

# Local Education Agency (LEA) APR Reports

Annual Performance Report on Utah's State Performance Plan  
FFY 2016

**Publication Date: June 8, 2018**

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA. The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on applicable indicators, as part of the Annual Performance Report (APR).

Current and past Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP) may be viewed on the [Utah State Board of Education \(USB\) Special Education Data and Reporting](#) webpage.

# Alpine School District

## Alpine School District APR Determination: Needs Intervention

### Alpine Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	71.18%	NO	70.22%	NO

### Alpine Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	26.24%	YES	27.69%	YES

### Alpine Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	91.92%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	84.44%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	90.46%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	90.74%	NO	90.13%	NO

### Alpine Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	18.30%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	8.09%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	23.23%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	7.96%	NO	6.55%	NO

### Alpine Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.03%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Alpine Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	58.09%	67.81%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	8.75%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	4.39%	NO	2.61%	YES

Alpine Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	12.58%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	53.71%	NO	38.36%	YES

Alpine Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	92.96%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	41.63%	NO	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	95.19%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	34.66%	NO	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	94.14%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	47.81%	NO	71.57%	YES

#### Alpine Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	81.18%	YES	76.82%	NO

#### Alpine Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Alpine Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Alpine Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Alpine Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	99.57%	NO	99.74%	NO

Alpine Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	13.76%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	58.72%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	82.57%	NO	82.63%	NO

Alpine Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Alpine Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Beaver School District

## Beaver School District APR Determination: Needs Intervention

### Beaver Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	88.89%	YES	70.22%	NO

### Beaver Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	43.75%	NO	27.69%	YES

### Beaver Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	89.09%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	80.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	85.45%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	90.91%	NO	90.13%	NO

### Beaver Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	13.27%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	12.50%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	19.15%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Beaver Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Beaver Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	87.88%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	5.56%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.51%	YES	2.61%	YES

Beaver Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Beaver Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	85.71%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	57.14%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	100.00%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	42.86%	NO	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	100.00%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	100.00%	YES	71.57%	YES

#### Beaver Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	68.18%	NO	76.82%	NO

#### Beaver Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Beaver Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Beaver Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Beaver Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Beaver Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	14.29%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	57.14%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	85.71%	NO	82.63%	NO

Beaver Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Beaver Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Box Elder School District

## Box Elder School District APR Determination: Needs Intervention

### Box Elder Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	63.16%	NO	70.22%	NO

### Box Elder Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	27.00%	YES	27.69%	YES

### Box Elder Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	97.17%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	90.70%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	97.02%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	93.98%	NO	90.13%	NO

### Box Elder Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	11.65%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	6.41%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	14.40%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	1.28%	NO	6.55%	NO

### Box Elder Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.15%	NO	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Box Elder Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	51.40%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	19.29%	NO	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Box Elder Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	30.60%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	43.85%	NO	38.36%	YES

Box Elder Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	82.42%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	64.71%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	80.53%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	49.58%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	88.16%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	76.47%	YES	71.57%	YES

#### Box Elder Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	70.45%	NO	76.82%	NO

#### Box Elder Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Box Elder Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Box Elder Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Box Elder Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Box Elder Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	12.12%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	66.67%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	90.91%	YES	82.63%	NO

Box Elder Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Box Elder Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Cache School District

## Cache School District APR Determination: Needs Intervention

### Cache Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	73.53%	YES	70.22%	NO

### Cache Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	17.82%	YES	27.69%	YES

### Cache Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.56%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	92.19%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.38%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	95.65%	YES	90.13%	NO

### Cache Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	20.80%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	6.78%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	26.37%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	6.82%	NO	6.55%	NO

### Cache Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Cache Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	56.15%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	10.04%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.84%	YES	2.61%	YES

Cache Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	8.53%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	10.87%	YES	38.36%	YES

Cache Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	79.56%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	67.91%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	72.19%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	45.45%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	77.44%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	74.87%	YES	71.57%	YES

#### Cache Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Cache Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Cache Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Cache Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Cache Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Cache Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	17.65%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	64.71%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	73.53%	NO	82.63%	NO

Cache Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Cache Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Cache School District

## Cache School District APR Determination: Needs Intervention

### Cache Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	73.53%	YES	70.22%	NO

### Cache Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	17.82%	YES	27.69%	YES

### Cache Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.56%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	92.19%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.38%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	95.65%	YES	90.13%	NO

### Cache Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	20.80%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	6.78%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	26.37%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	6.82%	NO	6.55%	NO

### Cache Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Cache Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	56.15%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	10.04%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.84%	YES	2.61%	YES

Cache Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	8.53%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	10.87%	YES	38.36%	YES

Cache Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	79.56%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	67.91%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	72.19%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	45.45%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	77.44%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	74.87%	YES	71.57%	YES

#### Cache Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Cache Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Cache Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Cache Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Cache Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Cache Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	17.65%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	64.71%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	73.53%	NO	82.63%	NO

Cache Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Cache Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Carbon School District

## Carbon School District APR Determination: Needs Assistance

### Carbon Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	90.00%	YES	70.22%	NO

### Carbon Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	12.00%	YES	27.69%	YES

### Carbon Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.29%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	95.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.59%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Carbon Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	18.02%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	21.05%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	19.50%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	4.00%	NO	6.55%	NO

### Carbon Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Carbon Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	84.02%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.38%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	8.68%	NO	2.61%	YES

Carbon Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	69.93%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	28.67%	YES	38.36%	YES

Carbon Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	94.59%	YES	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	62.75%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	90.91%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	47.06%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	97.22%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	78.43%	YES	71.57%	YES

#### Carbon Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	88.00%	YES	76.82%	NO

#### Carbon Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Carbon Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Carbon Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Carbon Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Carbon Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	18.75%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	43.75%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	62.50%	NO	82.63%	NO

Carbon Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Carbon Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Carbon School District

## Carbon School District APR Determination: Needs Assistance

### Carbon Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	90.00%	YES	70.22%	NO

### Carbon Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	12.00%	YES	27.69%	YES

### Carbon Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.29%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	95.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.59%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Carbon Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	18.02%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	21.05%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	19.50%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	4.00%	NO	6.55%	NO

### Carbon Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Carbon Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	84.02%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.38%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	8.68%	NO	2.61%	YES

Carbon Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	69.93%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	28.67%	YES	38.36%	YES

Carbon Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	94.59%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	62.75%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	90.91%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	47.06%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	97.22%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	78.43%	YES	71.57%	YES

#### Carbon Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	88.00%	YES	76.82%	NO

#### Carbon Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Carbon Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Carbon Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Carbon Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Carbon Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	18.75%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	43.75%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	62.50%	NO	82.63%	NO

Carbon Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Carbon Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Daggett School District

## Daggett School District APR Determination: Meets Requirements

### Daggett Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### Daggett Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	33.33%	YES	27.69%	YES

### Daggett Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	100.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	100.00%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Daggett Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	20.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	20.00%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Daggett Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Daggett Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	63.16%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Daggett Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Daggett Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Daggett Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	57.14%	NO	76.82%	NO

#### Daggett Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Daggett Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Daggett Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Daggett Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Daggett Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	100.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Daggett Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Daggett Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Davis School District

## Davis School District APR Determination: Needs Assistance

### Davis Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	68.48%	NO	70.22%	NO

### Davis Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	24.14%	YES	27.69%	YES

### Davis Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	92.90%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	87.30%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	92.84%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	87.21%	NO	90.13%	NO

### Davis Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	17.46%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	10.74%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	19.86%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	9.13%	YES	6.55%	NO

### Davis Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Davis Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	53.20%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	13.88%	NO	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	3.31%	NO	2.61%	YES

Davis Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	34.48%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	14.99%	YES	38.36%	YES

Davis Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	81.89%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	63.95%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	80.07%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	61.05%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	86.85%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	72.67%	YES	71.57%	YES

#### Davis Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	76.83%	NO	76.82%	NO

#### Davis Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Davis Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Davis Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	93.75%	NO	99.60%	NO

Davis Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Davis Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	27.27%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	69.32%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	76.14%	NO	82.63%	NO

Davis Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Davis Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Duchesne School District

## Duchesne School District APR Determination: Needs Intervention

### Duchesne Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	82.00%	YES	70.22%	NO

### Duchesne Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	18.87%	YES	27.69%	YES

### Duchesne Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	96.42%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	80.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	96.15%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	79.63%	NO	90.13%	NO

### Duchesne Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	12.13%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	6.82%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	13.75%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	4.65%	NO	6.55%	NO

### Duchesne Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.13%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Duchesne Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	55.35%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	6.08%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	5.94%	NO	2.61%	YES

Duchesne Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	49.17%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	45.00%	NO	38.36%	YES

Duchesne Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	88.24%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	32.43%	NO	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	83.33%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	37.84%	NO	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	91.18%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	64.86%	YES	71.57%	YES

#### Duchesne Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	70.83%	NO	76.82%	NO

#### Duchesne Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Duchesne Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Duchesne Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Duchesne Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Duchesne Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	27.78%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	72.22%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	88.89%	NO	82.63%	NO

Duchesne Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Duchesne Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Emery School District

## Emery School District APR Determination: Needs Assistance

### Emery Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	79.41%	YES	70.22%	NO

### Emery Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	12.50%	YES	27.69%	YES

### Emery Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.34%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.34%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	94.74%	NO	90.13%	NO

### Emery Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	12.13%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	6.82%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	13.75%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	4.65%	NO	6.55%	NO

### Emery Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Emery Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	65.75%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	4.38%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Emery Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	29.55%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	70.45%	NO	38.36%	YES

Emery Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	96.77%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	82.05%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	88.89%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	82.05%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	94.12%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	92.31%	YES	71.57%	YES

#### Emergy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Emergy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Emery Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Emery Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Emery Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Emery Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	41.67%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	75.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	83.33%	NO	82.63%	NO

Emery Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Emery Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Garfield School District

## Garfield School District APR Determination: Needs Intervention

### Garfield Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	33.33%	NO	70.22%	NO

### Garfield Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	27.27%	YES	27.69%	YES

### Garfield Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	92.00%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	90.20%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	87.50%	NO	90.13%	NO

### Garfield Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	15.22%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	12.50%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	19.57%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Garfield Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Garfield Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	85.29%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.96%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Garfield Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	92.86%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Garfield Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	100.00%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	33.33%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	100.00%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	33.33%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	0.00%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	33.33%	YES	71.57%	YES

#### Garfield Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	65.22%	NO	76.82%	NO

#### Garfield Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Garfield Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Garfield Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Garfield Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Garfield Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	50.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	50.00%	NO	82.63%	NO

Garfield Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Garfield Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Grand School District

## Grand School District APR Determination: Needs Assistance

### Grand Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	71.43%	NO	70.22%	NO

### Grand Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	44.44%	NO	27.69%	YES

### Grand Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	99.25%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	86.67%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	99.24%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Grand Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	15.15%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	7.69%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	12.98%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	15.38%	YES	6.55%	NO

### Grand Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Grand Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	59.43%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	4.25%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	3.30%	NO	2.61%	YES

Grand Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	4.76%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	92.86%	NO	38.36%	YES

Grand Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	93.33%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	64.71%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	100.00%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	64.71%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	100.00%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	94.12%	YES	71.57%	YES

#### Grand Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	65.52%	NO	76.82%	NO

#### Grand Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Grand Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Grand Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Grand Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Grand Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	50.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	NO	82.63%	NO

Grand Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Grand Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Granite School District

## Granite School District APR Determination: Needs Intervention

### Granite Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	61.29%	NO	70.22%	NO

### Granite Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	33.33%	YES	27.69%	YES

### Granite Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	96.25%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	91.77%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	96.12%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	93.29%	NO	90.13%	NO

### Granite Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	9.32%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	5.98%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	11.84%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	3.70%	NO	6.55%	NO

### Granite Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.01%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Granite Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	57.70%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	10.58%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	3.28%	NO	2.61%	YES

Granite Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	66.52%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	20.04%	YES	38.36%	YES

Granite Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	91.53%	YES	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	53.13%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	90.71%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	49.43%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	89.85%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	69.32%	YES	71.57%	YES

#### Granite Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	71.43%	NO	76.82%	NO

#### Granite Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Granite Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Granite Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Granite Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	99.74%	NO	99.74%	NO

Granite Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	15.38%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	58.24%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	79.12%	NO	82.63%	NO

Granite Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Granite Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Iron School District

## Iron School District APR Determination: Needs Intervention

### Iron Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	65.22%	NO	70.22%	NO

### Iron Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	35.00%	YES	27.69%	YES

### Iron Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	93.79%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	84.81%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	93.60%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	88.24%	NO	90.13%	NO

### Iron Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	14.10%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	4.48%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	16.88%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	6.67%	NO	6.55%	NO

### Iron Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.09%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Iron Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	61.38%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	8.47%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	2.36%	YES	2.61%	YES

Iron Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	68.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	32.00%	YES	38.36%	YES

Iron Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	95.52%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	66.27%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	88.31%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	51.81%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	96.49%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	84.34%	YES	71.57%	YES

#### Iron Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	75.56%	NO	76.82%	NO

#### Iron Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Iron Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Iron Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Iron Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Iron Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	13.33%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	56.67%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	76.67%	NO	82.63%	NO

Iron Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Iron Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Jordan School District

## Jordan School District APR Determination: Needs Intervention

### Jordan Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	73.32%	YES	70.22%	NO

### Jordan Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	22.04%	YES	27.69%	YES

### Jordan Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	92.03%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	76.77%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	91.32%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	85.64%	NO	90.13%	NO

### Jordan Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	13.90%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	4.46%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	17.75%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	5.09%	NO	6.55%	NO

### Jordan Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.21%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Jordan Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	56.85%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	9.69%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	6.46%	NO	2.61%	YES

Jordan Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	23.08%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	67.53%	NO	38.36%	YES

Jordan Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	88.37%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	65.94%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	88.13%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	60.76%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	88.98%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	76.84%	YES	71.57%	YES

Jordan Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	78.48%	NO	76.82%	NO

Jordan Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Jordan Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Jordan Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Jordan Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Jordan Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	19.61%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	72.55%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	86.27%	NO	82.63%	NO

Jordan Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Jordan Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Juab School District

## Juab School District APR Determination: Needs Assistance

### Juab Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	88.24%	YES	70.22%	NO

### Juab Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	5.88%	YES	27.69%	YES

### Juab Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	83.55%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	91.67%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	83.22%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	87.50%	NO	90.13%	NO

### Juab Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	18.90%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	18.18%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	19.35%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	21.43%	YES	6.55%	NO

### Juab Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Juab Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	67.33%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	12.87%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Juab Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	87.18%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Juab Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	100.00%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	90.00%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	100.00%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	90.00%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	100.00%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	100.00%	YES	71.57%	YES

#### Juab Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Juab Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Juab Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Juab Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Juab Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Juab Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	28.57%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	85.71%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Juab Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Juab Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Kane School District

## Kane School District APR Determination: Needs Assistance

### Kane Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	84.26%	YES	70.22%	NO

### Kane Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### Kane Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	92.94%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	75.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	92.94%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Kane Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	30.38%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	16.67%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	30.38%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	11.11%	YES	6.55%	NO

### Kane Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Kane Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	92.26%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.94%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Kane Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Kane Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	90.00%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	50.00%	NO	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	50.00%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	20.00%	NO	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	71.43%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	70.00%	YES	71.57%	YES

#### Kane Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Kane Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Kane Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Kane Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Kane Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Kane Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	20.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	80.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Kane Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Kane Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Logan School District

## Logan School District APR Determination: Needs Intervention

### Logan Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	70.91%	NO	70.22%	NO

### Logan Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	33.33%	YES	27.69%	YES

### Logan Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.52%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	85.71%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.96%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	88.37%	NO	90.13%	NO

### Logan Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	10.86%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	8.33%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	12.87%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	7.89%	NO	6.55%	NO

### Logan Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.13%	NO	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Logan Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	55.19%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	11.95%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.14%	YES	2.61%	YES

Logan Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	2.68%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	41.61%	YES	38.36%	YES

Logan Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	86.36%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	70.59%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	84.48%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	63.24%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	82.93%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	72.06%	YES	71.57%	YES

#### Logan Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Logan Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Logan Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Logan Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Logan Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Logan Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	89.00%	NO	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	66.67%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	83.33%	NO	82.63%	NO

Logan Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Logan Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Millard School District

## Millard School District APR Determination: Needs Assistance

### Millard Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	79.17%	YES	70.22%	NO

### Millard Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	21.43%	YES	27.69%	YES

### Millard Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	96.31%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	96.88%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	96.31%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Millard Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	11.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	3.23%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	12.44%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	3.23%	NO	6.55%	NO

### Millard Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Millard Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	62.81%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	5.28%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Millard Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Millard Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	100.00%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	63.33%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	100.00%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	56.67%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	96.00%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	76.67%	YES	71.57%	YES

#### Millard Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Millard Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Millard Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Millard Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Millard Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Millard Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	23.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	42.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	85.00%	NO	82.63%	NO

Millard Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Millard Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Morgan School District

## Morgan School District APR Determination: Needs Intervention

### Morgan Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	45.45%	NO	70.22%	NO

### Morgan Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	22.22%	YES	27.69%	YES

### Morgan Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	90.42%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	64.29%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	91.23%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	94.44%	NO	90.13%	NO

### Morgan Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	11.92%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	11.11%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	17.95%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Morgan Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Morgan Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	70.45%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	7.56%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Morgan Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Morgan Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	78.57%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	73.91%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	70.59%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	43.48%	NO	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	66.67%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	78.26%	YES	71.57%	YES

#### Morgan Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	70.83%	NO	76.82%	NO

#### Morgan Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Morgan Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Morgan Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Morgan Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Morgan Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	33.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	67.00%	NO	82.63%	NO

Morgan Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Morgan Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Murray School District

## Murray School District APR Determination: Needs Intervention

### Murray Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	55.81%	NO	70.22%	NO

### Murray Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	48.08%	NO	27.69%	YES

### Murray Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.37%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	90.38%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	94.11%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	82.22%	NO	90.13%	NO

### Murray Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	13.47%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	8.51%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	17.67%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	8.11%	NO	6.55%	NO

### Murray Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.28%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Murray Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	73.02%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	5.32%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Murray Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Murray Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	66.67%	NO	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	46.88%	NO	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	76.92%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	50.00%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	95.00%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	71.88%	YES	71.57%	YES

#### Murray Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Murray Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Murray Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Murray Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Murray Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Murray Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	17.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	33.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	67.00%	NO	82.63%	NO

Murray Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Murray Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Nebo School District

## Nebo School District APR Determination: Needs Intervention

### Nebo Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	79.12%	YES	70.22%	NO

### Nebo Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	22.55%	YES	27.69%	YES

### Nebo Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	92.89%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	87.41%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	93.29%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	94.24%	NO	90.13%	NO

### Nebo Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	15.83%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	7.20%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	17.82%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	4.68%	NO	6.55%	NO

### Nebo Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.18%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Nebo Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	67.50%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	13.09%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.20%	YES	2.61%	YES

Nebo Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	23.62%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	44.83%	NO	38.36%	YES

Nebo Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	94.42%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	68.00%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	94.35%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	63.60%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	95.33%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	78.80%	YES	71.57%	YES

#### Nebo Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Nebo Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Nebo Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Nebo Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Nebo Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Nebo Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	13.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	69.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	83.00%	NO	82.63%	NO

Nebo Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Nebo Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# North Sanpete School District

## North Sanpete School District APR Determination: Needs Intervention

### North Sanpete Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	73.08%	YES	70.22%	NO

### North Sanpete Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### North Sanpete Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	92.76%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	90.48%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	92.72%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	95.65%	YES	90.13%	NO

### North Sanpete Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	15.60%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	17.86%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### North Sanpete Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

North Sanpete Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	64.09%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	11.97%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

North Sanpete Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	94.44%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

North Sanpete Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	84.62%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	82.35%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	85.71%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	76.47%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	80.00%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	88.24%	YES	71.57%	YES

#### North Sanpete Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	71.88%	NO	76.82%	NO

#### North Sanpete Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

North Sanpete Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

North Sanpete Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

North Sanpete Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

North Sanpete Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	9.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	55.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	82.00%	NO	82.63%	NO

North Sanpete Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

North Sanpete Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# North Summit School District

## North Summit School District APR Determination: Needs Intervention

### North Summit Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	87.50%	YES	70.22%	NO

### North Summit Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### North Summit Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	89.47%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	90.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	92.11%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	81.82%	NO	90.13%	NO

### North Summit Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	26.47%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	31.43%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### North Summit Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

North Summit Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	93.94%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	3.03%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

North Summit Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

North Summit Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	100.00%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	83.33%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	75.00%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	66.67%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	100.00%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	83.33%	YES	71.57%	YES

#### North Summit Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	56.00%	NO	76.82%	NO

#### North Summit Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



North Summit Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

North Summit Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

North Summit Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

North Summit Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	17.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	67.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	83.00%	NO	82.63%	NO

North Summit Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

North Summit Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Ogden School District

## Ogden School District APR Determination: Needs Intervention

### Ogden Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	57.84%	NO	70.22%	NO

### Ogden Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	37.60%	NO	27.69%	YES

### Ogden Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	96.97%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	95.37%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	96.70%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	97.12%	YES	90.13%	NO

### Ogden Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	13.69%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	9.71%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	10.62%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	2.97%	NO	6.55%	NO

### Ogden Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Ogden Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	48.35%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	17.74%	NO	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Ogden Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	35.71%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	35.20%	YES	38.36%	YES

Ogden Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	89.06%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	69.92%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	90.91%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	51.90%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	98.08%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	89.87%	YES	71.57%	YES

#### Ogden Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Ogden Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Ogden Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Ogden Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Ogden Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Ogden Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	80.00%	NO	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	22.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	56.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	67.00%	NO	82.63%	NO

Ogden Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Ogden Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Park City School District

## Park City School District APR Determination: Needs Assistance

### Park City Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	74.07%	YES	70.22%	NO

### Park City Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	10.53%	YES	27.69%	YES

### Park City Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	78.26%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	44.44%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	78.57%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	77.78%	NO	90.13%	NO

### Park City Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	25.69%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	8.33%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	24.48%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	14.29%	YES	6.55%	NO

### Park City Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Park City Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	54.84%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	14.84%	NO	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Park City Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	95.65%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Park City Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	100.00%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	83.33%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	100.00%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	66.67%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	100.00%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	100.00%	YES	71.57%	YES

#### Park City Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Park City Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Park City Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Park City Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Park City Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Park City Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	57.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	71.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	86.00%	NO	82.63%	NO

Park City Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Park City Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Piute School District

## Piute School District APR Determination: Meets Requirements

### Piute Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### Piute Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	50.00%	NO	27.69%	YES

### Piute Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	100.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	33.33%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	100.00%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	25.00%	NO	90.13%	NO

### Piute Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	0.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	23.08%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Piute Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Piute Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	90.91%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	3.64%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	1.82%	YES	2.61%	YES

Piute Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	78.26%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	17.39%	YES	38.36%	YES

Piute Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	100.00%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	100.00%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	100.00%	YES	71.57%	YES

Piute Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

Piute Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Piute Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Piute Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Piute Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Piute Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	1.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	50.00%	NO	82.63%	NO

Piute Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Piute Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Provo School District

## Provo School District APR Determination: Needs Intervention

### Provo Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	63.93%	NO	70.22%	NO

### Provo Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	27.97%	YES	27.69%	YES

### Provo Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	84.15%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	84.55%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	83.92%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	93.44%	NO	90.13%	NO

### Provo Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	18.20%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	8.60%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	22.34%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	4.39%	NO	6.55%	NO

### Provo Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Provo Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	59.26%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	12.48%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	3.18%	NO	2.61%	YES

Provo Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	21.81%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	64.44%	NO	38.36%	YES

Provo Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	93.07	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	50.00%	NO	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	94.06%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	47.12%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	88.64%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	76.92%	YES	71.57%	YES

#### Provo Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	75.56%	NO	76.82%	NO

#### Provo Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Provo Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Provo Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Provo Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Provo Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	67.00%	NO	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	25.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	76.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	89.00%	NO	82.63%	NO

Provo Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Provo Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Rich School District

## Rich School District APR Determination: Needs Assistance

### Rich Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### Rich Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### Rich Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	86.96%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	85.11%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Rich Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	20.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	25.00%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	27.50%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Rich Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Rich Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	81.67%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	8.54%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Rich Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Rich Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	100.00%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	100.00%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	100.00%	YES	71.57%	YES

#### Rich Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Rich Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Rich Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Rich Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Rich Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Rich Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Rich Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Rich Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Salt Lake School District

## Salt Lake School District APR Determination: Needs Intervention

### Salt Lake Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	71.74%	YES	70.22%	NO

### Salt Lake Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	35.10%	YES	27.69%	YES

### Salt Lake Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	96.04%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	90.91%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.77%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	91.76%	NO	90.13%	NO

### Salt Lake Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	13.76%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	4.67%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	16.03%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.64%	NO	6.55%	NO

### Salt Lake Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.04%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Salt Lake Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	56.20%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	21.37%	NO	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.64%	YES	2.61%	YES

Salt Lake Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	61.34%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	21.56%	YES	38.36%	YES

Salt Lake Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	89.47%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	51.65%	NO	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	79.49%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	48.35%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	90.14%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	65.93%	YES	71.57%	YES

#### Salt Lake Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Salt Lake Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Salt Lake Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Salt Lake Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Salt Lake Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Salt Lake Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	23.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	75.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	90.00%	NO	82.63%	NO

Salt Lake Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Salt Lake Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# San Juan School District

## San Juan School District APR Determination: Needs Intervention

### San Juan Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	78.95%	YES	70.22%	NO

### San Juan Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	25.58%	YES	27.69%	YES

### San Juan Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.43%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	88.24%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.32%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	87.50%	NO	90.13%	NO

### San Juan Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	4.19%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	6.75%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### San Juan Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.51%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

San Juan Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	70.87%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	3.08%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

San Juan Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	62.67%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	34.67%	YES	38.36%	YES

San Juan Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	90.91%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	65.38%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	84.62%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	46.15%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	90.48%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	80.77%	YES	71.57%	YES

San Juan Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	68.97%	NO	76.82%	NO

San Juan Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

San Juan Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

San Juan Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

San Juan Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	94.74%	NO	99.74%	NO

San Juan Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	33.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	44.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	78.00%	NO	82.63%	NO

San Juan Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

San Juan Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Sevier School District

## Sevier School District APR Determination: Needs Assistance

### Sevier Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	75.00%	YES	70.22%	NO

### Sevier Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	25.86%	YES	27.69%	YES

### Sevier Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.42%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	90.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.44%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	97.56%	YES	90.13%	NO

### Sevier Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	10.80%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	8.33%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	15.54%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	10.00%	YES	6.55%	NO

### Sevier Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Sevier Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	63.25%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	3.68%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.19%	YES	2.61%	YES

Sevier Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	74.51%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	22.55%	YES	38.36%	YES

Sevier Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	92.86%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	50.00%	NO	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	96.00%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	46.43%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	83.33%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	67.86%	YES	71.57%	YES

#### Sevier Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	67.86%	NO	76.82%	NO

#### Sevier Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Sevier Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Sevier Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Sevier Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Sevier Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	30.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	78.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	96.00%	YES	82.63%	NO

Sevier Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Sevier Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# South Sanpete School District

## South Sanpete School District APR Determination: Needs Intervention

### South Sanpete Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	84.21%	YES	70.22%	NO

### South Sanpete Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	26.92%	YES	27.69%	YES

### South Sanpete Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	84.17%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	77.27%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	85.29%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	94.74%	NO	90.13%	NO

### South Sanpete Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	21.78%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	29.56%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	5.56%	NO	6.55%	NO

### South Sanpete Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

South Sanpete Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	72.15%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	7.02%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	1.45%	YES	2.61%	YES

South Sanpete Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	40.18%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	40.18%	YES	38.36%	YES

South Sanpete Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	72.22%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	47.37%	NO	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	62.50%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	50.00%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	77.78%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	68.42%	YES	71.57%	YES

#### South Sanpete Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### South Sanpete Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

South Sanpete Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

South Sanpete Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

South Sanpete Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

South Sanpete Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	19.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	73.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	77.00%	YES	82.63%	NO

South Sanpete Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

South Sanpete Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# South Summit School District

## South Summit School District APR Determination: Meets Requirements

### South Summit Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	66.67%	NO	70.22%	NO

### South Summit Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	33.33%	YES	27.69%	YES

### South Summit Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	93.90%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	87.50%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	93.98%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	83.33%	NO	90.13%	NO

### South Summit Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	11.69%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	14.29%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	21.79%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	20.00%	YES	6.55%	NO

### South Summit Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

South Summit Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	89.93%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	6.04%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

South Summit Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

South Summit Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### South Summit Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### South Summit Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

South Summit Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

South Summit Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

South Summit Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

South Summit Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	33.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

South Summit Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

South Summit Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Tintic School District

## Tintic School District APR Determination: Needs Intervention

### Tintic Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	80.00%	YES	70.22%	NO

### Tintic Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### Tintic Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	15.38%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	0.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	15.38%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Tintic Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	100.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	50.00%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Tintic Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Tintic Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	86.21%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	6.90%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Tintic Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Tintic Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Tintic Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	63.64%	NO	76.82%	NO

#### Tintic Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Tintic Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Tintic Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Tintic Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Tintic Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	25.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Tintic Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Tintic Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Tooele School District

## Tooele School District APR Determination: Needs Intervention

### Tooele Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	77.87%	YES	70.22%	NO

### Tooele Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	23.40%	YES	27.69%	YES

### Tooele Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	88.59%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	86.62%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	88.38%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	89.81%	NO	90.13%	NO

### Tooele Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	10.80%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	7.32%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	14.88%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	6.38%	NO	6.55%	NO

### Tooele Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Tooele Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	55.71%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	12.42%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	1.23%	YES	2.61%	YES

Tooele Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	16.59%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	82.94%	NO	38.36%	YES

Tooele Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	86.15%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	49.37%	NO	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	80.30%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	46.84%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	77.19%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	60.76%	NO	71.57%	YES

Tooele Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	64.58%	NO	76.82%	NO

Tooele Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Tooele Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Tooele Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Tooele Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Tooele Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	25.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	66.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	79.00%	NO	82.63%	NO

Tooele Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Tooele Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Uintah School District

## Uintah School District APR Determination: Needs Assistance

### Uintah Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	69.59%	NO	70.22%	NO

### Uintah Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	20.51%	YES	27.69%	YES

### Uintah Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	94.92%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	93.33%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	94.67%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	97.06%	YES	90.13%	NO

### Uintah Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	12.83%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	14.29%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	13.40%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	6.06%	NO	6.55%	NO

### Uintah Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Utah Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	67.41%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	14.27%	NO	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Utah Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	13.62%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	82.49%	NO	38.36%	YES

Utah Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	92.68%	YES	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	76.24%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	94.95%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	50.50%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	93.94%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	85.15%	YES	71.57%	YES

#### Uintah Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	92.31%	YES	76.82%	NO

#### Uintah Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Utah Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Utah Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Utah Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	100.00%	YES	99.74%	NO

Utah Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	36.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	64.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	79.00%	NO	82.63%	NO

Uintah Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Uintah Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Utah Schools for the Deaf and the Blind (USDB)

## Utah Schools for the Deaf and the Blind (USDB) APR Determination: Needs Intervention

### USDB Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	23.08%	NO	70.22%	NO

### USDB Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	60.00%	NO	27.69%	YES

### USDB Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	85.48%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	84.13%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### USDB Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	1.89%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	3.77%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### USDB Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

USDB Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	0.73%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	22.63%	NO	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	74.45%	NO	2.61%	YES

USDB Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	0.00%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	100.00%	NO	38.36%	YES

USDB Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	80.00%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	66.04%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	84.62%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	64.15%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	85.29%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	77.36%	YES	71.57%	YES

#### USDB Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### USDB Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

USDB Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

USDB Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

USDB Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

USDB Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	0.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	33.00%	NO	82.63%	NO

USDB Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

USDB Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Wasatch School District

## Wasatch School District APR Determination: Needs Assistance

### Wasatch Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	82.61%	YES	70.22%	NO

### Wasatch Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	20.41%	YES	27.69%	YES

### Wasatch Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	93.81%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	91.89%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	92.73%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	86.49%	NO	90.13%	NO

### Wasatch Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	13.20%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	11.76%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	11.44%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	9.38%	YES	6.55%	NO

### Wasatch Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Wasatch Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	68.83%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	7.03%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.18%	YES	2.61%	YES

Wasatch Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	63.16%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	36.84%	YES	38.36%	YES

Wasatch Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	91.30%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	73.08%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	95.00%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	57.69%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	84.21%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	76.92%	YES	71.57%	YES

#### Wasatch Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Wasatch Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Wasatch Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Wasatch Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Wasatch Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Wasatch Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	14.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	79.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	79.00%	NO	82.63%	NO

Wasatch Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Wasatch Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Washington School District

## Washington School District APR Determination: Needs Intervention

### Washington Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	71.06%	NO	70.22%	NO

### Washington Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	31.18%	YES	27.69%	YES

### Washington Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	87.28%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	88.19%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	87.35%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	88.54%	NO	90.13%	NO

### Washington Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	15.06%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	8.13%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	18.30%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	9.82%	YES	6.55%	NO

### Washington Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.03%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Washington Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	61.18%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	11.26%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	1.62%	YES	2.61%	YES

Washington Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	82.14%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	2.84%	YES	38.36%	YES

Washington Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	86.00%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	60.50%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	90.32%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	55.50%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	85.71%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	70.00%	YES	71.57%	YES

#### Washington Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Washington Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Washington Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Washington Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Washington Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	99.02	NO	99.74%	NO

Washington Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	20.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	71.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	86.00%	NO	82.63%	NO

Washington Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Washington Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Wayne School District

## Wayne School District APR Determination: Meets Requirements

### Wayne Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	66.67%	NO	70.22%	NO

### Wayne Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### Wayne Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	96.55%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	96.55%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Wayne Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	25.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	28.57%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Wayne Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.03%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Wayne Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	81.67%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	6.67%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Wayne Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Wayne Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	100.00%	YES	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	16.67%	NO	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	100.00%	YES	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	16.67%	NO	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	100.00%	YES	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	33.33%	NO	71.57%	YES

#### Wayne Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	57.89%	NO	76.82%	NO

#### Wayne Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Wayne Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Wayne Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Wayne Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Wayne Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	100.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Wayne Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Wayne Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Weber School District

## Weber School District APR Determination: Needs Intervention

### Weber Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	72.66%	YES	70.22%	NO

### Weber Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	34.56%	YES	27.69%	YES

### Weber Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	96.42%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	92.11%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	96.33%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	96.28%	YES	90.13%	NO

### Weber Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	13.25%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	9.80%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	14.83%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	5.02%	NO	6.55%	NO

### Weber Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.03%	NO	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Weber Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	50.31%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	9.87%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	3.25%	YES	2.61%	YES

Weber Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	9.32%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	62.95%	NO	38.36%	YES

Weber Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	84.82%	NO	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	64.23%	YES	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	83.20%	NO	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	56.20%	YES	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	82.56%	NO	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	83.21%	YES	71.57%	YES

#### Weber Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	78.79%	NO	76.82%	NO

#### Weber Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

**Weber Indicator 10: Disproportionate by Race/Ethnicity, Disability Category**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

**Weber Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

**Weber Indicator 12: Transition from Part C to Part B**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	98.98%	NO	99.74%	NO

**Weber Indicator 13: Transition Planning on IEP by Age 16**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	12.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	65.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	83.00%	NO	82.63%	NO

Weber Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Weber Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Academy for Math, Engineering, and Science (AMES)

Academy for Math, Engineering, and Science (AMES) APR Determination: Meets Requirements

## AMES Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	90.91%	YES	70.22%	NO

## AMES Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	9.09%	YES	27.69%	YES

## AMES Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	85.71%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	71.43%	NO	90.13%	NO

## AMES Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	33.33%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	40.00%	YES	6.55%	NO

## AMES Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

AMES Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	86.96%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

AMES Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

AMES Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### AMES Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	100.00%	YES	76.82%	NO

#### AMES Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

AMES Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

AMES Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

AMES Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

AMES Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	16.67%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

AMES Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

AMES Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# American Academy of Innovation (AAI)

## American Academy of Innovation (AAI) APR Determination: Needs Intervention

### AAI Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### AAI Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### AAI Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	68.42%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	40.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	78.95%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### AAI Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	0.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	100.00%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	20.00%	YES	6.55%	NO

### AAI Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

AAI Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	65.22%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	4.35%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

AAI Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

AAI Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### AAI Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### AAI Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

AAI Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

AAI Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

AAI Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

AAI Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

AAI Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

AAI Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# American International School of Utah (AISU)

American International School of Utah (AISU) APR Determination: Needs Intervention

## AISU Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	72.73%	YES	70.22%	NO

## AISU Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	10.00%	YES	27.69%	YES

## AISU Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	58.42%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	16.67%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	57.84%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	41.67%	NO	90.13%	NO

## AISU Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	10.17%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	6.78%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	20.00%	YES	6.55%	NO

## AISU Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

AISU Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	48.07%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	3.87%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.55%	YES	2.61%	YES

AISU Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

AISU Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### AISU Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	82.61%	YES	76.82%	NO

#### AISU Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

**AISU Indicator 10: Disproportionate by Race/Ethnicity, Disability Category**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

**AISU Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

**AISU Indicator 12: Transition from Part C to Part B**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

**AISU Indicator 13: Transition Planning on IEP by Age 16**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	0.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	0.00%	NO	82.63%	NO

AISU Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

AISU Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# American Leadership Academy (ALA)

## American Leadership Academy (ALA) APR Determination: Needs Assistance

### ALA Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### ALA Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### ALA Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	90.40%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	91.27%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	93.10%	NO	90.13%	NO

### ALA Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	14.16%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	3.45%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	13.91%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	3.70%	NO	6.55%	NO

### ALA Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

ALA Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	55.56%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	11.97%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

ALA Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

ALA Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### ALA Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	78.26%	NO	76.82%	NO

#### ALA Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

ALA Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

ALA Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

ALA Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

ALA Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	44.44%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	88.89%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

ALA Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

ALA Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# American Preparatory Academy (APA)

## American Preparatory Academy (APA) APR Determination: Needs Assistance

### APA Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	72.73%	YES	70.22%	NO

### APA Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	18.18%	YES	27.69%	YES

### APA Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	94.63%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	94.74%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	94.14%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### APA Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	19.15%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	5.56%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	25.64%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	5.00%	NO	6.55%	NO

### APA Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

APA Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	88.83%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.70%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.49%	YES	2.61%	YES

APA Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	77.78%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

APA Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### APA Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### APA Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

APA Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

APA Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

APA Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

APA Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	50.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	75.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	87.50%	NO	82.63%	NO

APA Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

APA Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Ascent Academies of Utah

## Ascent Academies of Utah APR Determination: Needs Assistance

### Ascent Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Ascent Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Ascent Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	89.39%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	88.89%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Ascent Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	12.99%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	23.86%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Ascent Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.40%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Ascent Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	85.83%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	2.43%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Ascent Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Ascent Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Ascent Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Ascent Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Ascent Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Ascent Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Ascent Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Ascent Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Ascent Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Ascent Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Athenian eAcademy

## Athenian eAcademy APR Determination: Needs Intervention

### Athenian Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### Athenian Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	95.00%	NO	27.69%	YES

### Athenian Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	69.12%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	40.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	67.65%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	41.67%	NO	90.13%	NO

### Athenian Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	2.13%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	4.35%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Athenian Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Athenian Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	75.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.89%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Athenian Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Athenian Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Athenian Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	60.00%	NO	76.82%	NO

#### Athenian Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Athenian Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Athenian Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Athenian Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Athenian Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Athenian Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Athenian Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Athlos Academy of Utah

## Athlos Academy of Utah APR Determination: Needs Assistance

### Athlos Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Athlos Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Athlos Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	93.51%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	93.51%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Athlos Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	12.50%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	12.50%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Athlos Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

Athlos Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	83.33%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.96%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Athlos Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	0.00%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Athlos Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Athlos Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Athlos Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Athlos Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Athlos Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Athlos Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Athlos Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Athlos Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Athlos Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Bear River Charter School (BRCS)

Bear River Charter School (BRCS) APR Determination: Meets Requirements

## BRCS Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## BRCS Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

## BRCS Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	100.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	100.00%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## BRCS Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	33.33%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	41.67%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## BRCS Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

BRCS Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	60.71%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	3.57%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

BRCS Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

BRCS Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### BRCS Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	100.00%	YES	76.82%	NO

#### BRCS Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

**BRCS Indicator 10: Disproportionate by Race/Ethnicity, Disability Category**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

**BRCS Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

**BRCS Indicator 12: Transition from Part C to Part B**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

**BRCS Indicator 13: Transition Planning on IEP by Age 16**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

BRCS Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

BRCS Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Beehive Science & Technology Academy (BSTA)

Beehive Science & Technology Academy (BSTA) APR Determination: Needs Assistance

## BSTA Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

## BSTA Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	14.29%	YES	27.69%	YES

## BSTA Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	81.25%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	81.25%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

## BSTA Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	11.54%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	26.92%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	16.67%	YES	6.55%	NO

## BSTA Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

BSTA Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	89.80%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

BSTA Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

BSTA Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### BSTA Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### BSTA Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

**BSTA Indicator 10: Disproportionate by Race/Ethnicity, Disability Category**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

**BSTA Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

**BSTA Indicator 12: Transition from Part C to Part B**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

**BSTA Indicator 13: Transition Planning on IEP by Age 16**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	0.00%	NO	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	100.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

BSTA Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

BSTA Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Bonneville Academy

Bonneville Academy APR Determination: NA

## Bonneville Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## Bonneville Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## Bonneville Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## Bonneville Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## Bonneville Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

Bonneville Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	NA	NA	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	NA	NA	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	NA	NA	2.61%	YES

Bonneville Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Bonneville Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Bonneville Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Bonneville Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES

Bonneville Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES

Bonneville Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Bonneville Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Bonneville Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Bonneville Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Bonneville Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Canyon Grove Academy

## Canyon Grove Academy APR Determination: Needs Assistance

### Canyon Grove Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Canyon Grove Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Canyon Grove Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	90.32%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	90.32%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Canyon Grove Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	14.92%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	14.29%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Canyon Grove Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Canyon Grove Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	85.71%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Canyon Grove Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Canyon Grove Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Canyon Grove Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	63.64%	NO	76.82%	NO

#### Canyon Grove Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Canyon Grove Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Canyon Grove Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Canyon Grove Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Canyon Grove Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Canyon Grove Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Canyon Grove Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Canyon Rim Academy

## Canyon Rim Academy APR Determination: Needs Assistance

### Canyon Rim Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Canyon Rim Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Canyon Rim Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	92.11%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	89.47%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Canyon Rim Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	20.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	17.65%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Canyon Rim Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Canyon Rim Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	100.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Canyon Rim Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Canyon Rim Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Canyon Rim Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Canyon Rim Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Canyon Rim Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Canyon Rim Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Canyon Rim Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Canyon Rim Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Canyon Rim Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Canyon Rim Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Channing Hall

## Channing Hall APR Determination: Needs Assistance

### Channing Hall Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Channing Hall Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Channing Hall Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	79.25%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	79.25%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Channing Hall Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	11.90%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	16.67%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Channing Hall Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Channing Hall Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	79.97%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	13.56%	NO	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Channing Hall Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Channing Hall Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Channing Hall Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Channing Hall Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Channing Hall Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Channing Hall Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Channing Hall Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Channing Hall Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Channing Hall Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Channing Hall Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# City Academy

## City Academy APR Determination: Needs Assistance

### City Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	77.78%	YES	70.22%	NO

### City Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	36.36%	NO	27.69%	YES

### City Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	87.50%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	80.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	87.50%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### City Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	28.57%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	42.86%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### City Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

City Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	65.22%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	13.04%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

City Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

City Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### City Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	50.00%	NO	76.82%	NO

#### City Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

City Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

City Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

City Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

City Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	100.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

City Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

City Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# CS Lewis Academy

## CS Lewis Academy APR Determination: Needs Assistance

### CS Lewis Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### CS Lewis Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### CS Lewis Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	94.74%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	94.74%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### CS Lewis Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	11.11%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	11.11%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### CS Lewis Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

CS Lewis Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	88.89%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	5.56%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

CS Lewis Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	0.00%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

CS Lewis Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### CS Lewis Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### CS Lewis Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

CS Lewis Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

CS Lewis Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

CS Lewis Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

CS Lewis Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

CS Lewis Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

CS Lewis Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# DaVinci Academy

## DaVinci Academy APR Determination: Needs Assistance

### DaVinci Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	72.73%	YES	70.22%	NO

### DaVinci Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	20.00%	YES	27.69%	YES

### DaVinci Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	80.22%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	80.22%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### DaVinci Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	8.22%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	25.00%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	5.48%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	12.50%	YES	6.55%	NO

### DaVinci Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

DaVinci Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	51.43%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	5.71%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

DaVinci Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

DaVinci Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### DaVinci Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### DaVinci Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

DaVinci Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

DaVinci Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

DaVinci Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

DaVinci Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	27.27%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	81.82%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	90.91%	YES	82.63%	NO

DaVinci Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

DaVinci Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Dixie Montessori Academy

## Dixie Montessori Academy APR Determination: Needs Intervention

### Dixie Montessori Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Dixie Montessori Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Dixie Montessori Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	81.13%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	81.13%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Dixie Montessori Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	0.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Dixie Montessori Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Dixie Montessori Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	92.19%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.56%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	1.56%	YES	2.61%	YES

Dixie Montessori Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Dixie Montessori Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Dixie Montessori Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Dixie Montessori Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Dixie Montessori Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Dixie Montessori Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Dixie Montessori Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Dixie Montessori Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Dixie Montessori Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Dixie Montessori Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Dual Immersion Academy

## Dual Immersion Academy APR Determination: Needs Assistance

### Dual Immersion Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Dual Immersion Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Dual Immersion Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	100.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	100.00%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Dual Immersion Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	4.44%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	2.22%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Dual Immersion Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Dual Immersion Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	81.48%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	7.41%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Dual Immersion Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Dual Immersion Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Dual Immersion Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Dual Immersion Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Dual Immersion Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Dual Immersion Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Dual Immersion Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Dual Immersion Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Dual Immersion Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Dual Immersion Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Early Light Academy at Daybreak

## Early Light Academy at Daybreak APR Determination: Needs Assistance

### Early Light Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Early Light Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Early Light Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	94.85%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	93.75%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Early Light Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	29.35%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	35.56%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Early Light Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Early Light Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	75.20%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Early Light Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Early Light Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Early Light Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	64.29%	NO	76.82%	NO

#### Early Light Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Early Light Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Early Light Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Early Light Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Early Light Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Early Light Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Early Light Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# East Hollywood High

## East Hollywood High APR Determination: Needs Intervention

### East Hollywood High Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	75.00%	YES	70.22%	NO

### East Hollywood High Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	37.93%	NO	27.69%	YES

### East Hollywood High Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	60.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	94.12%	NO	90.13%	NO

### East Hollywood High Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	16.67%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	6.25%	NO	6.55%	NO

### East Hollywood High Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	1.72%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

East Hollywood High Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	66.67%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	6.41%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	1.28%	YES	2.61%	YES

East Hollywood High Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

East Hollywood High Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### East Hollywood High Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	73.91%	NO	76.82%	NO

#### East Hollywood High Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

East Hollywood High Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

East Hollywood High Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

East Hollywood High Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

East Hollywood High Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	66.67%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

East Hollywood High Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

East Hollywood High Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Edith Bowen Laboratory School

Edith Bowen Laboratory School APR Determination: Meets Requirements

## Edith Bowen Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## Edith Bowen Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## Edith Bowen Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	92.86%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	96.30%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## Edith Bowen Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	30.77%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	34.62%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## Edith Bowen Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Edith Bowen Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	100.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Edith Bowen Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Edith Bowen Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Edith Bowen Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Edith Bowen Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Edith Bowen Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Edith Bowen Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Edith Bowen Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Edith Bowen Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Edith Bowen Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Edith Bowen Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Endeavor Hall

## Endeavor Hall APR Determination: Needs Intervention

### Endeavor Hall Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Endeavor Hall Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

### Endeavor Hall Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	97.06%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	97.06%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Endeavor Hall Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	0.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Endeavor Hall Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Endeavor Hall Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	48.21%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	3.57%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Endeavor Hall Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Endeavor Hall Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Endeavor Hall Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	58.28%	NO	76.82%	NO

#### Endeavor Hall Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Endeavor Hall Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Endeavor Hall Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Endeavor Hall Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Endeavor Hall Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Endeavor Hall Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Endeavor Hall Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Entheos Academy

## Entheos Academy APR Determination: Needs Assistance

### Entheos Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Entheos Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Entheos Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	92.05%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	91.95%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Entheos Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	4.94%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	8.75%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Entheos Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Entheos Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	93.94%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.89%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Entheos Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Entheos Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Entheos Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Entheos Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Entheos Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Entheos Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Entheos Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Entheos Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Entheos Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Entheos Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Esperanza Elementary

## Esperanza Elementary APR Determination: Needs Assistance

### Esperanza Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Esperanza Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Esperanza Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	97.44%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	97.50%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Esperanza Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	2.63%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	2.56%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Esperanza Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Esperanza Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	96.23%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Esperanza Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Esperanza Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Esperanza Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	100.00%	YES	76.82%	NO

#### Esperanza Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Esperanza Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Esperanza Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Esperanza Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Esperanza Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Esperanza Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Esperanza Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Excelsior Academy

## Excelsior Academy APR Determination: Needs Assistance

### Excelsior Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Excelsior Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Excelsior Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	84.85%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	86.36%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Excelsior Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	16.07%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	21.05%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Excelsior Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Excelsior Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	91.89%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.35%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Excelsior Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Excelsior Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Excelsior Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	84.00%	YES	76.82%	NO

#### Excelsior Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Excelsior Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Excelsior Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Excelsior Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Excelsior Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Excelsior Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Excelsior Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Fast Forward Charter High

## Fast Forward Charter High APR Determination: Needs Intervention

### Fast Forward Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	78.95%	YES	70.22%	NO

### Fast Forward Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	26.09%	YES	27.69%	YES

### Fast Forward Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	80.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	68.75%	NO	90.13%	NO

### Fast Forward Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	9.09%	YES	6.55%	NO

### Fast Forward Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	2.04%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Fast Forward Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	69.84%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Fast Forward Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Fast Forward Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Fast Forward Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	86.67%	YES	76.82%	NO

#### Fast Forward Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Fast Forward Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Fast Forward Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Fast Forward Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Fast Forward Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	50.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	50.00%	NO	82.63%	NO

Fast Forward Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Fast Forward Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Franklin Discovery Academy

## Franklin Discovery Academy APR Determination: Needs Intervention

### Franklin Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Franklin Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Franklin Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	66.67%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	66.67%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Franklin Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	0.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Franklin Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

Franklin Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	80.65%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	6.45%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Franklin Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Franklin Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Franklin Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Franklin Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Franklin Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Franklin Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Franklin Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Franklin Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Franklin Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Franklin Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Freedom Preparatory Academy

## Freedom Preparatory Academy APR Determination: Needs Assistance

### Freedom Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	71.43%	NO	70.22%	NO

### Freedom Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### Freedom Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	94.44%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	90.91%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	94.44%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Freedom Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	10.29%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	20.59%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Freedom Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Freedom Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	84.68%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Freedom Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Freedom Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Freedom Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Freedom Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Freedom Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Freedom Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Freedom Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Freedom Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	2.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	60.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	80.00%	NO	82.63%	NO

Freedom Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Freedom Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Gateway Preparatory Academy

## Gateway Preparatory Academy APR Determination: Needs Intervention

### Gateway Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Gateway Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

### Gateway Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	81.40%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	82.56%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Gateway Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	11.43%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	8.45%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Gateway Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Gateway Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	82.88%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	9.01%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	1.80%	YES	2.61%	YES

Gateway Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Gateway Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Gateway Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Gateway Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Gateway Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Gateway Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Gateway Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Gateway Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Gateway Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Gateway Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# George Washington Academy

## George Washington Academy APR Determination: Needs Assistance

### George Washington Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### George Washington Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

### George Washington Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	78.33%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	78.33%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### George Washington Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	40.43%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	48.94%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### George Washington Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

George Washington Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	89.86%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.45%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

George Washington Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	50.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

George Washington Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### George Washington Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	94.12%	YES	76.82%	NO

#### George Washington Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

George Washington Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

George Washington Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

George Washington Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

George Washington Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

George Washington Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

George Washington Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Good Foundations Academy

Good Foundations Academy APR Determination: Meets Requirements

## Good Foundations Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## Good Foundations Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## Good Foundations Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.56%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	93.33%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## Good Foundations Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	23.26%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	30.95%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## Good Foundations Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Good Foundations Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	73.85%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Good Foundations Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Good Foundations Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Good Foundations Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Good Foundations Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Good Foundations Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Good Foundations Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Good Foundations Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Good Foundations Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Good Foundations Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Good Foundations Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Greenwood Charter School

## Greenwood Charter School APR Determination: Needs Intervention

### Greenwood Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Greenwood Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Greenwood Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.45%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	93.18%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Greenwood Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	0.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Greenwood Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

Greenwood Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	91.94%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.61%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Greenwood Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Greenwood Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Greenwood Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	52.94%	NO	76.82%	NO

#### Greenwood Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Greenwood Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Greenwood Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Greenwood Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Greenwood Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Greenwood Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Greenwood Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Guadalupe School

## Guadalupe School APR Determination: Needs Assistance

### Guadalupe Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Guadalupe Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Guadalupe Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	88.89%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	88.89%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Guadalupe Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	6.25%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	6.25%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Guadalupe Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Guadalupe Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	100.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Guadalupe Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Guadalupe Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Guadalupe Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	100.00%	YES	76.82%	NO

#### Guadalupe Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Guadalupe Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Guadalupe Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Guadalupe Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Guadalupe Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Guadalupe Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Guadalupe Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Hawthorn Academy

## Hawthorn Academy APR Determination: Meets Requirements

### Hawthorn Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Hawthorn Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Hawthorn Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	93.33%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	93.33%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Hawthorn Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	18.25%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	21.43%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Hawthorn Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Hawthorn Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	85.47%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	2.91%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Hawthorn Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Hawthorn Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Hawthorn Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Hawthorn Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Hawthorn Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Hawthorn Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Hawthorn Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Hawthorn Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Hawthorn Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Hawthorn Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Highmark Charter School

## Highmark Charter School APR Determination: Meets Requirements

### Highmark Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Highmark Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Highmark Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	100.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	100.00%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Highmark Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	16.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	21.05%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Highmark Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Highmark Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	78.26%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.45%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Highmark Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Highmark Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Highmark Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Highmark Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Highmark Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Highmark Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Highmark Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Highmark Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Highmark Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Highmark Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# InTech Collegiate High School

## InTech Collegiate High School APR Determination: Meets Requirements

### InTech Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### InTech Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### InTech Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### InTech Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	75.00%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	75.00%	YES	6.55%	NO

### InTech Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

InTech Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	78.57%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

InTech Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

InTech Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### InTech Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### InTech Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

InTech Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

InTech Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

InTech Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

InTech Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	4.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	0.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	0.00%	NO	82.63%	NO

InTech Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

InTech Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Itineris Early College High School

## Itineris Early College High School APR Determination: Needs Assistance

### Itineris Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Itineris Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Itineris Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Itineris Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	50.00%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	50.00%	YES	6.55%	NO

### Itineris Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Itineris Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	25.00%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	12.50%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Itineris Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Itineris Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Itineris Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Itineris Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Itineris Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Itineris Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Itineris Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Itineris Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Itineris Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Itineris Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Jefferson Academy

Jefferson Academy APR Determination: Meets Requirements

## Jefferson Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## Jefferson Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## Jefferson Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.24%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.24%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## Jefferson Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	25.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	22.50%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

Jefferson Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Jefferson Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	68.52%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	5.56%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Jefferson Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Jefferson Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Jefferson Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	94.74%	YES	76.82%	NO

#### Jefferson Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Jefferson Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Jefferson Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Jefferson Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Jefferson Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Jefferson Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Jefferson Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# John Hancock Charter School

## John Hancock Charter School APR Determination: Needs Assistance

### John Hancock Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### John Hancock Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### John Hancock Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	83.33%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	83.33%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### John Hancock Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	30.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	40.00%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### John Hancock Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

John Hancock Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	70.37%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

John Hancock Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

John Hancock Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### John Hancock Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	100.00%	YES	76.82%	NO

#### John Hancock Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

John Hancock Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

John Hancock Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

John Hancock Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

John Hancock Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

John Hancock Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

John Hancock Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Karl G Maeser Preparatory Academy

## Karl G Maeser Preparatory Academy APR Determination: Needs Intervention

### Karl G Maeser Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### Karl G Maeser Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### Karl G Maeser Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	23.08%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	42.86%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	21.43%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	83.33%	NO	90.13%	NO

### Karl G Maeser Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	33.33%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	66.67%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	40.00%	YES	6.55%	NO

### Karl G Maeser Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Karl G Maeser Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	53.66%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Karl G Maeser Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Karl G Maeser Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Karl G Maeser Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	85.71%	YES	76.82%	NO

#### Karl G Maeser Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Karl G Maeser Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Karl G Maeser Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Karl G Maeser Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Karl G Maeser Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Karl G Maeser Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Karl G Maeser Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Lakeview Academy

## Lakeview Academy APR Determination: Needs Assistance

### Lakeview Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Lakeview Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Lakeview Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	87.21%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	86.21%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Lakeview Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	17.33%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	28.00%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Lakeview Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Lakeview Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	91.30%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Lakeview Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Lakeview Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Lakeview Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Lakeview Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Lakeview Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Lakeview Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Lakeview Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Lakeview Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Lakeview Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Lakeview Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Leadership Academy of Utah

Leadership Academy of Utah APR Determination: NA

## Leadership Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## Leadership Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## Leadership Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## Leadership Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## Leadership Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

Leadership Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	NA	NA	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	NA	NA	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	NA	NA	2.61%	YES

Leadership Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Leadership Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Leadership Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Leadership Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES

Leadership Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES

Leadership Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Leadership Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Leadership Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Leadership Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Leadership Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Leadership Learning Academy

Leadership Learning Academy APR Determination: Meets Requirements

## Leadership Learning Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## Leadership Learning Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## Leadership Learning Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	98.04%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	98.04%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## Leadership Learning Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	20.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	30.00%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## Leadership Learning Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Leadership Learning Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	79.31%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Leadership Learning Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Leadership Learning Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Leadership Learning Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	85.00%	YES	76.82%	NO

#### Leadership Learning Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Leadership Learning Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Leadership Learning Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Leadership Learning Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Leadership Learning Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Leadership Learning Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Leadership Learning Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Legacy Preparatory Academy

## Legacy Preparatory Academy APR Determination: Meets Requirements

### Legacy Preparatory Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Legacy Preparatory Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Legacy Preparatory Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	91.46%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	91.57%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Legacy Preparatory Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	14.67%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	25.00%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Legacy Preparatory Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Legacy Preparatory Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	88.78%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	2.04%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Legacy Preparatory Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Legacy Preparatory Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Legacy Preparatory Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Legacy Preparatory Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Legacy Preparatory Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Legacy Preparatory Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Legacy Preparatory Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Legacy Preparatory Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Legacy Preparatory Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Legacy Preparatory Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Lincoln Academy

## Lincoln Academy APR Determination: Needs Assistance

### Lincoln Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Lincoln Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Lincoln Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	77.19%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	63.64%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Lincoln Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	25.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	25.71%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Lincoln Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Lincoln Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	73.61%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Lincoln Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	0.00%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Lincoln Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Lincoln Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	80.00%	YES	76.82%	NO

#### Lincoln Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Lincoln Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Lincoln Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Lincoln Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Lincoln Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Lincoln Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Lincoln Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Lumen Scholar Institute

## Lumen Scholar Institute APR Determination: Needs Intervention

### Lumen Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Lumen Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

### Lumen Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	33.33%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	17.65%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Lumen Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	0.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Lumen Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Lumen Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	96.97%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	3.03%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Lumen Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Lumen Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Lumen Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	100.00%	YES	76.82%	NO

#### Lumen Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Lumen Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Lumen Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Lumen Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Lumen Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Lumen Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Lumen Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Mana Academy Charter School

## Mana Academy Charter School APR Determination: Needs Intervention

### Mana Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Mana Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Mana Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	85.71%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	82.14%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Mana Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	4.17%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	4.35%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Mana Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Mana Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	100.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Mana Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Mana Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Mana Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	88.89%	YES	76.82%	NO

#### Mana Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Mana Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Mana Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Mana Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Mana Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Mana Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Mana Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Maria Montessori Academy

## Maria Montessori Academy APR Determination: Needs Intervention

### Maria Montessori Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Maria Montessori Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Maria Montessori Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	94.32%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	94.25%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Maria Montessori Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	9.64%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	6.10%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Maria Montessori Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Maria Montessori Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	72.88%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	6.78%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Maria Montessori Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Maria Montessori Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Maria Montessori Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	72.97%	NO	76.82%	NO

#### Maria Montessori Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

**Maria Montessori Indicator 10: Disproportionate by Race/Ethnicity, Disability Category**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

**Maria Montessori Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

**Maria Montessori Indicator 12: Transition from Part C to Part B**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

**Maria Montessori Indicator 13: Transition Planning on IEP by Age 16**

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Maria Montessori Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Maria Montessori Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Merit College Preparatory Academy

## Merit College Preparatory Academy APR Determination: Needs Intervention

### Merit Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	50.00%	NO	70.22%	NO

### Merit Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	33.33%	YES	27.69%	YES

### Merit Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	77.87%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	70.00%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Merit Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	0.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Merit Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Merit Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	86.27%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	5.88%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Merit Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Merit Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Merit Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Merit Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Merit Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Merit Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Merit Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Merit Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	100.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Merit Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Merit Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Moab Charter School

## Moab Charter School APR Determination: Meets Requirements

### Moab Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Moab Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Moab Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	100.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	100.00%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Moab Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	18.75%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	6.25%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Moab Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Moab Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	95.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Moab Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Moab Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Moab Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	100.00%	YES	76.82%	NO

#### Moab Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Moab Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Moab Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Moab Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Moab Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Moab Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Moab Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Monticello Academy

## Monticello Academy APR Determination: Meets Requirements

### Monticello Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Monticello Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Monticello Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	86.49%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	86.11%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Monticello Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	15.63%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	50.00%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	22.58%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	50.00%	YES	6.55%	NO

### Monticello Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Monticello Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	96.61%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Monticello Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Monticello Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Monticello Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Monticello Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Monticello Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Monticello Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Monticello Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Monticello Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Monticello Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Monticello Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Mountain Heights Academy

## Mountain Heights Academy APR Determination: Needs Intervention

### Mountain Heights Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	88.89%	YES	70.22%	NO

### Mountain Heights Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	9.09%	YES	27.69%	YES

### Mountain Heights Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	31.82%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	54.55%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	31.82%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	66.67%	NO	90.13%	NO

### Mountain Heights Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	14.29%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	33.33%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	12.50%	YES	6.55%	NO

### Mountain Heights Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Mountain Heights Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	88.31%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Mountain Heights Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Mountain Heights Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Mountain Heights Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	80.77%	YES	76.82%	NO

#### Mountain Heights Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Mountain Heights Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Mountain Heights Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Mountain Heights Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Mountain Heights Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	33.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	67.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	67.00%	NO	82.63%	NO

Mountain Heights Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Mountain Heights Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Mountain West Montessori Academy

## Mountain West Montessori Academy APR Determination: Needs Intervention

### Mountain West Montessori Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Mountain West Montessori Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Mountain West Montessori Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	77.78%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	Na	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	77.14%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Mountain West Montessori Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	5.36%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	7.41%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Mountain West Montessori Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Mountain West Montessori Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	84.71%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Mountain West Montessori Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Mountain West Montessori Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Mountain West Montessori Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	67.74%	NO	76.82%	NO

#### Mountain West Montessori Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Mountain West Montessori Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Mountain West Montessori Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Mountain West Montessori Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Mountain West Montessori Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Mountain West Montessori Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Mountain West Montessori Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Mountain Heights Academy

## Mountain Heights Academy APR Determination: Needs Intervention

### Mountain Heights Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	88.89%	YES	70.22%	NO

### Mountain Heights Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	9.09%	YES	27.69%	YES

### Mountain Heights Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	31.82%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	54.55%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	31.82%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	66.67%	NO	90.13%	NO

### Mountain Heights Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	14.29%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	33.33%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	12.50%	YES	6.55%	NO

### Mountain Heights Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Mountain Heights Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	88.31%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Mountain Heights Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Mountain Heights Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Mountain Heights Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	80.77%	YES	76.82%	NO

#### Mountain Heights Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Mountain Heights Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Mountain Heights Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Mountain Heights Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Mountain Heights Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	33.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	67.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	67.00%	NO	82.63%	NO

Mountain Heights Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Mountain Heights Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Mountain West Montessori Academy

## Mountain West Montessori Academy APR Determination: Needs Intervention

### Mountain West Montessori Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Mountain West Montessori Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Mountain West Montessori Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	77.78%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	77.14%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Mountain West Montessori Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	5.36%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	7.41%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Mountain West Montessori Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Mountain West Montessori Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	84.71%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Mountain West Montessori Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Mountain West Montessori Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Mountain West Montessori Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	67.74%	NO	76.82%	NO

#### Mountain West Montessori Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Mountain West Montessori Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Mountain West Montessori Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Mountain West Montessori Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Mountain West Montessori Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Mountain West Montessori Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Mountain West Montessori Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Mountainville Academy

## Mountainville Academy APR Determination: Needs Intervention

### Mountainville Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Mountainville Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

### Mountainville Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	85.00%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	75.41%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Mountainville Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	11.76%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	19.57%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Mountainville Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Mountainville Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	74.29%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	7.14%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Mountainville Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Mountainville Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Mountainville Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	100.00%	YES	76.82%	NO

#### Mountainville Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Mountainville Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Mountainville Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Mountainville Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Mountainville Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Mountainville Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Mountainville Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Navigator Pointe Academy

## Navigator Pointe Academy APR Determination: Needs Assistance

### Navigator Pointe Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Navigator Pointe Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Navigator Pointe Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	72.92%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	70.83%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Navigator Pointe Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	31.43%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	38.24%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Navigator Pointe Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Navigator Pointe Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	90.91%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	4.55%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Navigator Pointe Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Navigator Pointe Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Navigator Pointe Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Navigator Pointe Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Navigator Pointe Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Navigator Pointe Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Navigator Pointe Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Navigator Pointe Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Navigator Pointe Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Navigator Pointe Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Northern Utah Academy for Math, Engineering, and Science (NUAMES) APR Determination: Meets Requirements

## NUAMES Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	80.00%	YES	70.22%	NO

## NUAMES Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	20.00%	YES	27.69%	YES

## NUAMES Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	85.71%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

## NUAMES Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	16.67%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	40.00%	YES	6.55%	NO

## NUAMES Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

NUAMES Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	86.67%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

NUAMES Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

NUAMES Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### NUAMES Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### NUAMES Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

NUAMES Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

NUAMES Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

NUAMES Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

NUAMES Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	100.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

NUAMES Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

NUAMES Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Noah Webster Academy

## Noah Webster Academy APR Determination: Needs Assistance

### Noah Webster Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Noah Webster Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Noah Webster Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	93.33%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	93.33%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Noah Webster Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	10.71%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	14.29%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Noah Webster Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Noah Webster Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	84.62%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	5.13%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Noah Webster Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Noah Webster Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Noah Webster Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	82.35%	YES	76.82%	NO

#### Noah Webster Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Noah Webster Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Noah Webster Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Noah Webster Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Noah Webster Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Noah Webster Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Noah Webster Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# North Davis Preparatory Academy

## North Davis Preparatory Academy APR Determination: Needs Assistance

### North Davis Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### North Davis Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### North Davis Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	85.07%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	85.29%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### North Davis Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	8.77%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	13.79%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### North Davis Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

North Davis Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	94.94%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.27%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

North Davis Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

North Davis Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### North Davis Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	73.08%	NO	76.82%	NO

#### North Davis Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

North Davis Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

North Davis Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

North Davis Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

North Davis Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

North Davis Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

North Davis Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# North Star Academy

## North Star Academy APR Determination: Meets Requirements

### North Star Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### North Star Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### North Star Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	90.70%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	90.70%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### North Star Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	25.64%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	33.33%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### North Star Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

North Star Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	60.74%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

North Star Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

North Star Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### North Star Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	83.33%	YES	76.82%	NO

#### North Star Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



North Star Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

North Star Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

North Star Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

North Star Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

North Star Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

North Star Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Odyssey Charter School

## Odyssey Charter School APR Determination: Meets Requirements

### Odyssey Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Odyssey Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Odyssey Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	94.87%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	94.87%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Odyssey Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	24.32%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	35.14%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Odyssey Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Odyssey Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	77.05%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Odyssey Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Odyssey Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Odyssey Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Odyssey Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Odyssey Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Odyssey Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Odyssey Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Odyssey Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Odyssey Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Odyssey Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Ogden Preparatory Academy

## Ogden Preparatory Academy APR Determination: Needs Assistance

### Ogden Preparatory Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Ogden Preparatory Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Ogden Preparatory Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	98.67%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	98.67%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Ogden Preparatory Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	8.11%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	10.81%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Ogden Preparatory Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Ogden Preparatory Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	93.81%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	4.12%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Ogden Preparatory Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Ogden Preparatory Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Ogden Preparatory Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Ogden Preparatory Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Ogden Preparatory Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Ogden Preparatory Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Ogden Preparatory Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Ogden Preparatory Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Ogden Preparatory Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Ogden Preparatory Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Open Classroom

## Open Classroom APR Determination: Needs Intervention

### Open Classroom Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Open Classroom Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Open Classroom Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	74.42%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	72.09%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Open Classroom Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	9.38%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	16.13%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Open Classroom Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Open Classroom Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	89.13%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	2.17%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Open Classroom Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	50.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Open Classroom Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Open Classroom Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Open Classroom Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Open Classroom Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Open Classroom Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Open Classroom Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Open Classroom Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Open Classroom Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Open Classroom Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Pacific Heritage Academy

## Pacific Heritage Academy APR Determination: Needs Assistance

### Pacific Heritage Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Pacific Heritage Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

### Pacific Heritage Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	96.30%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	96.23%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Pacific Heritage Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	3.85%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	1.96%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Pacific Heritage Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Pacific Heritage Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	75.81%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Pacific Heritage Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	66.67%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Pacific Heritage Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

Pacific Heritage Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

Pacific Heritage Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Pacific Heritage Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Pacific Heritage Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Pacific Heritage Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Pacific Heritage Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Pacific Heritage Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Pacific Heritage Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Paradigm High School

## Paradigm High School APR Determination: Needs Intervention

### Paradigm Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	53.85%	NO	70.22%	NO

### Paradigm Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	46.15%	NO	27.69%	YES

### Paradigm Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	64.29%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	55.56%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	38.89%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	70.59%	NO	90.13%	NO

### Paradigm Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	5.56%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	14.29%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Paradigm Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Paradigm Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	98.86%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Paradigm Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Paradigm Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Paradigm Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	75.00%	NO	76.82%	NO

#### Paradigm Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Paradigm Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Paradigm Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Paradigm Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Paradigm Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	25.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	75.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Paradigm Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Paradigm Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Pinnacle Canyon Academy

## Pinnacle Canyon Academy APR Determination: Needs Intervention

### Pinnacle Canyon Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### Pinnacle Canyon Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### Pinnacle Canyon Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	94.37%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	66.67%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	93.06%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	92.31%	NO	90.13%	NO

### Pinnacle Canyon Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	4.48%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	4.48%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Pinnacle Canyon Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Pinnacle Canyon Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	100.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Pinnacle Canyon Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Pinnacle Canyon Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Pinnacle Canyon Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	75.00%	NO	76.82%	NO

#### Pinnacle Canyon Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Pinnacle Canyon Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Pinnacle Canyon Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Pinnacle Canyon Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Pinnacle Canyon Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	33.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	67.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	89.00%	NO	82.63%	NO

Pinnacle Canyon Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Pinnacle Canyon Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Pioneer High School for the Performing Arts

## Pioneer High School for the Performing Arts APR Determination: Needs Intervention

### Pioneer High Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### Pioneer High Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	66.67%	NO	27.69%	YES

### Pioneer High Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	50.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Pioneer High Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Pioneer High Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Pioneer High Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	25.00%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	12.50%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Pioneer High Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Pioneer High Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Pioneer High Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Pioneer High Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Pioneer High Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Pioneer High Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Pioneer High Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Pioneer High Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	0.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	0.00%	NO	82.63%	NO

Pioneer High Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Pioneer High Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Promontory School of Expeditionary Learning

## Promontory School of Expeditionary Learning APR Determination: Needs Intervention

### Promontory Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Promontory Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Promontory Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	76.79%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	76.79%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Promontory Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	2.33%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	16.28%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Promontory Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Promontory Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	87.88%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Promontory Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Promontory Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

Promontory Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	72.22%	NO	76.82%	NO

Promontory Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Promontory Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Promontory Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Promontory Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Promontory Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Promontory Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Promontory Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Providence Hall

## Providence Hall APR Determination: Needs Assistance

### Providence Hall Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	90.00%	YES	70.22%	NO

### Providence Hall Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	40.00%	NO	27.69%	YES

### Providence Hall Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	90.32%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	95.83%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	90.32%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	84.00%	NO	90.13%	NO

### Providence Hall Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	8.57%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	17.39%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	14.29%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	19.05%	YES	6.55%	NO

### Providence Hall Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Providence Hall Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	50.58%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.77%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Providence Hall Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	80.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	20.00%	YES	38.36%	YES

Providence Hall Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

Providence Hall Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	71.43%	NO	76.82%	NO

Providence Hall Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Providence Hall Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Providence Hall Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Providence Hall Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Providence Hall Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	67.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	83.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Providence Hall Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Providence Hall Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Quest Academy

## Quest Academy APR Determination: Needs Assistance

### Quest Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Quest Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Quest Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	94.87%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	94.87%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Quest Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	10.81%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	16.22%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Quest Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Quest Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	50.58%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.77%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Quest Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Quest Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Quest Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Quest Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Quest Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Quest Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Quest Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Quest Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Quest Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Quest Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Ranches Academy

Ranches Academy APR Determination: Meets Requirements

## Ranches Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## Ranches Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## Ranches Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	96.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	96.00%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## Ranches Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	27.08%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	27.08%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## Ranches Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Ranches Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	82.14%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	8.93%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Ranches Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Ranches Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Ranches Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	78.26%	NO	76.82%	NO

#### Ranches Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Ranches Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Ranches Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Ranches Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Ranches Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Ranches Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Ranches Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Reagan Academy

Reagan Academy APR Determination: Meets Requirements

## Reagan Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## Reagan Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

## Reagan Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	89.83%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	89.83%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## Reagan Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	33.96%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	35.85%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## Reagan Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Reagan Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	87.14%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	1.43%	YES	2.61%	YES

Reagan Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Reagan Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Reagan Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	84.00%	YES	76.82%	NO

#### Reagan Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Reagan Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Reagan Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Reagan Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Reagan Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Reagan Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Reagan Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# REAL Salt Lake Academy

REAL Salt Lake Academy APR Determination: NA

## REAL Salt Lake Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## REAL Salt Lake Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## REAL Salt Lake Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## REAL Salt Lake Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## REAL Salt Lake Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

REAL Salt Lake Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	NA	NA	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	NA	NA	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	NA	NA	2.61%	YES

REAL Salt Lake Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

REAL Salt Lake Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### REAL Salt Lake Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### REAL Salt Lake Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES

REAL Salt Lake Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES

REAL Salt Lake Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

REAL Salt Lake Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

REAL Salt Lake Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

REAL Salt Lake Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

REAL Salt Lake Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Renaissance Academy

## Renaissance Academy APR Determination: Needs Assistance

### Renaissance Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Renaissance Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

### Renaissance Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	79.59%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	75.51%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Renaissance Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	15.38%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	21.62%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Renaissance Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Renaissance Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	75.41%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Renaissance Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Renaissance Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Renaissance Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Renaissance Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Renaissance Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Renaissance Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Renaissance Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Renaissance Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Renaissance Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Renaissance Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Rockwell Charter High School

## Rockwell Charter High School APR Determination: Needs Intervention

### Rockwell Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### Rockwell Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### Rockwell Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	69.23%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	70.59%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	57.69%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	88.24%	NO	90.13%	NO

### Rockwell Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	5.56%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Rockwell Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Rockwell Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	93.98%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	1.20%	YES	2.61%	YES

Rockwell Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Rockwell Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Rockwell Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	76.92%	NO	76.82%	NO

#### Rockwell Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Rockwell Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Rockwell Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Rockwell Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Rockwell Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	75.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Rockwell Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Rockwell Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Roots Charter High School

## Roots Charter High School APR Determination: Needs Substantial Intervention

### Roots Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	40.00%	NO	70.22%	NO

### Roots Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	66.67%	NO	27.69%	YES

### Roots Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	53.85%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	53.85%	NO	90.13%	NO

### Roots Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Roots Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Roots Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	82.98%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	8.51%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Roots Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Roots Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Roots Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	71.43%	NO	76.82%	NO

#### Roots Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Roots Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Roots Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Roots Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Roots Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	0.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	0.00%	NO	82.63%	NO

Roots Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Roots Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Salt Lake Arts Academy

## Salt Lake Arts Academy APR Determination: Meets Requirements

### Salt Lake Arts Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Salt Lake Arts Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Salt Lake Arts Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	93.33%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	93.33%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Salt Lake Arts Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	21.43%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	28.57%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Salt Lake Arts Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Salt Lake Arts Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	63.64%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	4.55%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	4.55%	NO	2.61%	YES

Salt Lake Arts Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Salt Lake Arts Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Salt Lake Arts Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	71.43%	NO	76.82%	NO

#### Salt Lake Arts Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Salt Lake Arts Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Salt Lake Arts Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Salt Lake Arts Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Salt Lake Arts Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Salt Lake Arts Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Salt Lake Arts Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Salt Lake Center for Science Education

Salt Lake Center for Science Education APR Determination: Meets Requirements

## Salt Lake CSE Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

## Salt Lake CSE Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

## Salt Lake CSE Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	85.71%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	85.71%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

## Salt Lake CSE Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	25.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	12.50%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	25.00%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	25.00%	YES	6.55%	NO

## Salt Lake CSE Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Salt Lake CSE Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	100.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Salt Lake CSE Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Salt Lake CSE Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Salt Lake CSE Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	92.31%	YES	76.82%	NO

#### Salt Lake CSE Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Salt Lake CSE Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Salt Lake CSE Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Salt Lake CSE Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Salt Lake CSE Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Salt Lake CSE Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Salt Lake CSE Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Salt Lake School for the Performing Arts

## Salt Lake School for the Performing Arts APR Determination: Needs Assistance

### Salt Lake SPA Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	83.33%	YES	70.22%	NO

### Salt Lake SPA Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	16.67%	YES	27.69%	YES

### Salt Lake SPA Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	28.57%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	77.78%	NO	90.13%	NO

### Salt Lake SPA Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	50.00%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	28.57%	YES	6.55%	NO

### Salt Lake SPA Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Salt Lake SPA Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	100.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Salt Lake SPA Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Salt Lake SPA Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Salt Lake SPA Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	88.89%	YES	76.82%	NO

#### Salt Lake SPA Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Salt Lake SPA Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Salt Lake SPA Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Salt Lake SPA Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Salt Lake SPA Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	50.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Salt Lake SPA Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Salt Lake SPA Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Scholar Academy

Scholar Academy APR Determination: Meets Requirements

## Scholar Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## Scholar Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## Scholar Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	100.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	100.00%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## Scholar Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	16.22%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	24.32%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## Scholar Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Scholar Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	45.10%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	7.84%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Scholar Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Scholar Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Scholar Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	100.00%	YES	76.82%	NO

#### Scholar Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Scholar Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Scholar Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Scholar Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Scholar Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	50.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Scholar Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Scholar Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Soldier Hollow Charter School

## Soldier Hollow Charter School APR Determination: Needs Assistance

### Soldier Hollow Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Soldier Hollow Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Soldier Hollow Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	85.19%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	85.19%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Soldier Hollow Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	26.09%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	26.09%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Soldier Hollow Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Soldier Hollow Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	100.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Soldier Hollow Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Soldier Hollow Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Soldier Hollow Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Soldier Hollow Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Soldier Hollow Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Soldier Hollow Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Soldier Hollow Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Soldier Hollow Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Soldier Hollow Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Soldier Hollow Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Spectrum Academy

## Spectrum Academy APR Determination: Needs Intervention

### Spectrum Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	26.00%	NO	70.22%	NO

### Spectrum Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	11.11%	YES	27.69%	YES

### Spectrum Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	80.44%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	76.34%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	79.60%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	90.22%	NO	90.13%	NO

### Spectrum Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	21.82%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	30.99%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	18.11%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	20.48%	YES	6.55%	NO

### Spectrum Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Spectrum Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	71.04%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	16.08%	NO	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.34%	YES	2.61%	YES

Spectrum Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Spectrum Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Spectrum Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	84.00%	YES	76.82%	NO

#### Spectrum Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Spectrum Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Spectrum Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Spectrum Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Spectrum Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	25.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	50.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	75.00%	NO	82.63%	NO

Spectrum Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Spectrum Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# St. George Academy

St. George Academy APR Determination: NA

## St. George Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## St. George Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## St. George Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## St. George Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## St. George Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

St. George Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	NA	NA	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	NA	NA	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	NA	NA	2.61%	YES

St. George Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

St. George Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### St. George Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### St. George Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES

St. George Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES

St. George Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

St. George Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

St. George Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

St. George Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

St. George Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Success Academy

## Success Academy APR Determination: Meets Requirements

### Success Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Success Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Success Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Success Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	100.00%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Success Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Success Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	75.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Success Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Success Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Success Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Success Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Success Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Success Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Success Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Success Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Success Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Success Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Summit Academy

## Summit Academy APR Determination: Needs Intervention

### Summit Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Summit Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

### Summit Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	97.27%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	87.22%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Summit Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	9.58%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	17.83%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Summit Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Summit Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	92.45%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Summit Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Summit Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Summit Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	60.71%	NO	76.82%	NO

#### Summit Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Summit Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Summit Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Summit Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Summit Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Summit Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Summit Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Summit Academy High School

## Summit Academy High School APR Determination: Needs Intervention

### Summit Academy High School Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	78.26%	YES	70.22%	NO

### Summit Academy High School Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	24.00%	YES	27.69%	YES

### Summit Academy High School Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	93.75%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	93.75%	NO	90.13%	NO

### Summit Academy High School Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	6.67%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	13.33%	YES	6.55%	NO

### Summit Academy High School Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Summit Academy High School Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	68.52%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Summit Academy High School Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Summit Academy High School Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Summit Academy High School Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Summit Academy High School Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Summit Academy High School Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Summit Academy High School Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Summit Academy High School Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Summit Academy High School Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

Summit Academy High School Indicator 14: Post-secondary Outcomes – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	14.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	43.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	71.00%	NO	82.63%	NO

Summit Academy High School Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Summit Academy High School Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Syracuse Arts Academy

## Syracuse Arts Academy APR Determination: Meets Requirements

### Syracuse Arts Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Syracuse Arts Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Syracuse Arts Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.83%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.83%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Syracuse Arts Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	14.91%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	20.50%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Syracuse Arts Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Syracuse Arts Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	73.62%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	2.14%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Syracuse Arts Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Syracuse Arts Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Syracuse Arts Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	84.62%	YES	76.82%	NO

#### Syracuse Arts Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Syracuse Arts Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Syracuse Arts Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Syracuse Arts Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Syracuse Arts Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Syracuse Arts Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Syracuse Arts Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Terra Academy

## Terra Academy APR Determination: Needs Intervention

### Terra Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	0.00%	NO	70.22%	NO

### Terra Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

### Terra Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	90.00%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	80.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	87.10%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	90.91%	NO	90.13%	NO

### Terra Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	7.41%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	12.50%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	18.52%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Terra Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Terra Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	61.64%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	21.92%	NO	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Terra Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	0.00%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	100.00%	NO	38.36%	YES

Terra Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

Terra Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	90.91%	YES	76.82%	NO

Terra Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Terra Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Terra Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Terra Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Terra Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	0.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	0.00%	NO	82.63%	NO

Terra Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Terra Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# The Center for Creativity, Innovation & Discovery (CCID)

The Center for Creativity, Innovation & Discovery (CCID) APR Determination: NA

## CCID Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## CCID Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## CCID Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## CCID Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## CCID Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

CCID Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	NA	NA	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	NA	NA	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	NA	NA	2.61%	YES

CCID Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

CCID Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### CCID Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### CCID Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES

CCID Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES

CCID Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

CCID Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

CCID Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

CCID Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

CCID Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Thomas Edison Charter School

## Thomas Edison Charter School APR Determination: Needs Assistance

### Thomas Edison Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Thomas Edison Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Thomas Edison Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	91.98%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	90.74%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Thomas Edison Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	10.74%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	27.89%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Thomas Edison Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Thomas Edison Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	48.63%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	6.01%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Thomas Edison Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Thomas Edison Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Thomas Edison Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Thomas Edison Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Thomas Edison Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Thomas Edison Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Thomas Edison Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Thomas Edison Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Thomas Edison Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Thomas Edison Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Timpanogos Academy

## Timpanogos Academy APR Determination: Needs Intervention

### Timpanogos Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Timpanogos Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Timpanogos Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	33.33%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	31.67%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Timpanogos Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	20.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	26.32%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Timpanogos Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Timpanogos Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	57.58%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	4.55%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Timpanogos Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	0.00%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Timpanogos Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Timpanogos Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Timpanogos Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Timpanogos Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Timpanogos Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

Timpanogos Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Timpanogos Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Timpanogos Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Timpanogos Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Treeside Charter School

Treeside Charter School APR Determination: NA

## Treeside Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## Treeside Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## Treeside Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## Treeside Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## Treeside Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

Treeside Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	NA	NA	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	NA	NA	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	NA	NA	2.61%	YES

Treeside Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Treeside Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Treeside Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Treeside Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES



Treeside Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	NA	NA	0.00%	YES

Treeside Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Treeside Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Treeside Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Treeside Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Treeside Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Tuacahn High School for the Performing Arts

## Tuacahn High School for the Performing Arts APR Determination: Needs Assistance

### Tuacahn Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	85.71%	YES	70.22%	NO

### Tuacahn Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	33.33%	YES	27.69%	YES

### Tuacahn Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Tuacahn Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Tuacahn Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Tuacahn Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	78.05%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	2.44%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Tuacahn Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Tuacahn Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Tuacahn Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Tuacahn Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Tuacahn Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Tuacahn Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Tuacahn Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Tuacahn Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	50.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Tuacahn Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Tuacahn Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Uintah River High

## Uintah River High APR Determination: Needs Intervention

### Uintah River Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	75.00%	YES	70.22%	NO

### Uintah River Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	60.00%	NO	27.69%	YES

### Uintah River Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Uintah River Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Uintah River Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	12.50%	NO	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Utah River Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	81.82%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	18.18%	NO	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Utah River Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Utah River Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Uintah River Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Uintah River Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Uintah River Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Uintah River Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Uintah River Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Uintah River Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	0.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	0.00%	NO	82.63%	NO

Uintah River Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Uintah River Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Utah Career Path High School

Utah Career Path High School APR Determination: Meets Requirements

## Utah Career Path Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	66.67%	NO	70.22%	NO

## Utah Career Path Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

## Utah Career Path Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	50.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	66.67%	NO	90.13%	NO

## Utah Career Path Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

## Utah Career Path Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Utah Career Path Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	100.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Utah Career Path Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Utah Career Path Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Utah Career Path Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Utah Career Path Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

### Utah Career Path Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

### Utah Career Path Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

### Utah Career Path Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

### Utah Career Path Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	100.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Utah Career Path Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Utah Career Path Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Utah Connections Academy (UCA)

## Utah Connections Academy (UCA) APR Determination: Needs Intervention

### UCA Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	50.00%	NO	70.22%	NO

### UCA Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	38.10%	NO	27.69%	YES

### UCA Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	66.67%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	50.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	66.67%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	55.56%	NO	90.13%	NO

### UCA Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	22.50%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	17.50%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### UCA Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

UCA Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	91.85%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	8.15%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

UCA Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	0.00%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

UCA Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### UCA Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### UCA Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

UCA Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

UCA Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	100.00%	YES	99.60%	NO

UCA Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

UCA Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	100.00%	YES	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	11.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	67.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	78.00%	NO	82.63%	NO

UCA Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

UCA Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Utah County Academy of Science (UCAS)

Utah County Academy of Science (UCAS) APR Determination: Meets Requirements

## UCAS Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## UCAS Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## UCAS Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

## UCAS Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	33.33%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

## UCAS Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

UCAS Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	100.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

UCAS Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

UCAS Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### UCAS Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### UCAS Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

UCAS Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

UCAS Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

UCAS Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

UCAS Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

UCAS Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

UCAS Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Utah International Charter School

Utah International Charter School APR Determination: Meets Requirements

## Utah International Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	0.00%	NO	70.22%	NO

## Utah International Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

## Utah International Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	100.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	75.00%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

## Utah International Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	0.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

## Utah International Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Utah International Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	54.55%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	9.09%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Utah International Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Utah International Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Utah International Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	100.00%	YES	76.82%	NO

#### Utah International Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Utah International Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Utah International Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Utah International Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Utah International Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	3.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	0.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	0.00%	NO	82.63%	NO

Utah International Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Utah International Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Utah Military Academy (UMA)

## Utah Military Academy (UMA) APR Determination: Needs Intervention

### UMA Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### UMA Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	20.00%	YES	27.69%	YES

### UMA Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	95.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	92.86%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	95.00%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	83.33%	NO	90.13%	NO

### UMA Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	0.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### UMA Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

UMA Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	80.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	5.26%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

UMA Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

UMA Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### UMA Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### UMA Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

UMA Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

UMA Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

UMA Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

UMA Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	67.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

UMA Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

UMA Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Utah Virtual Academy

## Utah Virtual Academy APR Determination: Needs Intervention

### Utah Virtual Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	22.22%	NO	70.22%	NO

### Utah Virtual Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	62.96%	NO	27.69%	YES

### Utah Virtual Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	52.53%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	33.33%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	54.14%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	54.84%	NO	90.13%	NO

### Utah Virtual Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	10.84%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	18.18%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	4.71%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	11.76%	YES	6.55%	NO

### Utah Virtual Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Utah Virtual Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	71.12%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	10.56%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Utah Virtual Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	0.00%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Utah Virtual Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Utah Virtual Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Utah Virtual Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



Utah Virtual Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Utah Virtual Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Utah Virtual Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Utah Virtual Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	10.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	60.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	70.00%	NO	82.63%	NO

Utah Virtual Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Utah Virtual Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Valley Academy

## Valley Academy APR Determination: Needs Intervention

### Valley Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Valley Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	100.00%	NO	27.69%	YES

### Valley Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	83.33%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	83.33%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Valley Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	6.67%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	13.33%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Valley Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	1.75%	NO	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Valley Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	94.29%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Valley Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Valley Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Valley Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Valley Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Valley Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Valley Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Valley Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Valley Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Valley Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Valley Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Vanguard Academy

## Vanguard Academy APR Determination: Needs Intervention

### Vanguard Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Vanguard Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Vanguard Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	100.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	100.00%	YES	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	100.00%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	100.00%	YES	90.13%	NO

### Vanguard Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	0.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	0.00%	NO	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	0.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Vanguard Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Vanguard Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	38.46%	NO	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	7.69%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Vanguard Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	NA	NA	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	NA	NA	38.36%	YES

Vanguard Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Vanguard Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	100.00%	YES	76.82%	NO

#### Vanguard Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Vanguard Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Vanguard Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Vanguard Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Vanguard Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Vanguard Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Vanguard Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Venture Academy

## Venture Academy APR Determination: Needs Intervention

### Venture Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	100.00%	YES	70.22%	NO

### Venture Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	0.00%	YES	27.69%	YES

### Venture Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	91.43%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	86.67%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	91.43%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	93.75%	NO	90.13%	NO

### Venture Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	15.63%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	15.38%	YES	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	15.63%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	6.67%	NO	6.55%	NO

### Venture Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Venture Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	88.89%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Venture Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Venture Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Venture Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	66.67%	NO	76.82%	NO

#### Venture Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Venture Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Venture Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Venture Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Venture Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	40.00%	NO	92.41%	NO



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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	0.00%	NO	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	50.00%	NO	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Venture Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Venture Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Vista at Entrada School of Performing Arts and Technology

## Vista at Entrada School of Performing Arts and Technology APR Determination: Needs Assistance

### Vista School Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Vista School Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Vista School Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	89.19%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	89.19%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Vista School Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	16.67%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	22.73%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Vista School Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Vista School Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	75.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	5.68%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Vista School Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Vista School Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Vista School Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Vista School Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Vista School Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Vista School Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Vista School Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Vista School Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Vista School Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Vista School Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Voyage Academy

Voyage Academy APR Determination: Meets Requirements

## Voyage Academy Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## Voyage Academy Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## Voyage Academy Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	96.77%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	96.77%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## Voyage Academy Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	23.33%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	30.00%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## Voyage Academy Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Voyage Academy Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	100.00%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	0.00%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Voyage Academy Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Voyage Academy Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Voyage Academy Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Voyage Academy Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Voyage Academy Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Voyage Academy Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Voyage Academy Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Voyage Academy Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Voyage Academy Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Voyage Academy Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Walden School of Liberal Arts

## Walden School of Liberal Arts APR Determination: Needs Intervention

### Walden School Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	87.50%	YES	70.22%	NO

### Walden School Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	12.50%	YES	27.69%	YES

### Walden School Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	76.92%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	0.00%	NO	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	76.00%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	50.00%	NO	90.13%	NO

### Walden School Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	20.00%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	15.79%	YES	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	0.00%	NO	6.55%	NO

### Walden School Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Walden School Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	98.57%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	1.43%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Walden School Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Walden School Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Walden School Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	79.31%	NO	76.82%	NO

#### Walden School Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Walden School Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Walden School Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Walden School Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Walden School Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	33.00%	YES	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	100.00%	YES	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	100.00%	YES	82.63%	NO

Walden School Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Walden School Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)



# Wallace Stegner Academy

## Wallace Stegner Academy APR Determination: Needs Assistance

### Wallace Stegner Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Wallace Stegner Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Wallace Stegner Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	100.00%	YES	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	100.00%	YES	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Wallace Stegner Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	10.00%	NO	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	5.00%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Wallace Stegner Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	NA	NA	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	NA	NA	0.00%	YES

Wallace Stegner Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	80.43%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	6.52%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Wallace Stegner Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Wallace Stegner Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Wallace Stegner Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Wallace Stegner Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Wallace Stegner Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Wallace Stegner Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Wallace Stegner Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Wallace Stegner Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Wallace Stegner Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Wallace Stegner Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Weber State University (WSU) Charter Academy

Weber State University (WSU) Charter Academy APR Determination: Meets Requirements

## WSU Charter Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

## WSU Charter Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

## WSU Charter Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

## WSU Charter Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

## WSU Charter Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

WSU Charter Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	NA	NA	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	NA	NA	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	NA	NA	2.61%	YES

WSU Charter Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

WSU Charter Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### WSU Charter Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### WSU Charter Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES



WSU Charter Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

WSU Charter Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

WSU Charter Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

WSU Charter Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

WSU Charter Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

WSU Charter Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Weilenmann School of Discovery

## Weilenmann School of Discovery APR Determination: Needs Intervention

### Weilenmann Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Weilenmann Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Weilenmann Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	80.95%	NO	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	76.19%	NO	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Weilenmann Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	17.65%	YES	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	18.75%	NO	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Weilenmann Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Weilenmann Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	78.33%	YES	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	8.33%	YES	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	0.00%	YES	2.61%	YES

Weilenmann Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	0.00%	NO	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Weilenmann Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Weilenmann Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	77.27%	NO	76.82%	NO

#### Weilenmann Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Weilenmann Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Weilenmann Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Weilenmann Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Weilenmann Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Weilenmann Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Weilenmann Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

# Winter Sports School

## Winter Sports School APR Determination: Meets Requirements

### Winter Sports Indicator 1: Graduation

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs graduating from high school with a regular diploma.	71.48%	NA	NA	70.22%	NO

### Winter Sports Indicator 2: Drop Out

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of youth with IEPs dropping out of high school.	≤ 36.00%	NA	NA	27.69%	YES

### Winter Sports Indicator 3B: Participation for students with IEPs

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts participation rate of grade 3–8 students.	95.00%	NA	NA	92.05%	NO
English Language Arts participation rate of grade 10 students.	95.00%	NA	NA	85.51%	NO
Math participation rate of grade 3–8 students.	95.00%	NA	NA	91.64%	NO
Math participation rate of grade 10 students.	95.00%	NA	NA	90.13%	NO

### Winter Sports Indicator 3C: Proficiency for students with IEPs against grade-level, modified, and alternate academic achievement standards

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
English Language Arts proficiency rate of grade 3–8 students.	16.98%	NA	NA	14.97%	NO
English Language Arts proficiency rate of grade 10 students.	10.00%	NA	NA	8.45%	NO
Math proficiency rate of grade 3–8 students.	19.61%	NA	NA	17.94%	NO
Math proficiency rate of grade 10 students.	9.08%	NA	NA	6.55%	NO

### Winter Sports Indicator 4: Suspension and Expulsion – Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities for greater than 10 days in a school year.

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4A: Significant Discrepancy</b> – 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 students with IEPs.	0.00%	0.00%	YES	0.00%	YES



Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 4B: Significant Discrepancy by Race or Ethnicity</b> – Percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs 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.	0.00%	0.00%	YES	0.00%	YES

Winter Sports Indicator 5: LRE for Students 6–21 – Percent of students aged 6 through 21 who are served:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 5A: Regular Classroom</b> – Inside the regular class 80% or more of the day.	57.09%	NA	NA	61.57%	YES
<b>Indicator 5B: Separate Classroom</b> – Inside the regular class less than 40% of the day.	≤ 13.36%	NA	NA	10.68%	YES
<b>Indicator 5C: Separate Facilities</b> – In separate schools, residential facilities, or homebound/hospital placements.	≤ 3.00%	NA	NA	2.61%	YES

Winter Sports Indicator 6: LRE for Children 3–5 – Percent of children aged 3 through 5 with IEPs attending:

Measurement	FFY 2016 State Target	FY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 6A: Regular Program</b> – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	33.62%	100.00%	YES	37.19%	YES
<b>Indicator 6B: Special Program</b> – A separate special education class, separate school or residential facility.	≤ 43.16%	0.00%	YES	38.36%	YES

Winter Sports Indicator 7: Outcomes for Children 3–5 – Percent of children aged 3 through 5 with IEPs who demonstrate improved:

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A1: Social-Emotional</b> – Of those preschool children who entered the preschool program below age expectations in positive social-emotional skills (including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.12%	NA	NA	87.97%	NO

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 7A2: Social-Emotional</b> – The percent of preschool children who were functioning within age expectations in positive social-emotional skills (including social relationships) by the time they turned 6 years of age or exited the program.	51.80%	NA	NA	59.41%	YES
<b>Indicator 7B1: Knowledge and Skill</b> – Of those preschool children who entered the preschool program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	90.56%	NA	NA	86.93%	NO
<b>Indicator 7B2: Knowledge and Skill</b> – The percent of preschool children who were functioning within age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turned 6 years of age or exited the program.	45.39%	NA	NA	59.41%	YES
<b>Indicator 7C1: Behaviors</b> – Of those preschool children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91.30%	NA	NA	88.87%	NO
<b>Indicator 7C2: Behaviors</b> – The percent of preschool children who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.	63.57%	NA	NA	71.57%	YES

#### Winter Sports Indicator 8: Parent Involvement

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	79.52%	NA	NA	76.82%	NO

#### Winter Sports Indicator 9: Disproportionate by Race/Ethnicity, Overall

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Winter Sports Indicator 10: Disproportionate by Race/Ethnicity, Disability Category

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	YES	0.00%	YES

Winter Sports Indicator 11: Evaluation in 60 Days (State established timeline is 45 school days)

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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. The Utah State timeline is 45 school days.	100.00%	NA	NA	99.60%	NO

Winter Sports Indicator 12: Transition from Part C to Part B

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of students 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.	100.00%	NA	NA	99.74%	NO

Winter Sports Indicator 13: Transition Planning on IEP by Age 16

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
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, which will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition services needs. There must also 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.	100.00%	NA	NA	92.41%	NO

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

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
<b>Indicator 14A: Higher Education (HE)</b> – Enrolled in higher education within one year of leaving high school.	27.50%	NA	NA	20.74%	NO
<b>Indicator 14B: HE or Employed</b> – Enrolled in higher education or competitively employed within one year of leaving high school.	75.67%	NA	NA	66.82%	NO
<b>Indicator 14C: HE, Post-secondary Training, or Employed</b> – Enrolled in higher education or in some other post-secondary education or training program, competitively employed, or in some other employment within one year of leaving high school.	90.83%	NA	NA	82.63%	NO

Winter Sports Indicator 15: General Supervision: Resolutions

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)

Winter Sports Indicator 16: General Supervision: Mediations

Measurement	FFY 2016 State Target	FFY 2016 LEA Data	LEA Met FFY 2016 Target	FFY 2016 State Data	State Met FFY 2016 Target
Percent of mediations held that resulted in mediation agreements.	NA	n < 10	NA	NA (state n < 10)	NA (state n < 10)