



Time for Change: Examining Utah Data Relating to Student Performance



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Purpose of the Session

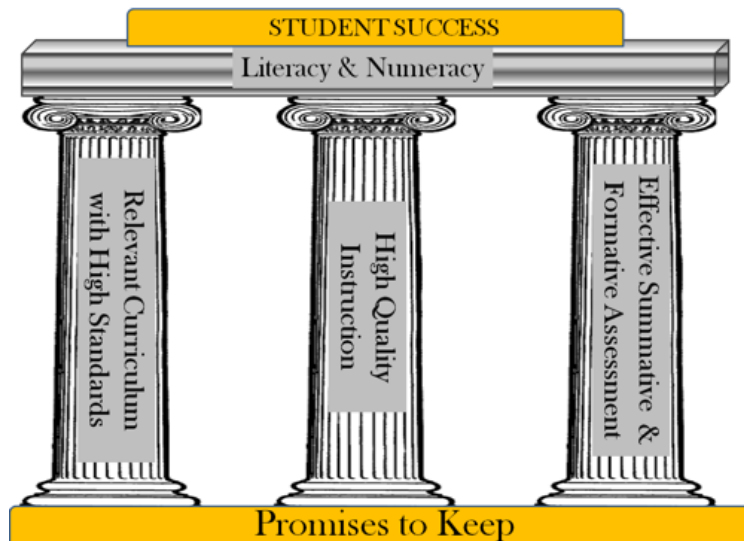
- * Discuss purpose of IDEA and how Utah's provision of specialized instruction is aligned with that purpose at the federal, state, and local levels.
- * Review relevant data from Utah special education programs, in context with the State Performance Plan (SPP) and ESEA waiver targets.
- * Discuss prioritization and possible need to reevaluate priorities at all levels.
- * Consider "Game Changing" state and local actions.

What is the Purpose of IDEA? Federal Level

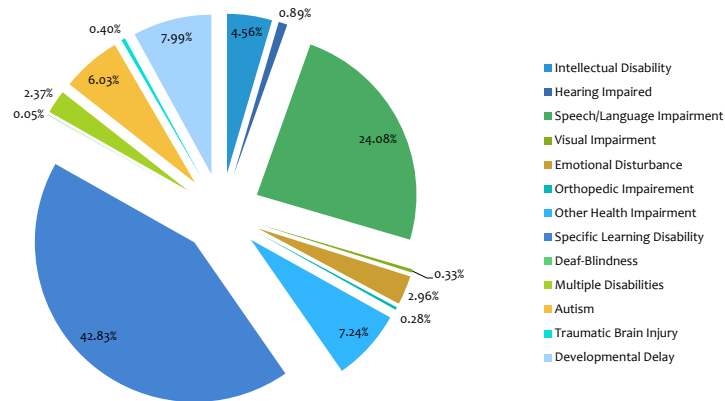
To ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.



State-Level

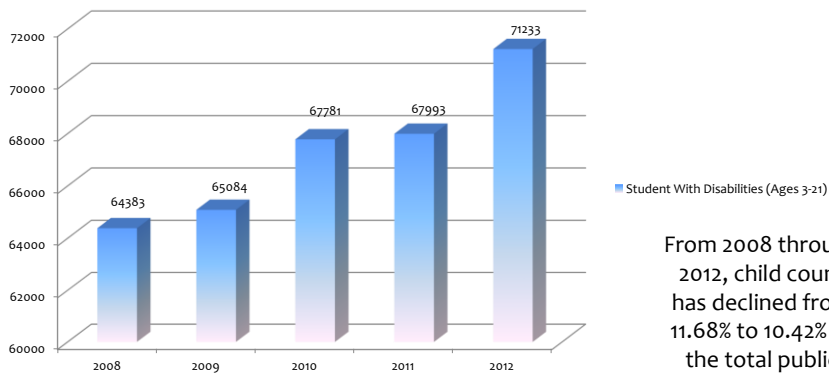


December 1, 2012 Child Count



71,233 Students with Disabilities in Utah Ages 3-21

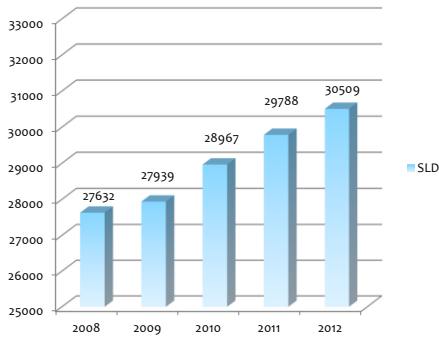
Child Count Trend Data



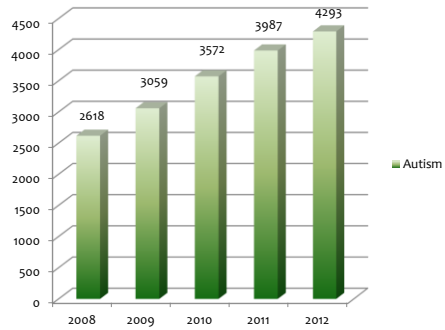
From 2008 through 2012, child count has declined from 11.68% to 10.42% of the total public education enrollment.

Rising Prevalence

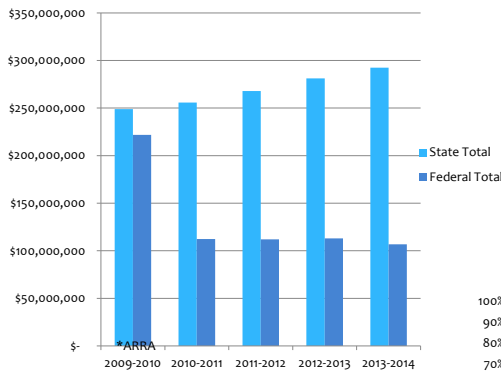
Numbers of Utah Students with an SLD



Numbers of Utah Students with Autism

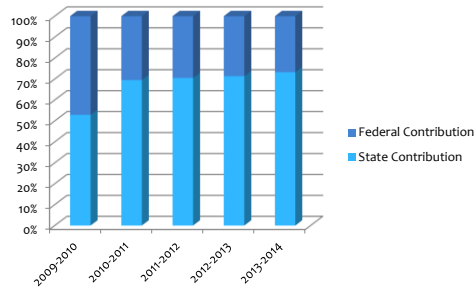


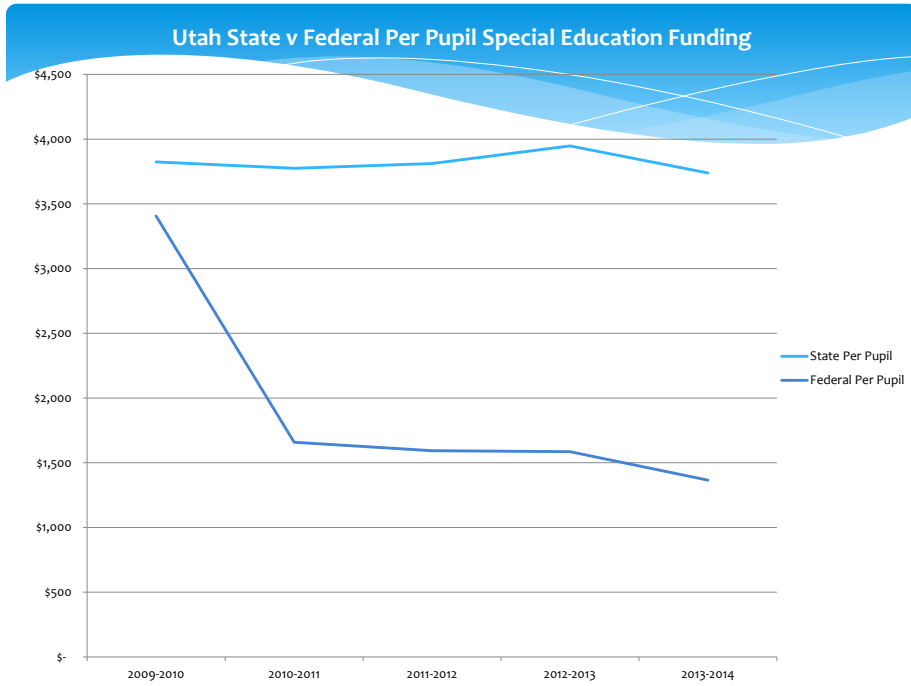
Utah Special Education Funding



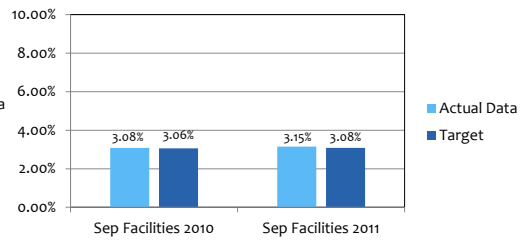
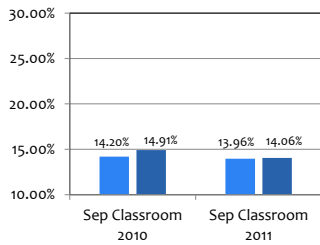
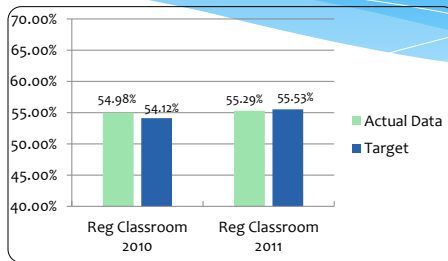
Typically, Utah Special Education funding is approximately 70% State, 30% Federal. Limited use of Local funding sources.

Federal portion of the total is decreasing (30% in 2010-2011 to 27% in 2013-2014).





LRE (6-21)



What Do We Focus on Each Day? Local Level

High Quality Specialized Instruction

Utah Core Standards and Essential Elements

IDEA Requirements

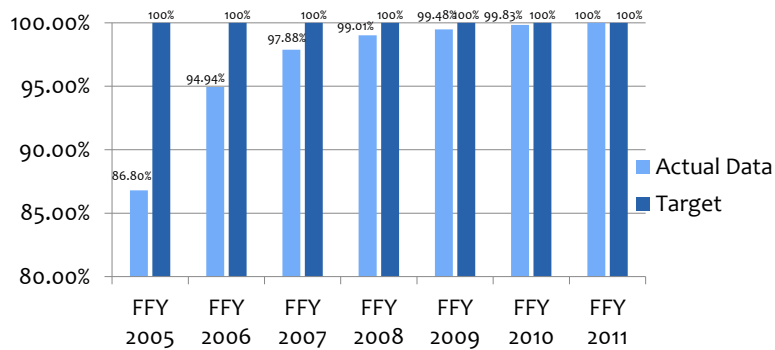
Collaboration and Communication with Team Members

High Expectations

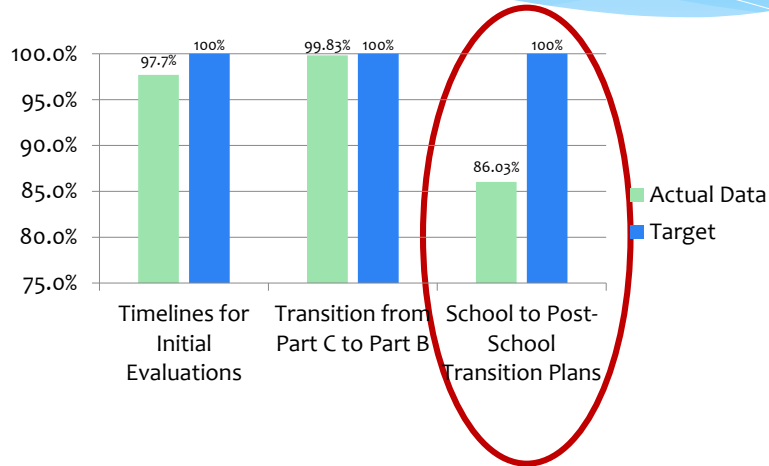
School and LEA Requirements

Monitoring of Progress and Adjusting Instruction

Correction of Findings of Noncompliance

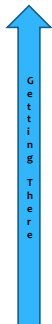


Other Compliance Indicators



Remember Promises to Keep?

USOE Strategic Plan



By 2020, increase

- * Percentage of Utah high school graduates who have a postsecondary certificate or degree to 66%.
- * Percentage of students proficient in reading and math in the third, sixth and eighth grades to 90%.
- * High school graduation rates to 90%.

By 2015, fully:

- * Implement the Utah Core Standards (completion of five-year phase-in plan).
- * Adopt Computer Adaptive Assessments.

By 2014, fully:

- * Implement the ACT battery of assessments (EXPLORE–8th grade; PLAN–10th grade; ACT–11th grade).

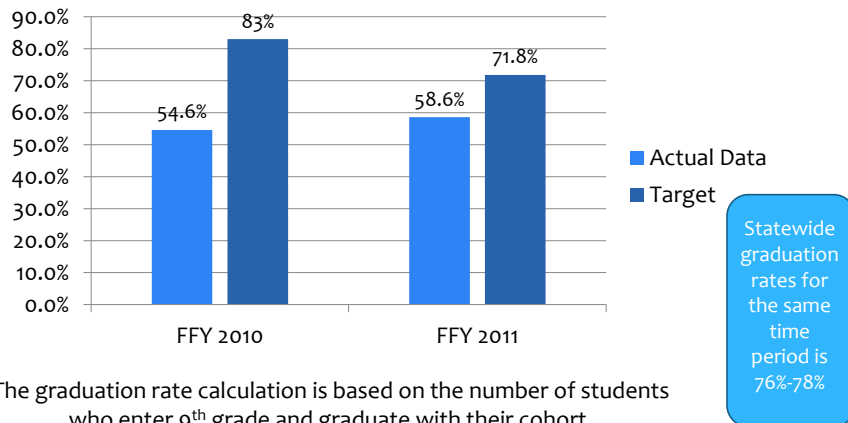
Utah Workforce Data

- * In order to compete in the world market-place, by 2018, 66% of Utah jobs will require postsecondary training.
- * As of 2012, only 43% of all Utah adults had a postsecondary certificate or degree.
- * On average, only 58.5% of all Utah high school graduates enroll in college.

An educated workforce is critical for a prosperous economy. “The message is clear—investing in our children today, benefits all of us tomorrow.”

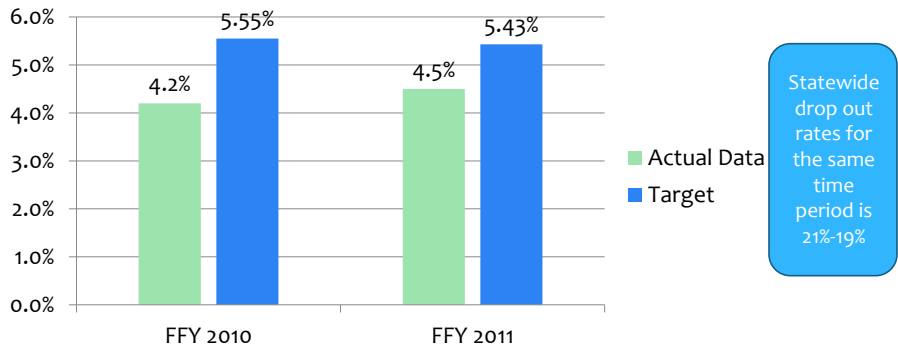
Governor Gary Herbert

Graduation Rates of SWD



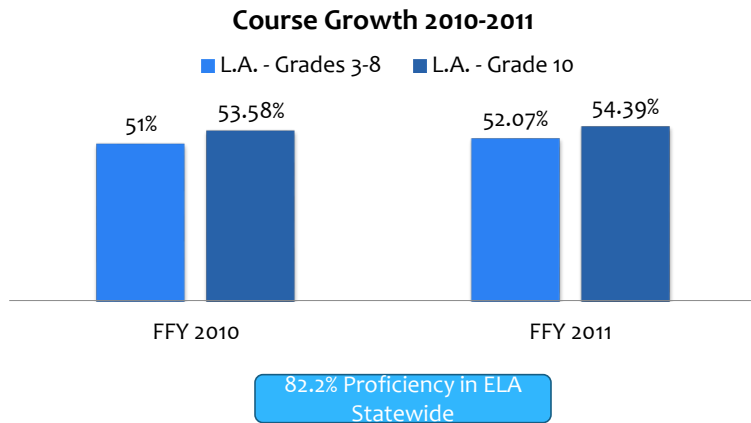
The graduation rate calculation is based on the number of students who enter 9th grade and graduate with their cohort.

SWD Dropping Out of High School

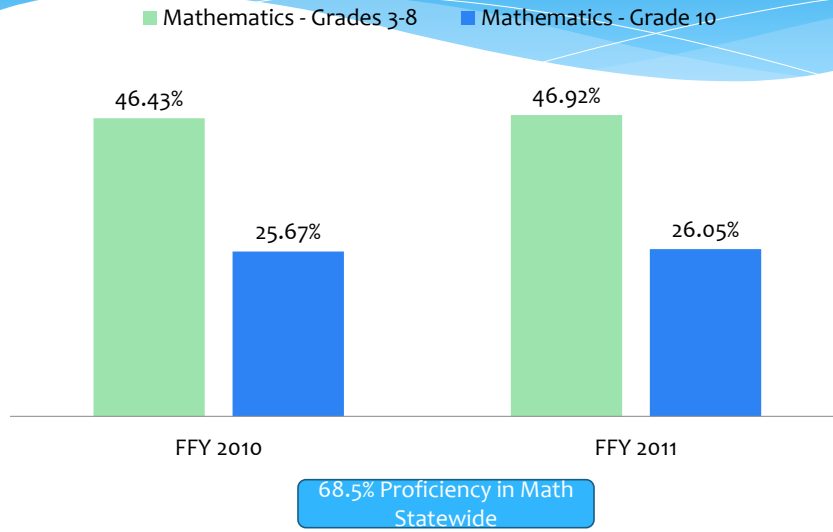


The drop out calculation is based on students who leave 9th-12th grade with an exit code of dropout, expelled, suspended, unknown, transferred to adult ed, or withdrawn.

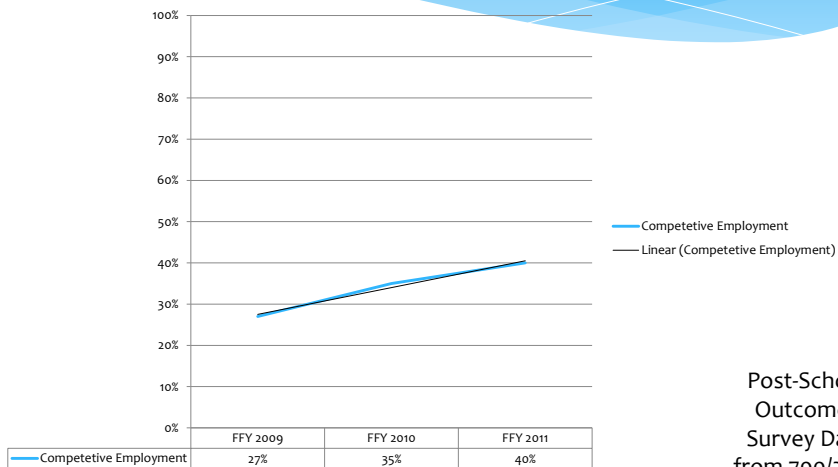
SWD Language Arts Proficiency Rate



SWD Mathematics Proficiency Rate

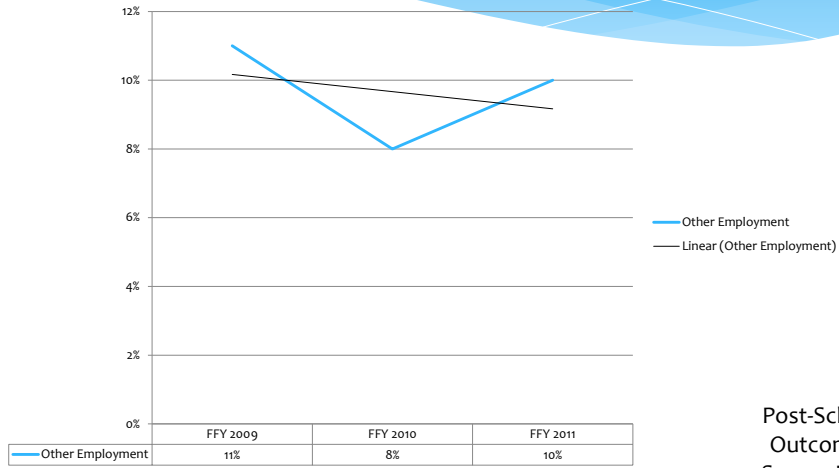


SWD Competitive Employment



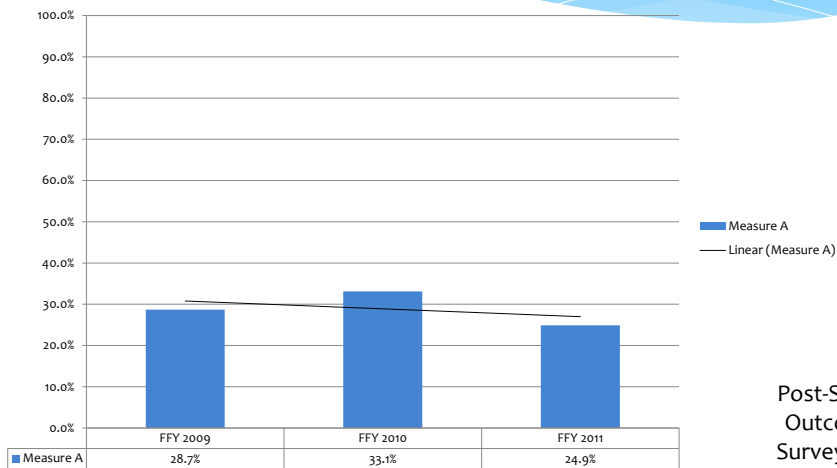
Post-School
Outcomes
Survey Data
from 790/2445

SWD Participation in Other Employment



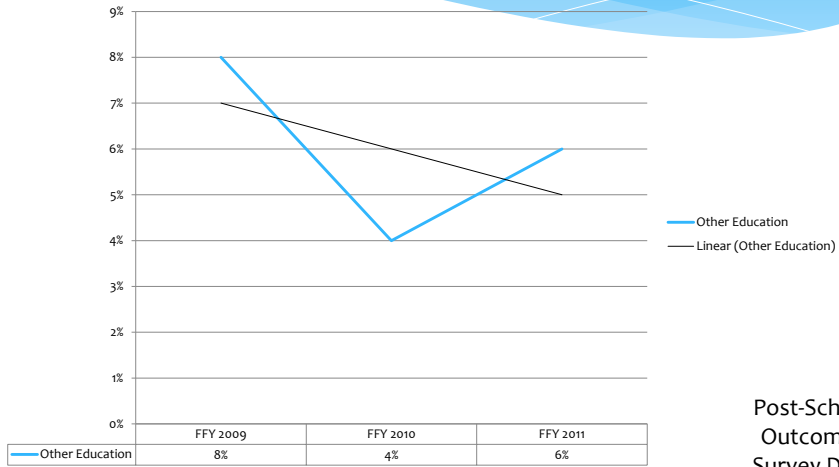
Post-School
Outcomes
Survey Data

SWD Participation in Higher Education



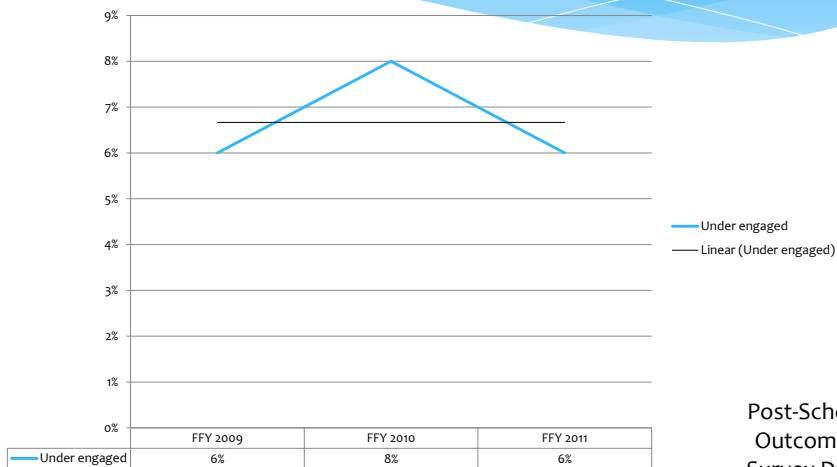
Post-School
Outcomes
Survey Data

SWD Participation in Other Post-Secondary Education



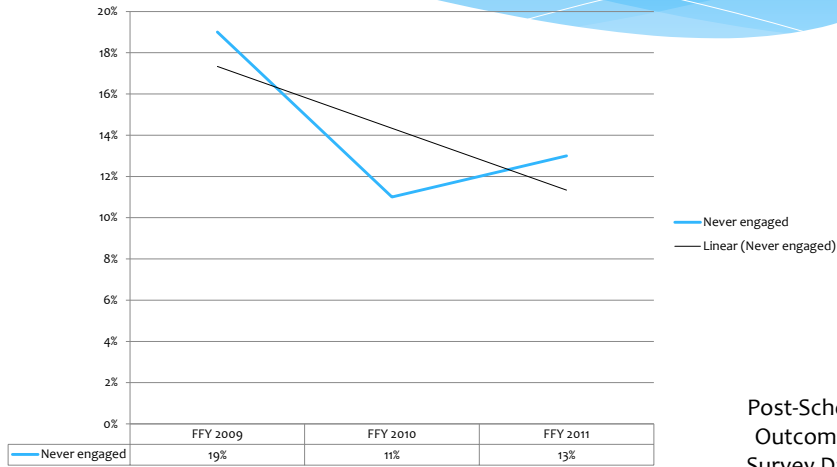
Post-School
Outcomes
Survey Data

Under Engaged=Underemployed or Did Not Complete One Term of Education



Post-School
Outcomes
Survey Data

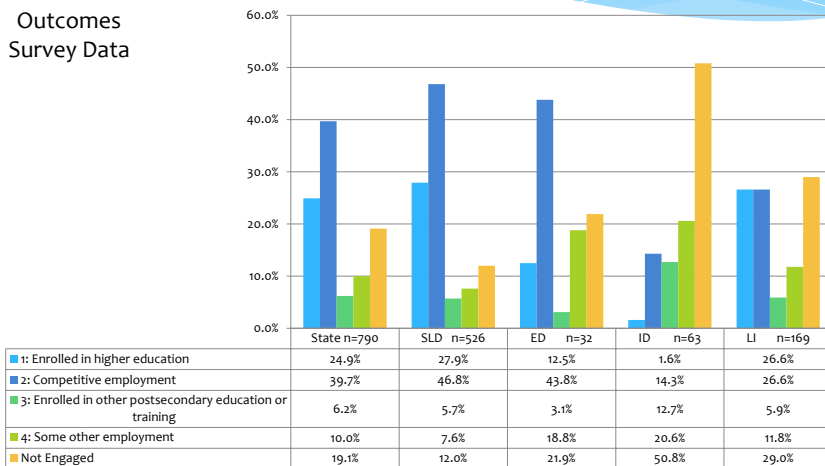
SWD Not Engaged



Post-School Outcomes Survey Data

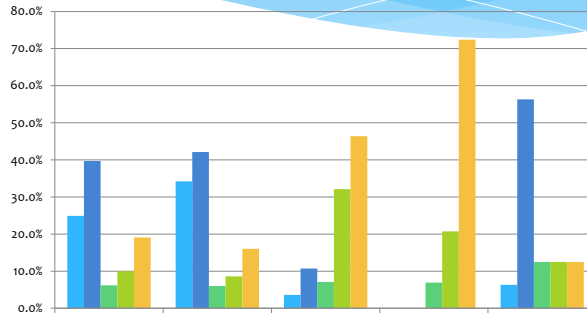
Post-School Outcomes by Disability Category

Post-School Outcomes Survey Data



Post-School Outcomes by Exit Type

Post-School Outcomes Survey Data



	State n=790	Diploma n=717	CT n=28	AO n=29	DO n=16
1: Enrolled in higher education	24.9%	34.2%	3.6%	0.0%	6.3%
2: Competitive employment	39.7%	42.1%	10.7%	0.0%	56.3%
3: Enrolled in other postsecondary education or training	6.2%	6.0%	7.1%	6.9%	12.5%
4: Some other employment	10.0%	8.6%	32.1%	20.7%	12.5%
Not Engaged	19.1%	16.0%	46.4%	72.4%	12.5%

Utah's ESEA Waiver

College- and Career-Ready Expectations for All Students

- * Approval and full implementation of the CCSS and Essential Elements.
- * Different way of delivering instruction by the teachers and leaders who serve Utah's students, using effective, tiered instruction, and Universal Design for Learning (UDL).
- * Adoption of the WIDA English language proficiency standards to assist educators to ensure that instruction supports English language learners in the acquisition of English.
- * Changing attitudes in stakeholders regarding consistent, high expectations for all students (100% proficiency and growth).
- * Use of Standards-Based IEPs to align individual student needs with state core standards.

Utah's Expectations Regarding Promises to Keep & UCAS

- * All schools, including those that serve traditionally low performing students, should have an opportunity to demonstrate success.
- * The system should include strong incentives for schools to improve achievement for the lowest performing students.
- * Growth expectations for below proficient students should be linked to attaining proficiency.
- * Growth expectations for all students, including students above proficiency, should be appropriately challenging and meaningful.
- * Results should be clear and understandable to stakeholders with public reporting.

State and Local Efforts

- * Align early childhood services and K-12 services for students with disabilities.
- * Develop policies that ensure all teachers are prepared and trained to work with students with disabilities.
- * Provide access to differentiated instruction and effective interventions to all students.
- * Include all students in assessments by making the assessments fully accessible.
- * Provide secondary transition planning for students moving into post-secondary and career opportunities.

USOE's Efforts in Support of Post-School Outcomes

- * Including transition in professional development for SB-IEPs.
- * Dropout prevention training based on NDPC-SD framework providing support for school teams to use local data to develop and implement dropout prevention activities in the areas of:
 - * School climate.
 - * Attendance and truancy prevention.
 - * Behavior.
 - * Academic content and instruction.
 - * Family and student engagement.
- * Transition Strategic Plan
 - * Provide consistent services and professional development statewide.
 - * Cross-training with VR and special educators to improve VR presence in transition planning (regional Transition Summits).
 - * Create on-line Transition Toolkit.
 - * Create materials to increase use of best practices related to self-determination and self-advocacy training.