Transition Specialist, other USOE-SES staff, USOE Staff, REL West staff, NDPC-SD staff
27. Assist with organizing and participate in development of an early warning system, customized to Utah, designed so schools can identify students at risk for dropping out of school.	October 2012 through June 2013	USOE Transition Specialist, USOE Staff, REL West staff, NDPC-SD staff, Alliance Advisory Panel, American Institute of Research (AIR)
28. Participate in an analysis of student IEP file review data in the context of student graduation and dropout status as well as post-school outcomes.	July 2012 through June 2013	USOE Transition Specialist, USOE Staff, REL West staff
29. Participate in an analysis of data to describe the population of students with disabilities in grades 6-12, focusing on exit reasons and final high school outcomes by disability category and school environments.	September 2012 through June 2013	USOE Transition Specialist, USOE Staff, REL West staff
30. Represent students with disabilities on the USOE Dropout Prevention Committee charged with providing LEAs with resources, including evidence-based practices, to increase school completion.	September 2012 through June 2013	USOE Transition Specialist, other USOE staff

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: FAPE in the LRE

Indicator 3- Participation and performance of children with IEPs on Statewide assessments:

A. Percent of the LEAs with a disability subgroup that meets the State's minimum "n" size that meet AMO targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement Changes FFY 2011:

A.2 AMO percent = [(# of LEAs with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup) divided by the (total # of LEAs that have a disability subgroup that meets the State's minimum "n" size)] times 100. These are the AMO data used for accountability reporting under Title I of the ESEA as a result of ESEA flexibility.

Measurement Changes FFY 2008:

~~A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.~~

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and Mathematics)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year (FAY) and those not enrolled for a full academic year (non FAY).

C. Proficiency rate percent = ([(# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and Mathematics)]. The proficiency rate includes both children with IEPs enrolled for a full academic year (FAY) and those not enrolled for a full academic year (non FAY).

Overview of Issue/Description of System or Process:

By law, all Utah students participate in the Core Criterion Referenced Test (CRT) program. Core assessments are administered annually in grades 3-11 in English Language Arts, in grades 3-7 in Mathematics with additional course specific assessments in middle and secondary LEAs, and in grades 4-8 in Science with additional course specific assessments in middle and secondary LEAs. For purposes of AMO, Utah uses grades 3-8 and 10 to make calculations.

Utah incorporates rigorous intermediate goals for the minimum percentage of students achieving Proficiency for AMO. A student subgroup, school, or LEA of 10 or more students must meet or exceed the AMO for English Language Arts and Mathematics.

State of Utah No Child Left Behind (NCLB)
Adequate Yearly Progress (AYP)
Annual Measurable Objectives (AMO)
Percent of All Students Achieving Proficiency

	FFY 2002	FFY 2005	FFY 2007	FFY 2009	FY 2010
English Language Arts Grades 3-8	65%	71%	77%	83%	83%
Mathematics Grades 3-8	57%	64%	71%	45%	45%
English Language Arts Grade 10	64%	70%	76%	82%	82%
Mathematics Grade 10-12	36%	47%	59%	40%	40%

In July 2012, Utah's ESEA Flexibility was approved. Utah no longer makes AYP determinations. AMO targets have been reset and a six year trajectory has been established beginning in FFY 2011 as per Utah's approved ESEA waiver.

AMOs will be based on the percent of students achieving proficiency on the CRTs separately in English Language Arts and Mathematics.

- Mathematics: results are based on CRTs in grades 3-6 and in the course-appropriate CRT thereafter, which includes Mathematics 7, Mathematics 8, Algebra, or Geometry for grades 7 and 8. High schools results will be determined by calculating the percent of 10th grade students who scored proficient on the Algebra I CRT in the 10th grade year or a prior year.
- English Language Arts: CRT results in grades 3-8 and 10 are used to determine the percent of students who are proficient.
- Results from the UAA are included for students with significant cognitive disabilities approved to participate in this assessment.

AMO targets are set based on percent proficient in each of Mathematics and English Language Arts for each subgroup and each school in annual equal increments toward a goal of reducing by half the percentage of students in the all-students group and in each subgroup who are not proficient within six years. The trajectory starts with the proficiency rates for 2010-11 academic year.

The State proficiency rates in 2011 for Mathematics and English Language Arts are shown below. The process described will be implemented for each school and subgroup using their 2011 proficiency rate as a starting point. By doing so, greater rates of progress will be required for schools that start further behind.

State Goal and Annual Targets for Students with Disabilities

Mathematics and English Language Arts State Baseline, Goals, and Annual Targets for Students with Disabilities								
Subject	Years							Trajectory Goal
	FFY 2010 Baseline Data	FFY 2011 Targets	FFY 2012 Targets	FFY 2013 Targets	FFY 2014 Targets	FFY 2015 Targets	FFY 2016 Targets	Six Year Trajectory Goals
Mathematics Grades 3-8	50.07%	54.23%	58.39%	62.55%	66.71%	70.87%	75.03%	75.03%
Mathematics Grade 10	30.86%	36.62%	42.38%	48.14%	53.91%	59.67%	65.43%	65.43%
English Language Arts Grades 3-8	54.40%	58.20%	62.00%	65.80%	69.60%	73.40%	77.20%	77.20%
English Language Arts Grade 10	55.79%	59.47%	63.16%	66.84%	70.53%	74.21%	77.89%	77.89%

As indicated above, the baseline was set in 2010-2011. Minimum "n" size for participation is n≥40 and the minimum "n" size for proficiency or performance is n≥10.

Utah has defined appropriate accommodations for students with disabilities. The use of CRTs has allowed for a variety of accommodations to be selected by the IEP team and still yield valid results that do not affect the test score interpretation.

For the past five years, Utah has implemented alternate assessments for students with the most significant cognitive disabilities. The purpose of the alternate assessment is to measure the achievement of students with disabilities against alternate academic achievement standards as defined by the State. The UAA is designed for assessing students with severe disabilities, especially those with the most significant cognitive disabilities. Tasks for the UAA are linked to the core curriculum and based on the student's IEP goals.

Student achievement data is managed by the USOE Data Clearinghouse. Beginning fall of 2005, all students are assigned a unique student identifier (SSID). This process helps to ensure a more accurate and secure process for assessment results.

Baseline Data for FFY 2004 (2004-2005):

A. LEAs Making Adequate Yearly Progress Based on Disability Subgroup 2004-2005

AYP in English Language Arts	AYP in Mathematics	AYP Overall
N= 38/57 67%	N= 42/57 74%	N= 25/57 44%

The percent of LEAs meeting the State's AYP objectives for progress for the disability subgroup for 2004-2005 is 44%.

B. Participation Rates Students with Disabilities Grades 3-8 and 10, 2004-2005: (see also attachment 6)

	Mathematics	English Language Arts	% Mathematics	% English Language Arts
a. # of children with IEPs in grades assessed	35,549	35,549	86.24%	91.91%
b. # of children with IEPs in regular assessment with no accommodations	16,788	17,361	47.22%	48.83%
c. # of children with IEPs in regular assessment with accommodations	11,559	12,968	32.51%	36.47%
d. # of children with IEPs in alternate assessment against grade level standards	0	0	0.00%	0.00%
e. # of children with IEPs in alternate assessment against alternate achievement standards	2,313	2,350	6.51%	6.61%
f. # of children with IEPs not assessed *	4,889	2,870	13.75%	8.07%

*Students included in total number of children with IEPs in grades not assessed may reflect those who were absent, excused, withdrawn, participated in a modified assessment, or had otherwise invalid test scores.

C. Proficiency Rates Students with Disabilities Grades 3-8 and 10, 2004-05 (Attachment 6 of APR Report)

	Mathematics	English Language Arts	% Mathematics	% English Language Arts
a. # of children with IEPs in grades assessed	35,549	35,549		
b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	8,287	8,355	23.31%	23.50%
c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	2,904	3,054	8.20%	8.59%
d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	0	0	0.00%	0.00%
e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	1,823	1,960	5.13%	5.51%
Total Proficient	13,014	13,369	36.64%	37.60%

Discussion of Baseline Data:

A. The percent of LEAs that made AYP in the students with disabilities subgroup has decreased from 86% in 2003-2004 to 44% in 2004-2005.
B. The participation rate of students with disabilities in English Language Arts has decreased from 93% in 2003-2004 to 91% in 2004-2005. The participation rate of students with disabilities in Mathematics has decreased from 87% in 2003-2004 to 86% in 2004-2005.
C. The proficiency rate of students with disabilities in English Language Arts has increased from 35.79% in 2003-04 to 37.60% in 2004-2005. The proficiency rate of students with disabilities in Mathematics has increased from 33.29% in 2003-2004 to 36.64% in 2004-2005.

FFY	Measurable and Rigorous Targets
2005 (Data Year 2005-2006)	A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 48% by 2005-2006. B. The percent of students with disabilities participating in Statewide assessments in English Language Arts will increase to 95% by 2005-2006. The percent of students with disabilities participating in Statewide assessments in Mathematics will increase to 95% by 2005-2006. C. The percent of students with disabilities who are proficient in English Language Arts assessments will increase to 43% by 2005-2006. The percent of students with disabilities who are proficient in Mathematics assessments will increase to 42% by 2005-2006.
2006 (Data Year 2006-2007)	A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 54% by 2006-2007. B. The percent of students with disabilities participating in Statewide assessments in English Language Arts will increase to 95% by 2006-2007. The percent of students with disabilities participating in Statewide assessments in Mathematics will increase to 96% by 2006-2007. C. The percent of students with disabilities who are proficient in English Language Arts assessments will increase to 51% by 2006-2007. The percent of students with disabilities who are proficient in Mathematics assessments will increase to 50% by 2006-2007.
2007 (Data Year 2007-2008)	A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 60% by 2007-2008. B. The percent of students with disabilities participating in Statewide assessments in English Language Arts will increase to 97% by 2007-2008. The percent of students with disabilities participating in Statewide assessments in Mathematics will increase to 97% by 2007-2008. C. The percent of students with disabilities who are proficient in English Language Arts assessments will increase to 59% by 2007-2008. The percent of students with disabilities who are proficient in Mathematics assessments will increase to 58% by 2007-2008.
2008 (Data Year 2008-2009)	A The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 66% by 2008-2009. B. The percent of students with disabilities participating in Statewide assessments in English Language Arts will increase to 95% by 2008-2009. The percent of students with disabilities participating in Statewide assessments in Mathematics will increase to 95% by 2008-2009. C. The percent of students with disabilities who are proficient in English Language Arts assessments will increase to 83% for grades 3-8 and 82% for grade 10 by 2008-2009. The percent of students with disabilities who are proficient in Mathematics assessments will increase to 45% for grades 3-8 and 40% for grades 10-12 by 2008-2009.

FFY	Measurable and Rigorous Targets
2009 (Data Year 2009-2010)	A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 72% by 2009-2010. B. The percent of students with disabilities participating in Statewide assessments in English Language Arts will increase to 95% by 2009-2010. The percent of students with disabilities participating in Statewide assessments in Mathematics will increase to 95% by 2009-2010. C. The percent of grade 3-8 students and for grade 10 students who are proficient in English Language Arts assessments will be 83% and 82%, respectively. The percent of grade 3-8 students and for grade 10 students who are proficient in Mathematics assessments will be 45% and 40%, respectively.
2010 (Data Year 2010-2011)	A. The percent of LEAs that made AYP in the students with disabilities subgroup will increase to 78% by 2010-2011. B. The percent of students with disabilities participating in Statewide assessments in English Language Arts will increase to 95% by 2010-2011. The percent of students with disabilities participating in Statewide assessments in Mathematics will increase to 95% by 2010-2011. C. The percent of grade 3-8 students and for grade 10 students who are proficient in English Language Arts assessments will be 83% and 82%, respectively. The percent of grade 3-8 students and for grade 10 students who are proficient in Mathematics assessments will be 45% and 40%, respectively. *Utah postponed the scheduled AYP targets increase for 2010-2011 for one year with approval from the Department of Education.
2011 (Data Year 2011-2012)	A. The percent of LEAs that made the AMO targets in the students with disabilities subgroup will increase to 54.23%* for grade 3-8 Mathematics assessments, to 36.62*% for grade 10 Mathematics assessments, to 58.20%* for grade 3-8 English Language Arts assessments, and to 59.47%* for grade 10 English Language Arts assessments. B. The percent of students with disabilities participating in Statewide assessments in Mathematics will increase to 95% by 2011-2012. The percent of students with disabilities participating in Statewide assessments in English Language Arts will increase to 95% by 2011-2012. C. The percent of grade 3-8 students and for grade 10 students who are proficient in Mathematics assessments will be 54.23%* and 36.62%*, respectively. The percent of grade 3-8 students and for grade 10 students who are proficient in English Language Arts assessments will be 58.20%* and 59.47%*, respectively. ***In July 2012 ESEA Flexibility was approved. Utah no longer makes AYP determinations. AMO targets have been reset and a six year trajectory has been established beginning in FFY 2011 as per Utah's approved ESEA waiver.**
2012 (Data Year 2012-2013)	A. The percent of LEAs that made the AMO target in the students with disabilities subgroup will increase to 58.39% for grade 3-8 Mathematics assessments, to 42.38% for grade 10 Mathematics assessments, to 62.00% for grade 3-8 English Language Arts assessments, and to 63.16% for grade 10 English Language Arts assessments. B. The percent of students with disabilities participating in Statewide assessments in Mathematics will increase to 95% by 2011-2012. The percent of students with disabilities participating in Statewide assessments in English Language Arts will increase to 95% by 2011-2012. C. The percent of grade 3-8 students and for grade 10 students who are proficient in Mathematics assessments will be 58.39% and 42.38%, respectively. The percent of grade 3-8 students and for grade 10 students who are proficient in English Language Arts assessments will be 62.00% and 63.16%, respectively.

Improvement Activities/Timelines/Resources – Indicator 3

The following activities are intended to address both participation and performance targets.

Activities	Timeline	Resources
1. Collaboratively provide Statewide professional development on English Language Arts (literacy and reading) instruction and interventions for general and special educators.	September 2006 through 2011 Completed FFY 2011(See REVISED ACTIVITY #22)	USOE & UPDC Staff, contracted presenters, IDEA State-level Activities Set Aside Funding
2. Research best practices for numeracy instruction and interventions and create professional development activities for general and special educators.	Spring 2006 Completed FFY 2007	USOE & UPDC Staff
3. Publish U-PASS Assessment Participation and Accommodations Policy and revise yearly to reflect new accommodation research. It will be posted on the USOE website.	Summer 2006 Completed FFY 2007	USOE Special Education Staff & USOE Assessment Staff, IDEA State-level Activities Set Aside Funding
4. Develop professional development materials on U-PASS Assessment and Participation and Accommodations Policy and post on USOE website.	Summer and Fall 2006 Completed	USOE Special Education Staff
5. Train at LEA request on U-PASS Assessment Participation and Accommodations Policy.	September through 2007 Completed FFY 2007	USOE Special Education Staff, USOE Assessment Staff, IDEA State-level Activities Set Aside Funding
6. Research an alternate assessment based on 2% flexibility under NCLB.	Fall, 2007 through 2008 Completed FFY 2007	USOE Special Education Staff, USOE Assessment Staff, contracted personnel, IDEA State-level Activities Set Aside Funding, State and federal assessment funds
7. Develop a Statewide procedure for LEAs to ensure the State does not go over 1% on alternate assessments measured against alternate achievement standards.	2007 through 2008 Completed FFY 2007	USOE Special Education Staff
8. Participate with general education curriculum staff to develop a Statewide framework for Literacy Instruction.	August 2005 through April 2007 Completed	USOE & UPDC Staff; IDEA State-level Activities Set Aside Funding
9. Collaborate and publish Utah's 3 Tier Model of Reading Instruction K-12.	2006 through 2007 Completed FFY 2007	USOE & UPDC Staff, IDEA State-level Activities Set Aside Funding

Activities	Timeline	Resources
10. Review current Statewide Mathematics assessment procedures for secondary students to determine how to best involve all students.	2005 through 2011 Completed FFY 2007	USOE Special Education Staff, USOE Assessment Staff, USOE Curriculum Staff
11. Extend the grade level content standards to their "essence" for use in the revision of UAA, the alternate assessment based on alternate achievement standards. • Stakeholder groups consisting of general and special educators, content experts, parents and university representatives met in January of 2008 to align each subject (English Language Arts, Mathematics, and science) grade by grade (kindergarten through high school) and across subjects for each grade. • A private consultant reviewed and revised the essence by adding more examples and clarifying the work that had been completed.	2007 through FFY 2008 Completed FFY 2008	USOE Special Education, Assessment and Curriculum Staff, stakeholders
12. Evaluate the results of activities from 2005-07 and determine additional activities based on those data.	2007 through 2010 Completed FFY 2009	USOE staff
13. Revise, publish and provide professional development on the U-PASS Assessment Participation and Accommodations Policy to reflect new accommodations research. Post on USOE website.	2008 through 2010 Completed FFY 2009	USOE staff, UPDC staff, IDEA State-level Activities Set Aside Funding
14. Collaboratively provide Statewide professional development on Mathematics (numeracy) instruction and interventions for general and special educators.	2008 through 2012 Completed FFY 2011 (see REVISED ACTIVITY #22)	USOE staff, UPDC staff, IDEA
15. All CRTs will be evaluated by grade for student participation and proficiency yearly.	2008 through 2010 Completed FFY 2009	USOE staff
16. Provide professional development Statewide on the Essential Elements for English Language Arts and Mathematics and the Extended Core Standards for Science.	2009 through 2012 Completed and ongoing	USOE staff, UPDC staff, IDEA State-level Activities Set Aside Funding

Activities	Timeline	Resources
17. Develop tasks for Utah's Alternate Assessment II (UAA-II) for Students with Significant Cognitive Disabilities.	2009 through 2010 Discontinued in FFY 2009	USOE staff, Enhanced Assessment Grant for Alternate Assessment Design – Mathematics, stakeholders
18. Increase secondary Mathematics teachers' content knowledge via Project KNOTtT.	2010 through 2011 Completed FFY 2011 (see REVISED ACTIVITY #22)	UPDC staff, USOE staff, IDEA State-level Activities Set Aside Funding
19. Improve teachers' ability to adjust instruction for individual students with Mathematics Progress Monitoring.	2010 through 2011 Completed FFY 2011 (see REVISED ACTIVITY #22)	UPDC staff, USOE staff, IDEA State-level Activities Set Aside Funding
20. Increase access to the Common Core in ELA and Mathematics and link specialized instruction to the Utah Core Standards through Standards-Based IEPs.	2011 Completed FFY 2011 (see REVISED ACTIVITY #22)	UPDC staff, USOE staff, IDEA State-level Activities Set Aside Funding
21. Improve Mathematics content instruction and knowledge for pre-service special education teachers by IHEs.	2011 through 2012 Completed and ongoing	IHEs, USOE
22. Collaborate to provide Statewide conferences for all educators regarding classroom management, instruction, school-wide, and targeted interventions to support students in LRE.	2012	USOE staff, UPDC staff, IDEA State-level Activities Set Aside Funding

Part B State Performance Plan (SPP) for 2005-2012

Monitoring Priority: FAPE in the LRE

Indicator 4A - Rates of suspension and expulsion:

A. Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

(20 U.S.C. 1416 (a)(3)(A); 1412 (a)22))

Measurement FFY 2011:

A. Percent = [(# of LEAs that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (number of LEAs in the State)] times 100.

Overview of Issue/Description of System or Process

Utah 618 Table 5 data on short- and long-term suspensions and expulsions is collected annually from LEAs as required by OSEP. LEAs have a variety of internal systems for collecting and tracking data on suspensions and expulsions. Each LEA aggregates the data and submits it in written form to the USOE.

Beginning in FFY 2010, the USOE uses the “State bar” method for defining significant discrepancy. The FFY 2010 State rate (based on 2009-2010 data) for suspending/expelling students with disabilities among LEAs in the State for more than 10 days is 0.42%. The USOE is setting the State bar as five percentage points higher than the state rate. (Utah chose to use the five percentage points higher than the State rate as the “State bar” after discussion with other states with similar demographics and in close proximity.) Thus, any school district/charter school that suspends or expels 5.42% or more of its students with disabilities for more than 10 days is flagged for significant discrepancy. There must be an “n” size of at least 30 students in the denominator of a suspension rate for it to be flagged. Once an LEA is flagged for numerical significant discrepancy, the policies, procedures, and practices of that LEA are reviewed to determine if they contributed to the significant discrepancy and do not comply with the requirement relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, including IDEA discipline requirements. USOE will conduct focused monitoring activities with LEAs identified with significant discrepancy and required review of policies, procedures, and practices.

Prior to FFY 2010, the USOE determined its definition of “significant discrepancy” based on a significant difference from the Statewide mean rate of suspension/expulsion of students with disabilities across all LEAs. The rate of suspensions of more than 10 days for each LEA was calculated. The mean rate and the standard deviation were computed. Significant discrepancy was defined as two or more standard deviations from the mean. However, OSEP determined that method of analysis was not appropriate, thus in FFY 2010 the USOE began using the “State bar” method for determine significant discrepancy.

If uncorrected noncompliance is identified, it is reported as a finding. A finding is a written notification from the State to an LEA that contains the State’s conclusion that the LEA program is in noncompliance and includes the citation of the statute or regulation and a description of the data supporting the conclusion. Written notifications of findings occur as soon as possible and generally within three months of discovery. Except for findings identified through State complaints or due process hearings, individual instances of noncompliance in an LEA involving the same legal requirement under IDEA and Utah Special Education Rules are grouped together as one finding An LEA will have multiple findings of noncompliance for the same time period if the LEA is noncompliant with more than one legal requirement. Upon written notification of noncompliance from the USOE, the LEA must correct the noncompliance in its

policies, procedures, and practices as soon as possible, but in no case later than one year from identification.

LEAs must demonstrate that all instances of noncompliance in each individual student file are corrected (Prong 1 of the OSEP 09-02 Memorandum). In addition, LEAs are required to write comprehensive improvement plan to address their process for ensuring that the regulatory requirements are being implemented correctly throughout the LEA. LEAs that have findings of noncompliance are required to document additional professional development on the regulatory requirements and submit additional monitoring data which demonstrated correction of the noncompliance in LEA policies, procedures, and practices (Prong 2 of the OSEP 09-02 Memorandum). LEAs whose comprehensive improvement plan does not result in the correction of the noncompliance within one year will receive enforcement actions from the USOE; actions will be selected to target the root cause/reason behind the continuing noncompliance. Most common enforcement actions include required technical assistance, additional LEA professional development, and delay of IDEA funds.

Correction occurs when the LEA revises noncompliant policies, procedures, and/or practices and the USOE verifies the correction and notifies the LEA of the correction. In the process of determining that the LEA corrected noncompliance on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of IDEA, including the correction of noncompliance in conformance with the OSEP 09-02 Memorandum, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). While a sample of files were reviewed to determine ongoing LEA compliance with all specific regulatory requirements of IDEA, each file with noncompliance was also reviewed to ensure correction at the individual student level. As a result of these USOE and LEA actions (as described above), each LEA is in accordance with IDEA regulatory requirements.

LEAs who identify and correct noncompliance prior to being issued a finding of noncompliance by the USOE do not receive a finding, as per the OSEP 09-02 Memorandum.

Baseline Data for FFY 2010 (Data Year 2009-2010):

Because the FFY 2004 baseline data was created using a significant difference that was more than two standard deviations above the Statewide mean rate, the significant discrepancy outlined below no longer applies. Instead, the new baseline is set at five percentage points above the state rate of 0.42%, or 5.42%.

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
FFY 2010 (Data Year 2009-2010)	112	0	**0.0%**

Note: Twenty-six of 112 were excluded. Three excluded LEAs did not have at least 30 students with disabilities enrolled in the LEA. Twenty-three excluded LEAs did not have students with disabilities who were suspended/expelled for more than 10 days; therefore, their suspension/expulsion rate was 0%. The USOE chose to use all LEAs for the denominator.

Discussion of Baseline Data (FFY 2010):

The data show that zero LEAs have rates of suspension/expulsion for more than 10 days that show a significant discrepancy from the mean rate for all LEAs in the State. Efforts to improve the accuracy of data collection on suspensions and expulsions of students with disabilities will be ongoing.

Baseline Data for FFY 2004 (2004-2005):

Of the 40 LEAs in the data, three had a rate that differed significantly from the mean rate.

Mean rate of suspensions/expulsion more than 10 days	Standard deviation	Significant discrepancy (2 SD)	# of LEAs with significant discrepancy
0.44%	1.02	2.04	3

Additional details of the Statewide suspension/expulsion data may be found in OSEP Table 5. This table will be completed as soon as the final form approved by Office of Management and Budget is provided to the USOE from OSEP.

A. % of LEAs with significant discrepancy in rate of suspensions and expulsions of students with disabilities	7.3%

Discussion of Baseline Data (FFY 2004):

The data show that 7.3% of LEAs have rates of suspension/expulsion for more than 10 days that show a significant discrepancy from the mean rate for all LEAs in the State. Efforts to improve the accuracy of data collection on suspensions and expulsions of students with disabilities will be ongoing.

Measurable and Rigorous Targets – Indicator 4A

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	A. Reduce number of LEAs with significant discrepancies 1%.
2006 (2006-2007)	A. Reduce number of LEAs with significant discrepancies 1%.
2007 (2007-2008)	A. Reduce number of LEAs with significant discrepancies 1%.
2008 (2008-2009)	A. Reduce number of LEAs with significant discrepancies 1%.
2009 (Data Year 2008-2009)	A. Reduce number of LEAs with significant discrepancies 1%.
2010 (Data Year 2009-2010)	A. Reduce number of LEAs with significant discrepancies by 1%, for an overall reduction of 6% compared to baseline year.
2011 (Data Year 2010-2011)	A. Maintain 0% of LEAs with significant discrepancy in rate of suspensions and expulsions of student with disability.
2012 (Data Year 2011-2012)	A. Maintain 0% of LEAs with significant discrepancy in rate of suspensions and expulsions of student with disability.

Improvement Activities/Timelines/Resources – Indicator 4A

Activities	Timeline	Resources
1. Enhance and expand Utah's Behavior Initiatives (UBI) in Utah. Continue to emphasize UBI professional development through adequate funding and professional development opportunities for school districts and charter schools.	2005 through 2009 Completed FFY 2008	IDEA State-level Activities Set Aside Funding, State Improvement Grant Funds, USOE Behavior/Mental Health Specialist, UPDC staff
2. Build local capacity through partnership with the Utah State Improvement Grant for UBI District Positive Behavioral Support Pilots. Expand the capacity of LEAs to support social and academic behavioral outcomes for students. Establish system to achieve better learning outcomes while preventing problem behaviors from occurring.	2005 through 2009 Completed FFY 2008	IDEA State-level Activities Set Aside Funding, State Improvement Grant Funds, USOE Behavior/Mental Health Specialist, UPDC Staff, State Improvement Grant Staff
3. Develop a Self-Assessment for school districts to assess the continuum of behavioral supports for students struggling with emotional/behavioral difficulties.	2007 through 2008 Completed	IDEA State-level Activities Set Aside Funding, State Improvement Grant Funds, USOE Behavior/Mental Health Specialist, UPDC Staff
4. Review and revise the Statewide Assistance Team (SWAT) process for students with the most severe behavior difficulties to ensure enhancing local capacity of LEAs to effectively enable these students to succeed in school.	2005 through 2012 Completed and ongoing	USOE Behavior/Mental Health Specialist, UPDC Staff, Contracted Behavior Consultants and IDEA State-level Activities Set Aside Funding
5. Refine RISEP data collection system to include IDEA-required data elements.	2005 through 2006 Completed	USOE Behavior/Mental Health Specialist, Safe and Drug Free Schools Coordinator, Safe and Drug Free Schools funds
6. Collaborate with USOE Data Warehouse to improve data collection. Assist with Education Data Exchange Network (EDEN) system coming online at USOE.	2006 through 2010 Completed FFY 2009	USOE Special Education Staff, USOE Data Warehouse Staff
7. Collaborate with the USOE Comprehensive Counseling and Guidance program to promote and review programs for at risk students.	2007 through 2012 Completed and ongoing	IDEA State-level Activities Set Aside Funding, USOE Comprehensive Counseling and Guidance staff, USOE Behavior/Mental Health Specialist, UPDC Staff
8. Evaluate the results of activities from 2005-2012 and determine additional activities based on those data.	2007 through 2010 Completed FFY 2009	After review, this activity was deemed redundant. All activities are reviewed on a continuous basis during the FFY to inform professional development, budget and personnel decisions.

9. Continue to implement the Academic and Behavior Coaching/Utah Behavior Initiative (ABC/UBI) collaboration with participating LEAs and schools to increase the promotion and application of Positive Behavioral Supports, Instructional School-Based Teams, and Multi-Tiered Systems of Support (MTSS) models. Encourage new LEAs and/or schools to participate in this voluntary initiative. The ABC/UBI professional development initiative is designed to improve behavioral and academic outcomes for students with disabilities.	2008 through 2012 Completed FFY 2011	USOE Behavior/Mental Health Specialist, UPDC staff, Institutions of Higher Education (IHEs), IDEA State-level Activities Set Aside Funding
10. Establish university partnerships for the purpose of program evaluation and curriculum development.	2008 through 2012 Completed and ongoing	USOE Behavior/Mental Health Specialist, UPDC staff, IHEs, and IDEA State-level Activities Set Aside Funding
11. Organize the State-level CoP Group focusing on school based mental health services.	2010 through 2012 Completed and ongoing	IDEA State-level Activities Set Aside Funding, USOE Comprehensive Counseling and Guidance staff, USOE Behavior/Mental Health Specialist
12. NEW ACTIVITY Conduct a data review after the December 1st Child Count data submission to share with LEAs any possible data concerns that have been flagged related to rates of suspensions and expulsions for children with IEPs.	2012 through 2013	USOE Specialists, USOE Coordinator, and IDEA State-level Activities Set Aside Funding

Monitoring Priority: FAPE in the LRE

Indicator 4B- Percent of LEAs that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.D. 1416(a)(3)(A);1412(a)(22))

Measurement:

Percent = [(# of LEAs that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State)] times 100.

Overview of Issue/Description of System or Process:

The USOE collects data for Indicator 4B through the State December 1 Child Count and USOE Data Clearinghouse. The general approach that the USOE uses for indicator 4B is that of comparing the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs among LEAs in the State.

Beginning in FFY 2010, the USOE uses the “State bar” method for defining significant discrepancy. The FFY 2010 State rate (based on 2009-2010 data) for suspending/expelling students with disabilities among LEAs within the State for more than 10 days is 0.42%. The USOE set the State bar as five percentage points higher than the State rate. Thus, any LEA that suspends or expels 5.42% or more of its students with disabilities of a given race/ethnicity for more than 10 days is flagged for significant discrepancy. There must be an “n” size of at least 30 students of a given race/ethnicity for use in the denominator of a suspension rate for it to be flagged. Once an LEA was flagged for numerical significant discrepancy, the policies, procedures, and practices of that LEA are reviewed to determine if they contributed to the significant discrepancy and do not comply with the requirement relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, including IDEA disciplinary requirements. USOE will conduct focused monitoring activities with LEAs identified with significant discrepancy and conduct the required policies, procedures, and practices review. The review includes the policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA.

Prior to FFY 2010, a significant discrepancy was defined as a Weighted Risk Ratio of 3.00 and above; however, OSEP determined that method of analysis was not appropriate, thus in FFY 2010 the USOE began using the “State bar” method for determine significant discrepancy.

If uncorrected noncompliance is identified, it is reported as a finding. A finding is a written notification from the State to an LEA that contains the State’s conclusion that the LEA program is in noncompliance and includes the citation of the statute or regulation and a description of the data supporting the conclusion. Written notifications of findings occur as soon as possible and generally within three months of discovery. Except for findings identified through State complaints or due process hearings, individual instances of noncompliance in an LEA involving the same legal requirement under IDEA and Utah

Special Education Rules are grouped together as one finding An LEA will have multiple findings of noncompliance for the same time period if the LEA is noncompliant with more than one legal requirement. Upon written notification of noncompliance from the USOE, the LEA must correct the noncompliance in its policies, procedures, and practices as soon as possible, but in no case later than one year from identification.

LEAs must demonstrate that all instances of noncompliance in each individual student file are corrected (Prong 1 of the OSEP 09-02 Memorandum). In addition, LEAs are required to write a comprehensive improvement plan to address their process for ensuring that the regulatory requirements are being implemented correctly throughout the LEA. LEAs that have findings of noncompliance are required to document additional professional development on the regulatory requirements and submit additional monitoring data which demonstrated correction of the noncompliance in LEA policies, procedures, and practices (Prong 2 of the OSEP 09-02 Memorandum). LEAs whose comprehensive improvement plan does not result in the correction of the noncompliance within one year will receive enforcement actions from the USOE; actions will be selected to target the reason behind the continuing noncompliance. Most common enforcement actions include required technical assistance, additional LEA professional development, and delay of IDEA funds.

Correction occurs when the LEA revises noncompliant policies, procedures, and/or practices and the USOE verifies the correction and notifies the LEA of the correction. In the process of determining that the LEA corrected noncompliance on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of IDEA, including the correction of noncompliance in conformance with the OSEP 09-02 Memorandum, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). While a sample of files were reviewed to determine ongoing LEA compliance with all specific regulatory requirements of IDEA, each file with noncompliance was also reviewed to ensure correction at the individual student level. As a result of these USOE and LEA actions (as described above), each LEA is in accordance with IDEA regulatory requirements.

LEAs who identify and correct noncompliance prior to being issued of finding of noncompliance by the USOE do not receive a finding, as per the OSEP 09-02 Memorandum.

Data for FFY 2010 (Data Year 2009-2010):

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies in Race/Ethnicity Categories	Percent
FFY 2010 (Data Year 2009-2010)	112	0	**0.0%**

Note: Thirty LEAs were excluded as they did not meet the minimum n size requirements of 30 students with disabilities in any race/ethnicity category for the denominator. The other 82 LEAs had at least one ratio by race/ethnicity calculated. Of the 30 LEAs that were excluded, all but two had a 0% suspension/expulsion rate for each racial/ethnic group. The USOE chose to use all LEAs for the denominator.

Discussion of Data (FFY 2010):

The data show that zero LEAs have rates of suspension/expulsion for more than 10 days that show a significant discrepancy from the mean rate for all LEAs in the state. Efforts to improve the accuracy of data collection on suspensions and expulsions of students with disabilities will be ongoing.

Baseline Data for FFY 2009 (2008-2009):

Baseline analysis of the data indicates 0% of LEAs with significant discrepancy in rate of suspensions and expulsions of student with disabilities by race and ethnicity.

Display 4B-1: Baseline Data for FFY 2009 (2008-2009 Data):

Total # of LEAs	106
# of LEAs determined to have numerical significant discrepancy	0
% of LEAs determined to have numerical significant discrepancy	0.0%
# of LEAs found to have significant discrepancy due to inappropriate policies, practices, and procedures	0
Percent of LEAs that had significant discrepancy due to inappropriate policies, practices, and procedures	**0.0%**

Display 4B-2: LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion:

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2009 (Using 2008-2009 Data)	106	0	0%

Please note that in this reporting year there were 106 LEAs in the State. Only two of these LEAs had suspended/expelled at least 10 students for more than 10 days.

Display 4B-3: LEAs With Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and Policies, Procedures or Practices that Contribute to the Significant Discrepancy and do not Comply with Requirements Relating to the Development and Implementation of IEPs, the Use of Positive Behavioral Interventions and Supports, and Procedural Safeguards

Year	Total Number of LEAs	LEAs With Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and Policies, Procedures or Practices that Contribute to the Significant Discrepancy and do not Comply with Requirements Relating to the Development and Implementation of IEPs, the Use of Positive Behavioral Interventions and Supports, and Procedural Safeguards.	Percent
FFY 2009 (Using 2008-2009 Data)	106	0	0%

Please note that in this reporting year there were 106 LEAs in the State. Only two of these LEAs had suspended/expelled at least 10 students for more than 10 days.

For indicator 4B, 106 LEAs were included in the analyses. Of these 106, two met the minimum "n" requirements at least one time for a Final Risk Ratio to be calculated (for each LEA, in theory, five risk ratios could be calculated –one for each racial/ethnic group). As specified above, the minimum "n" requirement is that there must be at least 10 students suspended/expelled for more than 10 days in the target group and in the comparison group for a Weighted Risk Ratio to be considered. The majority of LEAs suspended zero students; other LEAs typically suspended between one to three students. Thus, very small numbers prevent reliable and meaningful risk ratios from being calculated. (Note: the number of LEAs for Indicators 4A and 4B is 106; the number of LEAs for Indicators 9 and 10 is 112. This is because Indicators 4A and 4B are using 2008-09 data due to the data lag option.)

Measurable and Rigorous Targets – Indicator 4B:

FFY	Measurable and Rigorous Targets
2009 (Data Year 2008-2009)	Maintain 0% of LEAs with significant discrepancy in rate of suspensions and expulsions of students with disabilities by race/ethnicity.
2010 (Data Year 2009-2010)	Maintain 0% of LEAs with significant discrepancy in rate of suspensions and expulsions of students with disabilities by race/ethnicity.
2011 (Data Year 2010-2011)	Maintain 0% of LEAs with significant discrepancy in rate of suspensions and expulsions of students with disabilities by race/ethnicity.
2012 (Data Year 2011-2012)	Maintain 0% of LEAs with significant discrepancy in rate of suspensions and expulsions of students with disabilities by race/ethnicity.

Review Policies, Procedures, and Practices (Completed in FFY 2009 Using 2008-2009 Data):

Not applicable as no LEAs were identified with significant discrepancies in FFY 2009.

Improvement Activities/Timelines/Resources – Indicator 4B:

Activity	Timeline	Resources
1. USOE will conduct focused monitoring activities with LEAs identified with significant discrepancy and required a review of policies, procedures, and practices. The review includes the policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA.	2009 through 2012 Completed and ongoing	IDEA State-level Activities Set Aside Funding and USOE Behavior/Mental Health Educational Specialist
2. Develop/provide targeted technical assistance and professional development that specifically focuses on systems that need to decrease the number of youth with disabilities who are suspended or expelled.	2009 through 2012 Completed and ongoing	IDEA State-level Activities Set Aside Funding and USOE Behavior/Mental Health Educational Specialist

Activity	Timeline	Resources
3. NEW ACTIVITY The USOE will conduct a data review after the December 1 data submission to share with LEAs any possible data concerns that have been flagged related to rates of suspensions and expulsions for children with IEPs by race or ethnicity.	2012 through 2013	USOE Specialists, USOE Coordinator, and IDEA State-level Activities Set Aside Funding

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: FAPE in the LRE

Indicator 5- Percent of children with IEPs aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;
B. Inside the regular class less than 40% of the day; and
C. In separate schools, residential facilities, or homebound/hospital placements.**

(20 U.S.C. 1416 (a)(3)(A))

****Indicator 5** Wording was revised by OSEP for FFY 2007 (as reflected above and in FFY 2007-2012 targets).

Measurement:

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Overview of Issue/ Description of System or Process:

The 2004-2005 baseline data for Indicator 5 are submitted following the same methodology as has been used in submitting 618 data as required by IDEA. The State of Utah has identified the need to make revisions in the data collection and reporting processes to ensure that 618 data regarding LRE are even more accurate and timely. As the system is revised and enhanced, the USOE anticipates possible revision of targets and activities in future submissions of the APR.

IN FFY 2011, the USOE developed the Utah eTranscript and Records Exchange (UTREx). This system, available to LEAs in October 2011, is designed to ensure more accurate LEA data submission by:

- allowing LEAs to submit data more frequently (at least monthly, as opposed to three times a year previously);
- allowing for more accurate data validation as its interfaces allow both the LEA and the State to view and interpret validation errors; and
- validating an LEA's data against historical data and all other LEA submissions Statewide.

Baseline Data for FFY 2004 (2004-2005):

The 618 data report for the school year 2004-2005 indicate the following in terms of settings in which students with disabilities were served.

Percent of Children (aged 6-21) Served in Differing Settings: 2004-2005

Setting	Number	Percent
A. Removed from regular class less than 21% of the day.	N= 22174/52619	42.1%
B. Removed from the regular class greater than 60%.	N= 11289/52619	21.5%
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	*N = 1826/52619	3.47%

* The data submitted in the SPP were incorrect for setting C. They have been corrected here and the correct data are contained in the APR.

Discussion of Baseline Data:

A. The data show that 42.1% of students with disabilities are removed from regular classes less than 21% of the school day. These data portray a higher percentage of students with disabilities removed from regular classes less than 21% of the school day than the previous three years.

B. The data also show that 21.5% of students with disabilities are removed from the regular class greater than 60% of the school day. These data are consistent over a three year time period.

C. Furthermore, the data show that 3.47% of students with disabilities are served in public or private separate school, residential placements or homebound or hospital placements. These data are also consistent over a three year time period.

Measurable and Rigorous Targets – Indicator 5

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	A. The percentage of students with disabilities removed from regular class less than 21% of the day will increase by 3% over previous school year B. The percentage of students with disabilities removed from regular class greater than 60% of the day will decrease by 3% over previous school year. C. The percentage of students with disabilities served in public or private separate schools, residential placements or homebound or hospital placements will decrease by 0.1% over previous school year.
2006 (2006-2007)	A. The percentage of students with disabilities removed from regular class less than 21% of the day will increase by 2% over previous school year. B. The percentage of students with disabilities removed from regular class greater than 60% of the day will decrease by 2% over previous school year. C. The percentage of students with disabilities served in public or private separate schools, residential placements or homebound or hospital placements will decrease by 0.1% over previous school year.
2007 (2007-2008)	A. The percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day will increase 1% over previous school year. B. The percent of children with IEPs aged 6 through 21 inside the regular class less than 40%of the day will decrease by 1% over previous school year. C. The percent of children with IEPs aged 6 through 21 in separate schools, residential facilities, or homebound/hospital placements will decrease by 0.1% over previous school year.
2008 (2008-2009)	A. The percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day will increase 1% over previous school year. B. The percent of children with IEPs aged 6 through 21 inside the regular class less than 40%of the day will decrease by 1% over previous school year. C. The percent of children with IEPs aged 6 through 21 in separate schools, residential facilities, or homebound/hospital placements will decrease by 0.1% over previous school year.

FFY	Measurable and Rigorous Targets
2009 (2009-2010)	A. The percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day will increase 1% over previous school year. B. The percent of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day will decrease by 1% over previous school year. C. The percent of children with IEPs aged 6 through 21 in separate schools, residential facilities, or homebound/hospital placements will decrease by 0.1% over previous school year.
2010 (Data Year 2010-2011)	A. The percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day will increase 1% over previous school year. B. The percent of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day will decrease by 1% over previous school year. C. The percent of children with IEPs aged 6 through 21 in separate schools, residential facilities, or homebound/hospital placements will decrease by 0.1% over previous school year.
2011 (Data Year 2011-2012)	A. The percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day will increase 1% over previous school year. B. The percent of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day will decrease by 1% over previous school year. C. The percent of children with IEPs aged 6 through 21 in separate schools, residential facilities, or homebound/hospital placements will decrease by 0.1% over previous school year.
2012 (Data Year 2012-2013)	A. The percent of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day will increase 1% over previous school year. B. The percent of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day will decrease by 1% over previous school year. C. The percent of children with IEPs aged 6 through 21 in separate schools, residential facilities, or homebound/hospital placements will decrease by 0.1% over previous school year.

Improvement Activities/Timelines/Resources-Indicator 5:

All activities listed in chart are applicable to settings A, B, and C. The intensity and comprehensiveness of activities in each category are based on LEA needs for continued support regarding LRE issues.

Activities	Timeline	Resources
1. Further align Utah LRE definitions with Federal definitions.	September 2005 Completed	USOE Staff, Special Education Data Specialist
2. Provide LEAs with LRE data collection form and professional development to LEAs at State Data Conference.	October 2005 Completed	USOE Staff, Special Education Data Specialist
3. Provide regional professional development to LEA data input personnel.	4 professional development experiences: November 2005 through February 2006 Completed	USOE Staff, Special Education Data Specialist

Activities	Timeline	Resources
4. Work with USOE data Clearinghouse manager to design electronic data collection mechanism that integrates LRE data into Warehouse for 2006-2007 school year.	September 2005 through April 2006 Completed	USOE Staff, Data Clearinghouse staff
5. Provide technical assistance to LEAs on data collection.	2005 through 2012 Completed FFY 2011	USOE Staff, Special Education Data Specialist
6. Collaborate to provide Statewide conferences for all educators regarding classroom management, instruction, school-wide and targeted interventions to support students in LRE.	2005 through 2012 Completed and ongoing	USOE and UPDC staff, IDEA State-level Activities Set Aside Funding
7. Collaborate on program development of tiered instruction for all educators to support students in LRE.	September 2005 through 2011 Completed FFY 2010	USOE and UPDC staff, IDEA State-level Activities Set Aside Funding
8. An ad hoc committee of USOE, staff of special school for students with sensory impairments and LEA representatives will be formed to clarify roles, responsibilities and provide direction for professional development for staff at service unit.	September 2005 through June 2007 Completed	USOE Staff, Special School Staff
9. Additional technical assistance will be provided to the special school for students with sensory impairments.	September 2005 Completed	USOE Staff, Special School Staff
10. Participate with general curriculum staff to develop a Statewide framework for literacy instruction including targeted interventions and assessment to ensure LRE for students.	August 2005 through August 2006 Completed	USOE and UPDC staff
11. Provide IDEA State-level Activities Set Aside Funding to LEAs to enhance services for students in LRE.	September 2005 through 2012 Completed and ongoing	USOE staff, IDEA State-level Activities Set Aside Funding
12. Collaborate in the publication of a technical assistance document for all educators which describes the Statewide framework for literacy instruction.	August 2005 through June 2007 Completed	USOE and UPDC staff, IDEA State-level Activities Set Aside Funding
13. Collaborate with the USOE Comprehensive Counseling and Guidance to train educators in behavior management strategies and targeted interventions to ensure LRE for students with disabilities.	September 2005 through 2011 Completed FFY 2011	USOE and UPDC staff
14. Provide LEAs with a summary of LRE data to be used in Self-Assessment and verification portions of the UPIPS monitoring process.	2005 through 2012 Completed and ongoing	USOE staff

Activities	Timeline	Resources
15. Evaluate the results of activities and determine additional LRE needs based on those data.	Completed FFY 2009	USOE staff
16. Monitor to verify that any indicated slippage was indeed the result of correcting a data problem.	2006 through 2007 Completed FFY 2007	Data Specialist
17. Continue to monitor the data to determine additional activities that will result in meeting targets.	2006 through 2007 Completed FFY 2007	Data Specialist and USOE staff
18. Provide technical assistance to special school for students with sensory impairments.	2006 Completed FFY 2007	USOE Staff
19. Data collection and input procedure clarified with special school for students with sensory impairments.	2006 Completed FFY 2007	USOE Staff and Special School Staff
20. Form a Utah Schools for the Deaf and Blind Legislative Workgroup to update the Utah Code for the Utah School for the Deaf and the Blind (USDB): • Identify work committees • Identify outdated sections of the code • Establish timeline • Provide final product/code changes to State Legislature.	August 2007 Completed FFY 2007	USOE Staff, special school staff, State Legislators, USBE, LEA Representatives, Stakeholders for People who are Deaf, Blind & Deafblind
21. Collaborate with Title I School Improvement Process: • Meet with Title I State School Improvement Team to assess needs • Identify collaborative areas • Identify professional development needs • Develop cross functional teams for LEA access.	July 2007 Completed FFY 2007	Title I, Alternative Language Services, USOE Special Education, USOE Teacher Licensing
22. Coordinate and collaborate with partner LEAs and target schools to implement Response to Intervention through Positive Behavioral Support, tiered literacy and Mathematics ABC-UBI Initiatives.	2008 through 2009 Completed FFY 2010	USOE Education Specialist, UPDC staff, University Partners, and IDEA State-level Activities Set Aside Funding

Activities	Timeline	Resources
23. Provide universal access to web-based autism professional development modules, and design and implement professional development for administrators, general educators, special educators, and counselors on strategies for supporting students with autism in general education environments. • Provide strategies for delivering instruction using student's unique learning strengths and cognitive styles. • Provide strategies for creating low-stress and low-anxiety producing physical environments, including positive behavior supports and anti-bullying techniques to LEAs.	2009 through 2012 Completed and ongoing	USOE Autism Specialist, UPDC staff, IDEA State-level Activities Set Aside Funding, modules provided by the Ohio Center for Autism and Low Incidence (OCALI)
24. Continued to implement the Academic and Behavior Coaching/Utah Behavior Initiative (ABC/UBI) collaboration with participating LEAs and schools to increase the promotion and application of Positive Behavioral Supports, Instructional School-Based Teams, and Multi-Tiered Systems of Support models. Encourage new LEAs and/or schools to participate in this voluntary initiative. The ABC/UBI professional development initiative is designed to improve behavioral and academic outcomes for students with disabilities.	2010 through 2012 Completed FFY 2011	USOE Staff, UPDC Staff, IDEA State-level Activities Set Aside Funding

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: FAPE in the LRE

Indicator 6- Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Percent=[(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
B. Percent=[(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Overview of Issue/Description of System or Process:

LEAs annually collect information about settings in which preschool children receive special education and related services. The 618 data on preschool environments are submitted electronically from LEAs through the USOE Data System (UTREx). The 618 reports are extracted from the UTREx system after the December 1 count and submitted through EDEN to OSEP in February as required by IDEA.

There are two ways data are checked before being submitted to the EDEN. First each LEA's submission to UTREx is confirmed by a time and date stamp retained within the USOE Data Warehouse. The LEA may access and review their data reports within 24 hours of submission. The UTREx system provides edit checks when data are entered into that database that require the school districts and charter schools to carefully review their own data. These edit checks send invalid data back to the LEA for correction. Secondly, there are two weeks after the all edit checks have been cleared in which the USOE's special education department conducts a data quality review. If any areas of concern are raised during the review, the LEA is notified and given the opportunity to correct and resubmit prior to the submission to EDEN.

Baseline Data for FFY 2004 (2004-2005):

The 2004-2005 baseline data show that 55.5% of preschool children with IEPs received special education and related services in settings with typically developing peers. New baseline data are being established and will be reported in the FFY 2011 APR, due February 1, 2012, as per OSEP Memorandum 11-4.

Although the definitions for preschool settings are changing and will require a new baseline, the data listed in the chart below demonstrate a promising trend toward LRE.

Utah Preschool Settings 2004-2005

	A. Typical Early Childhood Setting	B. Early Childhood Special Education	C. Home	D. Part-time Early Childhood/ Special Education	E. Residential Facility	F. Separate School	G. Itinerant Service outside the Home	H. Reverse Main-streaming
2002-2003 N = 6381	N = 2058 32.25%	N = 2535 39.73%	N = 17 0.27%	N = 96 1.50%	N = 0 0%	N = 561 8.79%	N = 514 8.06%	N = 600 9.40%
2003-2004 N = 6733	N = 2606 38.70%	N = 2112 31.37%	N = 25 0.37%	N = 83 1.23%	N = 0 0%	N = 521 7.74%	N = 639 9.49%	N = 747 11.09%
2004-2005 N = 7221	N = 2967 41.09%	N = 1977 27.38%	N = 19 0.26%	N = 100 1.38%	N = 0 0%	N = 554 7.67%	N = 662 9.17%	N = 942 13.05%

Discussion of Baseline Data:

- Utah Preschool Placement data for the past three years have shown good movement toward the IDEA emphasis on the requirement for LRE in preschool as a result of ongoing professional development and technical assistance to local school districts.
- 2003-2005 data indicate an 8.84% increase in the percentage of children served in typical Early Childhood settings (32.25% to 41.09%).
- The national average of preschool children served in typical early childhood settings is 38%. Utah exceeds the national average by three percentage points and is continuing to move in the direction of serving more preschoolers in less restrictive environments.
- 55.5% of students are educated with typical peers when all inclusive environments are combined. These data indicate a 12.4% increase in inclusive settings compared with 2002-2003 data

Baseline Data for FFY 2011 (2011-2012):

Table 6-1: FFY 2011 Baseline Data

Total number of 3-5 year olds w/ IEPs		8,856		
Measurement A	A1 = 2,242 B1 = 974	A1 + B1 = 3,216	3,216 / 8,856 = .36 x 100 =	**36.31%**
Measurement B	C1 = 3,472 C2 = 188 C3 = 3	C1 + C2 + C3 = 3,663	3,663 / 8,856 = .41 x100 =	**41.36%**

Discussion of Baseline Data for FFY 2011 (2011-2012)

As indicated in Table 6-1, 41.36% of the preschool students in Utah are receiving special education and related services in an environment where more than 50% of the children have IEPs.

Measurable and Rigorous Targets – Indicator 6

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 56%.
2006 (2006-2007)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 56.5%.
2007 (2007-2008)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 57%
2008 (2008-2009)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 57.5%.
2009 (2009-2010)	Early Childhood Environments are being changed by OSEP.
2010 (2010-2011)	Early Childhood Environments are being changed by OSEP.
2011 (2011-2012)	Baseline data is being reported and targets established for FFY 2012.
2012 (2012-2013)	Increase the percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers to 36.41% and decrease special education environments to 41.26%.

Improvement Activities/Timelines/Resources – Indicator 6

Activities	Timeline	Resources
1. Complete Utah's Preschool LRE Technical Assistance Manual to provide guidance on preschool environments and inclusive settings.	April 2006 Completed	USOE 619 Preschool Coordinator, Mountain Plains Regional Resource Center (MPRRC) Staff, Part B 619 State-wide Activity Funds
2. Present the LRE Manual to the LEA directors for input into a professional development component based on the LRE Manual.	May 2006 Completed	USOE 619 Preschool Coordinator, UPDC Staff, LRE Stakeholder Committee, LEA Preschool Coordinators
3. Develop a professional development component based on the LRE Manual.	May 2006 through August 2006 Completed	USOE 619 Preschool Coordinator, MPRRC, UPDC Staff, LEA Data Managers, LEA Preschool Coordinators, LRE Committee, IDEA State-level Activities Set Aside Funding.
4. Provide professional development to LEAs on LRE. Post the manual on the USOE website.	September 2006 through May 2007 Completed	USOE 619 Preschool Coordinator, UPDC Staff, State-wide Activity Funds
5. Analyze LRE data and provide technical assistance and professional development to school districts with the least inclusive settings.	September 2006 through May 2007 Completed	USOE 619 Preschool Coordinator, UPDC Staff, State-wide Activity Funds
6. New activities will be developed after new environment codes to provide baseline information.	February 2007 Completed	USOE 619 Preschool Coordinator

7. Provide annual professional development and technical assistance to LEAs based on an analysis of LRE data.	May 2007 through 2013 Completed and ongoing	USOE 619 Preschool Coordinator, UPDC specialists, Special Education Data manager
8. Join the Expanding Opportunities Initiative (Inclusion Project through NECTAC).	May 2010 through November 2013 Completed and ongoing	Utah Department of Health, Utah Parent Center, Workforce Services, UPDC, and USOE 619 Preschool Coordinator
9. Provide LEAs with case law decisions regarding LRE cases for preschool students with disabilities.	August 2012 through December 2012	Law Conference, Utah LEA Special Education Directors Meeting, and website
10. Design and facilitate regional problem solving discussions regarding the implementation of LRE.	December 2012 through December 2013	UPDC Specialist and USOE 619 Preschool Coordinator
11. Provide all LEAs with a review of their LRE continuum data at the end of the year so that the LEAs can review their data as reported in APR Indicator B6. Providing the State targets for this indicator to assist the LEA in making data driven decisions.	March 2011 through January 2013 Completed and ongoing	USOE 619 Preschool Coordinator and LEA Special Education Directors
12. Update LRE manual to be used by LEAs and make available digitally.	December 2011 through April 2013 Completed and ongoing	LEAs, UPDC, and USOE staff

Monitoring Priority: FAPE in the LRE

Indicator 7 - Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships);
   a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
   b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
   c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
   d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
   e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy);
   a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
   b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
   c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
   d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
   e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:
   a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
   b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
   c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
   d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
   e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

Summary Statement 1: Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

a. Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: the percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years old or exited the program.

a. Percent = # of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e) divided by [the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Overview of Issue/Description of System or Process:

<u>Background Information</u>
In 2005, preschool stakeholders met to develop a system to collect preschool outcomes. The stakeholders reviewed many options and chose to adopt the process developed by the OSEP funded, Early Childhood Outcome Center (ECO). Working with the ECO Center, some minor non-substantive modifications were made to the Child Outcome Summary Form retaining the ECO process intact. These modifications are described below. Utah Preschool Outcomes Data (UPOD) has been renamed but the process, resources, rubrics, guidelines, professional development, materials, and definitions are the same as developed by the ECO Center. The UPOD process is described in the paragraphs below.

- Policies and procedures to guide measurement practices:
  - The UPOD Student Summary is a Statewide form that is used by each school district to determine student ratings and document data sources and team members. The UPOD Student Summary form was revised and implemented in FFY2012 to required additional documentation on the ratings were determined. The UPOD Student Summary form is to be kept in the student's file until the student exits the preschool program. (While the form has been renamed for use in Utah, the process and definitions are the same as developed by the ECO Center.)

- School districts submit a list of data sources that may be used to collect and report data to the USOE. This documentation is kept with the UPIPS which monitors off-site data information. Additional documentation is requested from a sample of school districts and will be reviewed by the USOE 619 Preschool Coordinator to verify appropriateness.
- A team of personnel working with the student determines student ratings on each UPOD outcome using the rubric developed and defined by the ECO Center.
- Scores of six or seven on the UPOD (ECO-COFS) scale define typical or comparable to same age peers.
- There are two points of data collection. Data collection periods occur within six weeks of eligibility and when the student exits the preschool special education program.
- The USOE began collecting exit data in FFY 2006. Data are collected from all students who exit the preschool special education program if the student is in the program at least six months.
- Since there are seven points on the UPOD rating scale, data are translated using the ECO decision tree and ECO calculator, to reflect the five OSEP categories.
- School districts report entry and exit data annually, by June 30, to the USOE. Data are collected, summarized and reported annually.

- Provision of professional development and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use:
  - Throughout FFY 2008, 435 participants were trained by the USOE and UPDC staff to increase expertise in implementing and scoring the outcomes process. LEAs have also provided professional development on this process; however, the USOE does not track LEA professional development data.
- Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcome data:
  - The UPOD process is validated during the UPIPS monitoring system's on-site file review. UPOD related questions have been added to the UPIPS monitoring system. When LEAs are monitored for compliance, the UPOD process can be assessed.
  - Data collection for all students is documented using the UPOD form and retained in the students' files.
- Data system elements for outcome data input and maintenance, and outcome data analysis:
  - LEAs have developed a method for collecting and analyzing their outcome data. Each LEA submits data to the USOE where it is analyzed and maintained by the 619 coordinator with the assistance of a private contractor.
  - A new web-based program is being developed to collect, store, and analyze outcomes data.
- Measurement strategies used to collect data:
  - Who is included in the measurement (i.e., what population of children)? If sampling, share information about your sampling plan.
    - The USOE began collection of Exit Data in FFY 2006. Data are collected from all students who exit the preschool special education program if the student is in the program at least 6 months.
    - LEAs report entry and exit data annually by June 30th to USOE.
  - What assessment/measurement tool(s) and/or other data sources were used?
    - The UPOD form used Statewide by each school district to determine student ratings and document data sources and team members. The UPOD form is to be kept in a student's file until exiting the preschool program. (The form has been renamed however, the process and definitions are the same as developed by the ECO Center.)
    - LEAs submit a list of data sources used to collect and report data to the USOE. That documentation is kept with the UPIPS monitoring, off-site data information.
      - The team of personnel working with the student documents data sources that are used to determine student ratings on the UPOD form.
    - Who conducted the assessments?

        - A team of personnel working with the student determines student ratings on each UPOD outcome using the rubric developed and defined by the ECO Center.
        - Team members who determine the student ratings are documented on the UPOD form.
    - When did measurement occur?
        - There are two points of data collection. Data collection occurs within six weeks of eligibility and when the student exits the preschool special education program.
    - If multiple data sources were used, what method was used to summarize the data for each child? (e.g., the ECO-developed Child Outcome Summary Form, another method, etc.)
        - Multiple data sources (selected by the LEAs in response to the outcome and student need) are used to summarize the outcomes data and all school districts use the ECO Child Outcome Summary Form that was renamed the UPOD Student Summary Form. All LEAs use the Decision Tree, developed by ECO, to determine the scores on the Student Summary Form.
    - What data were reported to the State, and how was the data transmitted? (e.g., Programs submit data on paper quarterly to the State agency, data entered through online data system, etc.)
        - Data that are reported yearly are collected on all students who have been in the special education preschool program more than 6 months and are exiting from the preschool program. Each LEA reports data using the ECO calculator (renamed the UPOD calculator). That summary is emailed to the USOE 619 Coordinator to be analyzed at the State level.
    - What data analysis methods were used to determine the progress categories?
        - The progress categories were determined using the ECO State summary calculator.
- The criteria used to determine whether a child's functioning was "comparable to same aged peers".
    - Scores of six and seven on the UPOD scale define typical or same age peers.

Baseline Data for FFY 2008 (2008-2009):

Display 7-1 shows the number and percentage of children in each progress category as well as the results of the summary statement calculations.

Display 7-1: Number and Percentage of Children in Each Progress Category and Summary Statement Calculations

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	28	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	88	3%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	1,081	43%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1,140	45%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	206	8%
Total	N= 2,543	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	25	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	107	4%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	1,152	45%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1,117	44%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	142	6%
Total	N= 2,543	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	30	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	100	4%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	705	28%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1,294	51%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	414	16%
Total	N= 2,543	100%

Discussion of Baseline Data:

In this third year of the USOE's data collection process, the USOE has succeeded in obtaining complete data on all preschool students except those from the USDB and one LEA (both were due to unexpected staff changes). Preschool teachers from the USDB will receive additional professional development during the 2009-2010 school year on the UPOD process. Both LEAs will collect entry data and exit data, which will be reported during the 2010-2011 school year. However, the USDB students and the one unreported LEA represent a small portion of the preschool students served and thus, the data are representative of all students. Over the past three years, the USOE has provided detailed professional development to the LEAs on how to combine data from multiple sources in order to make accurate ratings on the UPOD summary form. The USOE will ensure that data from the USDB and all LEAs will be collected in 2009-2010.

Measurable and Rigorous Targets – Indicator 7:

Display 7-2: Targets

Positive Social-Emotional Skills	**FFY 2009 (2009-2010)**	**FFY 2010 (2010-2011)**	**FFY 2011 (2011-2012)**	**FFY 2012 (2012-2013)**
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	95.09%	94.00%*	94.05%	94.10%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	52.92%	52.74%*	53.24%	53.74%

Acquiring and Using Knowledge and Skills	**FFY 2009 (2009-2010)**	**FFY 2010 (2010-2011)**	**FFY 2011 (2011-2012)**	**FFY 2012 (2012-2013)**
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	93.20%	93.25%*	93.30%	93.35%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	48.70%	49.20%*	49.70%	50.20%

Taking Appropriate Action to Meet Needs	**FFY 2009 (2009-2010)**	**FFY 2010 (2010-2011)**	**FFY 2011 (2011-2012)**	**FFY 2012 (2012-2013)**
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	93.91%	93.69%*	93.74%	93.79%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	67.20%	67.70%*	68.20%	68.70%

* These targets were revised FFY 2009.

Explanation for target revisions:

Given that there is only one year's worth of baseline data and that there is little time to differentially impact the 2009-2010 scores from what would normally occur, the USOE is setting the target scores for 2009-2010 to be the same as those achieved in 2008-2009. The 2008-2009 scores are very high, therefore, maintaining these scores for another year to show stability in the amount of improvement preschool children are experiencing from entry to exit out of the preschool program would be commendable. The targets for 2010-2011 do show an increase over the baseline. Given that only 2-3% of children are currently in the improvement categories of "a" (no improvement) and "b" (improvement but not closer to same-aged peers), an improvement of one-half a percentage point in one year's time will be sufficiently challenging.

Improvement Activities/Timelines/Resources – Indicator 7:

Utah continues to provide professional development on the Preschool Outcomes process to ensure the validity of data. It is a priority to continually explore ways to make the reporting of data more user friendly as well as ensuring data reliability. The activities below that are not completed are activities that should be ongoing.

Activities	Timelines	Resources
1. Provide a Statewide preschool conference that includes a session on UPOD process.	Completed October 2006	USOE 619 Preschool Coordinator and UPDC Preschool Specialist
2. Develop USOE preschool website to provide UPOD resources and links to the ECO website.	Completed September 2006	USOE 619 Preschool Coordinator and UPDC Preschool Specialist
3. Develop UPOD form.	Completed September 2006	USOE 619 Preschool Coordinator LEA preschool stakeholder group
4. Develop UPOD professional development.	Completed November 2006	USOE 619 Coordinator ECO Center
5. Collect pre-test data on students entering ECSE preschool in 2005-2006.	Completed June 2006	USOE 619 Preschool Coordinator and UPDC Preschool Specialist
6. Provide professional development experiences for individual LEAs throughout the State on the UPOD system and process.	Completed June 2006	USOE 619 Preschool Coordinator and UPDC Preschool Specialist
7. Develop a new system to collect student outcome data. • Use ECO calculator to collect data. • Develop a web-based system to collect data.	September 2006 through June 2013 Completed and ongoing	USOE Preschool 619 Coordinator, USOE staff, UPDC staff, and ECO Center, and contract personnel
8. Provide regional professional development experiences for all preschool coordinators on UPOD process. • Schedule four regional professional development experiences. • Provide four regional professional development experiences.	August 2007 through December 2007 Completed	USOE 619 Preschool Coordinator and UPDC Preschool Specialist
9. Provide professional development on the UPOD process.	September 2006 to 2013 Completed and ongoing	USOE 619 Preschool Coordinator and UPDC Preschool Specialist
10. Continue to update the UPOD process. • Update USOE website with newest UPOD information. • Develop new materials to support the UPOD process. • During the FFY 2008 APR period, a revised UPOD form was developed and reviewed by stakeholders.	September 2006 through 2013 Completed and ongoing	USOE 619 Preschool Coordinator and USOE Web Manager

Activities	Timelines	Resources
11. Provide UPOD professional development at Statewide conferences. • Mentor Conference. • Preschool Conference.	June 2007 through 2008 Completed	USOE 619 Preschool Coordinator and UPDC Preschool Specialist
12. Provide professional development on the UPOD process to the Utah Parent Center (UPC). • Scheduled a date to provide professional development to the UPC staff. • Professional development was provided.	June 2008 Completed	USOE 619 Preschool Coordinator and UPDC Preschool Specialist
13. Monitor selected school districts on the UPOD process yearly. • Develop questions to add to the UPIPS file review. • Use monitoring data to identify specific professional development needs. • Questions were added to collect data on the UPOD process as part of UPIPS.	June 2006 through ~~2013~~ Completed FFY 2010	UPIPS monitoring team and the USOE 619 Preschool Coordinator
14. Link with the ECO Center for additional resources and technical assistance. • Participate in conference calls provided by the ECO Center. • There was participation in conference calls with ECO.	September 2006 through 2013 Completed and ongoing	USOE 619 Preschool Coordinator and UPDC Preschool Specialist
15. State Data indicates the possibility that several LEAs may need additional professional development or information on Categories A and B. • Use data to determine LEAs in need of additional professional development or information.	September 2006 through 2011 Completed FFY 2009	USOE 619 Preschool Coordinator
16. Revise baseline for Summary Statement 1 and 2 in FFY 2014.	FFY 2011 through 2014	UPDC, USOE, and USOE 619 Preschool Coordinator

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: FAPE in the LRE

Indicator 8- Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Indicator 8: Response to required action. OSEP letter dated March 15, 2006. The review of sampling plans articulated in a letter dated February 14, 2006 indicated that Utah's sampling plan needed to be corrected to include all LEAs with n ≥ 50,000 each year. Utah has revised its sampling plan to include all LEAs with n ≥ 50,000 students each year.

Overview of Issue/Description of System or Process:

Overview: Parents of students with disabilities are surveyed annually to determine if they perceive that schools facilitate parent involvement as a means of improving services and results for students with disabilities. Probability sampling with weighting was used to ensure that results of the survey could be generalized to the entire population.

Survey Instrument: A questionnaire called the "Parent Survey" was developed based upon a review of over 10 surveys currently used in surrounding States and by the National Center for Special Education Accountability Monitoring (NCSEAM). The newly developed survey incorporated many important elements from those surveys and consists of 37 questions. The resultant survey is a manageable document for parents. It uses a dichotomous scale (yes or no) rather than a Likert scale, because the questions focus on whether or not particular events occurred. The draft survey was subjected to an informal validation procedure. A small sample of parents, parent advocates, special education personnel, and school administrators responded to the survey, and the draft was revised into its final form based on their feedback. The parent survey will provide data for this indicator, and will also serve as an additional data source regarding parental input and participation for the State's monitoring process. A copy of the parent survey is included in Appendix B.

Target Population: The target population was the parents of all students with disabilities enrolled in public schools in Utah during the 2005-2006 school year.

Sampling Frame: The sampling frame was the list of 60,089 students identified by LEAs as having an IEP in the December 2005 collection of student unit records via the USOE Data Clearinghouse. This was the same source used by the USOE to report special education counts to the U.S. Department of Education for the same school year.

Sample Design: The USOE employed a sampling methodology as approved by OSEP in December 2007 to gather data for this indicator. The sampling methodology is based on the monitoring cycle. Data on this indicator were collected from those LEAs in year two of the monitoring cycle, during 2007-2008, plus the four LEAs that have an enrollment of more than 50,000 students. A stratified random sample of LEAs is included in each year of the monitoring cycle. In assigning LEAs to the monitoring cycle, LEAs were stratified by size, percent special education, percent free/reduced lunch, percent non-white and

geographical location. LEAs were then randomly assigned to one of the five years within the monitoring cycle.

Because of the unique conformation of Utah's 41 school districts, there are three school districts of 50,000+ students. Previously there had been four school districts of 50,000+ students and a total of 40 school districts, but one of the school districts split into two separate and smaller school districts. Three of the five cohorts for monitoring contain one of these very large school districts, and the remaining two include two school districts with enrollments of at least 25,000 students. (However, these three large school districts will be sampled each year for this indicator.) Each of the five cohorts also includes school districts of medium and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the State population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum.

Parents of students within each of these selected LEAs were then sampled. The sampling was completed at the LEA level. A sample of students with disabilities was randomly selected from each of the selected LEAs. The number of students chosen was dependent on the number of total students with disabilities in an LEA. The sample sizes selected ensured roughly similar margins of error across the different LEA sizes. For those LEAs in which a sample was chosen, the population was stratified by gender, race/ethnicity, primary disability, and grade level to ensure representativeness of the resulting sample. When calculating the State-level results, responses were weighted by the students with disabilities' population size (e.g., an LEA that has four times the number of students with disabilities as another LEA will receive four times the weight in computing overall State results).

Administration of the Questionnaire: The USOE mailed letters explaining the purpose of the survey and blank questionnaires to parents of selected students. A self-addressed stamped envelope was included with each questionnaire to facilitate the return of the completed questionnaire. Each questionnaire was arbitrarily coded to uniquely identify the student. Parents whose preference was Spanish in communications with the LEA were sent a Spanish translation prepared by the USOE Educational Equity section. In addition, a Spanish-speaking representative was available by telephone for parent questions.

Data Coding: Two designated representatives at the USOE were trained and assigned to receive the returned questionnaires. A database was created in Microsoft Excel to record each response. A code was used to input "yes", "no", and "no response" responses for each unique student for whom a completed questionnaire was received. Handwritten comments were compiled for additional information for USOE use. By using both representatives to input and cross-check data, data coding accuracy was ensured.

Statistical Analysis: Responses were weighted to represent the entire population, and the percentage answering "yes" to each item for each category of interest was calculated with a technique similar to multiple regression with dummy variables (Multiple Classification Analysis-MCA) to control the potentially confounding effects of all other categories in the analysis.

Baseline Data for FFY 2005 (2005-2006):

Weighting: During the baseline year, the 2,504 students in the sample were assigned base weights which reflected the differential probability of their selection to the sample according to their membership in one of the possible combinations of primary sampling unit, cluster and demographic stratum. After data were collected, base weights for respondents were adjusted to account for nonresponse and represent the entire population. In other words, the weights originally assigned to the 1,911 non-respondents were allocated across respondents and the final weights of the 593 respondents sum to the population.

Response Rate and Representativeness: Usable responses were received for 593 students, producing an effective response rate of 23.7%. Based on federal requirements, the analysis included 42 categories across five variables — gender, age group, ethnicity, disability, and local education agency (which indicates rurality among other things). All LEAs were represented in the sample.

Baseline analysis of the questionnaire data indicates that 91% of parents agreed that “my school facilitates my involvement as a means of improving services and results for my child with disabilities.” From the larger questionnaire of 37 questions, a subset of eleven items specifically designed to measure this issue was identified. The subset was selected by a focus group of USOE staff and contractors. This subset of questions was analyzed with MCA and expressed in standard deviations after composite scores derived from factor analysis on the subset were calculated for respondents.

Display 8-1: **Parent Survey Subset Questions**

Subset Question Number	Question
1	Did you receive a copy of your procedural safeguards (parent’s rights)?
3	If you speak a language other than English, does the school communicate with you in that language?
6	Did the evaluation team listen to and consider your input?
7	Were you invited to a meeting to discuss the results of your child’s evaluation?
8	Was the IEP meeting scheduled at a mutually agreeable time?
14	Did the team ask for and consider your input on goals for your child’s IEP?
26	Do you receive periodic reports on your child’s progress toward IEP goals?
31	Does the school provide the information you need to have a positive effect on the quality of your child’s program (i.e., frequent communication)?
32	Does the school facilitate opportunities for you to provide input about your child’s education other than at IEP meetings (i.e., receptive to input)?
33	Is there a school-home communication system in place that provides you the opportunity to exchange important information about your student as often as necessary?
34	Does your school facilitate your involvement as a means of improving services and results for your child with disabilities?

Discussion of Baseline Data:

The 91% was determined by weighting the 593 survey respondents to represent the target population (of 60,089 students), excluding the 43 respondents (representing 4,206 students) who did not answer either “yes” or ”no” to this item, dividing the weighted number of respondents who indicated agreement (48,747) by the total number of respondents (55,883), and multiplying by 100.

Measurable and Rigorous Targets – Indicator 8

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Collect baseline data (91%) and set targets and improvement activities.
2006 2006-2007)	Maintain baseline (91%) regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2007 (2007-2008)	Increase from previous year by 0.1% regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2008 (2008-2009)	Increase from previous year by 0.1% regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2009 (2009-2010)	Increase from previous year by 0.1% regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

FFY	Measurable and Rigorous Targets
2010 (Data Year 2010-2011)	Increase from previous year by 0.1% regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2011 (Data Year 2011-2012)	Increase from previous year by 0.1% regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2012 (Data Year 2012-2013)	Increase from previous year by 0.1% regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Improvement Activities/Timelines/Resources – Indicator 8

Activities	Timelines	Resources
1. Administer parent survey.	Spring each year Completed and REVISED FFY 2007 (see activity #10)	USOE staff, USOE support personnel, IDEA State-level Activities Set Aside Funding
2. Collect, record, and aggregate data from parent survey.	Summer each year Completed and REVISED FFY 2007 (see activity #10)	USOE staff, USOE support personnel, IDEA State-level Activities Set Aside Funding
3. Compare data collected to sampling plan to ensure adequate sample size and address issue of non-responders, if applicable, through follow-up phone surveys with some non-responders. • Select a random stratified sample of 200 non-respondents. • Call these non-respondents and ask them the 11 key questions and/or re-send questionnaires to the non-responders. • Compare phone survey results to mail-in survey results if appropriate.	2007 Completed and REVISED FFY 2007 (see activity #10)	USOE staff, contract personnel
4. Analyze data to determine areas that need improvement and areas of commendation.	Completed and REVISED FFY 2007 (see activity #11)	USOE staff, contract personnel
5. Report data analysis results to LEAs annually.	Fall 2007 Completed and REVISED FFY 2007 (see activity #11)	USOE staff
6. Report data analysis results to UPC annually.	Fall 2007 through 2012 Completed and ongoing	USOE staff

Activities	Timelines	Resources
7. Facilitate a focus group of LEAs and the UPC to determine effective maintenance strategies, effective practices and areas for improvement.	Spring 2008 through 2012 Completed and ongoing	USOE staff
8. Disseminate effective maintenance strategies and effective practices to LEAs.	Spring-Summer 2008 through 2012 Completed and ongoing	USOE staff
9. Establish and publish performance objectives for the items which fall below the State average or target.	Spring-Summer 2008 through 2009 Completed FFY 2009	USOE staff
10. Administer parent survey, collect, record, and aggregate data from parent survey, and compare data collected to sampling plan to ensure adequate sample size and address issue of non-responders, if applicable, through follow-up phone surveys and/or by resending the survey to corrected addresses.	2008 through 2012 Completed and ongoing	USOE staff, contracted personnel, IDEA State-level Activities Set Aside Funding
11. Analyze data to determine areas that need improvement and areas of commendation. Report data results to LEAs annually.	2008 through 2012 Completed and ongoing	USOE staff, contracted personnel, IDEA State-level Activities Set Aside Funding

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: Disproportionality

Indicator 9- Percent LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Percent = [(# of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of LEAs in the State)] times 100.

Overview of Issue/Description of System or Process:

The USOE collects data for Indicator 9 through the State December 1 Special Education Child Count (618 data). The USOE calculates a Weighted Risk Ratio based on the identification rate for each racial/ethnic group at each LEA. Thus, all data for all racial/ethnic groups in the State are examined. A "Final" Risk Ratio (based on the Weighted Risk Ratio) is determined only if there are 10 or more students in the group of interest (based on child count data) and if there are also 10 or more students in the comparison group.

In the past, if there were at least 10 students in the group of interest but fewer than 10 students in the comparison group, then an Alternate Risk Ratio (ARR) was used. The ARR serves to compare the LEAs' identification rates with the identification rates of the State as a whole. However, there are LEAs that have unique situations, particularly the smaller LEAs where the ARR was most typically used, and thus, many of the flagged ARRs were not a reflection of any inappropriate identification practices occurring, but rather a reflection of small numbers of students in various racial/ethnic groups in these small LEAs. (This conclusion was reached after two years of using the ARR and investigating all ratios above 3.00.) Therefore, the ARR will no longer be used for Indicator 9.

Disproportionate representation is defined as a Final Risk Ratio of 3.00 or above (over-representation). Once a ratio is flagged for disproportionate representation, the policies, procedures, and practices of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification. Starting in FFY 2011, States are no longer required to report on under-representation.

If uncorrected noncompliance is identified, it is reported as a finding. A finding is a written notification from the State to an LEA that contains the State's conclusion that the LEA program is in noncompliance and includes the citation of the statute or regulation and a description of the data supporting the conclusion. Written notifications of findings occur as soon as possible and generally within three months of discovery. Except for findings identified through State complaints or due process hearings, individual instances of noncompliance in an LEA involving the same legal requirement under IDEA and Utah Special Education Rules are grouped together as one finding An LEA will have multiple findings of noncompliance for the same time period if the LEA is noncompliant with more than one legal requirement. Upon written notification of noncompliance from the USOE, the LEA must correct the noncompliance in its policies, procedures, and practices as soon as possible, but in no case later than one year from identification.

LEAs must demonstrate that all instances of noncompliance in each individual student file are corrected (Prong 1 of the OSEP 09-02 Memorandum). In addition, LEAs are required to write a comprehensive improvement plan to address their process for ensuring that the regulatory requirements are being

implemented correctly throughout the LEA. LEAs that have findings of noncompliance are required to document additional professional development on the regulatory requirements and submit additional monitoring data which demonstrated correction of the noncompliance in LEA policies, procedures, and practices (Prong 2 of the OSEP 09-02 Memorandum). LEAs whose comprehensive improvement plan does not result in the correction of the noncompliance within one year will receive enforcement actions from the USOE; actions will be selected to target the reason behind the continuing noncompliance. Most common enforcement actions include required technical assistance, additional LEA professional development, and delay of IDEA funds.

Correction occurs when the LEA revises noncompliant policies, procedures, and/or practices and the USOE verifies the correction and notifies the LEA of the correction. In the process of determining that the LEA corrected noncompliance on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of IDEA, including the correction of noncompliance in conformance with the OSEP 09-02 Memorandum, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). While a sample of files were reviewed to determine ongoing LEA compliance with all specific regulatory requirements of IDEA, each file with noncompliance was also reviewed to ensure correction at the individual student level. As a result of these USOE and LEA actions (as described above), each LEA is in accordance with IDEA regulatory requirements.

LEAs who identify and correct noncompliance prior to being issued of finding of noncompliance by the USOE do not receive a finding, as per the OSEP 09-02 Memorandum.

Baseline Data for FFY 2005 (2005-2006):

Thirty-six of 72 LEAs had one or more risk ratios that were above the + or – 0.5 risk ratio. After a careful review, 0.00% of inappropriate identification was found.

Discussion of Baseline Data:

The use of the alternate risk ratio as suggested in the Westat technical assistance document allowed the USOE to look carefully to ensure small LEAs and large LEAs were adequately reviewed. As reported above, we did find that 36 of the State's 72 LEAs were found to have one or more risk ratios that were above our + or – 0.5 risk ratio.

A careful review of all 36 LEAs that were above or below the + or – 0.5 risk ratio was conducted. The procedures included a review of policy and procedure manuals, and UPIPS monitoring data including student files, evaluation and identification procedures, and interviews with teachers, administrators, parents and students. It was determined that none of the LEAs had any significant disproportionality based on inappropriate identification. (0.00% inappropriate identification)

Measurable and Rigorous Targets – Indicator 9

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	The percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%.
2006 (2006-2007)	The percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%.

FFY	Measurable and Rigorous Targets
2007 (2007-2008)	The percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%.
2008 (2008-2009)	The percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%.
2009 (Data Year 2009-2010)	The percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%.
2010 (Data Year 2010-2011)	The percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%.
2011 (Data Year 2011-2012)	The percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%.
2012 (Data Year 2012-2013)	The percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification will be 0%.

Improvement Activities/Timelines/Resources – Indicator 9:

Activities	Timeline	Resources
1. Determine a standard of significance pertaining to disproportionality for Utah.	October 2005 through December 2005 Completed	USOE staff
2. Apply risk ratio formula to disaggregated 618 data at LEA and State levels.	February 2006 Completed and REVISED (See activity 19)	USOE staff
3. Analyze disaggregated 618 data.	April 2006 Completed and REVISED (See activity #19)	USOE staff
4. Identify LEAs with a disproportionate representation of racial and ethnic groups in special education.	April 2006 Completed and REVISED (See activity #18)	USOE staff
5. Using a review of policies and procedures as well as monitoring data, determine if the disproportionality could be the result of inappropriate identification practices.	January 2006 through 2012 Completed and REVISED (See activity #19)	USOE staff
6. Provide professional development to identified LEAs on evaluation and eligibility determination procedures.	2005 through 2012 Completed and ongoing	USOE staff, IDEA State-level Activities Set Aside Funding

Activities	Timeline	Resources
7. Continue to collect, disaggregate, and compare 618 data.	2005 through 2012 Completed and ongoing	USOE staff
8. Monitor LEAs that were targeted for further evaluation to ensure sustainability of 0.00% disproportionality.	2006 through 2011 Completed and REVISED (See activity 19)	USOE staff
9. Provide follow up technical assistance and/or enforcement actions based on identification of policies, procedures, and practices that lead to inappropriate identification of students with disabilities.	2005 through 2012 Completed and ongoing	USOE staff
10. Collaborate to provide Statewide professional development for all educators regarding classroom management, instruction, school-wide targeted interventions to support students in LRE.	2005 through 2012 Completed and ongoing	USOE and UPDC staff, IDEA State-level Activities Set Aside Funding
11. Collaborate on program development of tiered instruction for all educators to support students in LRE.	September 2005 through 2012 Completed and ongoing	USOE and UPDC staff, IDEA State-level Activities Set Aside Funding
12. Participate with general curriculum staff to develop a Statewide framework for literacy instruction including targeted interventions and assessment to ensure LRE for Students.	August 2005 through June 2007 Completed	USOE and UPDC staff
13. Collaborate in the publication of a technical assistance document for all educators which describes the Statewide framework for literacy instruction.	August 2005 through February 2006 Completed	USOE and UPDC staff, IDEA State-level Activities Set Aside Funding
14. Collaborate with Comprehensive Counseling and Guidance to train educators in behavior management strategies and targeted interventions to ensure LRE for students with disabilities.	September 2005 Completed	USOE and UPDC staff
15. Collaborate with Comprehensive Counseling and Guidance to train educators in behavior management strategies and targeted interventions to ensure LRE for students with disabilities	September 2005 Completed	USOE and UPDC staff
16. Add the Self-Assessment Tool developed by the Kansas Department of Education to Utah's review process of policies, procedures, and practices.	Fall 2007 Completed	USOE staff
17. Ensure that the Self-Assessment Tool included a component that directors LEAs to develop a Corrective Action Plan if they are not in compliance with this indicator. The non-compliance must	Fall 2007 Completed	USOE staff

Activities	Timeline	Resources
be corrected within one year from the date of the completion of the Assessment Tool.		
18. Apply risk ratio formula to disaggregated data at State and LEA level to identify LEAs with disproportionate representation in their special education population.	2008 through 2012 Completed and ongoing	USOE staff
19. Using the Self-Assessment Tool and UPIPS monitoring, targeted LEAs will conduct a review of policies and procedures to determine if the disproportionate representation could be the result of inappropriate identification procedures.	2008 through 2009 Completed	USOE staff
20. Develop and disseminate a manual that reviews disproportionate representation determination methods and consequences.	2009 through 2010 Completed FFY 2009	USOE staff, IDEA State-level Activities Set Aside Funding
21. Using the USOE's procedure of an annual LEA data review outlined in the Disproportionality Coordinated Early Intervening Services (CEIS) manual and UPIPS monitoring, the State will conduct a review of policies and procedures to determine if the disproportionate representation could be the result of inappropriate identification practices for the targeted LEAs.	2009 through 2012 Completed and ongoing	USOE staff

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: Disproportionality

Indicator 10- Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416 (a)(3)(C))

Measurement:

Percent = [(# of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of LEAs in the State)] times 100.

Overview of Issue/Description of System or Process:

The USOE collects data for Indicator 10 through the State December 1 Special Education Child Count (618 data). The USOE calculates a Weighted Risk Ratio based on the identification rate for each racial/ethnic group in specific disability categories at each LEA. Thus, all data for all racial/ethnic groups in the State are examined. A "Final" Risk Ratio (based on the Weighted Risk Ratio) is determined only if there are 10 or more students in the group of interest (based on child count data) and if there are also 10 or more students in the comparison group.

In the past, if there were at least 10 students in the group of interest but fewer than 10 students in the comparison group, then an Alternate Risk Ratio (ARR) was used. The ARR served to compare the LEAs' identification rates with the identification rates of the State as a whole. However, there are LEAs that have unique situations, particularly the smaller LEAs where the ARR was most typically used, and thus, many of the flagged ARRs were not a reflection of any inappropriate identification practices occurring, but rather a reflection of small numbers of students in various racial/ethnic groups in these small LEAs. (This conclusion was reached after two years of using the ARR and investigating all ratios above 3.00.) Therefore, the ARR will no longer be used for Indicator 10.

Disproportionate representation is defined as a Final Risk Ratio of 3.00 or above (over-representation). Once a ratio is flagged for disproportionate representation, the policies, procedures, and practices of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification. Starting in FFY 2011, States are no longer required to report on under-representation.

If uncorrected noncompliance is identified, it is reported as a finding. A finding is a written notification from the State to an LEA that contains the State's conclusion that the LEA program is in noncompliance and includes the citation of the statute or regulation and a description of the data supporting the conclusion. Written notifications of findings occur as soon as possible and generally within three months of discovery. Except for findings identified through State complaints or due process hearings, individual instances of noncompliance in an LEA involving the same legal requirement under IDEA and Utah Special Education Rules are grouped together as one finding An LEA will have multiple findings of noncompliance for the same time period if the LEA is noncompliant with more than one legal requirement. Upon written notification of noncompliance from the USOE, the LEA must correct the noncompliance in its policies, procedures, and practices as soon as possible, but in no case later than one year from identification.

LEAs must demonstrate that all instances of noncompliance in each individual student file are corrected (Prong 1 of the OSEP 09-02 Memorandum). In addition, LEAs are required to write a comprehensive improvement plan to address their process for ensuring that the regulatory requirements are being implemented correctly throughout the LEA. LEAs that have findings of noncompliance are required to

document additional professional development on the regulatory requirements and submit additional monitoring data which demonstrated correction of the noncompliance in LEA policies, procedures, and practices (Prong 2 of the OSEP 09-02 Memorandum). LEAs whose comprehensive improvement plan does not result in the correction of the noncompliance within one year will receive enforcement actions from the USOE; actions will be selected to target the reason behind the continuing noncompliance. Most common enforcement actions include required technical assistance, additional LEA professional development, and delay of IDEA funds.

Correction occurs when the LEA revises noncompliant policies, procedures, and/or practices and the USOE verifies the correction and notifies the LEA of the correction. In the process of determining that the LEA corrected noncompliance on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of IDEA, including the correction of noncompliance in conformance with the OSEP 09-02 Memorandum, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). While a sample of files were reviewed to determine ongoing LEA compliance with all specific regulatory requirements of IDEA, each file with noncompliance was also reviewed to ensure correction at the individual student level. As a result of these USOE and LEA actions (as described above), each LEA is in accordance with IDEA regulatory requirements.

LEAs who identify and correct noncompliance prior to being issued of finding of noncompliance by the USOE do not receive a finding, as per the OSEP 09-02 Memorandum.

Baseline Data for FFY 2005 (2005-2006):

Twenty-seven of 72 LEAs had one or more risk ratios that were above + or – 0.5 risk ratio in the disability categories of SLD, CD, ED, OHI, ID, and AUT. After a careful review, 0.00% inappropriate identification was found.

Discussion of Baseline Data:

The use of the alternate risk ratio as suggested in the Westat technical assistance document allowed the USOE to look carefully to ensure small LEAs and large LEAs were adequately reviewed. As reported above, the USOE found that 27 of 72 LEAs had one or more risk ratios that were above + or – 0.5 risk ratio in the disability categories of SLD, CD, ED, OHI, ID, and AUT. After a careful review of the identification process in all LEAs using UPIPS Monitoring data, 0.00% inappropriate identification was found. The review procedures included a review of policy and procedure manuals, and the UPIPS monitoring data, including student files, evaluations and identification procedures, and interviews with teachers, administrators, parents and students.

Measurable and Rigorous Targets – Indicator 10

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	The percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%.
2006 (2006-2007)	The percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%.
2007 (2007-2008)	The percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%.
2008 (2008-2009)	The percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%.

FFY	Measurable and Rigorous Targets
2009 (Data Year 2009-2010)	The percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%.
2010 (Data Year 2010-2011)	The percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%.
2011 (Data Year 2011-2012)	The percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%.
2012 (Data Year 2012-2013)	The percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification will be 0%.

Improvement Activities/Timelines/Resources Indicator 10:

Activities	Timeline	Resources
1. Determine a standard of significance pertaining to disproportionality for Utah.	October 2005 through December 2005 Completed	USOE staff
2. Apply risk ratio formula to disaggregated 618 data at LEA and State levels.	February 2006 Completed and REVISED (See activity #17)	USOE staff
3. Analyze disaggregated 618 data	April 2006 Completed	USOE staff
4. Identify LEAs with a disproportionate representation of racial and ethnic groups in special education.	April 2006 Completed and REVISED (See activity #18)	USOE staff
5. Using a review of policies and procedures as well as monitoring data, determine if the disproportionality could be the result of inappropriate identification practices.	January 2006 Completed for 2005 Completed and REVISED (See activity #18)	USOE staff
6. Provide professional development to identified LEAs on evaluation and eligibility determination procedures.	2005 through 2012 Completed and ongoing	USOE staff, IDEA State-level Activities Set Aside Funding
7. Continue to collect, disaggregate, and compare 618 data.	2005 through 2012 Completed and ongoing	USOE staff
8. Monitor LEAs that were targeted for further evaluation to ensure sustainability of 0.00% disproportionality.	2006 through 2011 Completed and REVISED (See activity 18)	USOE staff

Activities	Timeline	Resources
9. Provide follow up technical assistance and/or enforcement actions based on identification of policies, procedures and practices that lead to inappropriate identification of students with disabilities.	2005 through 2012 Completed and ongoing	USOE staff
10. Collaborate to provide Statewide professional development for all educators regarding classroom management, instruction, school-wide and targeted interventions to support students in LRE.	2005 through 2012 Completed and ongoing	USOE and UPDC staff, IDEA State-level Activities Set Aside Funding
11. Collaborate on program development of tiered instruction for all educators to support students in LRE.	September 2005 through 2012 Completed and ongoing	USOE and UPDC staff, IDEA State-level Activities Set Aside Funding
12. Participate with general curriculum staff to develop a Statewide framework for literacy instruction including targeted interventions and assessment to ensure LRE for Students.	August 2005 through June 2007 Completed 2007	USOE and UPDC staff
13. Collaborate in the publication of a technical assistance document for all educators which describes the Statewide framework for literacy instruction.	August 2005 through February 2006 Completed 2007	USOE and UPDC staff, IDEA State-level Activities Set Aside Funding
14. Collaborate with Comprehensive Counseling and Guidance to train educators in behavior management strategies and targeted interventions to ensure LRE for students with disabilities.	September 2005 Completed 2007	USOE and UPDC staff
15. Add the Self-Assessment Tool developed by the Kansas Department of Education to our review process of policies, procedures and practices.	Fall 2007 Completed	USOE staff
16. Ensure that the Self-Assessment Tool included a component that directors LEAs to develop a corrective action plan if they are not in compliance with this indicator. The non-compliance must be corrected within one year from the date of the completion of the Assessment Tool.	Fall 2007 Completed 2007	USOE staff
17. Apply risk ratio formula to disaggregated data at State and LEA levels to identify LEAs with disproportionate representation in their special education population in specific disability categories.	2008 through 2012 Completed and ongoing	USOE staff

Activities	Timeline	Resources
18. These three activities were combined to read: Using the Self-Assessment Tool and UPIPS monitoring, targeted LEAs will conduct a review of policies and procedures to determine if the disproportionate representation could be the result of inappropriate identification practices.	2008 through 2009 Completed and REVISED (see activity #20)	USOE staff
19. Develop and disseminate a manual that reviews disproportionate representations determination methods and consequences.	2009 through 2011 Completed	USOE staff, IDEA State-level Activities Set Aside Funding
20. Using the USOE's procedure of an annual LEA data review outlined in the Disproportionality and CEIS and UPIPS monitoring, the State will conduct a review of policies and procedures to determine if the disproportionate representation could be the result of inappropriate identification practices for the targeted LEAs.	2009 through 2012 Completed and ongoing	USOE staff

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: Effective General Supervision Part B/ Child Find

Indicator 11- Percent of children who were evaluated within 60 days** of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

**(20 U.S.C. 1416 (a)(3)(B)) Utah State established timeline is 45 school days.

Measurement:

a. # of children for whom parental consent to evaluate was received.
b. # of children whose evaluations were completed within 60 days (or State-established timeframe).**

Account for children included in a, but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

Overview of Issue/Description of System or Process:

The initial evaluation/eligibility timeline used by the State for 2005-2006 and 2006-2007 was the IDEA-established 60 days; the timeline was adjusted to follow Utah State Board of Education Special Education State during 2007-2008 and was 45 school days for the FFY 2007-FFY 2010 APR reporting period.

The State's general supervision system includes the Utah Program Improvement Planning System (UPIPS) monitoring process and dispute resolution process. The Utah Program Improvement Planning System was developed to ensure that each LEA is included in the formal monitoring process. A stratified sample of school districts is included in each year's cohort. The selection criteria for school districts in each cohort include the following variables: student enrollment, urban/rural, and socioeconomic level. School districts were then randomly assigned to one of the five years within the monitoring cycle. Because of the unique conformation of Utah's 41 school districts, there are three school districts of 50,000+ students. Three of the five cohorts for monitoring contain one of these very large school districts, and the remaining two include two school districts with enrollments of at least 25,000 students. Each of the five cohorts also includes school districts of medium and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the State population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum. The mean percentage of English Language Learner (ELL) students and of non-white students based on total enrollment varies. These data substantiate the representativeness of each cohort. LEAs are selected for State monitoring after being assigned to a cohort based upon location and size. As new charter schools open, they are assigned to the following year's monitoring cycle. They are not randomly assigned to a monitoring year to ensure that Utah charter schools are immediately aware of what the rules and regulations are regarding IDEA. If they were randomly assigned to a monitoring year, it could be five years before a given charter school was monitored.

Each LEA is monitored each year throughout the five years using Self Assessment, on-site visits, Desk Audits, annual performance reports, and/or data reporting. Dispute resolution system data from complaints and hearings is also reviewed and included as part of the monitoring process. The UPIPS monitoring process places increased responsibility on each LEA by involving them in a continuous cycle of identification of noncompliance and improvement. In Year 1, the LEA is charged with involving key stakeholders in the development of a Self-Assessment Report that analyzes the LEA's effectiveness in ensuring compliance and improving results for students. The LEA then develops a comprehensive improvement plan that targets areas identified as needing improvement and aligns those identified areas

with LEA interventions designed to correct them. The LEA also ensures all areas of noncompliance are corrected as soon as possible, but in no case later than one year by submitting documentation of correction of each individual case of noncompliance identified (Prong 1) as well as documentation that the LEA is correctly implementing the specific regulatory requirements (Prong 2) as required by the OSEP 09-02 Memorandum. Each year of the cycle the USOE performs a Desk Audit of each LEA which includes an off-site review of the LEA data, submitted as part of the Self-Assessment report and from annual 618 data. Based on the results of the annual Desk Audit, an on-site visit may be scheduled in which random student files will be reviewed for each visited LEA to collect additional data that validate the accuracy of the LEAs' self-collected data and to determine if improvement efforts, as part of the comprehensive improvement plan, have been successful. During Years 2-5, the UPIPS process also tracks the status of each LEA's comprehensive improvement plan, including the correction of identified compliance errors within one year. The comprehensive improvement plan is evaluated each year for evidence of completion of activities and results of those activities are then verified through additional student file reviews and 618 data. Some LEAs may have multiple on-site visits based upon their annual Desk Audit.

As uncorrected noncompliance is identified, it is reported as a finding. A finding is a written notification from the State to an LEA that contains the State's conclusion that the LEA program is in noncompliance and includes the citation of the statute or regulation and a description of the data supporting the conclusion. Written notifications of findings occur as soon as possible and generally within one month of discovery. Except for findings identified through State complaints or due process hearings, individual instances of noncompliance in an LEA involving the same legal requirement under IDEA and Utah Special Education Rules are grouped together as one finding An LEA will have multiple findings of noncompliance for the same time period if the LEA is noncompliant with more than one legal requirement. Upon written notification of noncompliance from the USOE, the LEA must correct the noncompliance in its policies, procedures, and practices as soon as possible, but in no case later than one year from identification.

LEAs must demonstrate that all instances of noncompliance in each individual student file are corrected (Prong 1 of the OSEP 09-02 Memorandum). In addition, LEAs are required to write a comprehensive improvement plan to address their process for ensuring that the regulatory requirements are being implemented correctly throughout the LEA. LEAs that have findings of noncompliance are required to document additional professional development on the regulatory requirements and submit additional monitoring data which demonstrated correction of the noncompliance in LEA policies, procedures, and practices (Prong 2 of the OSEP 09-02 Memorandum). LEAs whose comprehensive improvement plan does not result in the correction of the noncompliance within one year will receive enforcement actions from the USOE; actions will be selected to target the reason/root cause behind the continuing noncompliance. Most common enforcement actions include required technical assistance, additional LEA professional development, and delay of IDEA funds.

Correction occurs when the LEA revises noncompliant policies, procedures, and/or practices and the USOE verifies the correction and notifies the LEA of the correction. In the process of determining that the LEA corrected noncompliance on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of IDEA, including the correction of noncompliance in conformance with the OSEP 09-02 Memorandum, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). While a sample of files were reviewed to determine ongoing LEA compliance with all specific regulatory requirements of IDEA, each file with noncompliance was also reviewed to ensure correction at the individual student level. As a result of these USOE and LEA actions (as described above), each LEA is in accordance with IDEA regulatory requirements.

The UPIPS web application used in the monitoring process, and which is available for individual LEA use in ongoing Self Assessment, has been designed to collect data on initial evaluation timelines, including

the range of days and reasons for exceeding the timeline, when applicable. Files of both students determined eligible for special education and students determined not eligible for special education are reviewed annually by both the USOE and LEAs.

As of FFY 2007, the initial evaluation/eligibility timeline used by the State was changed to meet the Utah Special Education Rule established 45 school days. The 45 school day period will begin upon parent consent and be completed when all evaluations have been conducted.

LEAs who identify and correct noncompliance prior to being issued of finding of noncompliance by the USOE do not receive a finding, as per the OSEP 09-02 Memorandum.

Baseline Data for FFY 2005 (2005-2006):

Seventy-six percent (76%) of all reviewed files documented initial eligibility was determined within 60 days of receipt of parental consent.

Discussion of Baseline Data:

During the 2005-2006 school year, files of students receiving an initial evaluation (regardless of final eligibility decision) were reviewed as part of the UPIPS monitoring process. During the 2005-2006 school year, 22 LEAs were monitored for this requirement through either Self Assessments or on-site visits. Forty-two files were reviewed; consent from parents to evaluate was received for 42 students, and 34 students were found eligible for services under IDEA. There were 10 findings of noncompliance on the initial evaluation 60-day timeline (two of the findings were for students later found not eligible) in six LEAs. The six LEAs were notified that the noncompliance would have to be corrected within one year, and the State completed a follow-up to ensure that the LEAs had corrected their procedures regarding this timeline. Of the 10 initial evaluations that exceeded 60 days, one evaluation was completed in 62 days and the lengthiest evaluation took 138 days, with the average number of days of evaluation at 87.3. Reasons were not documented by LEAs for exceeding the timeline. The need for this documentation has been and will continue to be reinforced in upcoming LEA professional development experiences, State meetings, and by formal letter. LEAs will also be notified that USOE will be requesting documentation of reasons for exceeding the timeline. All LEAs were notified of the timeline requirement during State meetings held on June 23, 2005, September 15-16, 2005 and November 2-3, 2006. The timeline requirement was also included in all USOE professional development experiences.

Measurable and Rigorous Targets – Indicator 11

FFY	Measurable and Rigorous Targets
2005 (Data Year 2005-2006)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.
2006 (Data Year 2006-2007)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.
2007 (Data Year 2007-2008)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.
2008 (Data Year 2008-2009)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.
2009 (Data Year 2009-2010)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.

FFY	Measurable and Rigorous Targets
2010 (Data Year 2010-2011)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.
2011 (Data Year 2011-2012)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.
2012 (Data Year 2012-2013)	One hundred (100) percent of children with parental consent to evaluate were evaluated and eligibility determined within 60 days.

Improvement Activities/Timelines/Resources – Indicator 11:

Activities	Timeline	Resources
1. Update the State monitoring computerized UPIPS file review program to include specific questions regarding initial evaluation timeline.	Completed FFY 2006	USOE staff, contract personnel, IDEA State-level Activities Set Aside Funding
2. Train State monitoring file reviewers on UPIPS program changes with regard to 60-day timeline for initial evaluations with respect to timelines, eligibility, and documenting range/reasons if timeline is exceeded.	Completed FFY 2006	USOE staff, USOE contract reviewers, IDEA State-level Activities Set Aside Funding
3. Inform/train LEAs of new data collection requirements regarding initial evaluations with respect to timelines, eligibility, and range/reasons if timeline is exceeded.	September 2005 Completed and REVISED FFY 2007 (see activity #19)	USOE staff, UPDC staff, IDEA State-level Activities Set Aside Funding
4. Monitor for initial evaluation timelines within each LEA and document reasons timeline was exceeded, if applicable.	October 2005 through 2012 Completed and ongoing	USOE staff, contract reviewers, IDEA State-level Activities Set Aside Funding
5. Analyze monitoring data regarding initial evaluations with respect to timelines, eligibility, and documenting range/reasons if timeline is exceeded.	October 2005 through 2012 Completed and ongoing	USOE staff
6. Provide LEA-level data to LEAs on their status regarding initial evaluations timelines, eligibility, and range/reasons if timeline is exceeded.	October 2005 through 2012 Completed and ongoing	USOE staff
7. Train special education teachers Statewide on initial evaluation timeline requirements.	September 2005 Completed and REVISED FFY 2007 (see activity #19)	USOE staff

Activities	Timeline	Resources
8. Develop a Monitoring Steering Committee with representation from charter schools, small school districts, medium school districts, large school districts, parents of students with disabilities, and representation from the Utah Special Education Advisory Committee. The Monitoring Steering Committee will provide feedback with the development of a "Framework for Assistance and Interventions," which will specify enforcement actions.	Summer 2006 through Spring 2007 Completed	USOE staff, IDEA State-level Activities Set Aside Funding
9. Revise State Special Education Rules to include 60-day timeline.	Fall 2006 through May 2007 Completed	USOE staff, UPDC staff, IDEA State-level Activities Set Aside Funding
10. Develop and disseminate a parent training manual, in conjunction with the UPC, which clarifies the evaluation process, including timeline requirements, as well as the school and parent responsibilities.	2009 through 2012 Completed and ongoing	USOE staff, UPC staff
11. Provide Statewide professional development for special education teachers, related service providers, evaluators on updated Utah State Special Education Rules.	October 2007 through 2008 Completed and REVISED FFY 2007 (see activity #19)	USOE staff, UPDC staff, IDEA State-level Activities Set Aside Funding
12. Enhance Corrective Action Plan (CAP) requirements to require additional LEA level professional development and an additional review of student files to determine evaluation timelines, reasons timelines were not met (if applicable), and the development/implementation of LEA actions to overcome the identified reasons so that evaluations are completed within timelines.	Fall 2006 through Spring 2006 Completed	USOE staff
13. Provide follow-up t professional development to LEAs, as needed, based upon ongoing monitoring results regarding initial evaluation timelines.	2005 through 2007 Completed and REVISED FFY 2007 (see activity #19)	USOE staff , UPDC staff, IDEA State-level Activities Set Aside Funding
14. Implement focused monitoring process to provide additional technical assistance and review LEAs that continue to not meet targets: • Develop criteria for determining need for on-site visit • Develop protocol for Desk Audit and focused on-site visit • Utilize information during Desk Audits to determine if LEA needs on-site visit.	Fall 2007 through 2012 Completed and ongoing	USOE staff , Contract Reviewers, LEAs, IDEA State-level Activities Set Aside Funding

Activities	Timeline	Resources
15. Revise UPIPS Monitoring for Desk Audits to collect LEA information on how they ensure evaluations are completed within 45 school days (Utah Rule): • Include initial evaluation timeline as a mandatory data report that will be included with each Self-Assessment Report.	2007 through 2008 Completed FFY 2007	USOE Staff, LEAs, IDEA State-level Activities Set Aside Funding
16. Develop opportunities for LEAs to discuss evaluation needs with surrounding LEAs, in an effort to create collaboration and sharing of scarce staff: • Ensure that complete representation of all LEAs is invited to participate in State Shortage discussions • Provide opportunities for charter schools to discuss and collaborate on personnel needs at monthly roundtables.	2007 through 2012 Completed and ongoing	USOE Staff, LEAs, IDEA State-level Activities Set Aside Funding
17. Address shortage of qualified examiners with Institutions of High Education (IHEs) in Utah: • USOE staff will address shortage of assessment personnel with IHE representatives at least 2 times per year.	2007 through 2012 Completed and ongoing	USOE Staff, IHE Staff, IDEA State-level Activities Set Aside Funding
18. Utilize enforcement actions to ensure LEAs are in compliance with the initial evaluation timeline requirement: • Discuss need for compliance with affected LEAs • Determine reason for noncompliance • Design USOE enforcement actions to target the reason for the LEA noncompliance.	2007 through 2012 Completed and ongoing	USOE Staff, LEA Staff, IDEA State-level Activities Set Aside Funding
19. Provide professional development to special education teachers, related service providers, and evaluators Statewide on initial evaluation timeline requirements.	2008 through 2012 Completed and ongoing	USOE staff, contracted personnel, UPDC staff, IDEA State-level Activities Set Aside Funding
20. The USOE will notify LEA Special Education Directors of the result of this indicator and that of the timelines exceeded, the majority were due to teacher noncompliance with the requirement. The USOE will prompt affected LEAs for information on how this issue was addressed as part of their UPIPS comprehensive improvement plan .	2009 through 2012 Completed and ongoing	IDEA State-level Activities Set Aside Funding, USOE staff, LEA staff

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: Effective General Supervision Part B/ Effective Transition

Indicator 12- Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

a. # of children who have been served in Part C and referred to Part B for eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in **a** but not included in **b, c, d, or e**. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.

Overview of Issue/Description of System or Process:

Part C collects and reports data on the number of Part C students who were referred for Part B evaluation and found either eligible or not eligible for Part B services prior to their third birthdays. Additionally, the Transition to Early Intervention Data Input System (TEDI) database identifies the number of students who are found eligible and receiving FAPE by their 3rd birthday, reflects any students found eligible after the third birthday and reasons for the delay, and tracks Part C students for whom eligibility for Part B has not been determined. Utah received a GSEG grant to develop a method to collect more accurate and complete transition information. Part C is implementing a professional development process that supports a new electronic system for gathering data in order to account for children served by Part C and referred to Part B.

Beginning in FFY 2009, Part B will collect and review data through the TEDI system on students being referred from Part C and the Part B results, as well as the number of students receiving FAPE by age 3. Transition data will be provided for all children referred from Part C to Part B. TEDI accesses the Part C database daily to obtain records on all children that meet three criteria: child is 27 months, has not opted out, and is actively enrolled. Each child's data are transferred to TEDI with the child's demographic information. As the Part C database enters the child into TEDI, it provides that child with a unique identification number (SSID) that will continue with that child throughout his/her education in Utah. To ensure confidentiality, individual child-level data are only available to school personnel with the appropriate permissions within TEDI.

TEDI provides an up-to-date status of the children referred from Part C to Part B. The family's choice to participate or not to participate in the Part B transition conference is entered into the Part C database by their representative and can be viewed by the school district (School districts are the only public education agencies that use TEDI, since charter schools do not provide public preschool). Once the child's information is transferred to TEDI, the record must be acted upon by Part B as a referral. After an evaluation is completed and an eligibility decision is made, TEDI is updated by Part B and automatically sends that information back to the Part C database. If there is a discrepancy between the Part C database and TEDI, then the Part C representatives must reconcile their data within their database.

In FFY 2011, an additional verification step was been added to validate LEA self-reported data. The USOE 619 Coordinator used the TEDI database to calculate the number of files that each LEA produced. The LEAs selected for this additional verification were part of the UPIPS year four cohort. During FFY 2011, this additional verification step included eight school districts and 30 files. All data submitted aligned with the data reported in TEDI.

TEDI provides the State and the school districts with the necessary census data to report on this indicator. In the process of reviewing school district data on this indicator, the Utah State Office of Education (USOE) followed guidance provided in the OSEP 09-02 Memorandum. As uncorrected noncompliance with 34 CFR §300.124 was identified, each school district Special Education Director was notified in writing of the finding of noncompliance, as well as the requirement that all noncompliance be corrected as soon as possible, and in no case later than one year from identification. Noncompliance with timelines for Indicator 12 (34 CFR §300.124) is identified during an annual review of the TEDI database. The database is reviewed at the end of each school year; however, findings may not be issued until the beginning of the next school year.

School districts also participate in regular State monitoring. The UPIPS monitoring process is used to collect additional data to ensure compliance with this indicator. The State's general supervision system includes the Utah Program Improvement Planning System (UPIPS) monitoring process and dispute resolution process. UPIPS Monitoring Process: The Utah Program Improvement Planning System was developed to ensure that each LEA is included in the formal monitoring process. A stratified sample of school districts is included in each year's cohort. The selection criteria for school districts in each cohort include the following variables: student enrollment, urban/rural, and socioeconomic level. LEAs were then randomly assigned to one of the five years within the monitoring cycle. Because of the unique conformation of Utah's 41 school districts, there are three school districts of 50,000+ students. Three of the five cohorts for monitoring contain one of these very large districts, and the remaining two contain two school districts with enrollments of at least 25,000 students. Each of the five cohorts also includes school districts of medium and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the State population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum. The mean percentage of English Language Learner (ELL) students and of non-white students based on total enrollment varies. These data substantiate the representativeness of each cohort. LEAs are selected for State monitoring after being assigned to a cohort based upon location and size. As new charter schools open, they are assigned to the following year's monitoring cycle. They are not randomly assigned to a monitoring year because it is more important to let Utah charter schools know immediately what the rules and regulations are regarding IDEA. If they were randomly assigned to a monitoring year, it could be five years before a given charter school was monitored.

Each LEA is monitored each year throughout the five years using Self Assessment, on-site visits, Desk Audits, annual performance reports, and/or data reporting. Dispute resolution system data from complaints and hearings is also reviewed and included as part of the monitoring process. The UPIPS monitoring process places increased responsibility on each LEA by involving them in a continuous cycle of identification of noncompliance and improvement. In Year 1, the LEA is charged with involving key stakeholders in the development of a Self-Assessment Report that analyzes the LEA's effectiveness in ensuring compliance and improving results for students. The LEA then develops a comprehensive improvement plan that targets areas identified as needing improvement and aligns those identified areas with LEA interventions designed to correct them. The LEA also ensures all areas of noncompliance are corrected as soon as possible, but in no case later than one year by submitting documentation of correction of each individual case of noncompliance identified (Prong 1) as well as documentation that the LEA is correctly implementing the specific regulatory requirements (Prong 2) as required by the OSEP 09-02 Memorandum. Each year of the cycle the USOE performs a Desk Audit of each LEA which includes an off-site review of the LEA data, submitted as part of the Self-Assessment report and from annual 618 data. Based on the results of the annual Desk Audit, an on-site visit may be scheduled in which random student files will be reviewed for each visited LEA to collect additional data that validate the accuracy of the LEAs' self-collected data and to determine if improvement efforts, as part of the comprehensive improvement plan, have been successful. During Years 2-5, the UPIPS process also tracks the status of

each LEA's improvement plan, including the correction of identified compliance errors within one year. The improvement plan is evaluated each year for evidence of completion of activities and results of those activities are then verified through additional student file reviews and 618 data. Some LEAs may have multiple on-site visits based upon their annual Desk Audit.

As uncorrected noncompliance is identified, it is reported as a finding. A finding is a written notification from the State to an LEA that contains the State's conclusion that the LEA program is in noncompliance and includes the citation of the statute or regulation and a description of the data supporting the conclusion. Written notifications of findings occur as soon as possible and generally within one month of discovery. Except for findings identified through State complaints or due process hearings, individual instances of noncompliance in an LEA involving the same legal requirement under IDEA and Utah Special Education Rules are grouped together as one finding An LEA will have multiple findings of noncompliance for the same time period if the LEA is noncompliant with more than one legal requirement. Upon written notification of noncompliance from the USOE, the LEA must correct the noncompliance in its policies, procedures, and practices as soon as possible, but in no case later than one year from identification.

LEAs must demonstrate that all instances of noncompliance in each individual student file are corrected (Prong 1 of the OSEP 09-02 Memorandum). In addition, LEAs are required to write an improvement plan to address their process for ensuring that the regulatory requirements are being implemented correctly throughout the LEA. LEAs that have findings of noncompliance are required to document additional professional development on the regulatory requirements and submit additional monitoring data which demonstrated correction of the noncompliance in LEA policies, procedures, and practices (Prong 2 of the OSEP 09-02 Memorandum). LEAs whose improvement plan does not result in the correction of the noncompliance within one year will receive enforcement actions from the USOE; actions will be selected to target the reason behind the continuing noncompliance. Most common enforcement actions include required technical assistance, additional LEA professional development, and delay of IDEA funds.

Correction occurs when the LEA revises noncompliant policies, procedures, and/or practices and the USOE verifies the correction and notifies the LEA of the correction. In the process of determining that the LEA corrected noncompliance on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of IDEA, including the correction of noncompliance in conformance with the OSEP 09-02 Memorandum, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). While a sample of files were reviewed to determine ongoing LEA compliance with all specific regulatory requirements of IDEA, each file with noncompliance was also reviewed to ensure correction at the individual student level. As a result of these USOE and LEA actions (as described above), each LEA is in accordance with IDEA regulatory requirements.

LEAs who identify and correct noncompliance prior to being issued of finding of noncompliance by the USOE do not receive a finding, as per the OSEP 09-02 Memorandum.

Baseline Data for FFY 2004 (2004-2005):

Pre-School Services – UPIPS File Review 2003-2004
Chart A

Monitoring Questions	Yes	No	Total Files
FAPE made available to eligible students by third birthday	**87.5%**	**12.5%**	**8**
IEP in effect by third birthday	87.5%	12.8%	8

Data from the UPIPS monitoring process indicate that approximately 87.5% of Part B eligible students are identified and receiving services on or before their third birthday.

Analysis of Part C, Part B comparisons 2003-2004
Chart B

Part C eligible exiting 3 year olds Referred to Part B	Part B identified as eligible	Part B identified as not eligible	Not identified as eligible or not eligible
1,273 children	1,004 children	126 children	143 children

11% of the children transitioning from Part C to Part B were not tracked by Part B or Part C.

According to Part C data, a total of 1,130 children were referred to Part B. A total of 1,004 children were found eligible. Out of the 892 children found eligible, Part B data indicates 87% were found eligible and had an IEP in effect by their 3rd birthday.

Pre-School Services - UPIPS File Review 2004-2005
Chart C

Monitoring Questions	Yes	No	Total Files
FAPE made available to eligible students by third birthday	64%	36%	25
IEP in effect by third birthday	64%	36%	25

Data from the Part B monitoring process,UPIPS, indicates that approximately 64% of Part-B eligible students were identified and had an IEP in effect on or before their third birthday.

Analysis of Part C, Part B comparisons 2004-2005
Chart D

Part C eligible exiting 3 year olds referred to Part B	Part B identified as eligible	Part B identified as not eligible	Not identified as eligible or not eligible
1,319 children	892 children	171 children	256 children

19% of the children transitioning from Part C to Part B were not tracked by Part B or Part C.

According to Part C data, a total of 1063 children were referred to Part B. A total of 892 children were found eligible by Part B. A random sampling of the 892 children found eligible, indicates 64% were found eligible and had an IEP in effect on or before their 3rd birthday.

Discussion of Baseline Data:

During the 2004-2005 school year, the UPIPS monitoring process was changed in the area of Early Childhood to collect more accurate information as well as to increase the total number of files reviewed. The number of Early Childhood files reviewed was increased to a total of 44; however, only 25 of those were students referred from Part C. Subsequent to the collection of data from school districts during the 2004-2005 school year, a problem was identified that resulted in incomplete information. This caused the appearance of slippage in the rate of serving students by their 3rd birthday. Corrections to UPIPS have been made and data collection will be more accurate in the future.

The 2004 data from Part C shows that 19% of students were not tracked. Part C has done individual professional development with providers on how to report data, which has led to more accurate data

collection. Part B will collect verification data beginning in 2006-2007. Beginning in 2004-2005, Part C and Part B have been meeting with stakeholders to determine strategies to make transitions more effective.

Measurable and Rigorous Targets – Indicator 12

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
2007 (2007-2008)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
2008 (2008-2009)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
2009 (2009-2010)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
2010 (Data Year 2010-2011)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
2011 (Data Year 2011-2012)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
2012 (Data Year 2012-2013)	One hundred (100) percent of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.

Improvement Activities/Timelines/Resources – Indicator 12

Activities	Timeline	Resources
1. Collaborate with Part C to develop a web-based method to share data between the two agencies.	2007 through 2012 Completed and ongoing	USOE 619 Preschool Coordinator, LEAs Preschool Coordinators, USOE staff
2. Continue to meet with Part C quarterly to coordinate information in order to improve transition for students and families.	August 2003 through 2012 Completed and ongoing	USOE 619 Preschool Coordinator, Part C Specialist
3. Develop and implement an electronic system to track students from Part C to Part B more effectively.	January 2007 through 2008 Completed FFY 2007	USOE 619 Preschool Coordinator, USU staff, Part C Specialist, GSEG grant
4. Provide school district staff with professional development on requirements regarding the process for determining eligibility and required timelines.	August 2007 through 2012 Completed and ongoing	USOE 619 Preschool Coordinator

Activities	Timeline	Resources
5. Track school districts that did not reach the target of 100%.	February 2006 through 2012 Completed and ongoing	USOE 619 Preschool Coordinator
6. Work with Part C data specialist to identify school districts and providers that need State technical assistance and/or professional development on transitions.	March 2006 Completed	USOE 619 Preschool Coordinator, Part C Specialist
7. Develop an electronic way to collect data.	February 2007 through August 2007 Completed	USOE 619 Preschool Coordinator
8. Train LEAs on the data collection method.	October 2007 through June 2008 Completed	USOE 619 Preschool Coordinator and LEA data personnel
9. Develop a new Memorandum of Understanding with Part C.	June 2008 through June 2013 Completed and ongoing	USOE 619 Preschool Coordinator, Director of Special Education, Director Part C
10. Provide focused technical assistance and professional development to LEAs and Part C personnel on appropriate planning for summer birthdays.	January 2007 through June 2008 Completed	USOE 619 Preschool Coordinator, Part C Specialist
11. Develop guidance on reporting requirements for Part C and Part B.	August 2008 through June 2012 Completed and ongoing	USOE 619 Preschool Coordinator and Part C Monitoring Specialist
12. Provide technical assistance to LEAs in Developing Local Memoranda of Understanding.	August 2007 through 2008 Completed	USOE 619 Preschool Coordinator and Part C Specialist
13. Improve and revise the data collection database developed in 2006 to include reason for not meeting timeline.	August 2007 Completed	619 Preschool Coordinator and Part C Specialist, Data Personnel, and 619 Preschool Coordinators from other States
14. Hire technology personnel to develop a system that would interact with Part C.	May 2008 Completed	Contracted technology personnel, USOE 619 Preschool Coordinator, Part C Specialist

Part B Extended State Performance Plan (SPP) for 2009-2013
Reference 2005-2008 State Performance Plan in Appendix D

Monitoring Priority: Effective General Supervision Part B/ Effective Transition

Indicator 13- Percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Overview of Issue/Description of System or Process:

USOE collected data from State monitoring. During the 2010-2011 school year (FFY 2010) data collection for Indicator 13, the State used a revised method of calculating compliance based upon the current NSTTAC checklist A, which held LEAs to a higher standard than was required at the time. As a result, Utah reviewed the same set of files to the required standard and submitted a revised calculation for Indicator 13 for FFY 2010. The State's general supervision system includes the Utah Program Improvement Planning System (UPIPS) monitoring process and dispute resolution process. The Utah Program Improvement Planning System was developed to ensure that each LEA is included in the formal monitoring process. A stratified sample of Local Education Agencies (LEAs) is included in each year's cohort. The selection criteria for school districts in each cohort include the following variables: student enrollment, urban/rural, and socioeconomic level. LEAs were then randomly assigned to one of the five years within the monitoring cycle. Because of the unique conformation of Utah's 41 school districts, there are three school districts of 50,000+ students. Three of the five cohorts for monitoring contain one of these very large school districts, and the remaining two contain two school districts with enrollments of at least 25,000 students. Each of the five cohorts also includes school districts of medium and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the State population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum. The mean percentage of English Language Learner (ELL) students and of non-white students based on total enrollment varies. These data substantiate the representativeness of each cohort. LEAs are selected for State monitoring after being assigned to a cohort based upon location and size. As new charter schools open, they are assigned to the following year's monitoring cycle. They are not randomly assigned to a monitoring year because it is more important to let Utah charter schools know immediately what the rules and regulations are regarding IDEA. If they were randomly assigned to a monitoring year, it could be five years before a given charter school was monitored.

Each LEA is monitored each year throughout the five years using Self Assessment, on-site visits, Desk Audits, annual performance reports, and/or data reporting. Dispute resolution system data from complaints and hearings is also reviewed and included as part of the monitoring process. The UPIPS monitoring process places increased responsibility on each LEA by involving them in a continuous cycle of identification and improvement. In Year 1, the LEA is charged with involving key stakeholders in the development of a Self-Assessment Report that analyzes the LEA's effectiveness in ensuring compliance and improving results for students. The LEA then develops a comprehensive improvement plan that targets areas identified as needing improvement and aligns those identified areas with LEA interventions designed to correct them. Each year of the cycle the USOE performs a Desk Audit of each LEA which includes an off-site review of the LEA data, submitted as part of the Self-Assessment Report and from annual 618 data. Based on the results of the annual Desk Audit, an on-site visit may be scheduled in which random student files will be reviewed for each visited LEA to collect additional data that validate the accuracy of the LEAs' self-collected data and to determine if improvement efforts, as part of the comprehensive improvement plan have been successful. During Years 2-5 the UPIPS process also tracks the status of each LEA's comprehensive improvement plan, including the correction of identified compliance errors within one year. The comprehensive improvement plan is evaluated each year for evidence of completion of activities and results of those activities are then verified through additional student file reviews and 618 data. Some LEAs may have multiple on-site visits based upon their annual Desk Audit.

As uncorrected noncompliance is identified, it is reported as a finding. A finding is a written notification from the State to an LEA that contains the State's conclusion that the LEA program is in noncompliance and includes the citation of the statute or regulation and a description of the data supporting the conclusion. Written notifications of findings occur as soon as possible and generally within three months of discovery. Except for findings identified through State complaints or due process hearings, individual instances of noncompliance in an LEA involving the same legal requirement under IDEA and Utah Special Education Rules are grouped together as one finding. An LEA will have multiple findings of noncompliance for the same time period if the LEA is noncompliant with more than one legal requirement. Upon written notification of noncompliance from the USOE, the LEA must correct the noncompliance in its policies, procedures and practices as soon as possible, but in no case later than one year from identification.

LEAs must demonstrate that all instances of noncompliance in each individual student file are corrected (Prong 1 of the OSEP 09-02 Memorandum). In addition, LEAs are required to write a comprehensive improvement plan to address their process for ensuring that the regulatory requirements are being implemented correctly throughout the LEA. LEAs that have findings of noncompliance are required to document additional professional development on the regulatory requirements and submit additional monitoring data which demonstrated correction of the noncompliance in LEA policies, procedures, and practices (Prong 2 of the OSEP 09-02 Memorandum). LEAs whose comprehensive improvement plan does not result in the correction of the noncompliance within one year will receive enforcement actions from the USOE; actions will be selected to target the reason behind the continuing noncompliance. Most common enforcement actions include required technical assistance, additional LEA professional development, and delay of IDEA funds.

Correction occurs when the LEA revises noncompliant policies, procedures, and/or practices and the USOE verifies that the LEAs are implementing the specific regulatory requirements of 34 CFR §300.320, including IEPs with complete transition services plans, as per the OSEP 09-02 Memorandum. LEAs who identify and correct noncompliance prior to being issued a finding of noncompliance by the USOE do not receive a finding, as per the OSEP 09-02 Memorandum.

Baseline Data for FFY 2009 (2009-10):

Baseline data indicate that 54.67% of IEPs reviewed (123 of 225 files reviewed) met the requirements of this indicator. Given the new indicator wording, a new baseline was established in the FFY 2009 submission due February 1, 2011.

Percent of Youth aged 16 and Above with an IEP that Meets Indicator 13:

	FFY 2009
# of youth whose IEPs were reviewed	225
# of youth whose IEPs met the indicator	123
Percent of youth whose IEPs met the indicator	**54.67%**

Discussion of Baseline Data:

As reported in the FFY 2008 APR, all findings of noncompliance related to regulatory requirements of 34 CFR §300.320, including IEP with complete transition services plans, were corrected.

Data from UPIPS monitoring during FFY 2009 indicated that 54.67% or 123 of the 225 IEPs reviewed met the compliance requirements for transition IEPs, based on the file review instrument in place at the time. The file review instrument was developed in response to IDEA 2004 requirements, as effective July 1, 2005. The instrument was implemented with the first LEA visits in early Fall 2005 and continued with all LEA monitoring visits during the school year. Information received later in 2005-2006 from NSTTAC through the Indicator 13 checklist, and OSEP through the IDEA 2004 final regulations, gave additional direction that resulted in modification of the file review instrument that was used beginning 2006-2007. In addition, the data collection system was modified to more accurately report the data required for this indicator.

Measurable and Rigorous Targets – Indicator 13

FFY	Measurable and Rigorous Targets
2010 (Data Year 2010-2011)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. IEPs also include evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
2011 (Data Year 2011-2012)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. IEPs also include evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

FFY	Measurable and Rigorous Targets
2012 (Data Year 2012-2013)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. IEPs also include evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Improvement Activities/Timelines/Resources – Indicator 13:

Activities	Timeline	Resources
1. Follow up to monitor correction of noncompliance to ensure 100% compliance within one year.	2009 through 2012 Completed and REVISED FFY 2011 (see NEW ACTIVITY #17)	USOE staff, LEA staff, UPIPS contracted staff, UPIPS software
2. Distribute transition assessment materials to all LEAs with secondary school students.	2009 through 2012 Completed FFY 2010	USOE Transition Specialist, IDEA State-level Activities Set Aside Funding
3. Purchase a variety of research-based transition assessment instruments which to be made available on loan to LEAs for trial use.	2009 through 2012 Completed and ongoing	USOE Transition Specialist, IDEA State-level Activities Set Aside Funding
4. Sponsor regional Transition Roundtables to provide professional development on transition issues, such as IDEA 2004 transition plan requirements, employment options, and postsecondary education.	2009 through 2012 Completed FFY 2011	USOE Transition Specialist
5. Using UPIPS monitoring data, provide individualized professional development to LEAs to facilitate compliance with IEP requirements within stated timelines.	2009-2010 and ongoing through 2012 REVISED FFY 2011 NEW ACTIVITY #17	USOE Transition Specialist, State Monitoring Specialist, USOE staff
6. Develop and post on the USOE website a guide for improving compliance with Indicator 13 requirements.	2009 through 2012 Completed FFY 2010	USOE Transition Specialist
7. Develop and post on the USOE website a guide to the roles and responsibilities of individuals and agencies involved in transition planning.	2009 through 2012 Completed FFY 2010	USOE Transition Specialist, representatives of adult service agencies, funding from Work Ability Utah

Activities	Timeline	Resources
8. Develop and implement a long term State-level plan for transition activities that will provide leadership and support for educators and parents, to ensure students with disabilities will be better prepared to transition to further education, employment, and independent living.	Fall 2011 through 2012 Completed and ongoing	USOE Staff, IDEA State-level Activities Set Aside Funding, Center for Public Policy and Administration at the University of Utah, LEA representatives, Utah Parent Center, Utah State Office of Rehabilitation, Division of Services to People with Disabilities, Division of Substance Abuse and Mental Health, Utah Personnel Development Center
9. Contact directors of LEAs in UPIPS Year 1 (Self-Assessment) to schedule professional development in transition planning in the IEP.	Fall 2011 through 2012 Completed and ongoing	USOE Transition Specialist, UPIPS data
10. Develop and provide targeted professional development to improve agency involvement in transition planning.	Fall 2011 through 2012 Completed and ongoing	USOE Transition Specialist, UPIPS data, Vocational Rehabilitation staff
11. Submit a request for participation in Intensive technical assistance from the NSTTAC. If selected, develop and implement a technical assistance plan.	Submit request February 2012 Selected March 2012 Completed and ongoing	USOE Transition Specialist, UPIPS data, IDEA State-level Activities Set Aside Funding, LEA and agency staff, NSTTAC staff
12. The USOE-SES Monitoring Specialist will require LEAs to submit updated transition forms beginning FFY 2011.	Fall 2011 through 2012 Completed and ongoing	USOE Monitoring Specialist, USOE Transition Specialist, LEA transition plans
13. Present data showing current challenges and strengths in transition/school completion to participants at the Utah Symposium for Special Education Personnel Preparation: Preparing Highly Effective Teachers. Incorporate recommendations from group discussions in transition/school completion activities at the State level.	Spring 2012 Completed FFY 2011	USOE Transition Specialist, UPDC Staff, Utah Parent Center Staff, representatives of higher education teacher programs
14. Hold regional cross-trainings with special educators and VR counselors. Teams of special educators and the VR counselors who are assigned to their schools will meet to develop plans to improve VR involvement in transition planning. Plans will be monitored by the USOE Transition Specialist and VR staff. Special educators will be required to submit an IEP by Dec. 1, 2012 showing VR involvement in transition planning.	August 2012 through 2013	USOE Staff, IDEA State-level Activities Set Aside Funding, VR staff

Activities	Timeline	Resources
15. As part of the NSTTAC Intensive TA plan, hold a Utah Transition Institute for LEA teams. LEA teams will review LEA-level data and complete a self-assessment prior to developing individual plans for improving transition services and student outcomes. Strands will address needs identified in the March 2012 needs assessment survey (e.g. student self-advocacy) and priorities identified in the Transition Strategic Plan (i.e. culturally and linguistically responsive transition planning).	Fall 2012 through 2013	USOE Transition Specialist, NSTTAC staff
16. Develop online professional development modules for transition planning, including modules for transition planning as part of standards based IEPs.	Fall 2012 through 2013	USOE Transition Specialist, UPDC staff, Utah State University staff, IDEA State-level Activities Set Aside Funding
17. Provide professional development and technical assistance to LEAs based on UPIPS monitoring data, to ensure 100% compliance within one year.	Fall 2012 through 2013	USOE Transition Specialist, LEA staff, UPIPS monitoring data

Part B Extended State Performance Plan (SPP) for 2009-2013
Reference 2005-2008 State Performance Plan in Appendix E

Monitoring Priority: Effective General Supervision Part B/ Effective Transition

Indicator 14- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Overview of Issue/Description of System or Process:

Student information for OSEP reports is regularly submitted to USOE by LEAs and stored in the USOE Data Clearinghouse; the Clearinghouse is used to generate contact information for this survey. Contact information includes: student name, birth date, gender and ethnicity, last known telephone number, disability based on special education disability eligibility, LEA, and exit code.

Number of Exiters	Sample Size Chosen
1-50	All
51-100	50
101-130	70
131-160	80
161-200	90
201-500	100
501-570	110

Sampling was done at the LEA level. A sample of exiters was randomly selected from each of the 15 Utah charter schools with students aged 15 and older and 41 Utah school districts. The number of exiters chosen was dependent on the number of total exiters at an LEA as indicated in the table below. The sample sizes selected ensured similar margins of error across the different LEA sizes.

For those LEAs for which a sample was chosen, the population was stratified by gender, race/ethnicity, primary disability, and exiting type to ensure representativeness of the resulting sample.

Thus, exiters from each of the 15 Utah charter schools and 41 Utah school districts were contacted by phone. This allowed for each LEA to receive results on its exiters and ensured the State results are in fact representative of the State as a whole. When calculating the State-level results, responses were weighted by the exiter population size (e.g., an LEA that has four times the number of exiters as another LEA received four times the weight in computing overall State results). A copy of the Post School Outcomes Survey is included in Appendix C.

During the 2008-2009 school year, a total of 3,216 students with disabilities age 15 and above exited school as a graduate, drop-out, or age-out or failed to return for the 2009-2010 school year. In order to get the most valid results possible, a representative sample of 1,605 exiters was chosen to be contacted. A stratified random sampling technique per LEA was used. Thus, a representative sample of students at each LEA in the State was chosen.

The 1,605 exiters selected for the sample were called up to six times each by trained interviewers between June 2010 and September 2010. Three hundred ten (19.3%) of these exiters were successfully interviewed.

For FFY 2010, the USOE implemented a census survey in order to increase the number of responses to the survey. The 2,553 exiters were attempted to be called up to six times each by trained interviewers between June 2011 and September 2011. Forty-three exiters were ineligible for the survey and were excluded from the survey pool. Students were ineligible for the survey as follows: eight had returned to high school; seventeen had not yet graduated; seventeen were in the wrong class; one was deceased. Five hundred thirty-seven (21.0%) of these exiters were successfully interviewed.

As per the Part B Measurement Table, definitions are as follows:

Enrolled in higher education as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

Competitive employment as used in measures B and C means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Enrolled in other postsecondary education or training as used in measure C, means youth have been enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two year program).

Some other employment as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Baseline Data for FFY 2009 (2009-2010):

Student information for OSEP reports is regularly submitted to USOE by LEAs and stored in the USOE Data Clearinghouse; reports are generated from the Clearinghouse. Data generated for this survey includes: student name, birth date, gender, ethnicity, last known telephone number, disability based on special education disability eligibility, LEA, and exit code.

Display 14-1: Number and Percent of Exiters Engaged in Employment and/or Education for FFY 2009

Category	Number	Percent
Interviewed Exiters	310	100.00%
Measurement A: Percent of youth enrolled in higher education within one year of leaving high school	85.44	27.56%
Measurement B: Measurement A plus percent of youth competitively employed within one year of leaving high school	168.18	54.25%
Measurement C: Measurement B plus percent of youth enrolled in any other type of post-secondary education/training or employed in any other type of employment	222.72	71.84%

Note: Since statistical weighting was used, the numbers of exiters in each category are not whole numbers.

Display 14-2: Number and Percent of Exiters in each of Four Categories for FFY 2009

Category	Number	Percent
1. Enrolled in higher education as defined in measure A	85.44	27.56%
2. Engaged in Competitive employment as defined in measure B (but not in 1.)	82.74	26.69%
3. Enrolled in other postsecondary education or training as defined in measure C (but not in 1. or 2.)	30.34	9.79%
4. Engaged in some other employment as defined in measure C (but not in 1. or 2. or 3.)	24.20	7.81%
Not in any of the above four categories	87.28	28.16%
Total	310	100.0%

Note: since statistical weighting was used, the numbers of exiters in each category are not whole numbers.

The 1,581 exiters selected for the sample were attempted to be called up to six times each by trained interviewers between June 2007, and September 2007. Two hundred seventy three (17.3%) of these exiters were successfully interviewed.

The response rate by LEA varied from 0% to 100%, with a median response rate of 21%. A telephone interview was conducted by a professional phone interview company. This company has sophisticated software that ensures a given exiter will be called at various times of the day and days of the week to increase the likelihood that any given exiter will be successfully reached.

Response rates by gender, race/ethnicity, primary disability, and exiter type were examined to determine if any type of exiter was more likely to be interviewed than another type. This analysis showed no difference by gender; however, Caucasian students were more likely to be interviewed (18%) than non-Caucasian students (11%); students with an Intellectual Disability were more likely to be interviewed (25%) than students with an Emotional Disturbance (12%) and students with a Specific Learning Disability (16%); students who graduated with a regular diploma were more likely to be interviewed (21%) than students who dropped out (10%).

The differences in response rates by LEAs were taken care of through statistical weighting, and the differences in the response rates by demographic category were minor enough that they did not make a significant difference in the overall State-level results. Thus, the USOE is confident that these results are representative of the State.

The response rates were analyzed by these demographic characteristics: gender, race/ethnicity, primary disability, and type of exiter. No significant differences exited in response rates by gender. Caucasian students were slightly more likely to respond (21%) than non-Caucasian students (13%). Of those disability categories with at least 80 exiters, students with other health impairments were slightly more likely to respond (23%) than students with an Intellectual Disability (16%), students with a Specific Learning Disability (18%), and students with an Emotional Disturbance (14%). Students who graduated with a regular diploma were more likely to respond (22%) than students who dropped out (10%).

The responses were analyzed by these same demographic characteristics. Results of those who were contacted show that there are no significant differences in outcomes by disability category. Males (76%) were more likely to have met the indicator than females (65%); Caucasian students (71%) were more likely to have met the indicator than Hispanic students (64%); and graduates (76%) were more likely to have met the indicator than dropouts (66%).

The response rate by LEA varied from 0% to 100%, with a median response rate of 21%. For the eleven LEAs that had a 0% response rate, nine of these LEAs had only one or two exiters; the other two had between seven to 10 exiters.

Discussion has already taken place regarding how to improve the overall response rate and the response rate of LEAs.

Measurable and Rigorous Targets – Indicator 14:

Measurable and Rigorous Targets			
FFY	**Measure A**	**Measure B**	**Measure C**
2010 (Data Year 2010-2011)	27.6%	54.3%	71.8%
2011 (Data Year 2011-2012	27.9%	54.6%	72.1%
2012 (Data Year 2012-2013)	28.6%	55.3%	72.8%

Improvement Activities/Timelines/Resources – Indicator 14:

Activity	Timeline	Resources
1. Present current and trend data and data access procedures to LEA directors.	Annually through 2012 Completed and ongoing	USOE Transition Specialist
2. Review data collection and reporting procedures and modify as needed.	Annually through 2012 Completed and ongoing	USOE Transition Specialist

Activity	Timeline	Resources
3. Using post school outcomes data to provide professional development to LEAs to facilitate use of data for program development.	Annually through 2012 Completed and being revised FFY 2011 (See NEW ACTIVITY #16)	USOE Transition Specialist, USOE staff, LEA directors, National Post-School Outcomes Center (NPSO) materials
4. With LEA directors, develop and implement a system to improve the survey response rate of low-responding subgroups.	Annually through 2012 Completed FFY 2011	USOE Transition Specialist, USOE staff, LEA directors, NPSO materials
5. Apply for intensive technical assistance from the National Post-School Outcomes Center (NPSO).	Fall 2010 Completed FFY 2010	USOE Transition Specialist, NPSO Staff
6, Develop professional development modules and resources to be posted on the Utah Personnel Development Center (UPDC) website.	Fall 2009 through 2013 Completed and ongoing	USOE Transition Specialist, UPDC specialists and staff
7. Publish a monograph of the *Special Educator* devoted to transition information and practices.	Spring 2010 Completed FFY 2010	USOE Transition Specialist, UPDC specialists and staff
8. As part of the marketing plan developed with NSPO, include an article about post-school outcomes and data in the monthly USOE newsletter.	September 2011through June 2012 Completed and ongoing	USOE Transition Specialist, USOE staff, NPSO staff
9. With the UPDC, develop a transition strand in the Utah Coaching Network professional development activities.	Fall 2011 Not completed and discontinued FFY 2011	USOE Transition Specialist, USOE staff, UPDC staff
10. With the special education teaching staff at Utah State University, develop a transition council to determine how special educators can be better prepared to address transition needs of students with disabilities. This council will also include representatives from VR, LEA transition programs, and the DSPD.	Summer 2011 through 2013 Completed and ongoing	USOE Transition Specialist, USU staff
11. With USOE and LEA leadership and NPSO assistance, develop a plan to improve response rates of targeted subgroups, e.g., minorities, dropouts.	Fall 2011 through 2013 Completed and ongoing	USOE staff, IDEA State-level Activities Set Aside Funding, NPSO staff

Activity	Timeline	Resources
12. Present data showing current challenges and strengths in transition/school completion to participants at the Utah Symposium for Special Education Personnel Preparation: Preparing Highly Effective Teachers. Incorporate recommendations from group discussions in transition/school completion activities at the State level.	Spring 2012 Completed FFY 2011	USOE Transition Specialist, USOE and UPDC staffs, representatives of higher education teacher training programs
13. To increase the involvement of Vocational Rehabilitation counselors in transition planning, provide cross-training to Vocational Rehabilitation counselors and special educators	Summer 2012 through 2013	USOE Transition Specialist, USOE staff, NPSO staff, Vocational Rehabilitation staff
14. Provide professional development to special educators on how to increase student involvement in the IEP process, including active participation in IEP meetings	Fall 2012 through 2013	USOE Transition Specialist, USOE staff, UPDC staff
15. Provide professional development on transition planning with culturally and linguistically diverse youth and their families for special educators.	Spring 2012 through 2013	USOE Transition Specialist, USOE staff, UPDC staff, NSTTAC technical assistance
16. Contract to develop web-based professional development on transition planning. These professional development modules will be posted on the USOE and UPDC websites	Fall 2012 through 2013	USOE Transition Specialist, contract vendor, IDEA State-level Activities Set Aside Funding

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: Effective General Supervision Part B/ General Supervision

Indicator 15- General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

A. # of findings of noncompliance.
B. # of corrections completed as soon as possible but in no case later than one year from identification.
   Percent = [(B) divided by (A)] times 100.

Overview of Issue/Description of System or Process:

The State's general supervision system includes the Utah Program Improvement Planning System (UPIPS) monitoring process and dispute resolution process. UPIPS Monitoring Process: The Utah Program Improvement Planning System was developed to ensure that each LEA is included in the formal monitoring process. A stratified sample of school districts is included in each year's cohort. The selection criteria for school districts in each cohort include the following variables: student enrollment, urban/rural, and socioeconomic level. LEAs were then randomly assigned to one of the five years within the monitoring cycle. Because of the unique conformation of Utah's 41 school districts, there are three school districts of 50,000+ students. Three of the five cohorts for monitoring contain one of these very large school districts, and the remaining two contain two school districts with enrollments of at least 25,000 students. Each of the five cohorts also includes school districts of medium and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the State population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum. The mean percentage of English Language Learner (ELL) students and of non-white students based on total enrollment varies. These data substantiate the representativeness of each cohort. LEAs are selected for State monitoring after being assigned to a cohort based upon location and size. As new charter schools open, they are assigned to the following year's monitoring cycle. They are not randomly assigned to a monitoring year because it is more important to let Utah charter schools know immediately what the rules and regulations are regarding IDEA. If they were randomly assigned to a monitoring year, it could be five years before a given charter school was monitored.

Each LEA is monitored each year throughout the five years using Self Assessment, on-site visits, Desk Audits, annual performance reports, and/or data reporting. Dispute resolution system data from complaints and hearings is also reviewed and included as part of the monitoring process. The UPIPS monitoring process places increased responsibility on each LEA by involving them in a continuous cycle of identification of noncompliance and improvement. In Year 1, the LEA is charged with involving key stakeholders in the development of a Self-Assessment Report that analyzes the LEA's effectiveness in ensuring compliance and improving results for students. The LEA then develops a comprehensive improvement plan that targets areas identified as needing improvement and aligns those identified areas with LEA interventions designed to correct them. The LEA also ensures all areas of noncompliance are corrected as soon as possible, but in no case later than one year by submitting documentation of correction of each individual case of noncompliance identified (Prong 1) as well as documentation that the LEA is correctly implementing the specific regulatory requirements (Prong 2) as required by the OSEP 09-02 Memorandum. Each year of the cycle the USOE performs a Desk Audit of each LEA which includes an off-site review of the LEA data, submitted as part of the Self-Assessment report and from annual 618

data. Based on the results of the annual Desk Audit, an on-site visit may be scheduled in which random student files will be reviewed for each visited LEA to collect additional data that validate the accuracy of the LEAs' self-collected data and to determine if improvement efforts, as part of the comprehensive improvement plan, have been successful. During Years 2-5, the UPIPS process also tracks the status of each LEA's improvement plan, including the correction of identified compliance errors within one year. The improvement plan is evaluated each year for evidence of completion of activities and results of those activities are then verified through additional student file reviews and 618 data. Some LEAs may have multiple on-site visits based upon their annual Desk Audit.

As uncorrected noncompliance is identified, it is reported as a finding. A finding is a written notification from the State to an LEA that contains the State's conclusion that the LEA program is in noncompliance and includes the citation of the statute or regulation and a description of the data supporting the conclusion. Written notifications of findings occur as soon as possible and generally within one month of discovery. Except for findings identified through State complaints or due process hearings, individual instances of noncompliance in an LEA involving the same legal requirement under IDEA and Utah Special Education Rules are grouped together as one finding An LEA will have multiple findings of noncompliance for the same time period if the LEA is noncompliant with more than one legal requirement. Upon written notification of noncompliance from the USOE, the LEA must correct the noncompliance in its policies, procedures, and practices as soon as possible, but in no case later than one year from identification.

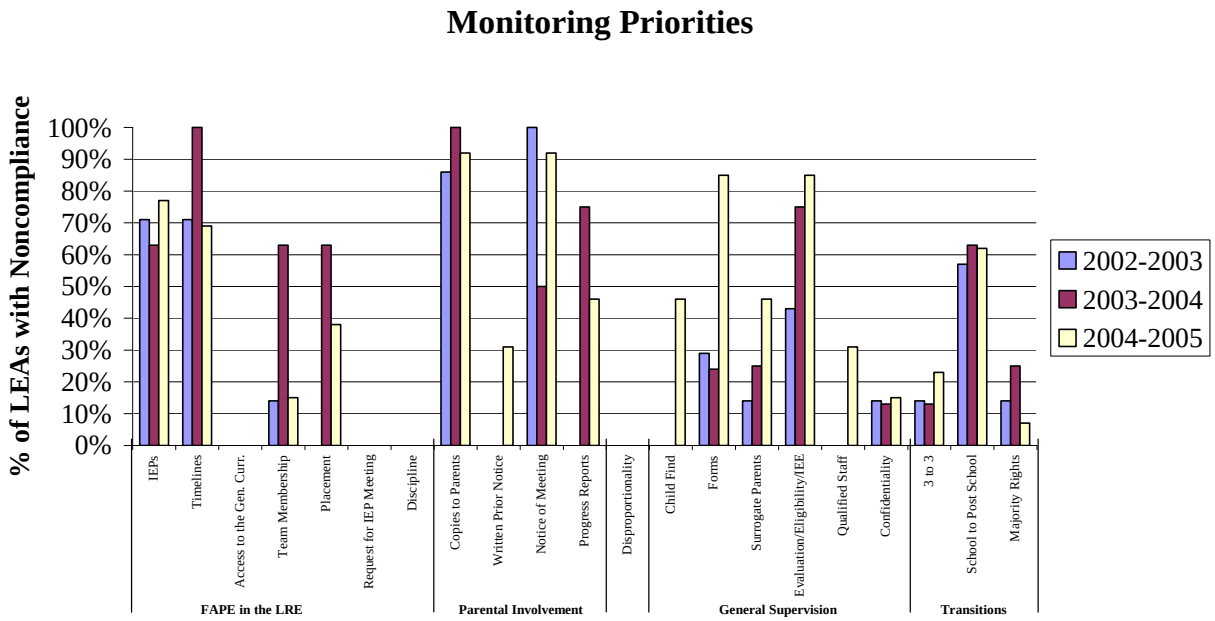
LEAs must demonstrate that all instances of noncompliance in each individual student file are corrected (Prong 1 of the OSEP 09-02 Memorandum). In addition, LEAs are required to write an improvement plan to address their process for ensuring that the regulatory requirements are being implemented correctly throughout the LEA. LEAs that have findings of noncompliance are required to document additional professional development on the regulatory requirements and submit additional monitoring data which demonstrated correction of the noncompliance in LEA policies, procedures, and practices (Prong 2 of the OSEP 09-02 Memorandum). LEAs whose improvement plan does not result in the correction of the noncompliance within one year will receive enforcement actions from the USOE; actions will be selected to target the reason behind the continuing noncompliance. Most common enforcement actions include required technical assistance, additional LEA professional development, and delay of IDEA funds.

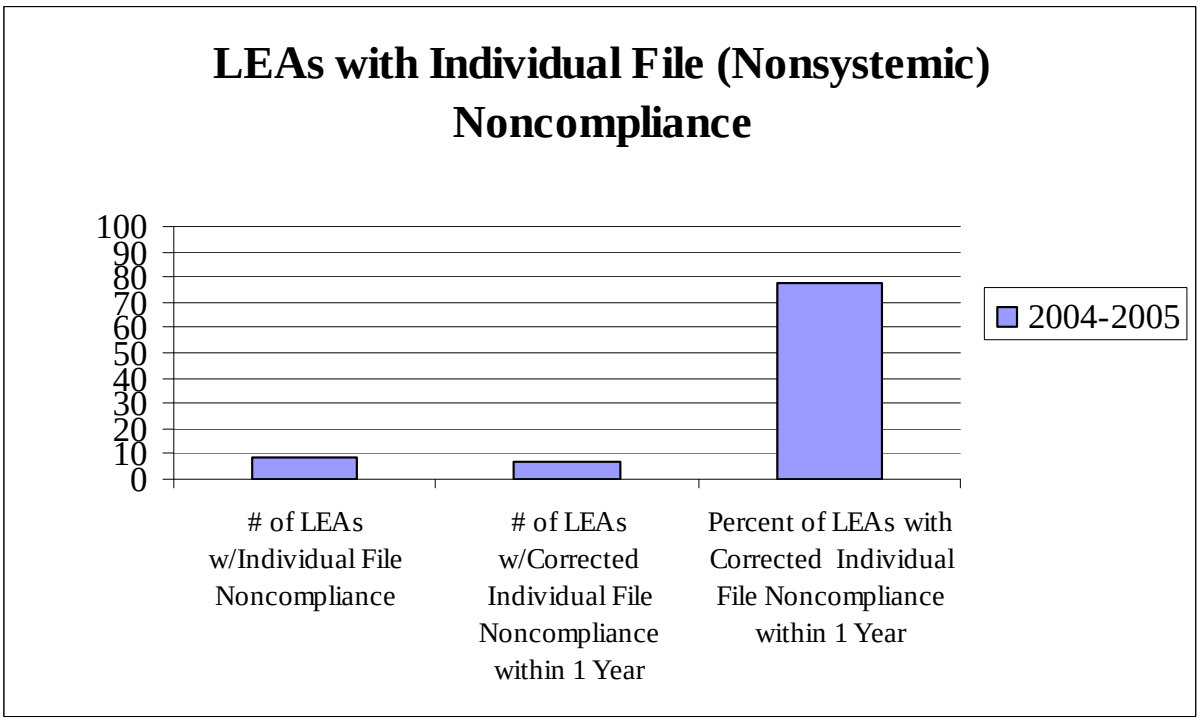
Correction occurs when the LEA revises noncompliant policies, procedures, and/or practices and the USOE verifies the correction and notifies the LEA of the correction. In the process of determining that the LEA corrected noncompliance on this indicator, the USOE followed guidance provided in the OSEP 09-02 Memorandum, including accounting for all instances of noncompliance, identifying where the noncompliance occurred, the percentage level of noncompliance, and the root cause of the noncompliance, requiring the correction of LEA noncompliance in the policies, procedures, and practices that contributed to or resulted in the noncompliance, and determining that the LEA is correctly implementing the specific regulatory requirements of IDEA, including the correction of noncompliance in conformance with the OSEP 09-02 Memorandum, based upon the USOE's review of updated data collected from either subsequent on-site monitoring or additional LEA data submissions (Desk Audits). While a sample of files were reviewed to determine ongoing LEA compliance with all specific regulatory requirements of IDEA, each file with noncompliance was also reviewed to ensure correction at the individual student level. As a result of these USOE and LEA actions (as described above), each LEA is in accordance with IDEA regulatory requirements.

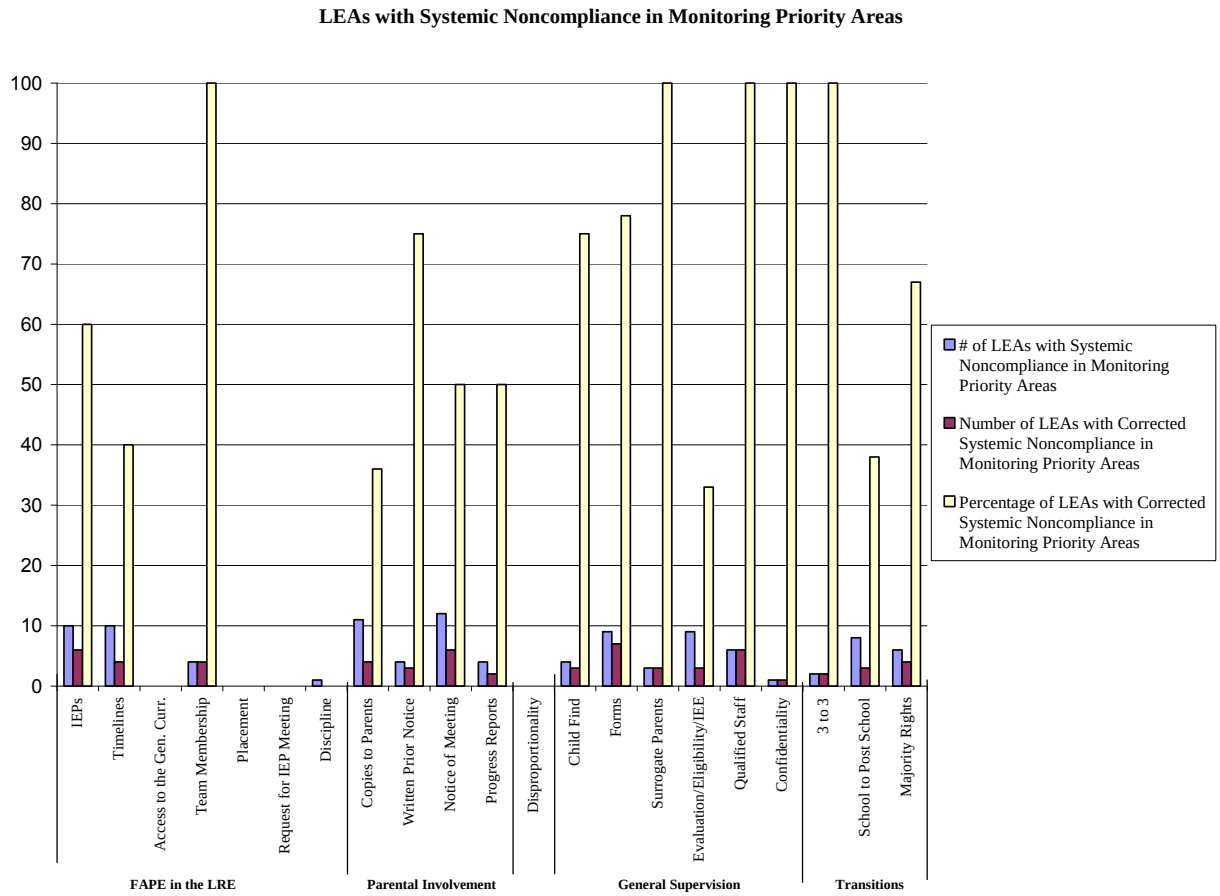
LEAs who identify and correct noncompliance prior to being issued of finding of noncompliance by the USOE do not receive a finding, as per the OSEP 09-02 Memorandum.

Baseline Data for FFY 2004 (2004-2005):

A.







Discussion of Baseline Data:

A. Noncompliance related to monitoring priority areas

During the **2002-2003** school year, seven LEAs out of seven monitored had systemic noncompliance identified in one or more monitoring priority areas through the State monitoring process. There were 37 findings of noncompliance found during that time. During the **2003-2004** school year, eight LEAs out of eight monitored had systemic noncompliance identified in one or more monitoring priority areas through the State monitoring process. There were 58 findings of noncompliance found during that time. During the **2004-2005** baseline year, 13 LEAs out of 13 monitored had systemic noncompliance identified in one or more monitoring priority areas through the State monitoring process. There were 112 findings of noncompliance.

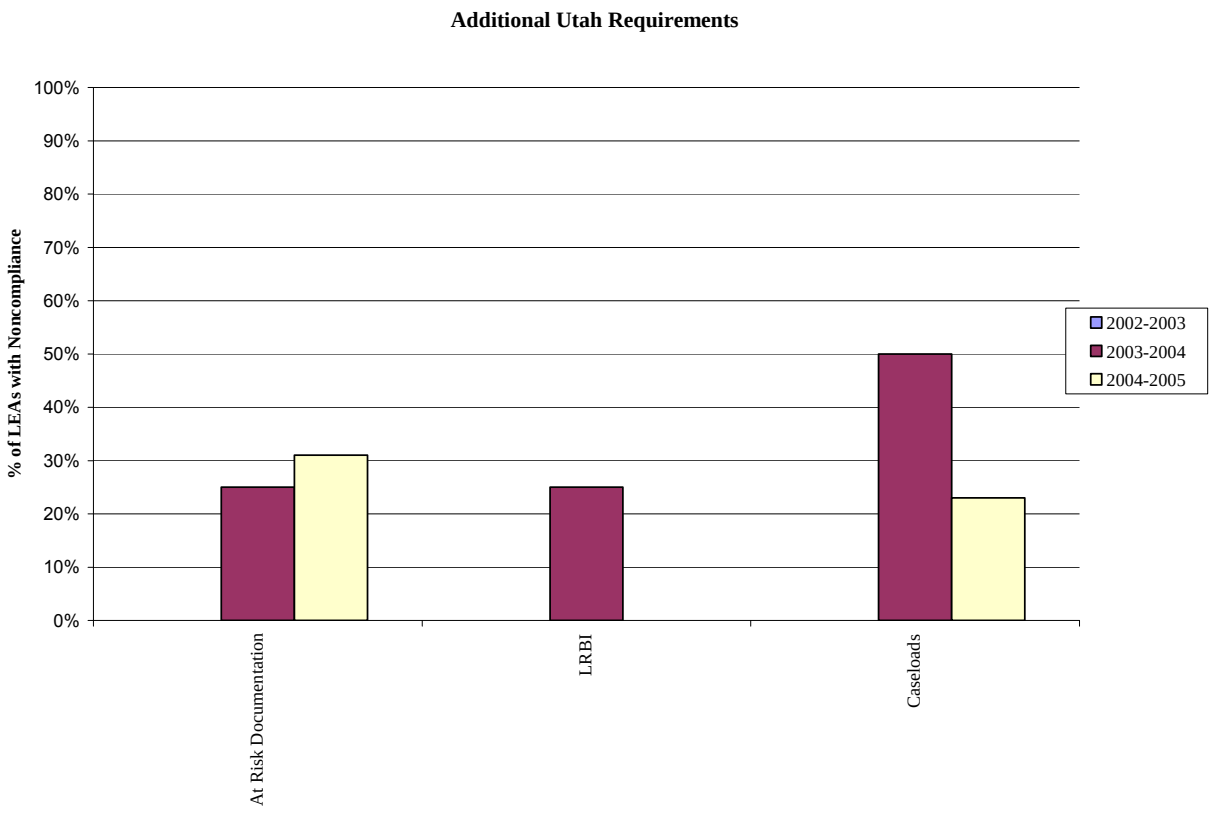
For those 13 LEAs who have had a time period of at least one year to correct issues of systemic noncompliance (data collected during both 2002-2003 and 2003-2004 school year), there was a total of 103 issues of systemic noncompliance of which 63 (61%) were corrected within the one year timeframe. Of the 13 LEAs reported directly above, two LEAs corrected 100% of all findings of systemic noncompliance in monitoring priority areas.

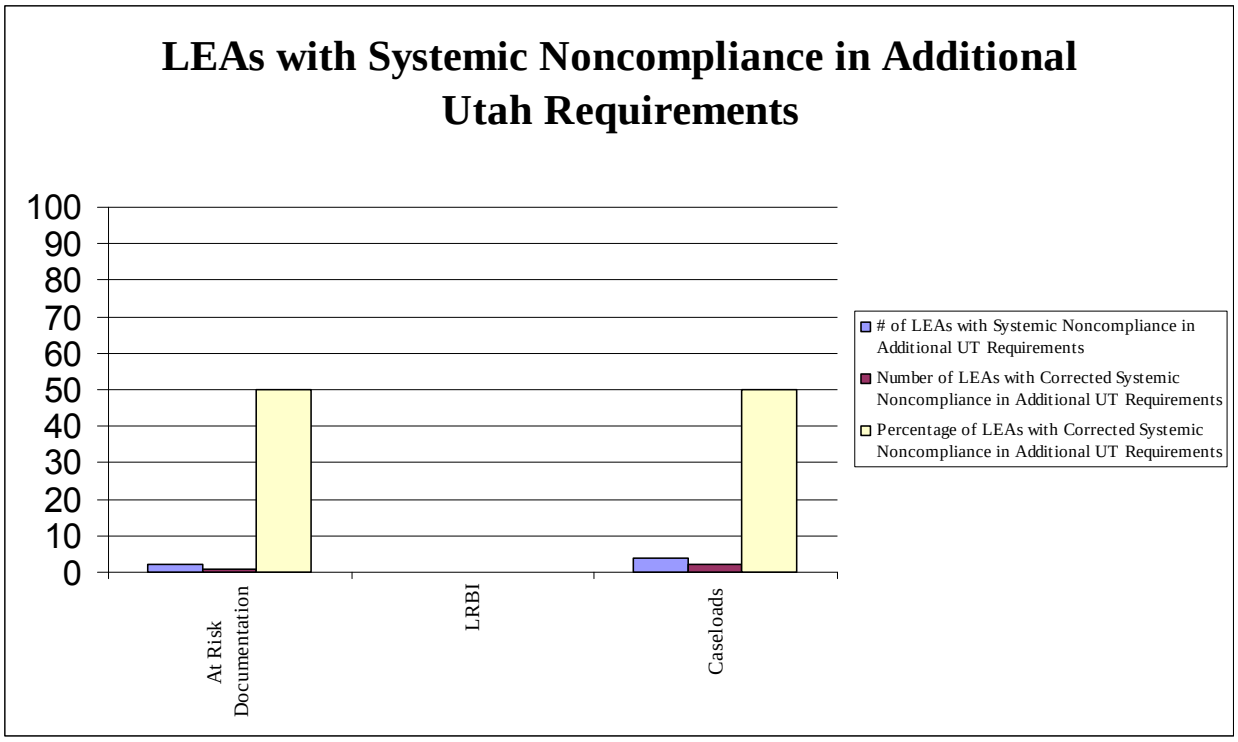
Utah's continuous improvement monitoring system reflects the federal intent to emphasize a data-driven, systemic approach to compliance and improvement of results for children with disabilities. State monitoring implementation has been generally effective in assisting LEAs in maintaining procedural compliance with Federal and State regulations. The 2005 revision of UPIPS provides for additional levels

of USOE support for LEAs with continuing uncorrected compliance issues during previous UPIPS cycles, creating a process that is differentiated by results.

Sanctions for those LEAs with continuing uncorrected issues of systemic noncompliance within monitoring priority areas include (1) additional technical assistance from USOE staff that includes mandatory professional development on uncorrected systemic noncompliance, as well as additional professional development on state-wide issues, (2) delay of approval of application for Part B funding, and (3) a newly implemented plan for additional, biannual LEA site visits. These visits, implemented during the 2005-2006 school year, will track specific progress on correction of noncompliance and reevaluate the need for additional USOE support that includes frequent reporting between LEAs and USOE regarding compliance issues. While continuing the monitoring of IDEA compliance, renewed focus is on the systematic evaluation of the impact of special education services on student achievement. Thus, the State monitoring process has shifted from the previous emphasis of episodic procedural monitoring to one of active strategic planning and continuous improvement within the framework of compliance.

B.





Discussion of Baseline Data (2004-2005):

B. Noncompliance related to areas not included in the above monitoring priority areas

During the **2002-2003** school year, zero LEAs out of seven monitored had systemic noncompliance identified in areas not related to monitoring priority areas (additional Utah requirements) through the State monitoring process. During the **2003-2004** school year, four LEAs out of eight monitored had systemic noncompliance identified in areas not related to monitoring priority areas (additional Utah requirements) through the State monitoring process. There were eight findings of noncompliance found during that time. During the **2004-2005** baseline year, four LEAs out of 13 monitored had systemic noncompliance identified in areas not related to monitoring priority areas (additional Utah requirements) through the State monitoring process. There were seven findings of noncompliance.

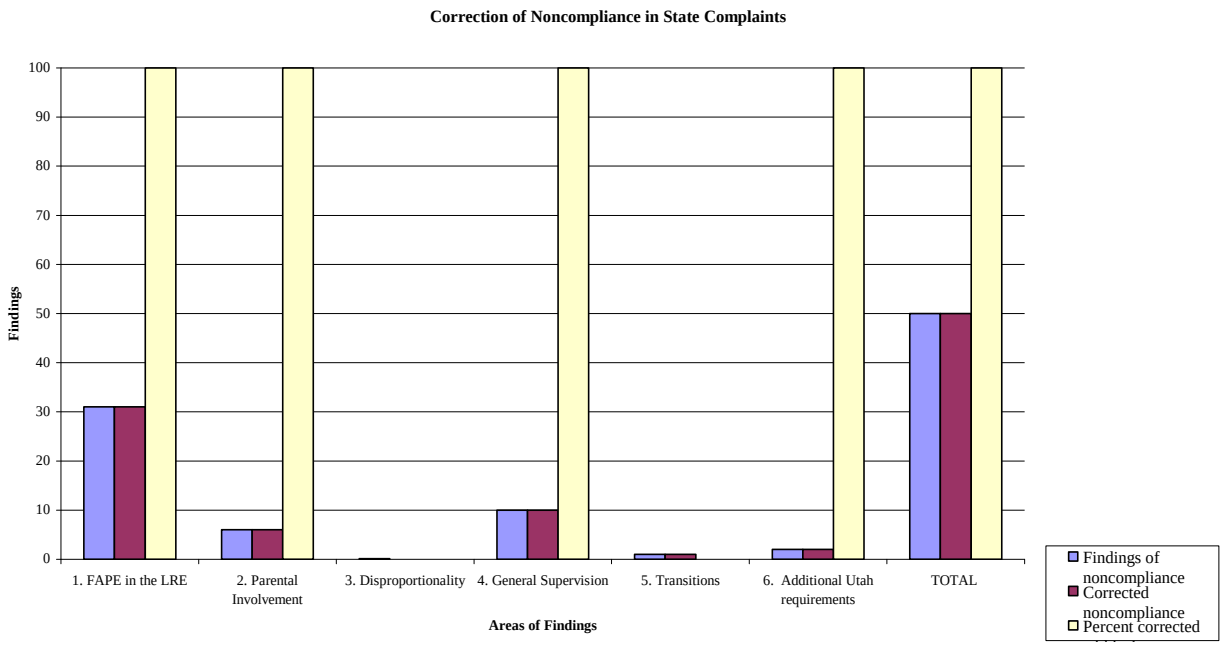
For those 13 LEAs who have had a time period of at least one year to correct issues of systemic noncompliance (data collected during both 2002-2003 and 2003-2004 school year), there was a total of six issues of systemic noncompliance of which three (50%) were corrected within the one year timeframe. Of the 13 LEAs reported directly above, two LEAs have corrected 100% of all findings of systemic noncompliance.

Utah's continuous improvement monitoring system reflects the Federal intent to emphasize a data-driven, systemic approach to compliance and improvement of results for children with disabilities. Sanctions for those LEAs with continuing uncorrected issues of systemic noncompliance within additional State requirements include (1) additional technical assistance from USOE staff that includes mandatory professional development on uncorrected systemic noncompliance, as well as additional professional development on Statewide issues, (2) delay of approval of application for Part B funding, and (3) a newly implemented plan for additional, biannual LEA site visits. These visits, implemented during the 2005-2006 school year, will track specific progress on correction of noncompliance and reevaluate the need for additional USOE support that includes frequent reporting between LEAs and USOE regarding compliance issues. While continuing the monitoring of IDEA compliance, renewed focus is on the systematic evaluation of the impact of special education services on student achievement. Thus, the State

monitoring process has shifted from the previous emphasis of episodic procedural monitoring to one of active strategic planning and continuous improvement within the framework of compliance.

State monitoring implementation has been generally effective in assisting LEAs in maintaining procedural compliance with Federal and State regulations. The 2005 revision of UPIPS provides for additional levels of USOE support for LEAs with continuing uncorrected compliance issues during previous UPIPS cycles, creating a process that is differentiated by results.

C.



Discussion of Baseline Data:

C. <u>Noncompliance identified through complaints, due process hearings, mediations, etc.</u>

During the 2004-2005 baseline year, 14 LEAs had noncompliance identified through State formal complaint decisions and mediated settlement agreements. No due process hearings were fully adjudicated, so there were no hearing officer decisions to monitor. There were 47 findings of noncompliance; 47 of these, 100%, were corrected within one year. The USOE was very successful in having LEAs carry out corrective actions and mediated agreements to correct noncompliance.

Sanctions for those LEAs with uncorrected issues of noncompliance due to complaints, mediation, and due process hearings include (1) additional technical assistance from USOE staff that includes mandatory professional development on uncorrected noncompliance, as well as additional professional development on Statewide issues, and (2) delay of approval of application for Part B funding.

Measurable and Rigorous Targets – Indicator 15

FFY	Measurable and Rigorous Targets
2005 (Data Year 2005-2006)	A. Noncompliance related to monitoring priority areas The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification. B. Noncompliance related to areas not included in the above monitoring priority areas The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification. C. Noncompliance identified through complaints, due process hearings, mediations, etc. The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.
2006 (Data Year 2006-2007)	A. Noncompliance related to monitoring priority areas The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification. B. Noncompliance related to areas not included in the above monitoring priority areas The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification. C. Noncompliance identified through complaints, due process hearings, mediations, etc. The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.
2007 (Data Year 2007-2008)	The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.
2008 (Data Year 2008-2009)	The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.
2009 (Data Year 2009-2010)	The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.
2010 (Data Year 2010-2011)	The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.
2011 (Data Year 2011-2012)	The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.
2012 (Data Year 2012-2013)	The USOE general supervision system (including Monitoring, complaints, hearings, etc.) identifies and corrects one hundred (100) percent of the noncompliance as soon as possible but in no case later than one year from identification.

Improvement Activities/Timelines/Resources – Indicator 15

Activities	Timeline	Resources
1. Revise monitoring process to reflect changes in IDEA 2004 and monitoring priority areas.	August 2005 Completed	USOE Monitoring Specialist, Contractor, UPIPS software, IDEA State-level Activities Set Aside Funding
2. Utilize UPIPS monitoring data and the UPIPS program to collect data on LEA compliance.	October 2005 through 2012 Completed and ongoing	USOE staff, contract reviewers
3. Track correction of LEA areas of noncompliance within the one year timeline.	October 2005 through 2012 Completed and ongoing	USOE Monitoring Specialist, USOE support personnel
4. Conduct professional development for LEAs in areas of uncorrected noncompliance.	October 2005 through 2007 Completed and REVISED FFY 2007 (see activity #20)	USOE staff
5. Recollect data on LEA compliance status after professional development.	October 2005 through 2007 Completed and REVISED FFY 2007 (see activity #20)	USOE staff, contract reviewers, LEA staff
6. Provide professional development opportunities to LEAs in Self-Assessment Year 1 areas of concern Statewide.	Spring 2007 Completed FFY 2007	USOE staff, UPDC staff, IDEA State-level Activities Set Aside Funding
7. Utilize existing monitoring program to collect data on LEA compliance.	October 2005 Completed FFY 2007	USOE staff, contract reviewers, LEA staff
8. Track correction of LEA areas of noncompliance within one year timeline.	October 2005 Completed	USOE Monitoring Specialist
9. Conduct professional development for LEAs in areas of noncompliance.	October 2005 Completed	USOE staff
10. Recollect data on LEA compliance status after professional development.	October 2005 Completed	USOE staff, contract reviewers, LEA staff
11. Conduct professional development for LEA Directors of Special Education on documentation of correction of noncompliance identified through State formal complaints, mediations, resolution sessions, and due process hearing decisions.	November 2005 Completed and REVISED ACTIVITY FFY 2007 (See activity #20)	USOE State and Federal Compliance Officer, USOE staff

Activities	Timeline	Resources
12. Automate the tracking system for correction of noncompliance identified through State formal complaints, mediations, resolution sessions, and due process hearing decisions.	August 2006 Completed	USOE support staff, technological resources at USOE, IDEA State-level Activities Set Aside Funding
13. Target USOE professional development in the areas with continued noncompliance by providing multiple professional development opportunities and methods to LEAs.	October 2006 Completed FFY 2007	USOE staff, UPDC staff, IDEA State-level Activities Set Aside Funding
14. Develop a Monitoring Steering Committee with representation from charter schools, small school districts, medium school districts, large school districts, parents of students with disabilities, and representation from the Utah Special Education Advisory Committee. The Monitoring Steering Committee will provide feedback with the development of a "Framework for Assistance and Interventions," which will specify enforcement actions.	Spring 2007 Completed FFY 2007	Charter Schools, Small Districts, Medium School Districts, Large School Districts, Parents of Students with Disabilities, Representation from the Utah Special Education Advisory Committee
15. Provide LEAs with prompt feedback on FFY 2006 APR results: • Disaggregate FFY 2006-2010 APR data to the LEA level • Disseminate APR data to each LEA at least twice each year • Provide a forum for discussion about APR data in two Statewide meetings • Prompt for questions through an annual APR Determinations letter.	Spring 2008 through 2012 Completed and ongoing	USOE Staff, IDEA State-level Activities Set Aside Funding
16. Develop the USOE Framework for Recognition, Assistance, and Intervention with all LEAs: • Update the USOE Framework for Recognition, Assistance, and Intervention annually • Disseminate the Framework to each LEA at least twice each year • Provide a forum for discussion about APR data and how it related to the Framework document in two Statewide meetings • Prompt for questions through an annual APR Determinations letter, including LEA APR data and the Framework.	Winter 2007 through 2008 Completed FFY 2007	USOE Staff, UPDC Staff, IDEA State-level Activities Set Aside Funding

Activities	Timeline	Resources
17. Implement actions described in the USOE Framework for Recognition, Assistance, and Intervention with all LEAs, including the use of incentives for LEAs with timely corrections and enforcement actions for LEAs with continuing uncorrected noncompliance: • Disaggregate FFY 2006-2012 APR data to the LEA level • Apply the LEA level data to the Framework and make determinations annually • Implement Framework actions as indicated by the APR data, as determined by a USOE team.	Winter 2007 through 2012 Completed and ongoing	USOE Staff, IDEA State-level Activities Set Aside Funding
18. Provide targeted professional development to specific procedural errors in specific LEAs with continuing noncompliance: • Identify LEAs with uncorrected findings of noncompliance • Offer professional development to all LEAs Statewide • Ensure LEAs with continuing noncompliance beyond one year receives mandatory professional development in those areas • Collect additional data to verify corrections.	Winter 2007 through 2011 REVISED FFY 2007 (see activity #20)	USOE Staff, UPDC Staff, IDEA State-level Activities Set Aside Funding
19. Evaluate the results of activities from 2007-2008 and determine additional activities based on those data.	2006 through 2011 Completed FFY 2007	USOE staff
20. Conduct professional development for LEA Special Education Directors and staff in areas of noncompliance with re-collection of compliance data after professional development.	2008 through 2012 Completed and ongoing	USOE staff, contracted personnel, IDEA State-level Activities Set Aside Funding

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18 - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = (3.1(a) divided by 3.1) times 100.

Overview of Issue/Description of System or Process:

Mandatory resolution sessions will be conducted by LEAs in each instance where a request for a due process hearing is made by a parent. During the revision of the Utah State Board of Education Special Education Rules, the required resolution session was added. The State and Federal Compliance Officer began collecting the required information on resolution sessions held and settlement agreements reached beginning July 1, 2005.

Baseline Data:

Data was taken for each resolution session conducted by LEAs as a result of a parent request for due process hearing.

Discussion of Baseline Data:

Data submitted for the FFY 2005 APR provides the baseline data for Indicator 18. Baseline data was taken for each resolution session conducted by LEAs as a result of a parent request for due process hearing. Only four requests for due process hearings were received during the 2005-2006 year. During that time, 100 percent of all requests for due process hearings filed resulted in settlement. While USOE is extremely pleased with the baseline data, the USOE believes that regularly expecting this level of success is impractical. Though Utah experiences a very low number of due process hearing requests, the measurable and rigorous targets are considered reasonable.

Measurable and Rigorous Targets – Indicator 18

FFY	Measurable and Rigorous Targets
2005 (Data Year 2005-2006)	Baseline data year – All four (4) requests for due process hearings filed resulted in settlement.
2006 (Data Year 2006-2007)	Seventy-five (75) percent of due process hearing requests will be resolved during the mandatory resolution session.
2007 (Data Year 2007-2008)	Seventy-five (75) percent of due process hearing requests will be resolved during the mandatory resolution session.
2008 (Data Year 2008-2009)	Eighty (80) percent of due process hearing requests will be resolved during the mandatory resolution session.
2009 (Data Year 2009-2010)	Eighty (80) percent of due process hearing requests that went to resolution sessions will be resolved through resolution session settlement agreements.
2010 (Data Year 2010-2011)	Eighty-five (85) percent of due process hearing requests that went to resolution sessions will be resolved through resolution session settlement agreements.
2011 (Data Year	Eighty-five (85) percent of due process hearing requests that went to resolution

FFY	Measurable and Rigorous Targets
2011-2012)	sessions will be resolved through resolution session settlement agreements.
2012 (Data Year 2012-2013)	Eighty-five (85) percent of due process hearing requests that went to resolution sessions will be resolved through resolution session settlement agreements.

Improvement Activities/Timelines/Resources – Indicator 18

Activity	Timeline	Resources
1. Solicit input from stakeholders regarding the desire for facilitators to participate in the resolution sessions.	Annually through 2012 Completed and ongoing	USOE technology (including email), meetings with stakeholders, USOE support staff
2. Train facilitators for resolution sessions in the requirements of the resolution session in case LEAs wish to access their services during the baseline year.	Annually through 2012 Completed and ongoing	USOE staff, materials for professional development, IDEA State-level Activities Set Aside Funding
3. Provide professional development for LEA Special Education Directors, Superintendents' Association, and parent groups.	2005 through 2012 Completed and ongoing	USOE staff
4. Collect complete data on use and results of resolution sessions for each due process hearing request.	2005 through 2012 Completed and ongoing	USOE staff

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: Effective General Supervision Part B/ General Supervision

Indicator 19- Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Overview of Issue/Description of System or Process:

The USOE has established procedures to allow parties to resolve disputes through the mediation process involving any matter, including matters arising prior to the filing of a due process complaint. These procedures have been disseminated in the Procedural Safeguards notice document provided to parents at least annually; in a Key Issues in IDEA 2004 document distributed to LEAs, parents, Parent Training and Information Center (PTI), Protection and Advocacy groups (P&A), advocates, and other stakeholders; in personnel development activities conducted throughout the State; and at stakeholder meetings such as the Utah State Board of Education, Utah School Superintendents' Association, and the meetings of LEA Special Education Directors.

Baseline Data for FFY 2004 (2004-2005):

Three requests for mediation were received during the 2004-2005 school year. As outlined in the Utah State Board of Education Special Education Rules of 1999 (which were in place at the time these baseline data were collected), all three requests followed the filing of a Due Process Hearing request. Two of the three were resolved through mediation prior to the reporting date of June 30, 2005. The third case also resulted in a mediation agreement; the settlement being reached after the reporting date of June 30, 2005.

Discussion of Baseline Data:

The success rate of the mediation process was 100% for mediations requested during the 2004-2005 school year. USOE does anticipate an increase in the number of mediation requests under requirements of IDEA 2004. With a larger number of mediation requests, USOE anticipates that the percent of mediations resulting in mediation agreements would be less than 100%.

Measurable and Rigorous Targets – Indicator 19

FFY	Measurable and Rigorous Targets
2005 (Data Year 2005-2006)	Eighty (80) percent of mediations will result in mediation agreements.
2006 (Data Year 2006-2007)	Eighty-two (82) percent of mediations will result in mediation agreements.
2007 (Data Year 2007-2008)	Eighty-four (84) percent of mediations will result in mediation agreements.
2008 (Data Year 2008-2009)	Eighty-six (86) percent of mediations will result in mediation agreements.

FFY	Measurable and Rigorous Targets
2009 (Data Year 2009-2010)	Eighty-eight (88) percent of mediations will result in mediation agreements.
2010 (Data Year 2010-2011)	Ninety (90) percent of mediations will result in mediation agreements.
2011 (Data Year 2011-2012)	Ninety (90) percent of mediations will result in mediation agreements.
2012 (Data Year 2012-2013)	Ninety (90) percent of mediations will result in mediation agreements.

Improvement Activities/Timelines/Resources - Indicator 19

Activities	Timeline	Resources
1. Recruit additional Mediators.	Annually through 2012 Completed and ongoing	USOE staff, agency technology resources (including email), IDEA State-level Activities Set Aside Funding
2. Conduct professional development for Mediators, new and continuing.	January 2008 through 2012 Completed and ongoing	Compliance Officer, IDEA State-level Activities Set Aside Funding, consultant attorney
3. Provide Mediators with updated information regarding procedures and requirements based on final IDEA implementing regulations.	February 2006 through 2012 Completed and ongoing	USOE State and Federal Compliance Officer, USOE staff, materials for professional development, IDEA State-level Activities Set Aside Funding
4. Provide Mediators with updated information regarding procedures and requirements based on new State rules.	July 2006 through 2012 Completed and ongoing	State and Federal Compliance Officer, USOE staff, materials for professional development, IDEA State-level Activities Set Aside Funding

Part B State Performance Plan (SPP) for 2005-2013

Monitoring Priority: Effective General Supervision Part B/ General Supervision

Indicator 20- State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Data Sources: 618 data, UPIPS Monitoring data.

Overview of Issue/Description of System or Process:

Starting in October 2011, LEAs submit data to the Utah eTranscript and Records Exchange (UTREx). This allows the USOE to receive LEA data at least monthly, allows for more accurate data validation, and its interfaces allow the LEAs and State to view and interpret validation errors. Prior to UTREx, submitted data was checked at the LEA level. USOE staff provides a "level 2"check, which validates an LEA's data against historical data and all other LEA submissions Statewide. ~~Currently, USOE special education personnel rely heavily on the USOE's Data Clearinghouse and Data Warehouse as described in the SPP general overview.~~ To help ensure accuracy, Utah's Special Education Data Manager requires LEA verification of accuracy of 618 Data, including Child Count and FAPE. ~~The USOE Data Clearinghouse and Data Warehouse have continued to improve in making data available for 618 Data Requirements and other data needs.~~

Baseline Data for FFY 2004 (2004-2005):

Timeliness:

Utah has submitted all 618 Data Reports on time. December 1 and FAPE (environments) Table 1 and Table 3 have been submitted on or before February 1 each year. Exit Table 4, Personnel Table 2, and Discipline Table 5 have been submitted on or before November 1 each year.

Utah's State Performance Plan will be submitted on time. All previous APRs have been submitted on time.

Accuracy:

Over the last five years, USOE has provided improved access to complex achievement data through tools such as COGNOS, and has added personnel to facilitate data extraction and analysis. In addition, specific special education data requirements are considered and needed data elements added to the Clearinghouse and Warehouse each year. As new data elements are added to the USOE data Clearinghouse/Warehouse system, it takes approximately one year to ensure that the new data elements are collected and reported consistently throughout the State. Having the data elements in the Warehouse improves the accuracy and timeliness of data reports and provides information for analysis to support improving outcomes for students with disabilities.

The USOE has also encouraged cross-department collaboration to ensure that efforts are coordinated for efficiency and effectiveness. The special education, evaluation and assessment, data, and IT staff meet in a variety of groups and settings to improve data accuracy and availability that will meet the needs of all sections of USOE.

Discussion of Baseline Data:

Utah has an excellent record of collecting and submitting required data in a timely manner. Data collection procedures undergo constant analysis and revision to improve the accuracy of all data elements at the initial collection level in LEAs, at the importing of data at the USOE level, and in the systems for storage and extraction.

Measurable and Rigorous Targets – Indicator 20

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
2006 (2006-2007)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
2007 (2007-2008)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
2008 (2008-2009)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
2009 (2009-2010)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
2010 (Data Year 2010-2011)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
2011 (Data Year 2011-2012)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.
2012 (Data Year 2012-2013)	One hundred (100) percent of 618 reports, State Performance Plan, and Annual Performance Reports will be accurate and submitted on time.

Improvement Activities/Timelines/Resources - Indicator 20

Activities	Timeline	Resources
1. Implement unique student identification number (SSID) to more accurately match, track, and interpret data.	2005 through 2006 school year Completed	Data Clearinghouse and Warehouse staff, USOE IT staff, LEA data staff
2. Inform LEAs of all new data collection elements, based on new 618 reports and SPP, and procedures for collection and submission of the data.	Fall 2005 Completed and REVISED (see ACTIVITY #6)	USOE staff
3. Train LEA Data Managers and LEA Special Education Directors on new data collection procedures and timelines.	Fall 2005 Completed and REVISED (see ACTIVITY #6 6)	USOE staff, IDEA State-level Activities Set Aside Funding

Activities	Timeline	Resources
4. Collaborate and communicate with USOE personnel regarding data needs.	Fall 2005 through 2012 Completed and ongoing	USOE Staff, USOE IT Staff
5. Utilize 618 data profiles and UPIPS data in decision making and professional development activities.	2006 through 2012 Completed and ongoing	USOE Staff, UPDC Staff, IDEA State-level Activities Set Aside Funding
6. REVISED ACTIVITIES #2 and #3 Train new charter school Data Managers and new LEA Special Education Directors on all data collection requirements, including timelines.	2009 through 2012 Completed and ongoing	USOE Staff
7. The USOE Information Technology section will submit reviewed IDEA data to EDFacts prior to data due date. • Data will be reviewed by the USOE Special Education section prior to and after EDFacts submission.	2011 through 2012 Completed and ongoing	USOE staff
8. 618 data collection timeline prompts will be added to the USOE internal calendar. Prompts will include: • Final due dates for all 618 data at the LEA and USOE level • Reminder prompts for notifying LEAs of due dates at one and two months prior to be deadline • Reminder prompts to submit USOE data electronically at least 48 hours prior to deadline • Reminder prompts for USOE staff (special education and IT) to review accuracy of data at least twice before each data deadline (once prior to submission and once following submission).	2011 through 2012 Completed and ongoing	USOE IT staff and special education staff
9. The USOE Data Manager, Program Specialist and an Education Specialist will complete the DAC New Data Manager Training series.	2012 Completed FFY 2011	USOE personnel

APPENDIX A
APR
ACRONYMS

ABC/UBI	Academic Behavior and Coaching/Utah Behavior Initiative
AIR	American Institutes for Research
AMO	Annual Measurable Objective
APR	Annual Performance Report
ARR	Alternate Risk Ratio
AUT	Autism
AYP	Adequate Yearly Progress
CAP	Corrective Action Plan
CD	Communication Disorder
CCD	Common Core of Data
CEIS	Coordinated Early Intervening Services
CFR	Code of Federal Regulations
CRT	Criterion-Reference Test
CT	Certificate of Completion
CTE	Career and Technical Education
DAC	Data Accountability Center
DO	Dropped Out
DWS	Department of Workforce Services
ECO	Early Childhood Outcome Center
ECSE	Early Childhood Special Education
ED	Emotional Disturbance
EDEN	Education Data Exchange Network
EdFacts	EdFacts centralizes performance data supplied by K-12 State education agencies (SEAs) with other data assets, such as financial grant information, within the U.S. Department of Education
EI	Early Intervention
ELL	English Language Learner
ESEA	Elementary and Secondary Education Act
FAPE	Free Appropriate Public Education
FAY	Full Academic Year
FFY	Federal Fiscal Year
GED	General Educational Development
GR	High School Graduate-Regular Diploma
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
IHE	Institute of Higher Education
IT	Information Technology
LEA	Local Education Agency
LRE	Least Restrictive Environment
MPRRC	Mountain Plains Regional Resource Center
MTSS	Multi-tiered System of Support
NCES	National Center for Educational Statistics

NCLB	No Child Left Behind
NDPC-SD	National Dropout Prevention Center-Students with Disabilities
NECTAC	National Early Childhood Technical Assistance Center
NON-FAY	Not a full academic year
NPSO	National Post School Outcomes Center
NSTTAC	National Secondary Transition Technical Assistance Centers
OCALI	Ohio Center for Autism and Low Incidence
OHI	Other Health Impairment
OSEP	Office of Special Education Programs
PBIS	Positive Behavioral Interventions and Supports
PIP	Program Improvement Plan
Project KNOTtT	Project KNOTtT is a federally funded **T**ransition **t**o **T**eaching (TtT) partnership designed to support recruitment, selection, professional development, coaching, and mentoring to retain teachers in high need, hard to staff LEAs.
REL West	Regional Educational Laboratories West at WestEd
RISEP	Research Institute for Safe and Effective Programs
RR	Risk Ratio
RtI	Response to Intervention
SET	School-wide Evaluation Tool
SLD	Specific Learning Disabilities
SLP	Speech-Language Pathologist
SPP	State Performance Plan
SSID	Statewide Student Identifier System
SWAT	Statewide Assistance Team
SWD	Student with Disabilities
TEDI	Transition from Early Intervention Data Information System
UAA	Utah's Alternate Assessment
UBCST	Utah Basic Skills Competency Skills Test
UBI	Utah's Behavior Initiatives
U-PASS	Utah Performance Assessment System for Students
UPC	Utah Parent Center
UPDC	Utah Personnel Development Center
UPIPS	Utah Program Improvement Planning System
UPOD	Utah Preschool Outcomes Data
USBE	Utah State Board of Education
USDB	Utah Schools for the Deaf and Blind
USEAP	Utah Special Education Advisory Panel
USOE	Utah State Office of Education
USOR	Utah State Office of Rehabilitation
UTREx	Utah eTranscript and Records Exchange
VR	Vocational Rehabilitation
WRR	Weighted Risk Ratio
YIC	Youth in Custody

APPENDIX B
Parent Survey

Parent Survey — Special Education (SSID#)

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families.

For each statement below, please check the box either yes (Y), no (N), or not applicable (NA) based on your most recent experiences within the past school year.

Example: Y ■ N ☐ NA ☐

Procedural Safeguards				
1	Did you receive a copy of your procedural safeguards (parent's rights)?	Y ☐	N ☐	
2	Were your procedural safeguards (parent's rights) explained so that you understood them?	Y ☐	N ☐	
3	If you speak a language other than English, does the school communicate with you in that language?	Y ☐	N ☐	NA ☐
Evaluation and Eligibility				
4	Did you sign a consent form before your child was evaluated?	Y ☐	N ☐	
5	Did you have the opportunity to provide input during your child's evaluation?	Y ☐	N ☐	
6	Did the evaluation team listen to and consider your input?	Y ☐	N ☐	
7	Were you invited to a meeting to discuss the results of your child's evaluation?	Y ☐	N ☐	
IEP Development				
8	Was the IEP meeting scheduled at a mutually agreeable time?	Y ☐	N ☐	
9	Did you receive notice of the time and place before each IEP meeting?	Y ☐	N ☐	
10	Were you aware of your right to invite individuals who have knowledge or special expertise about your child to the IEP meeting?	Y ☐	N ☐	
11	Did you bring someone to the IEP meeting?	Y ☐	N ☐	
12	Did a general education teacher attend the IEP meeting?	Y ☐	N ☐	NA ☐
13	Did the principal (LEA Representative) or his/her representative attend the IEP meeting?	Y ☐	N ☐	
14	Did the team ask for and consider your input on goals for your child's IEP?	Y ☐	N ☐	
15	Were all of your child's educational needs addressed during the IEP meeting?	Y ☐	N ☐	
16	At your child's IEP meeting, did the team discuss how your child would participate in Statewide and district-wide testing (U-PASS, CRTs, UAA)?	Y ☐	N ☐	
17	At your child's IEP meeting, did the IEP team discuss classroom accommodations and modifications your child needs?	Y ☐	N ☐	

18	Did you sign a consent form before your child was placed in special education?	Y ☐	N ☐	
19	Do you fully understand the purpose of the IEP for your child?	Y ☐	N ☐	
IEP Implementation				
20	Are your child's general education teachers aware of your child's learning needs?	Y ☐	N ☐	
21	Does the staff in the general classroom consistently provide the accommodations and modifications written in your child's IEP?	Y ☐	N ☐	NA ☐
22	Do your child's general education and special education teachers work together to implement the IEP?	Y ☐	N ☐	NA ☐
23	Is your child getting all of the services listed on the IEP?	Y ☐	N ☐	
24	Are the related services your child receives (i.e., speech therapy, occupational therapy, counseling) helping him/her to make progress from special education services?	Y ☐	N ☐	NA ☐
25	Does your child participate in school activities such as assemblies, after-school activities, and field trips with non-disabled students?	Y ☐	N ☐	
26	Do you receive periodic reports on your child's progress toward IEP goals?	Y ☐	N ☐	
27	Is your child making progress toward meeting the goals on his/her IEP?	Y ☐	N ☐	
Transition (School to Post-School)				
28	If your child is 15 years old or older, did the IEP team discuss transition services (e.g., career interests, employment, high school classes)?	Y ☐	N ☐	NA ☐
29	Does your child's IEP provide the direction and plan for helping your child reach his/her long-term goals after he/she leaves public school?	Y ☐	N ☐	NA ☐
30	Do you understand your child's graduation requirements?	Y ☐	N ☐	NA ☐
Transition (Early Childhood)				
31	If your child is 3-5 years old, do you feel that his/her preschool experience has been beneficial?	Y ☐	N ☐	NA ☐
Discipline				
32	Has your child been removed from his/her special education program as a result of a disciplinary action this school year (suspended or expelled) for more than 10 days?	Y ☐	N ☐	
33	Did he/she receive special education services in a different setting during that time?	Y ☐	N ☐	NA ☐
General				
34	Does the school provide the information you need to have a positive effect on the quality of your child's program (i.e., frequent communication)?	Y ☐	N ☐	
35	Does the school facilitate opportunities for you to provide input about your child's education other than at IEP meetings (i.e., receptive to input)?	Y ☐	N ☐	
36	Is there a communication system in place that provides you the opportunity to exchange important information about your student as often as necessary?	Y ☐	N ☐	
37	Does your school encourage your involvement as a means of improving services and results for your child with disabilities?	Y ☐	N ☐	

38	Were you ever given information about organizations that offer support for parents with students with disabilities by your school/district?	Y ☐ N ☐
39	Have you participated in person, by phone, by email, or online in any training offered by the district, school, other parent groups, or the Utah Parent Center?	Y ☐ N ☐
40	Have you been offered an opportunity by your school/school district to participate in any parent trainings?	Y ☐ N ☐

APPENDIX C

UTAH POST HIGH SCHOOL OUTCOMES SURVEY

Interview Questions for June – August 2010

Respondents

Q.1 Who **responded** to the interview questions **or** check why the interview was not completed? ***(Choose one)***

- ☐ **Successfully Completed Interviews** – phone answered by:
  - ☐ Former student
  - ☐ Parent *(natural parent, step-parent, parent who is guardian ad litem)*
  - ☐ Guardian *(legal guardian other than student's parent e.g. custodial grandparent, foster care parent, custodial group home worker)*
- ☐ Anyone else
- ☐ **Unsuccessfully Completed Interviews** – reason interview was not completed
  - ☐ **Contacted**: Declined to answer interview questions
  - ☐ **Contacted**: Unresolved language or comprehension barrier
  - ☐ **Contacted**: Former student was unavailable and no other responder was available (e.g. jail, military, work)
  - ☐ No Contact: Unable to find # / Lost # / No phone # / Moved and no forwarding #
  - ☐ No Contact: No answer (6 or more attempts)
  - ☐ Other
- ☐ **Ineligible** to participate because former student:
  - ☐ Returned to the High School setting
  - ☐ Did not yet graduate or exit or is still in High School
  - ☐ Wrong exiting class (exited more than two years ago)
- ☐ Deceased

HIGHER EDUCATION and OTHER POSTSECONDARY EDUCATION or TRAINING **(Q. 2 – Q. 12)**

"Now I'd like to ask you some questions regarding continuing education or training since leaving high school. Thinking about the 12 months after you left high school, which of the following best describes your participation in continuing education or training? If you are now or have participated in more than one type of education or training, please answer the questions for the program you attended most recently or the one you attend the most hours per week."

Q.2 Considering all the different kinds of further education and training, such as college, adult or community education, job training or vocational school, which of the following best describes your **current educational status**, keeping in mind that military service is considered employment? ***(Choose one)***

- ☐ I am or have participated ***full-time*** (12 or more credits) in an educational program or pursuing a degree *(Go to Q. 4)*
- ☐ I am or have participated ***part-time*** (less than 12 credits) in an educational program or pursuing a degree *(Go to Q. 4)*
- ☐ I am or have **completed** an educational program, training or degree *(Go to Q. 4)*
- ☐ I attended within 12 months of leaving high school **but discontinued** before completing the program *(Go to Q. 3)*
- ☐ I have **not attended** any further educational or training program *(Go to Q. 12)*
- ☐ Don't know/ Refused / No answer *(Go to Q. 13)*

Q.3 What is the **main** reason you discontinued your postsecondary education or training program? ***(Choose one)***

- ☐ Did not want to continue my education/training / Wanted to discontinue
- ☐ Can't afford to continue my education / Not enough financial aid to continue
- ☐ Plan to go in the future / Plan to return after earning enough money to go / Working full-time / Doing something else first
- ☐ No postsecondary opportunities / None close to home
- ☐ Don't have the necessary skills/qualifications to continue postsecondary education
- ☐ Unable to find transportation to school / No car / Can't get to campus
- ☐ Have not received necessary services from community agencies / On waiting list for services
- ☐ Homemaker / Family obligations
- ☐ Health or disability-related problems prevent me from continuing my education
- ☐ Other (*prompt and record response in drop-down text box):*
  "Please describe the reason you discontinued your educational program"
- ☐ Don't know /Refused / No answer

Higher Education

Thinking about the 12 months after you left high school and including programs within and outside of Utah:

Q.4 Have you enrolled in a **2-year college or community college,** for example a 2-year college like Salt Lake Community College, Utah Career College at any time within the year since leaving high school?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't know/Refused / No answer

Q.5 Have you enrolled in a **4-year college or university** at any time within the year since leaving high school including (e.g. the University of Utah, Brigham Young University, Westminster College, Weber State University, Southern Utah University, or programs in other States)?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't know/Refused / No answer

Q.6 Have you enrolled in a 2-year degree program at a **Technical College,** such as the Utah Technical Colleges(e.g. Bridgerland Applied Technology College, AmeriTech College, Bon Losee Academy of Hair Artistry, Davis Applied Technology College, Paul Mitchell) (two-year program) at any time within the year since leaving high school?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't know/Refused / No answer

Other Postsecondary Education or Training

Q.7 Have you enrolled in a program to earn your adult **High School Completion document or certificate** such as Adult Basic Education or General Education Development (GED/HSED or GEDO2) at any time within the year since leaving high school?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't know/Refused / No answer

Q.8 Have you attended a private **Vocational School or short-term education program,** (less than two years) at any time within the year since leaving high school (e.g. truck-driving school, barber, or cosmetology)?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't know/Refused / No answer

Q.9 Have you participated in **any** type of**, job training program or short-term job training or apprenticeship program** like Job Corps, Workforce Investment Act (WIA), Job Center, or workforce development program at any time within the year since leaving high school?

- ☐ Yes, and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't know/Refused / No answer

Q.10 Have you participated in a formal **Humanitarian Program** such as the **Peace Corps, Vista, AmeriCorps** or a **Church Mission,** at any time within the year since leaving high school?

- ☐ Yes and I **completed** at least one term
- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended this type of program
- ☐ Don't know/Refused / No answer

Q.11 Have you participated in **any other** type of postsecondary school or program at any time within the year since leaving high school (i.e. on-line courses or education) not associated with another type of program listed above?

- ☐ Yes and I **completed** at least one term (*prompt and record response in drop-down text box):*
  "Please describe the type of program you were or are in"

- ☐ Yes, but I **did not** complete at least one term
- ☐ No, I have not attended any other type of postsecondary school
- ☐ Don't know/Refused / No answer

Q.12 What is the **main** reason you have not attended a postsecondary education or training program? ***(Choose one)***

- ☐ Did not plan to go on to postsecondary education / Don't want to continue my education
- ☐ Can 't afford to go to school / Not enough financial aid
- ☐ Plan to go in the future / Plan to return after earning enough money to go / Working full-time / Doing something else first
- ☐ No postsecondary opportunities / None close to home
- ☐ Don't have the necessary skills/qualifications to enter postsecondary education
- ☐ Unable to find transportation to school / No car / Can't get to campus
- ☐ Have not received necessary services from community agencies / On waiting list for services
- ☐ Homemaker / Family obligations
- ☐ Health or disability-related problems prevented attending postsecondary school
- ☐ Other (*prompt and record response in drop-down text box):*
  "Please describe the main reason you have not attended any type of postsecondary school"
- ☐ Don't know /Refused / No answer

COMPETITIVE or OTHER EMPLOYMENT **(Q. 13 – Q. 19)**

"Thinking about the 12 months after you left high school, please answer the following questions, and include all of the places you have worked within the 12 months since leaving high school. Answer the questions thinking about your current or most recent job. If you work more than one job, you can combine the hours and salary."

Q.13 Which of these **best** describes your **employment status in the 12 months after leaving high school**? ***(Choose one)***

- ☐ I have been employed for pay for 3 months (about 90 days total) at any time within the year since leaving high school. The days can be either in a row or added up, and can include paid leave, like sick days or vacation. *(Go to Q. 15)*
- ☐ I have worked within the year since leaving high school, but it has been for less than for 90 days total. *(Go to Q. 14)*
- ☐ I am not currently employed and I have not worked for pay since leaving high school *(Go to Q. 19)*
- ☐ Don't know/ Refused / No answer *(Go to Q. 20)*

Q.14 What is the **primary** reason you have worked less than 90 days within the year of leaving high school? ***(Choose one)***

- ☐ Did not plan to work after high school / not looking / Volunteering / don't want to work at this time
- ☐ Full-time student / Going to school
- ☐ Unable to find work / Lack of employment opportunities
- ☐ Don't have the necessary skills or qualifications to work /Disability prevents working
- ☐ Unable to find transportation to work / No car / Can't get to work
- ☐ Have not received necessary services from community agencies / On waiting list for services
- ☐ Homemaker / Family obligations
- ☐ Health or disability-related problems prevent me from working more or working as much as I would like
- ☐ Would lose benefits SSI benefits if I worked more or as much as I would like
- ☐ Laid off / Recently dismissed / Fired
- ☐ Other (*prompt and record response in drop-down text box):*
  "Please describe the reason you have worked fewer than 90 days within the year of leaving high school"
- ☐ Don't Know / Refused / No answer

Q.15 Which of these describes your present or previous **job setting or location**? ***Is or was your employment****: (Choose one)*

- ☐ For a company, business or service In the **community,** like a department store or restaurant, where there are employees with and without disabilities
- ☐ In the **Military** / Service
- ☐ In a **Supported Employment** setting (paid work in the community, but can also include on-the-job training or assistance at work (e.g. a job coach, transportation, assistive technology, specialized job training or other individually tailored supervision) to help with their job)
- ☐ **Self-employment** or working in a **Family Business**. This includes being a homemaker or day care provider, or a business such as a farm, store, fishing, ranching, or catering service.
- ☐ In an **Institutional or Residential** setting, such as a medical, correctional/**jail**, convalescent, or mental health facility

- ☐ In a **Sheltered Employment** (a setting where most workers have disabilities)
- ☐ Other (*prompt and record response in drop-down text box):*
  "Please describe your current job setting"
- ☐ Don't Know / Refused / No answer

Q.16 On an average, how many **hours** do you or did you work per week? ***(Choose one)***

- ☐ 35 or more hours per week
- ☐ 20 – 34 hours per week
- ☐ 16 – 19 hours per week
- ☐ Less than 16 hours per week
- ☐ Don't know/ Refused / No answer

Q.17 Which of the following best describes your usual **hourly wage, including tips?** ***(Choose one)***

- ☐ Less than the current minimum wage (*prompt and record response in drop-down text box):*
  "Please describe your current employment and wage/how much you make"
- ☐ Current minimum wage
- ☐ More than the current minimum wage but less than $10.00
- ☐ Between $10.00 and $15.00
- ☐ Above $15.00
- ☐ Don't know/ Refused / No answer

Q.18 Do you or did you receive **benefits** from your employer such as sick leave, paid vacation, health insurance, or retirement?

- ☐ Yes
- ☐ No
- ☐ Don't know/ Refused / No answer

Q.19 What is the **primary** reason you have not worked since leaving high school? ***(Choose one)***

- ☐ Did not plan to go work after high school / not looking / Volunteering / Don't want to work at this time
- ☐ Full-time student / Going to school
- ☐ Unable to find work / Lack of employment opportunities
- ☐ Don't have the necessary skills or qualifications to work /Disability prevents working
- ☐ Unable to find transportation to work / No car / Can't get to work
- ☐ Have not received necessary services from community agencies / On waiting list for services
- ☐ Homemaker / Family obligations
- ☐ Health or disability-related problems prevent me from working
- ☐ Would lose benefits SSI benefits if I worked
- ☐ Laid off / Recently dismissed / Fired
- ☐ Other (*prompt and record response in drop-down text box):*
  "Please describe the reason you have not worked within the year of leaving high school"
- ☐ Don't Know / Refused / No answer

ADULT LIVING **(Q.20 – Q.22)**

Q.20 Which of these best describes your **current living arrangement**? ***(Choose one)***

- ☐ With **parent** or **custodial guardian**
- ☐ With **other family member** such as a grandparent, aunt or uncle, cousin, brother or sister
- ☐ With a **spouse or roommate** in a home, apartment, college dorm, sorority or fraternity housing or other campus housing
- ☐ **Alone** in an apartment or a home
- ☐ Military Housing / Barracks
- ☐ Institutional residence, such as medical, correctional, convalescent, mental health
- ☐ Supervised living residence such as assisted living center, group home, adult foster care
- ☐ Other (*prompt and record response in drop-down text box):*
  "Please describe your current living arrangements"
- ☐ Don't Know / Refused / No answer

AGENCY INVOLVEMENT

Q.21 Since leaving high school, have you **received services or assistance** or talked with anyone from any of the **following agencies?** *(Choose all that apply)*

- ☐ Rehabilitation Services for the Blind and Visually Impaired
- ☐ Rehabilitation Services for the Deaf and Hard of Hearing

- ☐ Vocational Rehabilitation (VR)
- ☐ Division of Services for Persons with Disabilities (DSPD)
- ☐ Department of Work Force Services (DWS)
- ☐ Social Security Administration
- ☐ College or university student assistance center
- ☐ Disability Law Center
- ☐ Other (*prompt and record response in drop-down text box):*

"Please describe the services you are receiving or have received"

- ☐ No / None
- ☐ Don't know / Refused to answer

22. What difficulties, if any, have you had being employed or attending post secondary school as you would like? *(Record comments)*

23. Thinking about the things you are doing now, what is something positive that happened while you were in high school to help you reach your goals? *(Prompt and record response in drop-down text box):*

"Thank you very much for participating in this survey. Your answers will help in improving future programs and services for students as they pursue their post high school interests and goals, and be shared with agencies that assist youth as they begin adult living."

"For any other information: Send an email that includes your phone number to Susan Loving, the Statewide Outcomes Project Director. Her email address is susan.loving@schools.utah.gov **or call 801-538-7645. You can also find more information on the Utah Post High School Outcomes Survey at** www.utahposthighsurvey.org **Thank you. Good-bye**

APPENDIX D

Part B State Performance Plan (SPP) for 2005-2008

Monitoring Priority: Effective General Supervision Part B/ Effective Transition

Indicator 13- Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416 (a)(3)(B))

Overview of Issue/Description of System or Process:

USOE collected data from State monitoring. The Utah Program Improvement Planning System was developed to ensure that each LEA is included in the formal monitoring process. A stratified sample of school districts is included in each year's cohort. The selection criteria for school districts in each cohort include the following variables: student enrollment, urban/rural, and socioeconomic level. Because of the unique conformation of Utah's 40 school districts, there are four school districts of 50,000+ students. Four of the five cohorts for monitoring contain one of these very large school districts, and the fifth contains two school districts with enrollments of at least 25,000 students. Each of the five cohorts also includes school districts of medium and small size, as well as charter schools. Based upon analysis of data from the five cohorts in the UPIPS monitoring process, the cohorts are comparably representative of the State population in total student enrollment, poverty, prevalence of students with disabilities, and on an urban-rural continuum. The mean percentage of ELL students and of non-white students based on total enrollment varies. These data substantiate the representativeness of each cohort. LEAs are selected for State monitoring after being assigned to a cohort based upon location and size. Charter schools enter the cohort during their second year of operation.

The objectives of UPIPS are to:

- Ensure a meaningful and continuous process that focuses on improving academic and social outcomes for students with disabilities.
- Connect LEA and school improvement efforts with IDEA requirements.
- Support each LEA in the process of self-assessment and evaluation of compliance and program effectiveness.
- Link program improvement activities with personnel development.

The activities in the UPIPS five-year cycle are:

- Year 1: Self-assessment and development of program improvement plan
- Year 2: Implementation of self-assessment findings and possible on-site validation visit from USOE
- Year 3: Implementation of program improvement plan and corrective action plan; verification of results of corrective actions
- Year 4: Continued implementation of program improvement plan and corrective action plan; verification of results of corrective actions
- Year 5: Continued implementation of program improvement plan and corrective action plan; verification of results of corrective actions

LEAs are required to report correction, and submit evidence of that correction, of any identified systemic and non-systemic compliance errors on the comprehensive improvement plan within one year of receiving written notification of non-compliance. LEAs may gather the file review data or may request USOE assistance to gather the required data. Comprehensive improvement plan updates are required to be submitted annually.

The 2005 revision of UPIPS provides for additional levels of USOE support for LEAs with continuing uncorrected compliance issues during previous UPIPS cycles, creating a process that is differentiated by results.

While continuing the monitoring of IDEA compliance, renewed focus is on the systematic evaluation of the impact of special education services on student achievement. Thus, this model has shifted from the previous emphasis of episodic procedural monitoring to one of active strategic planning and continuous improvement within the framework of compliance.

Baseline Data for FFY 2005 (2005-06):

Baseline data indicate that 34.92% of IEPs reviewed (22 of 63 files reviewed) met the requirements of this indicator.

Given the new indicator wording, a new baseline will be established in the FFY 2010 submission due February 1, 2011.

Response to OSEP Concerns:

In the June 2007 letter, OSEP indicated that the State did not provide the percent of youth whose IEPs included the required content, including the number of IEPs for 16 year old and older students and the percentage of compliant IEPs included in that number that met requirements for this indicator. As indicated below, the FFY2005 data have been corrected and the FFY2006 data are consistent with these directions.

Percent of Youth aged 16 and Above with an IEP that Meets Indicator 13 – Results Over Time

	FFY2005	FFY2006
# of youth whose IEPs were reviewed	63	58
# of youth whose IEPs met the indicator	22	24
Percent of youth whose IEPs met the indicator	**34.92%**	**41.38%**

Discussion of Baseline Data:

Data from UPIPS monitoring indicated that 34.92% of the IEPs reviewed met the compliance requirements for transition IEPs, based on the file review instrument in place at the time. The file review instrument was developed in response to IDEA 2004 requirements, as effective July 1, 2005: the instrument was implemented with the first LEA visits in early Fall 2005 and continued with all LEA monitoring visits during the school year. Information received later in 2005-2006 from NSTTAC through the Indicator 13 checklist, and OSEP through the IDEA 2004 final regulations, gave additional direction that resulted in modification of the file review instrument that will be used during 2006-2007. In addition, the data collection system was modified to more accurately report the data required for this indicator.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Baseline data collection
2006 (2006-2007)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
2007 (2007-2008)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
2008 (2008-2009)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
2009 (2009-2010)	Baseline data collection.
2010 (2010-2011)	One hundred (100) percent of youth aged 16 and above, in LEAs monitored, have an IEP that meets the requirements of the indicator.

Improvement Activities/Timelines/Resources - Indicator 13:

Activities	Timeline	Resources
1. Determine criteria for coordinated, measurable annual IEP goals and transition services.	Winter, 2005 Completed	USOE staff, NSTTAC
2. Update State monitoring computerized file review program to include specific questions regarding coordinated, measurable annual IEP goals and transition services.	Winter, 2005 Completed	Contractor, IDEA discretionary funds
3. Train State monitoring file reviewers to recognize coordinated, measurable annual IEP goals and transition services.	Winter, 2005 Completed	USOE staff
4. Monitor for coordinated, measurable annual IEP goals and transition services.	Winter, 2005 through Spring, 2006 Completed	USOE staff, contracted staff, IDEA discretionary funds, LEAs in UPIPS cohort, UPIPS SRR software
5. Analyze monitoring data regarding coordinated, measurable annual IEP goals and transition services.	Winter, 2005 through Spring, 2006 Completed	USOE staff, UPIPS SRR software
6. Modify State monitoring computerized file review program and data collection system as needed to reflect changes in IDEA 2004 and Indicator 13 requirements.	Summer, 2006 Completed	Contractor, IDEA discretionary funds

Activities	Timeline	Resources
7. Provide professional development to secondary special education teachers Statewide to write IEPs containing coordinated, measurable annual IEP goals and transition services.	Spring, 2006 through Fall, 2007 Completed FFY 2007 and REVISED	State transition specialist, LEA staff, LEA Special Education Director and special education staff
8. Re-collect data on LEA compliance status after professional development.	Spring, 2007 Completed FFY 2007 and REVISED	USOE staff, LEA staff, UPIPS contracted staff, UPIPS SRR software
9. Provide professional development opportunities, designed to meet transition requirements, to LEAs in self-assessment year.	Spring 2007 Completed FFY 2007 and being REVISED	USOE staff, LEA staff, UPIPS contracted staff, UPIPS SRR software
10. Provide follow-up professional development as needed based upon ongoing monitoring results regarding coordinated, measurable annual IEP goals and transition services.	2007 Completed FFY 2007 and being REVISED	USOE staff, LEA staff, UPIPS contracted staff, UPIPS SRR software
11. Follow up to monitor correction of non-compliance to ensure 100% compliance within one year.	2006 through 2007 Completed FFY 2007 and ongoing	USOE staff, LEA staff, UPIPS contracted staff, UPIPS SRR software
12. Distribute transition assessment materials to all LEAs with secondary school students.	2006 through 2011 Completed and ongoing	State Transition Specialist, IDEA Discretionary Funds
13. Purchase a variety of research based transition assessment instruments which to be made available on loan to LEAs for trial use.	2006 through 2011 Completed and ongoing	State Transition Specialist, IDEA Discretionary Funds
14. Develop a Technical Assistance Manual for Age-Appropriate 15. Transition Assessments to be distributed to LEAs and posted on the USOE web page.	Winter, 2006 through 2007 Completed	State Transition Specialist, Transition Stakeholders
15. Develop and distribute a sample Consent to Invite Agency representative letter to all LEAs and provide professional development on the requirement and its implementation to State special directors at a regularly scheduled meeting and special educators at Transition Roundtables and LEA professional development sessions.	Fall, 2006 through Spring, 2007 Completed	State Transition Specialist, State Monitoring Specialist, LEA Representatives
16. Notify all LEA Special Education Director of LEAs in the UPIPS self-assessment process, of availability of USOE staff for technical assistance in transition activities.	2006 through 2011 Completed FFY 2007 and being REVISED	State Transition Specialist, State Monitoring Specialist

Activities	Timeline	Resources
17. Host a two day seminar, featuring nationally recognized experts in the field of assessment and development of students' self-determination skills; provide additional resources to seminar participants.	2006 through 2007 Completed	State Transition Specialist, Transition Stakeholders, Contracted Personnel
18. Sponsor regional Transition Roundtables to provide professional development on IDEA 2004 requirements, including age-appropriate transition assessments, development of post-secondary goals, writing measurable goals designed to align with student's desired post-secondary outcomes, agency involvement, and development of summary of performance.	2006 through 2012 Completed and ongoing	State Transition Specialist
19. Develop Transition and Graduation Guidelines. • Select stakeholder group composed of LEA directors, special education teachers, adult agency representatives, parents, representatives of higher education teacher training programs, representative of Disability Law Center, USOE general and special education staff • Develop guidelines for recommended practices for transition planning and implementation • Develop guidelines for recommended practices for inclusion of SWD in graduation activities, in accordance with USOE Rules • Distribute draft guidelines for public comment • Submit guidelines for quality assurance review, in accordance with USOE Rules • Publish and distribute guidelines to stakeholder groups; post on USOE website	March, 2008 Timeline and activity REVISED FFY 2007	State Transition Specialist, LEA Staff, LEA Special Education Director and special education staff; USOE general education staff, stakeholders, IDEA discretionary funds

Activities	Timeline	Resources
20. Sponsor regional Transition Roundtables to provide professional development in employment options for SWD; report on preliminary data for Indicator 14. • Identify target audience (e.g., educators, administrators, agency representatives, parents) • Request presentations from Work Ability and Department of Workforce Service One-Stop Navigators • Obtain initial data from Indicator 14 post-high survey • Request content and presentation evaluation by participants at conclusion of Roundtables	October, 2007 Completed FFY 2007	State Transition Specialist, USOE staff, Work Ability program manager, DWS One-Stop Navigators, LEA meeting facilities, IDEA discretionary funds
21. Co-Sponsor, with Utah State Office of Rehabilitation, Utah Parent Center, and Utah Personnel Development Center, a two-day Statewide Transition Conference. • In conjunction with partners, plan content and location of conference • Hold conference; provide evaluation instrument to participants • Review evaluations; integrate needed information as specified in evaluation comments in future professional development activities	April, 2008 Completed FFY 2007	Representatives of USOE, USOE, UPC, and UPDC, IDEA discretionary funds
22. Provide professional development programs to individual LEAs based on specific needs as identified through analysis of UPIPS and Indicator 14 data.	Fall, 2007 Completed FFY 2007 and being REVISED	State Transition Specialist, LEA staff, LEA Special Education Director and special education staff, IDEA discretionary funds

Activities	Timeline	Resources
23. REVISED TIMELINE AND ACTIVITY (#17) Develop Graduation Guidelines. • Select stakeholder group composed of LEA directors, special education teachers, adult agency representatives, parents, representatives of higher education teacher training programs, representative of Disability Law Center, USOE general and special education staff • Develop guidelines for recommended practices for inclusion of SWD in graduation activities, in accordance with USOE Rules • Distribute draft guidelines for public comment • Submit guidelines for quality assurance review, in accordance with USOE Rules • Publish and distribute guidelines to stakeholder groups; post on USOE website	August 2008 Completed	State Transition Specialist, LEA staff, LEA Special Education Director and special education staff, USOE general education staff, stakeholders, IDEA discretionary funds
24. REVISED ACTIVITY (#7, #8) Provide follow-up professional development as needed based upon ongoing monitoring results regarding coordinated, measurable annual IEP goals and transition services. Participants in professional development activities will develop transition plans, using case studies provided in NSTTAC professional development materials and self-assess the plans, using the NSTTAC Indicator 13 checklist.	2008 through 2011 Completed and ongoing	State Transition Specialist, USOE staff, NSTTAC materials and checklist
25. REVISED ACTIVITY (#9, #16) Combine two activities listed above to read: Notify all LEA Special Education Directors in the UPIPS self-assessment year of the availability of professional development and technical assistance, both in person and on-line and provide in-person TA and professional development as requested.	2008 through 2009 Completed	State Transition Specialist, USOE staff, on-line professional development material, NSTTAC checklist and professional development material

Activities	Timeline	Resources
26. REVISED ACTITIRY (#7, #10) Combine two activities listed above to read: Using UPIPS monitoring data provide individualized professional development to LEAs to facilitate compliance with IEP requirements within stated timelines.	2008 through 2011 Completed and ongoing	State Transition Specialist, State Monitoring Specialist, USOE staff
27. REVISED ACTIVITY (#13) Purchase a variety of research based transition assessment instruments to be made available on loan to LEAs for trail use. Develop and maintain a catalog of age appropriate transition assessments to post on the USOE website; develop and implement a system for LEAs to check out assessments for trial use.	2008 through 2011 Completed and ongoing	State Transition Specialist, USOE staff
28. Develop a reference chart for postsecondary agencies to include the following information for each agency: • Purpose • Services provided • Eligibility requirements • Contact information Include, at a minimum the following agencies: • Vocational Rehabilitation • Division of Services for People with Disabilities • Disability Resource Centers • Independent Living Centers • Department of Workforce Services • Adult Education Distribute the chart to LEAs and post on the USOE website.	2008 through 2011 Completed and ongoing	State Transition Specialist, USOE staff, representatives of agencies referenced
29. Sponsor regional Transition roundtables to provide professional development in strategies to increase self-determination skills in students with disabilities. • Request content and presentation evaluation by participants at conclusion of roundtables.	2008 through 2009 Completed	State Transition Specialist, USOE staff

Given the new indicator language, improvement targets will be reviewed/revised in the FFY 2010 submission due February 1, 2011.

APPENDIX E

Part B State Performance Plan (SPP) for 2005-2008

Monitoring Priority: Effective General Supervision Part B/ Effective Transition

Indicator 14- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416 (a)(3)(B))

Overview of Issue/Description of System or Process:

A request for proposals, developed by USOE/Special Education staff, was issued in October, 2006 requesting submission of proposals to collect data from all school leavers, who had been served under an IEP, in 2004-2005. The RFP included background information about the State Performance Plan and Annual Progress Report requirements, including specific information about Indicator 14. Student "leavers" were defined as those who have either graduated with a diploma, reached maximum age, dropped out during the school year, or did not return to school for the current year. The RFP specified that USOE/Special Education would provide the contact information for all school "leavers" and the survey that would be used to collect the required information. One award would be made for a three year contract, with the possibility of extension of the contract for the duration of the current SPP. USOE will review contractor performance annually in the following areas: reports submitted by deadlines; reports meet specifications outlined in the RFP; protection of confidential information; and thoroughness of information and data collected.

Proposals were submitted to USOE/Special Education by end of work, November 3, 2006. The five proposals received were reviewed by USOE/Special Education staff and the decision was made to offer the contract to the Mountain Plains Regional Resource Center (MPRRC). Funding for the project was to be available January 1, 2007 with "leavers" to be surveyed between April 1 and September 30, 2007; all work was to be completed and the final report to be submitted by the MPRRC to USOE/Special Education on December 1, 2007.

Student information for OSEP reports is regularly submitted to USOE by LEAs and stored in the USOE Data Clearinghouse; reports are generated from the Clearinghouse. Data generated for this survey include: student name, birth date, gender and ethnicity, last known telephone number, disability based on special education disability eligibility, LEA, and exit code. The MPRRC will use this information to contact students in the sample; the surveyor will interview the student (18 or older), the student (under 18) and parent, or the parent if the student is unable or unavailable to be interviewed. Interviews will be conducted using a telephone survey annually between April 1 and September 30, beginning April, 2007. Please see Post-Secondary Transition Survey in Appendix C.

The survey instrument is designed to gather post-school outcomes in the required areas; students' involvement in competitive employment or post-secondary school, or both. **Competitive employment** is defined as full (≥ 35 hours/week) or part time (< 35 hours/week) employment in an integrated/community setting at or above the minimum wage, but not less than the compensation and level of benefits that the same employer pays other workers doing the same job who do not have disabilities. Surveyors will ask if the individual is receiving less than minimum wage, minimum wage, or more than minimum wage and

whether the individual receives benefits. **Post-secondary school** may be a high school completion program (e.g. Adult Education or G.E.D. preparation program), short-term education or employment training program (e.g. WIA, Job Corps), vocational/technical school, community college or other 2-year college, college/university (4-year college), or church mission or other humanitarian service. The last option was included because of the significant number of Utah young men and women serving church missions and the extensive training provided.

Changes in Sampling Process

The sampling process as described in the February 2007 SPP was not the actual sampling process used. Thus, the USOE submitted this corrected description of the process. This sampling plan was reviewed by OSEP and WESTAT in July 2007 and was approved.

During the 2005-06 school year, a total of 3,223 students with disabilities age 15 and above exited school as a graduate, drop-out, or age-out or failed to return for the 2006-07 school year. In order to get the most valid results possible, a representative sample of the 3,223 "exiters" was chosen to be contacted. Specifically, a sample of 1,581 exiters was selected. By using a sample instead of a census, a phone interview with multiple call-backs could be used. Phone interviews are more resource-intensive than a mailed questionnaire but typically achieve a higher response rate, and thus the results are more representative than what one gets with a mailed survey.

The sampling was done at the school district level. A sample of exiters was randomly selected from each of the 48 Utah school districts. The number of exiters chosen was dependent on the number of total exiters at a school district as indicated in the table below. The sample sizes selected ensured similar margins of error across the different school district sizes.

Number of Exiters	Sample Size Chosen
1-50	All
51-100	50
101-130	70
131-160	80
161-200	90
201-500	100
501-570	110

For those school districts for which a sample was chosen, the population was stratified by gender, race/ethnicity, primary disability, and exiting type to ensure representativeness of the resulting sample.

Thus, exiters from each of the 48 Utah school districts were called. This allowed for each school district to receive results on its exiters and ensured the State results are in fact representative of the State as a whole. When calculating the State-level results, responses were weighted by the exiter population size (e.g., a school district that has four times the number of exiters as another school district received four times the weight in computing overall State results).

Response to OSEP Concerns:

OSEP indicated in Utah's June 2007 response table that the sampling plan was not approved. However, as indicated above, the sampling plan described in the February 2007 SPP was not the sampling plan actually used. The sampling plan that was used is described above and was approved by OSEP in a July 29, 2007 phone call and verified in an e-mail from OSEP on July 30, 2007.

Baseline Data for FFY 2006 (2006-2007):

Student information for OSEP reports is regularly submitted to USOE by LEAs and stored in the USOE Data Clearinghouse; reports are generated from the Clearinghouse. Data generated for this survey includes: student name, birth date, gender and ethnicity, last known telephone number, disability based on special education disability eligibility, LEA, and exit code. Baseline data were collected on students who exited Utah public schools in 2005-06.

The 1,581 exiters selected for the sample were attempted to be called up to six times each by trained interviewers between June 2007 and September 2007. Two hundred seventy three (17.3%) of these exiters were successfully interviewed.

The response rate by LEA varied from 0% to 100%, with a median response rate of 15.8%. Discussion has already taken place regarding how to improve the overall response rate and the response rate by school districts; most likely, a professional phone interview company will be employed. This company has sophisticated software that ensures a given exiter will be called at various times of the day and days of the week to increase the likelihood that any given exiter will be successfully reached.

Response rates by gender, race/ethnicity, primary disability, and exiter type were examined to determine if any type of exiter were more likely to be interviewed than another type. This analysis showed no difference by gender; however, Caucasian students were more likely to be interviewed (18% interviewed) than non-Caucasian students (11%); students with an Intellectual Disability were more likely to be interviewed (25% interviewed) than students with an Emotional Disturbance (12%) and students with a Specific Learning Disability (16%); students who graduated with a regular diploma were more likely to be interviewed (21%) than students who dropped out (10%). Representatives from MPRRC and USOE will confer in January 2008 to discuss improvements in the process for next year to increase the likelihood of all students being interviewed.

The differences in response rates by LEAs were taken care of through statistical weighting, and the differences in the response rates by demographic category were minor enough that they did not make a significant difference in the overall State-level results. Thus, the USOE is confident that these results are representative of the State.

Given the new indicator, a new baseline will be established in the FFY 2009 submission, due February 1, 2011.

Discussion of Baseline Data:

Display 14-1 shows the number and percent of exiters who attended post-secondary education and/or were competitively employed since leaving high school. As can be seen in this display, 71.5% of students met this indicator.

Display 14-1: Number and Percent of Exiters Who Have Engaged in Employment and/or Education

Category	Number	Percent
Interviewed Exiters	273	100%
a. Attended Post-Secondary Education Only	48.04	17.6%
b. Been Competitively Employed Only	105.71	38.7%
c. Attended Post-Secondary Education AND Been Competitively Employed	41.52	15.2%
d. Neither Attended Post-Secondary Education OR Been Competitively Employed	77.72	28.5%
Met the indicator (sum of rows a, b, and c)	195.28	71.5%

Note: since statistical weighting was used, the numbers of exiters in each category are not whole numbers.

Results were examined by gender, race/ethnicity, and primary disability category. These results showed that students who have a specific learning disability were more likely to have been competitively employed and/or have attended post-secondary education than students with an intellectual disability and then students with a low-incidence disability. No other differences were statistically significant.

Display 14.2: Response Rates and Percent who Met the Indicator by Various Groups

				Percent Who Were:			
	Number in Sample	Response Rate	Number Interviewed	Enrolled in post-secondary school Only	Competitively employed Only	Enrolled in post-secondary education AND competitively employed	Percent who met the Indicator *
Total	1581	17%	273	17.6%	38.7%	15.2%	71.5%
Male	1025	17%	177	15%	43%	17%	75%
Female	556	17%	96	21%	32%	12%	65%
Caucasian	1309	18%	242	14%	40%	17%	71%
Minority	270	11%	31	38%	32%	7%	77%
Asian	8	38%	3				
Black	18	6%	1				
Hispanic	178	9%	16	32%	27%	3%	61%
American Indian	53	17%	9				
Pacific Islander	13	0%					
Intellectual Disability	164	25%	41	25%	14%	13%	52%
Emotional Disturbance	98	12%	12	8%	66%	7%	81%
Specific Learning Disability	1108	16%	179	16%	50%	16%	82%
Low Incidence Disability	211	19%	41	16%	23%	18%	56%
Autism	13	31%	4				
Communication Disorder	26	15%	4				
Deaf/Blind	0	0%					
Hearing Impairment	12	17%	2				
Multiple Disabilities	60	10%	6				

Other Health Impairment	81	22%	18	31%	37%	7%	75%
Orthopedic Impairment	6	67%	4				
Traumatic Brain Injury	10	20%	2				
Visual Impairment	3	33%	1				
Regular Diploma	1,020	21%	210	20%	35%	18%	72%
Certificate of Completion	182	14%	26	24%	32%	13%	68%
Maximum Age Eligibility	4	25%	1				
Dropped Out	363	10%	36	2%	66%	7%	75%

*Results weighted to take into account differential sampling and response rates by district

Note: Results are not shown for groups based on fewer than 10 exiters.

Given the starting point, the following targets were set.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Develop data collection process
2006 (2006-2007)	71.5% (baseline year)
2007 (2007-2008)	72.0%
2008 (2008-2009)	72.5%
2009 (2009-2010)	73.0%
2010 (2010-2011)	73.5%

Given the new indicator, new measurable and rigorous targets will be established in the FFY 2009 submission, due February 1, 2011.

Improvement Activities/Timelines/Resources – Indicator 14:

Activity	Timeline	Resources
1. Review data. • Present data to LEA Special Education Directors • Provide LEA directors with access to user name and password application process to access State and individual LEA data • Post link to Utah's Post-high Survey on web page • Present data at Statewide Transition Conference, May 2008	December 200 through -2011 after final report is submitted to USOE on December 1 Completed FFY 2007 and being REVISED	Contractor and USOE staff
2. Review survey process. • Review survey; modify as appropriate • Review efficiency and effectiveness of interview process; modify as appropriate • Review contact information; review methods to improve successful contacts. • Implement modifications for data collection to begin April 1	January 2008 through 2011 after final report is submitted to USOE on December 1 Completed FFY 2007 and being REVISED	Contractor and USOE staff, IDEA discretionary funds

Activity	Timeline	Resources
3. Analyze data and determine needed technical assistance. • Form State team to participate in NSTTAC Summit • Provide professional development around employment options for SWD at Transition Roundtable	Determine needed TA annually from 2008 through 2011 NSTTAC Summit – May 2008 Transition Roundtables – October 2007 Completed and ongoing	USOE staff, State team to be determined, NSTTAC staff, special educators and administrators, parents, agency representatives, IDEA discretionary funds
4. Provide technical assistance. • Transition Roundtables • Semi-annual Statewide Transition Conference • Individual LEA professional development meetings • Collaborative activities with other agencies (e.g. Vocational Rehabilitation, Department of Workforce Services)	Spring 2008 through 2011 Completed FFY 2007 and REVISED	USOE staff, LEA staff, agency representatives, IDEA discretionary funds
5. REVISED ACTIVITY (#1) Present current and trend data and data access procedures to LEA directors.	Annually through 2011	State Transition Specialist
6. REVISED ACTIVITY (#2) Review data collection and reporting procedures and modify as needed.	Annually through 2011	State Transition Specialist
7. REVISED ACTIVITY (#4) Using post school outcomes data provide professional development to LEAs and other agencies to facilitate improvement in student outcomes, including agency involvement.	Annually through 2011	State Transition Specialist
8. Provide professional development on strategies for increasing students' self-determination skills to parents, educators, administrators, and agency representatives.	Fall 2008	State Transition Specialist, USOE staff
9. With LEA directors, develop and implement a system to improve the survey response rate of ethnic minority students and students who have dropped out of school.	2008 through 2009	State Transition Specialist, USOE staff, LEA directors

Given the new indicator, improvement activities will be reviewed/revised in the FFY 2009 submission, due February 1, 2011. Report in FFY 2009 SPP due 2/1/11. No reporting required in 2010 submission.